

RESULTS OF THE COMPARATIVE COGNITIVE TEST WORKGROUP BUDAPEST INITIATIVE MODULE

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This report is a product of a multi-national testing project conducted by the Comparative Cognitive Test Workgroup. The workgroup is a coordinated, international effort organized to develop and implement an evidence-based methodology for testing survey questions in cross-cultural or multinational contexts. For this project, the coalition consisted of representatives from 7 different nations and incorporates 6 different languages: the US (in English and Spanish), the UK, Bulgaria, Portugal, Switzerland (in French), Germany, and Spain. In Fall 2007, workgroup members met in London to discuss project goals and to determine the process and protocol for conducting the study. In the next 5 months, 135 cognitive interviews were conducted by participating countries. Interviews were structured around questions provided by the Budapest Initiative (a UNECE/Eurostat task convened to develop global measures of health states) and the European Social Survey. In February, 2008, the group held a joint analysis meeting whereby a process was developed to conduct a systematic, comparative analysis of those interviews. Through this process, the group was able to identify various interpretive patterns resulting from socio-cultural and language-related differences among countries as well as other patterns of error that could potentially undermine the comparability of survey data. This report summarizes the process and findings of the Budapest Initiative component.

BACKGROUND

Budapest Initiative

The Budapest Initiative is a collaborative effort involving national statistical offices and other international organizations working in health statistics with the objective of developing internationally comparable measures of health states. In 2005, a Joint UNECE/WHO/Eurostat Meeting on the Measurement of Health Status was held in Budapest, at which the work of the Task Force was presented to delegates from Member

Countries and international organizations. From this meeting onward, the work of the Task Force has been referred to as the Budapest Initiative (BI). Considering the feedback from the Budapest meeting, the Task Force further defined the domain election, developed questions for each domain, and produced a testing protocol for the survey instrument. By late 2006, Task Force members were asked to carry out cognitive testing of the Budapest Initiative questions. The testing was conducted in four countries (Australia, Canada, Italy, US) using a protocol developed by the Task Force.

In January 2007, the Task Force met to discuss the cognitive test findings presented by the four testing sites and finalized the survey module. This module, referred to as the Budapest Initiative Mark 1 (BI-M1) module, would be used for the next 3 to 4 years to produce internationally comparable estimates of the measurement of health state. In February 2007, the Bureau of the Conference of European Statisticians welcomed the finalization of BI-M1. The Bureau noted that the BI will continue to work toward a refinement of the survey instrument which could be finalized within 2-3 years. As a result, the group has been exploring ways of to improve the BI-M1 by posing alternative ways of phrasing questions in the module, as well as further investigating issues that emerged through the first round of cognitive testing. This collaborative project with the Comparative Cognitive Testing Workgroup is part of that ongoing effort.

Description of Cognitive Testing

The aim of cognitive testing is to investigate how well survey questions perform when asked of respondents, that is, if respondents understand the questions according to their intended design and if they can provide accurate answers based on that intent. As a qualitative method, the primary benefit of cognitive interviewing is that it provides rich, contextual insight into the ways in which respondents 1) interpret a question, 2) consider and weigh out relevant aspects of their lives and, finally, 3) formulate a response based on that consideration. As such, cognitive interviewing provides in-depth understanding of the ways in which a question operates, the kind of phenomena that it captures, and how it ultimately serves (or fails) the scientific goal. Findings from a cognitive interviewing project typically lead to recommendations for improving a survey question, or results can be used in post-survey analysis to assist in data interpretation.

Traditionally, cognitive testing is performed by conducting in-depth, semi-structured interviews with a small sample of approximately fifteen to thirty respondents. The typical interview structure consists of respondents first answering the evaluated question and then answering a series of follow-up probe questions that reveal what respondents were thinking and their rationale for that specific response. In this regard, cognitive interviews unfold within a narrative format and are often personal and, in comparison to traditional survey interviews, are unique to each respondent. Through this semi-structured design, various types of question-response problems, such as interpretive errors or recall accuracy, are uncovered—problems that often go unnoticed in traditional survey interviews. By asking respondents to provide textual verification and the process by which they formulated their answer, elusive errors (what DeMaio and Rothgeb have termed “silent misunderstandings”) are revealed.

As a qualitative method, the sample selection for a cognitive testing project is purposive. Respondents are not selected through a random process, but rather are selected for specific characteristics such as gender or race or some other attribute that is relevant to the type of questions being examined. When studying questions designed to identify persons with disabilities, for example, the test sample would likely consist of respondents with a previously known disability and, to discover potential causes of false positive or false negative reporting, some respondents with no known disability. Because of the small sample size, not all social and demographic groups are represented. Analysis of cognitive interviews does not produce generalizable findings in a statistical sense, but rather, provides an explicit exploration of response processes including patterns of interpretation which could lead to response error.

Analysis of cognitive interviews can be conducted from transcribed interviews or, as is often the case, from interviewer notes. The texts of the interviews (either transcribed materials or interviewer notes) are collated by question so that comparisons can be made systematically across all respondents. Several levels of analysis can typically be performed. First, distinct occurrences in which respondents experience difficulty or confusion while answering are identified. Additionally, specific instances or patterns of error are also noted and, most importantly, the particular causes of those errors are identified. In addition to response errors, analysis of cognitive interviews can be conducted to reveal patterns of question interpretation. By comparing each respondent's interpretation to a particular question, patterns can be identified and then examined for consistency and degree of variation among respondents. This type of interpretive analysis does not necessarily illustrate overt response errors, but rather provides deeper insight into the substance or the actual meaning that constitutes the survey data.

Application for Cross-National or Cross-Cultural Surveys

Socio-cultural differences among respondents can generate question response differences, not just in terms of differing with the scientific intent, but with the way that other respondents may view or process a question. For example, American Indian respondents who use tobacco in sacred rituals may be confused whether they should count ritual-use for general smoking questions, or, if they assume that the question pertains to ritual, may be offended by the question. Similarly, respondents from particular cultural regions may be less inclined to report having a physical limitation because disability is considered a stigmatized condition. Uncovering these types of socio-cultural differences are particularly important to identify prior to fielding a survey. Rather than interpreting the differences in the survey data as bias in the response process, they can be construed as “real” differences and reported as study findings.

By conducting a comparative analysis of cognitive interviews, it is possible to identify patterns of error and patterns of interpretation across groups of people. For example, a cognitive testing study conducted in both rural Mississippi and the metropolitan DC area illustrated that rural respondents with limited access to health care were more likely to experience problems understanding questions that contained

technical wording, such as “mammogram” and “PSA test.”¹ Additionally, by conducting a comparative analysis, cognitive interviews can identify problems in questions that have been incorrectly translated or that convey even subtle meaning differences in other languages. As such, the method can indicate whether a particular error pattern or interpretive pattern is idiosyncratic or is systematic and, therefore, holds the potential of producing biased survey data.

Limitations of Comparative Cognitive Testing

Because cognitive testing directly examines the thought processes that respondents use to answer survey questions, the method holds much promise for uncovering cultural or language-related problems in question design. Nevertheless, because of specific characteristics inherent to the methodology, the method itself has potential limitations for conducting comparative analyses and, ultimately, for making socio-cultural based conclusions. Those characteristics include:

- Small sample size
- Non-representative sample
- Non-standardized interviewing protocol
- Requirement of trained interviewers
- Under-developed literature and practice regarding rigor of analysis
- Lack of standardized criteria for what constitutes a cognitive interview finding

To conduct a successful comparative analysis, these characteristics must be included as an integral component in the design of the interviewing protocol as well as in the actual method of analysis.

Although it can identify particular problems, because of the small, purposive sample, the method provides little insight into the actual prevalence or the magnitude of impact that the particular problem may have on the survey data. The strength of the method is that it reveals interpretive patterns as well as the contextual frame of the question-response process—it does not provide a specific threshold by which a question fails or passes. Whether only one cognitive test respondent experienced the problem does not imply that the problem should be characterized as a fluke. Nor should one case of a problem be seen as a serious flaw. In order to determine whether or not a particular problem discovered is serious enough to attempt “fixing,” the researcher must take into account various pieces of information such as the nature of the problem, whether or not the problem is tied to specific characteristics of respondents or possible experiences, and weigh out how the survey data may ultimately be affected by the flaw. This level of insight can only come from a systematic analysis across all of the cognitive interviews. As a qualitative study, cognitive test findings provide pieces of insight from various perspectives that, when brought together, can assist the question design analyst in assessing the quality of the question as it pertains to the type of phenomena that it should capture. In this regard, the usefulness of findings is tied to the type of analysis that is actually performed as well as the completeness of that analysis.

¹ Miller, American Journal of Health Behavior

On a practical level, the non-standardized interviewing protocol, which is critical for fully exploring how each respondent interprets and formulates a response to a question, makes comparative analyses between multiple sites difficult. Unless analyses across the test sites are coordinated and conducted in concert, cognitive interviews themselves may not be comparable. Additionally, in conducting a comparative analysis, it is important to consider how data were collected (e.g. with trained or inexperienced interviewers, from thinking aloud narratives or pre-scripted follow-up probes), how the interviews were recorded (e.g. interviewer notes or transcriptions), as well as how the cognitive interview data may be limited or even flawed. That is, in conducting a comparative analysis, it is critical to consider the validity of the cognitive interview data itself and how the data quality might vary across the different interviewing sites. Without taking this necessary step, it will be difficult to distinguish an “actual” comparative finding from artifacts of the cognitive interviewing process, particularly if that process involves numerous locations with different interviewers conducting interviews in multiple languages.

METHODS

The primary objective of the Comparative Workgroup project was to develop and conduct a protocol that would assess each question’s performance as well as to make an evaluative statement regarding comparability across multiple countries and differing languages. In developing the test protocol, the workgroup set out to answer the following comparative questions:

1. Do the survey questions work consistently across all countries and subgroups?
2. Do respondents interpret questions consistently regardless of country, language, or demographic?
3. Do respondents use the same thought processes to answer questions?
4. If not, then, why are there differences? What about the countries, languages or demographic subgroups generate different response processes?
5. How can we “fix” or manage these differences through question design?

To fully answer these questions, the workgroup would need to identify and address the aspects of cognitive testing that undermine comparability across test sites.

To begin the project, a meeting of workgroup members was held in London to lay out the parameters of the project and to establish the testing protocol. Aspects of traditional cognitive testing were discussed and then incorporated into the overall design. Those issues included:

1. Sample composition, selection and recruitment
2. Language equivalence and translation procedures
3. Use of non-standardized probing techniques, the impact on data quality and comparability, and establishment of a semi-structured interview guide
4. Differing skill levels of interviewers, impact on data quality and comparability, and interviewer training
5. Cognitive interview documentation, what constitutes a finding, and data processing and organization

Importantly, plans were made to ensure communication and coordination across the multiple interviewing locations. Specifically, weekly conference calls were scheduled, and time-lines were established for making translations and conducting interviews. Additionally, the ESS created a workgroup website so that common documents (e.g. the interviewing guide, sample requirements, translation procedures) could be easily accessed, and members could pose questions and have discussions with group members. Lastly, a final workgroup meeting was scheduled after all interviews were conducted to analyze interview data through a systematic group process. That joint analysis took place in Washington DC, in February 2008.

The following sections detail the design and implementation of that process.

Sampling

Countries were asked to conduct a minimum of 10 interviews and, if possible, were urged to conduct more interviews. It was determined that differences in sample size, while not ideal, would not bias the analysis as it would in a quantitative study. The greatest disadvantage would be that, for those countries with smaller samples, the possibility of an incomplete data set would be greater, that is, the result might not fully capture the range of question response processes as would be the case for a larger sample.

Samples were to be diverse in age, gender and socio-economic status. Additionally, to adequately test the health state questions, at least half of respondents were to have either a hearing, visual, mobility or cognitive functioning problem. Since the sample was purposive and based on specific requirements, countries were able to recruit by whatever means was most efficient for them, for example, by placing an advertisement, handing out fliers, or through existing networks of respondents. All countries except Bulgaria provided respondent remuneration (approx. \$40USD).

The charts below depict the number, demographic profile and health state of the final sample for each country.

Respondent Demographics by Country

	Total	Gender		Age (in years)			Education	
		Men	Women	18 – 29	30–69	70+	< HS degree	HS degree +
Bulgaria	10	5	5	2	4	4	4	6
Germany	10	5	5	2	4	4	4	6
Great Britain	29	15	14	8	9	12	9	20
Portugal	8	3	5	3	3	2	3	5
Spain	18	10	8	6	6	6	9	9
Switzerland-French	17	9	8	7	4	6	2	12
United States-English	30	11	19	3	19	8	14	16
United	13	3	10	1	9	3	6	7

States-Spanish								
Total	135	61	74	32	58	45	54	81

Respondent Health Problems by Country

	Mobility	Hearing	Cognitive	Mental Health
Bulgaria	3	2	1	1
Germany	2	2	1	0
Great Britain	5	8	3	2
Portugal	3	0	1	0
Spain	3	4	3	0
Switzerland-French	2	3	0	1
United States-English	14	4	3	4
United States-Spanish	3	2	3	5
Total	35	23	15	13

Data Collection

The interviewing protocol consisted of two sections: a BI component and an ESS component. It was semi-structured, consisting of the test questions followed by a few general pre-scripted probe questions. Interviewers were instructed to spend 30 minutes on each section regardless of whether or not that component was completed. Additionally, interviewers were instructed to begin half of their interviews with the BI component and the other half with the ESS questions. The protocol was written in English. (See Appendix A). Countries that were conducting interviews in languages other than English were responsible for producing a translated protocol. Countries were required to produce translations using the committee approach. (See www.europeansocialsurvey.org for protocol).

The written probes were intended to serve only as a guide for interviewers (particularly those inexperienced in cognitive interviewing) to illicit how respondents understood the question as well as how they formulated their answer; the prescribed probes were not intended to be used rigidly. During the interview, respondents were asked each survey item and were then probed to explain their answer. Each interview varied depending on whether the respondents had a physical or mental health problem. Typical follow-up questions included, “How so?” and “Why do you say that?”

Interviewers ranged in their cognitive interviewing experience. Specifically, interviewers for the US, Spain, Germany and the UK were very experienced and regularly conducted cognitive testing studies. On the other hand, cognitive interviewing was new to those interviewing for Bulgaria, Portugal and Switzerland. To compensate for the lack of experience, a training session was held at the London meeting.

Additionally, particular effort was given to communicate with those newer interviewers throughout the project via conference calls and the ESS website.

All interviews were audio-recorded except for those conducted in Spain and the US-English, which were video-recorded. From these recordings, interviewers wrote detailed sets of notes which were then compiled by question. Interviewers then charted their data in tables formatted to be easily accessible for a thorough joint analysis. Notes documents were written in the language of the interviews, however, charts were translated into English so that all workgroup members could understand and analyze data across each country.

The main problem conveyed by interviewers was that the protocol was too long; there was not enough time to adequately cover all questions in both the ESS and BI components. Although interviewers attempted to prioritize questions that were not covered in previous interviews, some sections had incomplete data. This was particularly the case for the last fatigue question and the hearing question that were placed at the end of the BI component. Consequently, results will not be presented for these items.

Method of Analysis

For cross-national or cross-subgroup comparative analyses, the analysis itself should be conceptualized in three distinct layers. The first and simplest level of analysis occurs within the interview, specifically, as the interviewer attempts to understand how one respondent has come to understand, process and then answer a survey question. The interviewer must act as analyst during the interview, evaluating the information that the respondent describes and following up with additional questions if there are gaps, incongruencies or disjunctures in the explanation. From this vantage point (i.e. within a single cognitive interview) cognitive response errors, such as recall trouble or misinterpretation, for individual respondents can be identified.

The second layer of analysis occurs through a systematic examination of all interviews taken together. Specifically, for each question, interviews should be examined to identify patterns in the way respondents interpret and process the question. By making comparisons across all of the interviews, not only can patterns in response errors be identified across respondents, but also interpretive patterns can be identified and then examined for consistency. Inconsistencies in the way respondents interpret questions may not necessarily mean misinterpretation, but can illustrate even subtle interpretation differences that respondents use as they consider the question in relationship to their own life circumstance. From this vantage point it is possible to identify the phenomena that is captured by the particular survey question which, in the end, illustrates the substantive meaning behind the statistic. Additionally, from this layer of analysis, it is possible to identify patterns of calculation across respondents. is particularly useful in understanding how qualifying clauses such as, “in the past 2 weeks” or “on average” impact the way respondents form their answer and whether respondents consistently use the clause in their calculation.

The last level, the heart of the cross-cultural analysis, occurs through an examination of the various identified patterns across sub-groups, determining whether it is particular groups of respondents that are interpreting or processing a question differently. This level of analysis (i.e., identifying patterned differences among subgroups) is particularly important because this is where potential for bias would occur.

To implement these layers of analysis for this Comparative Workgroup project, cognitive interview data was charted, allowing for a systematic analysis across all interviews. (See Appendix B). At the workgroup meeting, analysis consisted of a lead researcher guiding the workgroup through the multiple levels of analysis—first identifying basic errors. Secondly, the interview data was examined across interviews to determine whether those errors, interpretations and calculations occurred in patterns. Finally, the patterns were further investigated to determine whether they occurred within in a specific subgroup. Because the charts were organized by country, subgroup comparisons focused primarily on country and language differences. In the joint analysis meeting, charts were used as the primary source of data, but interviewer notes were also referenced when clarification was needed. For a few instances where even further clarification was required, workgroup members reviewed recordings of the interviews—though this review occurred after the analysis meeting. Because of limited time, analysis of the BI questions could not be completed in the joint analysis meeting. The remaining analysis occurred after the meeting, with one researcher analyzing the charts and then following up with group members for clarification.

RESULTS

In analyzing the ESS and BI questions, three types of comparative problems were identified. They include:

1. Socio-cultural differences: given respondents' socio-cultural context, the question attempts to measure a concept that either does not exist or takes on different of meanings that are not comparable.
2. Translation problem – the translation of the item produced a question in the target language which was not functionally equivalent to that in the source questionnaire.
3. Interaction between source question and translation – the question appears to work well in British English but has features in its design which make translation difficult. Examples include the use of idioms, colloquial language, scales with vague quantifiers.

Outside of these comparative problems, some questions in the protocol were categorized by a fourth category:

4. Source question problem: all or part of a question is poorly designed such that the question (even in the source language) does not measure the phenomena as intended.

For the BI questions, the majority of the identified comparative problems were related to translation or the interaction between the source question and the translation. For example, in the French version of the walking questions, almost half of the respondents from Switzerland misunderstood the question as asking about running instead of walking. This did not occur in any other country. Rather than understanding the phrase "parcourir 100 mètres" (which, in English, means "to cover the distance of 100 meters"), some respondents understood the word as "courir" (which means "to run"). Additionally, in the pain questions which ask about "pain and discomfort," every country except the US-English understood the word *discomfort* to mean uncomfortable or fatigued, not necessarily painful.

For the most part, however, there were few translation and country comparability problems identified in the set of questions. When problems were identified, such as differing patterns of calculation or patterns of interpretation, those differing patterns occurred throughout all of the countries. For example in Pain 1, depending on their method of calculation their answer, respondents with the same circumstances could have enormously varied responses. Some respondents, for instance, took the median, thinking that for one day the pain was *extreme*, but then for the last day it was *mild*, so answered *moderate*. Some other respondents provided a more exact average across the number of days, and still others responded basing their answer on the most extreme episodes. Each of these patterns, however, were evidenced more or less in each country.

Because the comparative analysis occurred at a country level (as opposed to education or economic status), it is possible that while the patterns do not appear to coincide with a particular country, they may coincide with socio-economic status or some other significant demographic group. Additionally, it is important to note that while the questions were examined in seven different countries, those countries were all industrialized and relatively similar. It is, therefore, possible that the questions would perform differently (and thus not comparably) in less industrialized countries or even in poorer and less urban communities within those countries.

Future work should include a more inclusive comparative analysis. Additionally, future investigation should look at the comparability of vague quantifiers, particularly as they are translated across multiple languages.

QUESTION BY QUESTION REVIEW

Walking

Short Distance

How much difficulty do you have walking 100 yards on level ground that would be _____? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

If aid: **How much difficulty do you have walking 100 yards on level ground that would be _____ without using your _____ [mention aid(s) in W1b]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

The following table depicts how respondents answered the BI question.

Responses by Country

Country	None	Little	A Lot	Unable	Cannot Answer	Total
US English	14	10	2	3	0	29
US Spanish	8	3	0	0	0	11
Switzerland	13	1	1	0	0	15
Spain	15	3	0	0	0	18
Portugal	7	1	0	0	0	8
Germany	8	1	0	1	0	10
Bulgaria	6	1	3	0	0	10
Great Britain	20	5	1	2	0	28
	91 (69.4%)	27 (20.6%)	7 (5%)	6 (4.6%)	0	131

In explaining the basis of their answers, respondents primarily described day-to-day experiences walking, for example, “going to the store,” “exercising on a treadmill,” “walking the dog,” and “walking from the mountain into town.” Among the Spanish interviews, however, there were a few cases that extended outside the action of walking, such as “climbing stairs,” “gardening,” and “daily activities.” At this time, it is not clear why these differences exist among Spanish respondents; an explanation will require additional analysis as well a comparison of the US-Spanish and Spain translations.

Almost half of the French-speaking respondents from Switzerland misunderstood the question as asking about running instead of walking. This error was found to be related to the translation. Rather than understanding the phrase "parcourir 100 mètres" (which, in English, means "to cover the distance of 100 meters"), some respondents understood the word as "courir" (which means “to run”).

Regarding the distance, each country was asked to use whatever examples that they deemed appropriate for their country. Those examples were:

Country	Example of 100 meters
US English	“the length of a football field”
US Spanish	“the length of a football field”
Switzerland	“the length of a football field”
Spain	“the length of a football field”
Portugal	“one lap of a running track”
Germany	“the length of a football field”
Bulgaria	Interviewer described the distance in the interview
Great Britain	“the length of a football field”

Relatively consistent across the countries and languages, many respondents stated that the examples helped them to define 100 meters/yards; they would not have known how to define that distance without examples. However, some respondents stated that, even with the examples, they were not able conceptualize 100 meters/yards. These were primarily women or other respondents who were not familiar with sports-related references. While it was difficult for some of these respondents to form an answer, all respondents were able to speculate the distance (with varying degrees of accuracy) in order to provide a response. It is important to note that, in many cases, it is difficult to assess whether or not respondents' conceptions of 100 meters/yards is truly accurate. To explain their conceptualization, respondents could only describe specific landmarks in which only they were familiar (e.g., the distance from their house to the bus stop, or from their house to school).

It was clear, however, that in a few cases, respondents incorrectly overestimated the distance (for example, thinking it was equivalent to 2 kilometers) and then answered incorrectly—because they did not believe they could walk that exaggerated length. There were no cases in which a respondent underestimated the length, thereby, reporting that they would have no difficulty when, in reality, they would have difficulty.

Approximately one in five respondents stated that they had mobility problems to the extent that they required the use of an assistive device, such as a cane, walker or wheelchair. The chart below illustrates the sample with a breakdown of assistive device use.

Use of Assistive Device by Country

Country	Device	Total Number of Respondents
US English	14	29
US Spanish	2	11
Switzerland	2	15
Spain	0	18
Portugal	0	8
Germany	2	10
Bulgaria	4	10
Great Britain	4	28
	29 (22.1%)	131

For those respondents requiring assistive devices, there were no outstanding problems regarding the device clause. Specifically, no respondent had difficulty understanding and then reporting their ability to walk without the use of their device. Only a couple respondents acknowledged some confusion, but had no difficulty once the interviewer clarified the clause or simply repeated the question.

In a few cases across each country, respondents had difficulty answering the question because their particular type of walking problem is not always constant. Instead, their problems varied along the basis of a chronic condition (e.g., osteoporosis, arthritis) or environmental conditions (the weather, ground cover such as cobblestones or grass). In

these cases, respondents were apprehensive about providing an answer that was rooted within an amount or magnitude of difficulty, but were more inclined to answer with frequency, such as “sometimes.”

Long Distance

If no aid: **How much difficulty do you have walking 500 yards on level ground that would be about _____? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

If aid: **How much difficulty do you have walking 500 yards on level ground that would be about _____ without using your _____ [mention aid(s) in W1b]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

The table below shows respondents answers to the question:

Responses by Country

Country	None	Little	A Lot	Unable	Cannot Answer	Total
US English	13	3	4	5	0	25
US Spanish	2	6	1	0	3	12
Switzerland	10	2	2	0	1	15
Spain	14	2	2	0	0	18
Portugal	7	0	1	0	0	8
Germany	7	1	1	1	0	10
Bulgaria	6	1	1	1	1	10
Great Britain	17	4	3	2	1	27
	76 (60.8%)	19 (15.2%)	15 (12%)	9 (7.2%)	6 (4.8%)	125

For most aspects, the long distance question operated in the same manner as the short distance question. Like the previous question, there were no difficulties regarding the assistive device clause; respondents had no outstanding difficulty understanding or reporting their ability without the use of their aid. And, like the previous question, a few Swiss respondents understood the question as asking about running (even though it was previously established in the short-distance question that the verb was "parcourir" and not "courir").

However, respondents' conceptualization of the longer distance became more of a problem than in the previous question. Unlike the examples in the short-distance question, these examples were less tangible and, in some cases, too abstract for respondents to imagine. The examples were:

Country	Example of 500 meters
US English	Washington DC: "1/3 of a mile" North Carolina: Interviewer used example of the road that all respondents traveled to get to the site of the interview
US Spanish	"the length of 5 football fields"

Switzerland	“the length of 5 football fields”
Spain	“the length of 5 football fields”
Portugal	“a bit more than a running track”
Germany	“the length of 5 football fields”
Bulgaria	(Interviewer described the distance in the interview)
Great Britain	“the length of 5 football fields”

Consequently, a few respondents (unlike in the previous question) were unable to speculate the distance and, as a result, did not answer the question. Some other respondents did provide an answer, however, it was based on a grossly overestimated conceptualization of 500 meters. For example, one Spanish respondent imagined five football pitches to be “very far” and, consequently, reported that she would have “a lot” of difficulty. Similarly, in thinking that the distance must be extremely far, a US Spanish speaking respondent could not answer the question, stating, “I don’t know, I have never done it.”

Cognition

Cognition 1

Because of a physical, mental or emotional problem, do you have difficulty concentrating, remembering or making decisions? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

In the joint analysis meeting, no overt problems were identified. Initially, it was suggested that the question might be double-barrelled, but upon examination there was no evidence to substantiate the problem. A more subtle problem, however, some respondents (for whatever reason) were not viewing the question as a health question intended to measure cognitive impairment. More specifically, workgroup members suggested that some respondents who answered “a little” might have answered thinking of relatively trivial problems and not because of a true cognitive functioning problem. Without tallied data, however, it was impossible to fully explore this concern in the February meeting.

Now, in looking at the totality of responses, it is possible to see whether or not and the extent that an interpretation problem exists within the sample. The table below shows those results by country.

Responses by Country

Country	None	Little	A Lot	Unable	Total
US English	9	15	5	0	29
US Spanish	5	7	1	0	13
Switzerland	5	8	2	0	15
Spain	11	7	0	0	18
Portugal	4	4	0	0	8
Germany	5	4	1	0	10
Bulgaria	2	6	2	0	10

Great Britain	13	13	3	0	29
	54 (40.9%)	63 (47.7%)	14 (10.6%)	0	132

Of primary concern, more than half of all respondents reported a cognitive functioning problem, and, given the sample selection criteria, it is implausible that all of these respondents would have a true problem. This indicates the likelihood of an interpretation problem. That is, as suspected in the joint analysis meeting, it appears that some respondents are not viewing the question as one that captures functioning problems. Looking across the countries, however, there does not appear to be any country that stands out as different; if there is an interpretation problem at least the problem appears to be across the board.

Given the specific nature of the problem, it is possible that this problem could easily be resolved by counting the “little” reports as “none”—essentially turning the variable into 3 categories None/A lot/Unable. However, this is only a viable solution if those who interpreted the question as “normal” problems answered “a little,” and those who interpreted it as a cognitive functioning question answered “a lot.” This, however, requires determining what types of cognitive problems that might be excluded by combing those respondents.

To address this issue, interview data were examined to determine what respondents considered when answering “little”—specifically, to discern between those cases of solid cognitive functioning problems and those who reported trivial, questionable problems. Those cases that were classified as *questionable* were those where the respondents (from data in the charts) explained that it was “not really a problem,” mentioned that the problem was of “no significance” or “no impact on their life,” that the type of problem is “common” or “usual,” or that they were not concerned about the problem. Those cases that were deemed *more solid* were those where the respondents (from data in the charts) indicated that the problem was due to an emotional, mental or health problem, such as a stroke, ADD or depression. In the end, approximately two-thirds of all respondents answering “little” appeared to have solid cognitive functioning problems. A full one-third, however, described their problem as normal—not interpreting the question as a question about cognitive functioning. The table below illustrates the break down by country.

Country	Respondents Reporting “Little”		Total Reports of “Little”
	Questionable	More solid	
US English	6	9	15
US Spanish	3	4	7
Switzerland	5	3	8
Spain	1	6	7
Portugal	2	2	4
Germany	1	3	4
Bulgaria	1	5	6
Great Britain	3	9	12
	22 (34.9%)	41 (65%)	63 (47.7)
	(17.7% of all 132 cases)	(31% of all 132 cases)	

It is important to note that, to a certain extent, the distinction between the two forms of interpretation are unclear—particularly because the phenomena itself is subject to interpretation. For example, it is not clear whether cognitive problems due to temporary depression or grief should be counted as a true cognitive problem, even though it may manifest as a true problem in a respondent’s life. Additionally, some respondents answered affirmatively thinking of forgetting seemingly trivial items such as forgetting names or birthdays. However, to them—especially if their memory problem occurs daily—the problem is not trivial. Not wanting to override respondents’ judgements, these vaguer cases were left in the *more solid* category. Further, and most importantly, the categorizations are only as good as the description provided in the charts.

Nevertheless, it can be safely concluded that while those responses in the “little” category contain an element based on a “normal” interpretation, it also contains an element of true cognitive limitation—an element that would not want to be lost by collapsing the category “little” with “none.” Consequently, it may be prudent to consider other ways of asking about cognitive functioning in order to more accurately capture variation in functioning abilities.

Cognition 2

How much difficulty do you have remembering important things? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

With a cursory look at the initial responses, this second cognition question appears better at capturing the health interpretation than did the first cognition question. See the table below. Only 37% of respondents answered affirmatively to this second question. Additionally, while half of all respondents answered “a little” in the previous question, only a third answered “a little” to this question—essentially the same amount of the *more solid* responses from the previous question.

Responses by Country

Country	None	Little	A lot	Unable	Total
US English	10	6	3	0	19
US Spanish	8	6	0	0	14
Switzerland	12	2	1	0	15
Spain	13	4	1	0	18
Portugal	5	3	0	0	8
Germany	7	3	0	0	10
Bulgaria	6	3	1	0	10
Great Britain	15	11	2	0	28
	76 (62.3%)	38 (31.1%)	7 (5.7%)	0	122

At first glance, it might appear that those “little” responses of Cognition 2 might be capturing the *more solid* responses of Cognition 1. If this is true, then the finding would lead to the conclusion that Cognition 2 is the better question (in that it more accurately distinguishes those respondents with truer cognitive functioning problems). The cross analysis of the two questions (see chart below) depicts those respondents answering “a little” to either cognition question, thereby characterizing the extent to which the two questions overlap and separating out the truer cases of functioning problems.

		Cognition 1: How much difficulty do you have concentrating, remembering, or making decisions?			
		None	A little		A lot
			Questionable	More Certain	
Cognition 2 : How much difficulty do you have remembering Important things?	None	-----	USE12 USE17 USE10 USE25 USE28 USS2 USS8 Sw3 Sw14 Sw20 Sw24 Sp05 P2 Sp14 G6 GB12 GB46 (13.1% of cases)	USE19 USE24 Sw21 Sw22 Sw23 Sp10 Sp11 Sp16 P6 G2 G7 B1 B2 B3 B6 GB24 GB31 GB33 GB37 GB43 (17.2% of cases)	-----
	A little	USE11 USE31 USS13 Sp3 Sp17 P1 P5 G5 G8 GB17 GB28 GB36 GB41 (10.6% of cases)	B7 USE22 USS11 GB47 P4 (4% of cases)	USE18 USE26 USE27 USE29 USE38 USE33 USE36 USS1 USS12 USS7 USS6 Sp7 Sp18 P8 G9 B5 GB13 GB26 GB34 GB35 GB44 (17.2% of cases)	Sw34 Sw35 USS5 B9 GB11 GB47 (4.9%)
	A lot	-----	Sw1 (.8% of cases)		-----

* the letter-number combinations appearing in the cells are identifications for individual respondents within countries: USE-United States English, USS-United States Spanish, Sw-Switzerland, P-Portugal, G-Germany, B-Bulgaria, GB- Great Britain, S-Spain.

If the above hypothesis is correct (i.e., that the Cognition 2 question more accurately sorts out the trivial problems), then the majority of cases would be located in the Bright Green (as opposed to the Red and Pink) area of the chart. (And, in the Bright Green area as opposed to the Light Green area if the Questionable/More Certain categorizations are correct.) The fact that there are so many cases in the Bright Red areas suggest that this hypothesis is not correct and that, while there is some overlap, the two questions appear to capture some relatively different ideas. To better understand the extent of the incongruity between the two questions, the qualitative data of individual cases were examined to determine why these respondents answered “a little” to one of the cognition

questions, but “none” to the other. This level of analysis could illustrate how and why each question performed differently, as well as which question better captured the phenomena intended by the Budapest Initiative.

Firstly, analysis was conducted to explain those cases that are captured by Cognition 1, but not by Cognition 2 (those falling in the pink and red areas of the chart). Of all respondents, 37 (30.3%) answered “a little” to Cognitive 1 (Concentrating, Remembering, Making Decision) and “none” to Cognitive 2 (Remembering Important Things). The following 3 themes explain the incongruity between the two questions (note, that because they are not mutually exclusive, some cases appear in more than one theme):

1) 13 of those respondents based their answer on a concentration or decision making problem; they did not have a memory problem so answered “none” to Cognitive 2. This is important because it illustrates that Cognitive 1 is picking up this dimension of functioning ability that Cognitive 2 is not picking up.

Those cases include: USE28, Sw21, P2, P6, G6, G7, B1, B3, GB12, GB24, GB31, GB37, GB43

2) 25 of those respondents were impacted by the word “important” in the Cognitive 2 question, such that it raised the criterion from the first to the second question to a more serious level: these respondents would answer yes, “a little” to the Cognitive 1 question, but “none” to the more serious Cognitive 2 question because of the word “important.” If the *questionable/more solid* categories are correct, we should see most of these cases in the pink area of the chart. While there are many, there are still a fair amount in the Red area. This conclusion would suggest that Cognitive 2 might be a better question—at least in sorting out the trivial problems. However, a critical qualitative finding is that respondents broadly varied in their interpretation of “important things,” from “remembering relatives birthdays” to “paying medical bills.” Consequently, those respondents with more severe interpretations of “important things” were inappropriately sifted out of the Cognitive 1 Question, while those with less severe interpretations were included. This conclusion suggests that Cognition 2 is not the better question because, while it does pare down respondents reporting problems, it does not necessarily pare down the correct respondents.

Those cases include: USE12, USE17, USE10, USE25, USS2, USS8, Sw3, Sw14, Sw20, Sw21, Sw23, Sw24, Sp05, Sp11, Sp14, Sp16, G7, P2, P6, B2, B3, B6, GB12, GB46, GB33

3) 6 of the respondents answered none to Cognition 2 because they have specifically developed strategies to not forget those “important” things. This is critical because the intent of the question is to measure health state; it is not intended to pick up adaptive strategies.

Those cases include: USE19, USE24, Sp5, P2, G6, GB31

For 4 of the cases, it was difficult to make sense of the discrepancy; there was not enough detailed information to explain the discrepancy.

Those cases include: Sw22, Sp10, G2, GB24

Finally, to explain those cases that are captured by Cognition 2 (Important Things), but not by Cognition 1 (Concentrating, Remembering, Making Decisions), specifically, those cases in the blue area of the chart. Of the entire sample, 13 (10.6%) respondents answered “a little” to important things but “none” to concentrating, remembering, deciding. Of those cases, explanations for only two of those cases could be determined. First, one respondent (P5) did not consider memory in the concentrating, remembering and making decisions, and then said no—but did have a problem with remembering, which he did report in the important things question. Second, another respondent (P1) answered “none” to the first question, but answered the second question “little” because she has forgotten some birthdays of family members, which “are important!” Hearing the word “important” in the second question changed the types of things that she would include in her answer.

Without being able to determine the incongruity among the other cases, it is impossible to determine if these two cases represent a common theme. It is possible, however, to speculate. For example, as was for P1, the word “important” in the Cognitive 2 question might have operated in the opposite direction for some respondents than intended. Additionally, it may be possible that some respondents did not consider the word “important” when forming an answer. Both of these explanations (should they prove true) would further indicate that Cognitive 2 is a weaker question.

In conclusion, the Cognition 1 question appears to capture more of the intended phenomena than the Cognition 2 question. The second question is more likely to miss those with concentrating and making decision problems, as well as those who have adapted life strategies to compensate for their cognitive functioning problem. Further Cognition 2 is subject to a broad range of interpretation because of the word “important.” While this question is able to pare down respondents (more than Cognition 1) because of the word “important,” it does not consistently and equally do so across all respondents and so does not necessarily sort out the correct respondents. From this analysis, the interpretive variation does not appear to be systematic across any one country or language. At the same time, the Cognition 1 question does appear to be capturing some respondents that do not have true cognitive functioning impairment, and consequently, could be improved.

Affect

Affect 1

Overall, during the past week, how worried, nervous, or anxious did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely worried, nervous, or anxious?

The table below shows respondents answers to the question:

Responses by Country						
Country	Not at all	Slightly	Moderately	A lot	Extremely	Total
US English	10	6	4	3	1	24
US Spanish	3	1	3	2	4	13
Switzerland	0	2	9	3	1	15
Spain	7	6	4	0	1	18
Portugal	1	1	5	1	0	8
Germany	1	5	3	0	0	9
Bulgaria	4	2	2	0	2	10
Great Britain	5	8	11	1	3	28
	31 (24.8%)	31 (24.8%)	41 (32.8%)	10 (8%)	12 (9.6%)	125

As in the Cognition 1 question, workgroup members suggested that this question could be double-barrelled. However, while some respondents stated that their answer varied for each of the three feeling statements, when presented with response categories, they were able to formulate one response to the question. Only one German respondent refused to answer Affect 1, stating that his answer would differ along the three different feelings.

For the most part, respondents in all of the countries thought specifically about worrying. In only a few cases did the respondent think outside this interpretation. For example, one US Spanish-speaking respondent answered in regards to his clinically-diagnosed depression as opposed to anxiety. Another US Spanish-speaking respondent answered “moderately” thinking of anxiety as the happiness and anticipation of taking a trip to visit her relatives.

In the joint analysis, the group identified two elemental themes by which respondents based their answers: 1) specific experiences or episodes in the past week or 2) a state of being, such as a characteristic of their personality or a more static condition like being unemployed.

Those that based their answer upon a state of being considered such things as 1) a health problem that has them concerned 2) worry about economic insecurity and 3) recognition that they are “worriers by nature” (e.g., one UK respondent described constantly clenching her teeth). Those that based their answer more upon state of being were not as likely to focus on the “past week” time reference posed in the question. It is not clear if these respondents ignored the time frame because it was not relevant to their

conceptualization, or whether they formed their conceptualization specifically because they did not hear the time frame.

Those that considered the time frame were inclined to consider specific incidents or experiences within the past week. Examples include:

US17: got a speeding ticket so was worried that wife would be angry

US18: was worried about speaking Spanish in Intro to Spanish class

Swiss 11: needed to find people for his shooting society

Swiss 20: was worried about permission from army about weekend leave

Swiss 24: was taking an apprenticeship class

Swiss 35: was preparing the Christmas meal and wanted it to be nice

Germany 1: was worried when the cat was sick

Germany 10: had work due at the university

Bulgaria 8: felt nervous about a test

Great Britain 3: was going away for the weekend but hadn't heard confirmation from the hotel

In forming their answers, respondents who considered a specific incident tended to evaluate that specific incident and did not average out the amount of worry across the full seven days. That is, while the question asked respondents to consider the seriousness or magnitude of their anxiety and then average it across the week, most were inclined to simply rate the magnitude or seriousness (as they perceived it) of the one or two particular incidents. This explains the rather large number of respondents (a full three-fourths of the sample) reporting an anxiety problem—with half reporting a least a moderate problem. It should be noted that only 13 respondents in the entire study were screened in with a mental health problem

In this way, it appears that the time frame might also undermine the reliability of the question. In the joint analysis, each country identified which cases had incongruent answers to the open and closed versions of the question.² In some of those cases, the shifting of answers was due to the fact that respondents, by the time the second question was asked, thought of another incident that rated differently.

It should be noted as well, that in some of these shifts, specifically the “none” to the “slightly” responses, occurred because respondents interpreted the word “slightly” as “close to none.” At first, with the open-ended version, respondents did not believe that the question was asking about such insignificant worries, but then picked up this connotation when the response categories contained “slightly.”

Additionally, error was identified in some respondents' consideration of “the past week.” Specifically, a few respondents considered the past couple months, another the past

² In order to discover the best accepted response categories, the interviewing protocol for this set of questions consisted of an open ended question followed by the same question with response categories. This was particularly advantageous in the interview because it provided an added opportunity for the interviewer to examine how respondents reconciled their “natural” answer with the provided response categories and (as illustrated in this discussion) to examine aspects of question reliability.

couple weeks, and still another the past day (interestingly, this respondent changed her answer when she considered the entire week because she remembered another episode of worry.)

In sum, the interpretations were relatively consistent in that most considered worrying. However, the specific basis of the responses varied across the two patterns: incidents vs. state of being. Additionally, the seven day time frame contributed to further variation in the ways in which respondents based their answer.

The need for additional analysis was also identified. For example, a more careful analysis could be conducted by comparing how different subgroups (i.e. country and language) base their answers—state of being vs. episode. However, this would require the charts to be more consistent and specific than they currently are in order to categorize and count each case. Additionally, in the workgroup analysis meeting, some discussion arose about potentially different meanings conveyed in the translated versions of the response categories. Because the response categories consisted of 5 levels of vague quantifiers (not at all, slightly, moderately, a lot, extremely), there is a greater potential for loss of comparability across the languages.

Affect 2

Overall, during the past week, how sad, low, or depressed did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely sad, low, or depressed?

The same themes from the first affect question extend to the second—that respondents based their answer on either a specific episode in the past week, or they considered their personality or state of being due to a relatively static situation such as their poor health or unemployment. However, for this question, more respondents tended to base their answer on a state of being. This explains the drop in rates from Affect 1 to Affect 2 (only half as opposed to three-fourths the sample reported a problem, with only a third as opposed to half reported at least a moderate problem) The table below shows respondents answers to the question:

Responses by Country

Country	Not at all	Slightly	Moderately	A lot	Extremely	Total
US English	10	3	1	4	0	18
US Spanish	3	2	3	3	2	13
Switzerland	6	2	3	3	0	14
Spain	9	6	1	1	1	18
Portugal	2	0	6	0	0	8
Germany	6	1	3	0	0	10
Bulgaria	3	2	2	3	0	10
Great Britain	15	7	3	2	1	28
	54 (45.4%)	23 (19.3%)	22 (18.5%)	16 (13.4%)	4 (3.3%)	119

As in the previous question, “state-of-being” respondents tended to ignore the past week clause and focused on the current situation (however long) that they associated with their sadness. For example, one Bulgarian respondent answered a lot because she was “old and alone;” she wasn’t thinking of any particular time frame.

In conclusion, this question appears to be more solid than Affect 1 simply because people are more likely to evaluate their state of being as opposed to a particular experience in the past week. In this question, some respondents still base their answer on an episode (for example, the Swiss woman cooking the Christmas meal in the Affect 1 question, was still thinking about the meal in Affect 2 Question—she had nervous feelings because she was not sure that everyone would appreciate her meal). Perhaps the number of “episode-based” respondents would be reduced if there were no time-frame presented in the question. It’s not clear how the past week clause impacts the question response process for those who are thinking about the state of being, though it appears that these cases tend to answer according to their current state and time period (however long) that coincides with that state.

Pain

The following test questions were designed to examine how respondents conceptualize and report on pain—specifically exploring the constructs of duration and intensity—and to determine the best way to structure survey questions on pain. The first question, Pain 1, is intended to combine all aspects of pain though limiting the reference time to the past week. The question asks respondents how much pain they had during the previous week. The primary focus of investigation for the cognitive evaluation was whether or not respondents were able to average intensity levels across an entire week’s time frame (though they may fluctuate or be non-existent on some of the days) and to report one composite and meaningful summary score. The next two questions, Pain 2 and Pain 3, pull out two different constructs, asking respondents to consider and report the number of days and intensity separately. Finally, the last question, Pain 4, provides respondents with a numerical scale as opposed to qualitative response categories for rating the pain intensity of one specific episode.

Pain 1

Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?

In all countries, respondents considered a broad range of painful conditions or experiences, including arthritis, a bad fall, a root canal, tinnitus, sore muscles from exercise, a pierced tongue, a cataract operation, tingling in the hands, stomach pain, headaches, swelled feet, and a cut finger—essentially including any incident or episode that (to them) caused pain. The table below shows respondents’ answers to the question by country:

Country	Not at all	A little	Moderate	A lot	Extremely	Total
US English	4	7	4	3	0	18
US Spanish	6	3	2	1	0	12
Switzerland	4	3	5	2	1	15
Spain	3	10	4	0	0	17
Portugal	4	1	2	1	0	8
Germany	4	5	1	0	0	10
Bulgaria	3	3	2	1	1	10
Great Britain	4	10	8	5	1	28
	32	42	28	13	3	118

Discussion from the joint analysis meeting revealed that a translation choice regarding the word *discomfort* created a potential comparability problem. Depending on the word chosen for the translation, *discomfort* could mean a lower threshold of pain (which is the intended interpretation) or a general sense of uncomfortable-ness (which is not the intended interpretation). For example, one Bulgarian respondent stated that *discomfort* occurs after eating or drinking too much and getting no sleep, whereas, *pain* is a much graver situation. Similarly, another Bulgarian respondent answered affirmatively because she had the flu; she had a runny nose and couldn't breathe. Another US Spanish-speaking respondent answered *a lot* because she did a lot of work and was feeling tired. Further examination of the charts after the joint analysis meeting revealed that some British respondents also interpreted *discomfort* as being uncomfortable and reported being tired or having stress. US English-speaking respondents, however, understood *discomfort* to mean low-level pain and did not relate the concept to sickness or fatigue.

Regarding the amount or magnitude of respondents' pain, it was difficult for them to explain in detail how they arrived at their answer. Other than simply describing their pain in terms of "it was a lot" or "it was very bad," respondents were limited in their ability to speak to the actual intensity of their pain. Instead, to explain their answer, respondents referenced the following aspects or dimensions:

1. the impact of the pain on their lives, specifically, whether or not (and the extent to which) they could overcome the pain. There were several elements of this aspect that coincided with the duration of respondents' pain. For example, those who had very brief or episodic bouts of pain described distraction or a temporary (in some cases very brief) interruption from their current activity (e.g. the Portuguese woman who was cooking and cut her finger and the Swiss man whose hip hurt badly for 20 minutes after a fall while skiing). Other respondents with chronic pain spoke more about the interruption of a "normal" routine or needing to structure a new routine catering to pain management. For example, one Bulgarian man who answered *extreme* asserted that "pills keep me alive. I buy them once per month and take piles of them everyday." Other respondents described their mental stamina and how they simply would not let pain interfere with their daily activities. Still others described how pain medication allowed them to carry on in their usual way. Because they were able to perform normal activities, these respondents answered *none* or *a little*.

2. the use of pain medication. As described above, whether or not respondents used pain medicine was central to the impact on life, and medication invariably came up in respondents' discussions of activity limitations. However, there was a great deal of variability in the way respondents incorporated this component into their assessment and eventual answer. Some respondents, for example, reported *mild* or *moderate* because they had to take a pain medicine in order to alleviate the symptom while others in the same situation answered *none* because the pain went away with medication.
3. the amount of concern they had about the pain, particularly, if they were concerned that the pain was indicative of a more serious condition. For example, one US respondent answered *a lot* referring to pain in her toe that is aggravated when she "walks too much." In explaining her answer, she stated that, even though her doctor told her it was only arthritis, she was worried there is another more serious problem.
4. Duration of the pain and method for averaging across time. As expected, the length of time that pain lasted was central in many (but not all) respondents' conceptualization of their answer. However, there was a great deal of variability in regard to the way in which respondents incorporated this dimension into their answer, that is, the specific equation that they used to calculate an answer. As intended by the question, some respondents actually averaged across the past week—including the days of no pain. For example, one Portuguese respondent answered *a little* because her knee (which she hurt in a fall the previous week) did not continuously hurt. In thinking about the past week, she felt pain only with particular motions, for example, when she exercised. However, other respondents did not average across the entire week. For example, one Swiss respondent who fell while skiing answered *moderate*, explaining that for 20 minutes the pain was very sharp. He did not answer *extreme* because there was no physical damage and the pain completely subsided; he did not answer *a little* because, at the time, it was very painful. Rather than averaging across time, he used the average of intensity and seriousness of injury.

Because pain intensity is a uniquely subjective phenomena, it was impossible in the interview to investigate the validity of each respondent's answer. Even by examining the way respondents justified their answer, it was impossible to determine the correctness of their response. Instead of considering perceptions of pain and the inevitable variability of those perceptions, the central concern in measuring pain for self-report questionnaires should be understanding how respondents arrive at their answer, specifically, the calculations that they perform as well as the various factors that are considered. To be sure, the most identifiable variability occurred in the way that respondents calculated their answer. Because experiences of pain involve multiple factors (frequency, intensity, time period, impact and seriousness of condition), respondents have many paths by which they can formulate an answer. Without specifying the constructs and simplifying the necessary calculations, respondents will use a variety of different response patters, leading to questionable comparability.

Pain 2

How many days during the past week did you have physical pain or discomfort?

Record number of days:

Like the previous question, respondents considered and reported on a range of pain experiences, ranging from the intense and acute to low-grade and chronic. Significantly, the type of pain that respondents considered informed the way they calculated and arrived at an answer regarding the number of days.

For those respondents who experienced daily, ongoing and relatively intense pain (e.g. those with severe arthritis or those in a serious car accident), this question was simple to answer and required no counting or assessing; these respondents simply answered, “everyday.” Unlike the other respondents, these respondents organized their lives around pain management by cutting out activities, moving about slowly or routinely taking pain medications.

Conversely, respondents with intense but acute episodes tended to experience their pain as isolated experiences and were more likely to deliberately count the number of days that they experienced pain. These respondents included those who had an injury, such as the finger cut, the skiing accident, a pulled muscle, sprained ankle, or another type of discrete event that took place within the past week, such as a stomach ache or a headache. Because these respondents were considering a specific event or episode of pain, they were more easily able to think of the particular day. This was especially true for those respondents who experienced an intensely painful episode, for example, the respondent who fell in a skiing accident was easily able to remember the day that he fell. For respondents with a lesser pain intensity, such as a Portuguese woman with an average headache, it was more difficult to recall the exact day. In counting specific days, respondents often thought of activities that they remembered doing in pain, for example, gardening with a stiff back or shopping with a sore foot.

For those respondents with extremely brief episodes of pain, counting days—though not difficult—was somewhat strange. For example, the woman with the cut finger explained that, at the moment of the cut, it was very painful, but the pain quickly subsided after a few minutes. It did not seem appropriate, she explained, to say that she had even one day of pain; it would be more accurate, she said, “to report two moments.” For respondents with acute pain, the most difficulty in providing an answer centered around determining when the pain was no longer “enough to count,” that is, it was hard for them to define when the pain discretely ended. For example, one US respondent who was injured playing football with her sons, explained that her pain is much less than what it was originally, but ultimately counted back from the day of the interview to the day when she was injured, including all of the days of lesser pain in her answer.

By far, those respondents with the most difficulty answering the question were those who experienced pain across more than a few days that also fluctuated in intensity, but whose pain was not so intense to require limiting their activities. These respondents spoke about “little everyday pains” that would come and go, that would worsen with weather changes, and were more often associated with muscle or joint pain. Because they had regular, but non-discrete experiences of pain, these respondents were less likely to recall the specific days and, therefore, could not truly count the number. Instead, these respondents were more likely to roughly estimate. For example, one US woman with arthritis explained that it was difficult to know exactly, though she remembered asking her niece to give her a massage because her neck was sore. Fluctuating levels of pain also added response difficulty for these respondents. For example, one Swiss woman stated that although she had some pain everyday, some of those days seemed insignificant—especially in comparison to the worse days—so she was not certain which days to count. In the end, she only counted the worse days, which was 3 days.

As in the previous question, the word *discomfort* continued to create response problems among some non-US English respondents. Again, these respondents considered the word to mean fatigue, illness or tiredness. This ultimately changed the scope of the question and the type of activities respondents considered. For example, one Portuguese respondent answered 2 days referring to the days that he worked, and one Bulgarian answered 3 days when he was moving furniture and chopping wood.

In the end, this question was more straightforward for respondents than the previous question because it explicitly asked respondents to count the days, not to assess and incorporate an evaluation of pain intensity. Nevertheless, for some respondents, duration was inextricably tied to intensity. That is, some respondents would not count days of pain if they were deemed to be below a particular pain threshold. And, while the intent of this question is to derive a purer or less contextualized measure, respondents do pull in these varying dimensions—though to a much lesser extent than the previous question.

Pain 3

During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?

In many respects, Pain 3 operates similarly to Pain 1. Like Pain 1, this question requires respondents to consider and assess the intensity of their pain and, like the first question, respondents were unable to speak to pain intensity in isolation. Rather, in forming an answer, respondents incorporated other dimensions of pain, such as impact and use of medication, that are described in the discussion of Pain 1.

Unlike the previous question, however, this question does not require the extent of calculation required in Pain 1. While the first question requires respondents to first think

of all the episodes of pain within the previous week, then rate each one and take an average across the entire week, including the days that they might not have had pain, this question simply asks respondents to rate the pain episodes that were identified in the Pain 2. For those with more than one episode of pain or different levels of pain throughout the week, this was more difficult and still required averaging or some form of calculation that varied across respondents. Some respondents, for example, took the median, thinking that for one day the pain was *extreme*, but then for the last day it was *mild*, so they answered *moderate*. Some other respondents attempted to provide a more exact average across the number of days that they had pain. Still others responded basing their answer on the most extreme period only.

As previously explained, this question is intended to operate in conjunction with Pain 2. While Pain 1 does not specify what dimensions of pain respondents should consider in formulating their answer, they are instructed to consider duration (i.e. number of days) in Pain 2 and then, in this question, the intensity of the pain on those days. Therefore, respondents' answers to Pain 1 should be relatively comparable with a composite of Pain 2 and Pain 3. The table below depicts how respondents answered Pain 1 in relationship to Pain 2 and Pain 3.

		Pain 1 Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?					
		None	A little	Moderate	A lot	Extreme	
Pain 3: During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?	Mild	1-2 days	USE24	USE28, B1, GB27, GB32 USS4, S14, S16, G5, B2,	S17 P3		
		3-5 days		S03, B4, GB47 USE34, GB15			
		6-7 days		SW14, S04, G9, GB21	USE27 USS7 S11		
	Moderate	1-2 days	S09 P4	S15 S05 S12	GB12, GB34,	USE14	B7
		3-5 days		USE38 GB24 USE18 G3	USE15, GB24 USE12, SW3, SW6, B8		
		6-7 days		USS6 S07 S08 GB43	SW23, GB45, S13, S06, G2, GB26		
	Severe	1-2 days		G10	SW24 GB36		
		3-5 days					
		6-7 days		GB13	B9	USE26, USS3, SW34 P6, B5, GB11, GB41, GB25	
	Extreme	1-2 days					GB28
		3-5 days					
		6-7 days			USE23		SW22

the letter-number combinations appearing in the cells are identifications for individual respondents within countries: USE-United States English, USS-United States Spanish, Sw-Switzerland, P-Portugal, G-Germany, B-Bulgaria, GB- Great Britain, S-Spain.

Those shaded cells represent the cases in which respondents' answers to the three questions were not consistent, that is, their answers to Pain 2 and Pain 3 do not correspond to their answer for Pain 1. Of the total 68 respondents that were asked all three of the questions, 19 respondents (a full 28 percent) gave relatively inconsistent answers. Additionally interestingly, 62 percent of all the respondents gave the exact same response in Pain 2 as they did in Pain 1 (those cases appearing in red), and those cases appear almost equally across the number of days for each response category. Consequently, it appears that, for Pain 1, these respondents did not average their pain across the entire week as is required by the question. Instead, these respondents likely

made a rough estimate or, if they did compute a score, did not calculate across the entire week. It is also important to note the rather high frequency of moderate responses. Of the 66 respondents, two-thirds answered *moderate* to at least one of the questions. Almost a quarter of the respondents answered moderate to both questions, 35% to the first and 44% to the second. Suggesting, again, that respondents are grossly estimating rather than accurately assessing and performing the calculation. Hence with the combination of Pain 2 and Pain 3, relatively more detailed and accurate information can be collected regarding the nature of the pain than with Pain 1 alone. For example, those who experience mild pain for one day are considered, in Pain 1, the same as those who experienced mild pain everyday. The combination of Pain 2 and Pain 3 makes a distinction between these types of cases.

To address the incompatible cases in the shaded cells, many of the inconsistencies are indicative of reporting on pain, specifically, that respondents can consider different dimensions of pain and use varied methods in constructing an answer each time they answer a question (even, as in this case, the questions occur consecutively). Examination of the inconsistent cases, specifically, the rationale for the inconsistencies provides good insight into the instability of reports on pain, particularly how context and idiosyncratic response processes can dramatically effect an answer. For example, in two of the cases that answered *none* to Pain 1, but affirmatively to Pain 3, respondents both answered Pain 1 thinking that pain medicine alleviated their head or back ache, but moments later based their answers to Pain 3 on the level of pain prior to taking the pain reliever. Conversely, the Bulgarian respondent who, in Pain 1, explained his answer of *extreme* by stating that “pills keep me alive,” also answered *moderate* to Pain 3—explaining that the medication manages the pain so it is not so intense. In another inconsistent case, a Spanish respondent explained that he pulled a muscle when working out, but when answering Pain 1 did not believe it was serious enough to report. By the next pain question, (for whatever reason) he changed his mind and reported the pain as *moderate*. Similarly, in answering Pain 1, a British respondent considered his mild arthritis and a kink in his neck from a bad pillow and, consequently, answered *a little*. However, by Pain 3, he remembered a terrible headache that he had a few days previous and, therefore, reported *severe*.

Pain 4

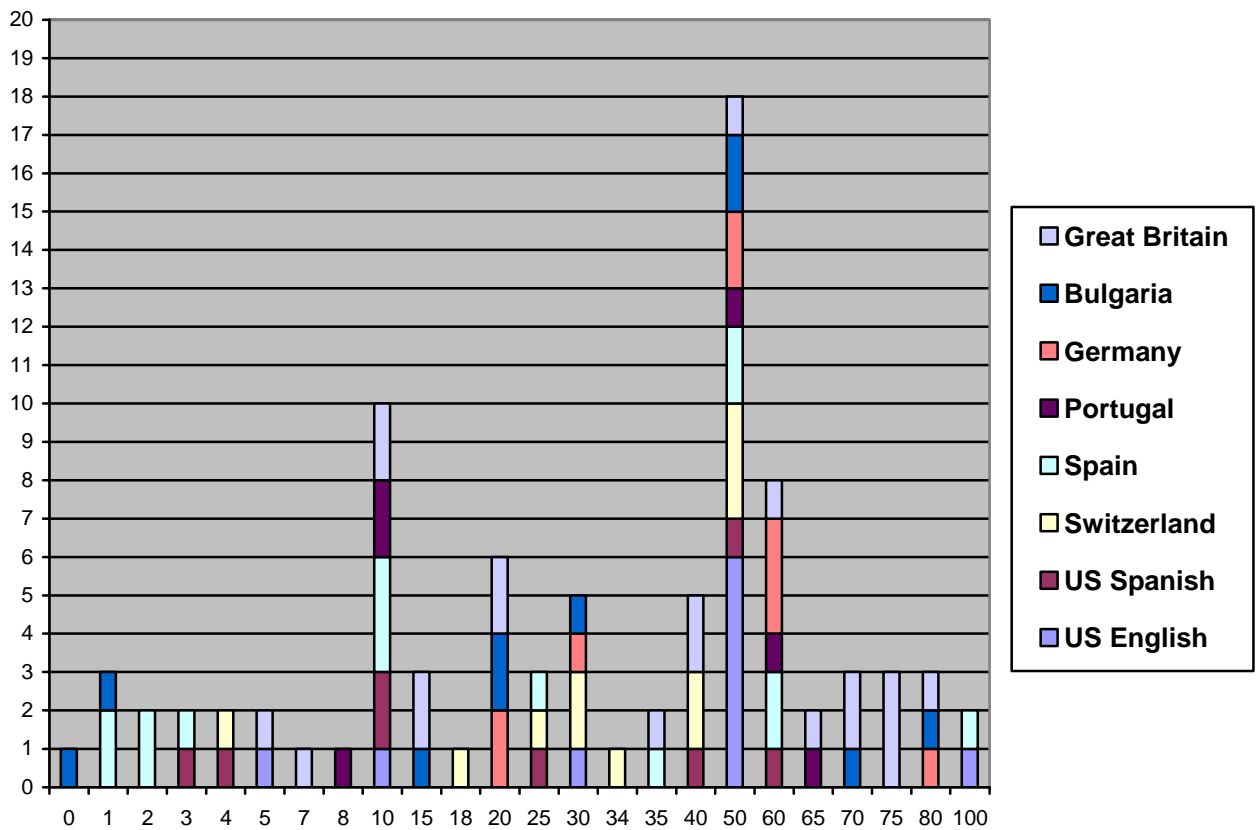
Thinking about the last time you had physical pain or discomfort: On a scale from 1 to 100 how intense was the pain: 0 is no pain or discomfort and 100 is the worst pain or discomfort imaginable.

Scale: 0 ----- 100

Record response:

Unlike the previous pain questions, this question does not require respondents to make calculations such as averaging across the week or averaging across different pain episodes. This question requires respondents to consider and rate a specific and most

recent experience. Despite the specific task, this was a difficult question for respondents to answer. Although the question used a scale with seemingly demarcated endpoints, those endpoints (0 and 100) were still tied to vague concepts (“the worst pain imaginable” and “no pain”) that were essentially impossible to visualize. And, because the question asks respondents to give an incredibly specific rating as opposed to a more general qualifier such as mild or moderate, respondents had a much more difficult time providing an answer. As a result, many respondents gave thoughtless or baseless answers. Indeed, almost 20 percent of the sample answered 50, explaining, as one respondent did, that her “pain was not bad, but not none.” The chart below depicts the number of respondents that reported a particular score on the 100 point scale. Of the 101 possible answers that respondents could have provided, only 24 different scores (appearing along the X axis) were actually used by the 88 respondents.



Although the question asks about one specific episode, respondents are unable to rate their pain outside of context, and the question necessarily sets respondents up to make some kind of comparison or answer in relationship to some other construct, whether it be the worst pain they ever endured (though more likely the worst pain they remembered), the impact of that pain episode in relation to other pain episodes, or the amount of pain reliever they needed to take. Indeed, in examining respondents explanations for their answer, the same themes emerge as in the previous questions. Unable to provide a rating for such an abstract notion as intensity of a specific pain

episode, respondents invariably invoked other aspects of pain (i.e. impact on life, concern, and frequency) so as to provide a rating based on some form of concreteness.

Fatigue

Fatigue 1

During the past week, how many days have you felt tired or had little energy?

Across each country, there was a diverse range of what respondents included in their answer, for example, sleepiness due to lack of sleep, tiredness due to working too hard, as well as mental tiredness or lack of motivation due to an emotional problem. For many respondents, answers were based on some component of physical health, such as tiredness from asthma, recovering from surgery, being in constant pain, having low blood sugar, being overweight or having the flu. A few others included mental health conditions, specifically, depression. However, many other respondents' answers were not based on an underlying health condition, but rather a situational experience unrelated to their health, for example, being tired from working hard, having a hang over, driving a long distance and even eating a big meal. (The respondent who answered based on the big meal answered three days, because each of those days his lunch was very big, and it left him “dragging.”) Still, a handful of respondents based their answer on tiredness from exercising—an activity that is ultimately healthful. The table below shows respondents' answers to the question by country:

Responses by Country

Country	Zero	One	Two	Three	Four	Five	Six	Seven	Total
US English	4		1	1	2			4	12
US Spanish	3	1	3	1				3	11
Switzerland	2	3	0	2				6	13
Spain	2	3	3	3	1		1	3	16
Portugal	3	1	1						5
Germany	3	3	3	1					10
Bulgaria	2	1	2	2			1	2	10
Great Britain	2	4				3	1	7	17
	21	16	13	10	3	3	3	25	94

For the most part, the same types of response problems that respondents experienced in the Pain 2 question, which asked respondents to count the number of days, also emerged in this question. For example, those respondents who were only tired or sleepy for a short period of the day were not always clear whether they should report that day. On the

other hand, those respondents who were tired from having the flu simply counted the number of days that they were sick. Most significantly, however, and like the pain question, those respondents who had only a general or vague conceptualization of their fatigue—not one attached to a particular experience such as a large meal, a rigorous workout or a sleepless night—had a much more difficult time recalling and then counting the specific days. Like the pain question, these respondents were more likely to guess or make a rough estimation.

Fatigue 2

On those days, how much of the day did you feel tired or have little energy? Would you say all day, most of the day, about half of the day, or only for a few hours?

For those respondents who had only one day of fatigue or whose fatigue was the same each day, this question was straight forward and easy to answer. No one had difficulty distinguishing between the response categories. Indeed, this follow-up question helped to qualify the type of fatigue that respondents reported in the previous question. For example, the man who had big lunches 3 days in a row reported that he was only tired for a few hours. A Swiss woman answered all day because she is in constant pain that causes her a great deal of fatigue. The table below presents respondents answers:

Responses by Country

Country	All Day	Most	About Half	Few Hours	Total
US English	1	4	0	0	5
US Spanish	2			7	9
Switzerland	5	2	1	4	12
Spain	0	1	4	10	15
Portugal				2	2
Germany	1	3	0	2	6
Bulgaria	0	2	4	3	9
Great Britain	3	1	5	12	21
	12	13	14	40	79

However, for a few respondents who were tired for more than one day and whose fatigue levels varied on each day, this question was confusing. For these respondents, instead of providing one answer they gave a different answer for each day.

Fatigue 3

During those times when you felt tired or had little energy, how would you describe your level of tiredness or loss of energy? Would you say it was mild, moderate, severe or extreme?

Because this question appeared toward the end of the protocol, for many of the interviews there was not enough time to probe for detail as in the previous questions. Additionally, for many of the interviews, respondents became tired and were less likely to think through their answers as they did in previous questions. This is likely to explain

the rather high number of respondents that answered moderate to this question. The table below depicts respondents answers:

Responses by Country

Country	Mild	Moderate	Severe	Extreme	Total
US English	2	2	1		5
US Spanish		4	2		6
Switzerland	1	6	3	1	11
Spain	3	9	1		13
Portugal	1				1
Germany		4	1		5
Bulgaria	4	4	1		9
Great Britain	8	5	4		17
	19	34	13	1	67

Despite the quality of interview data, it was still possible to determine that, in many respects, this question operated similarly to the pain intensity questions. Like those questions, this question required respondents to consider and assess the intensity of their fatigue and, like the pain intensity questions, respondents had difficulty speaking to intensity in isolation. Rather, respondents incorporated other dimensions of fatigue, such as duration and frequency of their fatigue as well as the impact that it had on their daily routine and ability to perform various activities. Unlike the pain questions, some respondents also considered their ability to “control” their fatigue level. For example, one woman stated that, although one day her fatigue level was *severe*, she would only report *moderate* because she could have gone to bed earlier; because it was truly her “fault,” she would provide the lesser answer.

Additionally like Pain 3, this question does not require respondents to make the extent of calculation as is required in the first pain question. While Pain 1 requires respondents to first think of all the episodes of pain within the previous week, then rate each one and take an average across the entire week, including the days that they might not have had pain, this question simply asks respondents to rate the fatigue episodes that were identified in Fatigue 1. However, for those with more than one episode of fatigue or differing levels throughout the week, this was more difficult and required averaging or some form of calculation that varied across respondents. As in the pain intensity questions, some respondents took the median, thinking that for one day their fatigue was *extreme*, but then for the last day it was *mild*, so they answered *moderate*. Some other respondents attempted to provide a more exact average across the number of days that they were fatigued. Still others responded basing their answer on the most extreme period only. Unlike the pain questions, some respondents refused to provide only one summarizing answer and, instead, reported different answers for each day.

Appendix A

Cognitive Interview Protocol

Convey to respondent (not intended to be read. Use this time to establish an informal discussion—and that you want the respondent to talk a lot providing relevant details of their life):

- Thank you for agreeing to participate in this interview.
- The purpose of this project is to develop questions that will eventually be asked of many people of all ages around the world. We need to make sure that everyone understands the questions and understands them the same way.
- We are interested in your answer to the question, but mostly we are interested in how you came up with your answer. Therefore, we will have a lot of questions about the question—and how you came up with your answer. It may seem very repetitive and even somewhat strange or personal. This is because we are testing the questions, and we need to understand what people are considering when they form an answer.
- The interview will last about one hour and will primarily be about your abilities to do certain activities.
- This interview is confidential and will be kept private.
- Ask if they have questions about the process

Hearing

H1. Do you wear a hearing aid? Yes No

H2. *If no aid:* How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

If aid: How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on when using your hearing aid? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

No difficulty A little difficulty A lot of difficulty Unable

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about hearing conversations with one other person in a noisy room? Or something else?
- If other than conversations with one other person in a noisy room, what types of activities or experiences or environments did the respondent mention?
- Is the respondent specifically answering the question with (or without) the use of his/her hearing aid(s)?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

Walking

W1a. **Do you use any aids or equipment for walking or moving around?** Yes No

W1b. *If yes:* **Which of the following types of aids or equipment do you use?**

Interviewer: Read the following list and record all affirmative responses:

- A. **a cane or walking stick?** Yes No
- B. **a walker?** Yes No
- C. **crutches?** Yes No
- D. **a wheelchair?** Yes No
- E. **someone's assistance?** Yes No
- F. **something else?** (Specify: _____)

W2. *If no aid:* **Do you have any difficulty walking?** Yes No

If aid: **Do you have any difficulty walking without using your _____** [mention aid(s) in W1b]? Yes No

W3. *If no aid:* **How much difficulty do you have walking 100 metres on level ground that would be about _____** (*insert country-specific example*)? **Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

If aid: **How much difficulty do you have walking 100 metres on level ground that would be about _____ without using your _____** [mention aid(s) in W1b]? **Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

No difficulty A little difficulty A lot of difficulty Unable

W4. *If no aid:* **How much difficulty do you have walking 500 metres on level ground that would be about _____** (*insert country-specific example*)? **Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

If aid: **How much difficulty do you have walking 500 metres on level ground that would be about _____ without using your _____** [mention aid(s) in W1b]? **Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

No difficulty A little difficulty A lot of difficulty Unable

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 500 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 500 meters? What example did the respondent provide to describe a distance of 500 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialized equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Cognition

C1. **Because of a physical, mental or emotional problem, do you have difficulty concentrating, remembering or making decisions? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?**

No difficulty A little difficulty A lot of difficulty Unable

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about concentrating, remembering or making decisions? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

C2. **How much difficulty do you have remembering important things? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?**

No difficulty A little difficulty A lot of difficulty Unable

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Affect

Instruction to interviewer: If respondent asks if they should consider mood-regulating medications, say: "Please answer according to whatever medication you were taking."

A1. **Overall, during the past week, how worried, nervous, or anxious did you feel?**

Record Open ended response: _____

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how worried, nervous, or anxious did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely worried, nervous, or anxious?

Not at all Slightly Moderately A lot Extremely

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling worried, nervous, or anxious? Or something else?
- If other than feeling worried, nervous, or anxious, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

A2. **Overall, during the past week, how sad, low, or depressed did you feel?**

Record Open ended response: _____

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how sad, low, or depressed did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely sad, low, or depressed?

Not at all Slightly Moderately A lot Extremely

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling sad, low, or depressed? Or something else?
- If other than feeling sad, low, or depressed, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Pain

P1. **Overall, during the past week, how much physical pain or discomfort did you have?**

Record Open ended response: _____

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?

None at all A little Moderate A lot Extreme

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

P2. How many days during the past week did you have physical pain or discomfort? _____ Number of days

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

P3. **During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?**

Mild

Moderate

Severe

Extreme

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

P4. **Thinking about the last time you had physical pain or discomfort: On a scale from 1 to 100 how intense was the pain: 0 is no pain or discomfort and 100 is the worst pain or discomfort imaginable.**

Scale: 0 ----- 100

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Fatigue

F1. **During the past week, how many days have you felt tired or had little energy?**
Days _____

F2. *If yes:* **On those days, how much of the day did you feel tired or have little energy? Would you say all day, most of the day, about half of the day, or only for a few hours?**

All day

Most of the day

About half day

A few hours

How did you come up with this answer? What were you thinking?

Interviewer record for both questions:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

F3. *If yes:* **During those times when you felt tired or had little energy, how would you describe your level of tiredness or loss of energy? Would you say it was mild, moderate, severe or extreme?**

Mild

Moderate

Severe

Extreme

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

F4. *If yes:* **How much of a problem did you have with feeling tired or having little energy? Would you say none, a little, some or a lot?**

None

A little

Some

A lot

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

F5. **During the past week, have you felt so tired or lacking in energy that you have had to push yourself to get things done? Yes No**

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Appendix B

Example of Data Chart

How many days during the past week did you have physical pain or discomfort?

ID	Immediate words after question	Response to question (# of days)	Description of any response difficulty	Activity, Experience or Situation discussed	Did R say they took meds? If so, was this considered?	Did R consider time period? How so?	Way in which answer was formed; pattern of calculation
1	Almost everyday	7	none	Thought of car accident	Yes, said they had to take medicine everyday. However, he did not incorporate this into his answer. Even though his pain was essentially gone with the medicine	Yes, he thought of the whole past week	Was in a car accident 9 days ago; broke his rib. Didn't need to calculate; just seven
2	How many days? It's hard to say.. I guess 3 or 4 days	3	Had difficulty deciding when the pain actually ended and whether the 4 th day should count	Her arthritis flared up in the past couple weeks but was getting better	Yes; She needed to take it and it seemed to make the pain go away by the 4 th day	Yes, she considered just this past week	She counted the number of days that she believed her pain was "enough to count"
3	Off and on throughout the week	2	He had difficulty considering the numerous headaches that he had all week long. They only lasted a couple hours, not a whole day, which made it difficult to average. Also, it was hard because some days the pain was not bad at all and other days it was terrible.	Bad headaches that he had throughout the week. Some days were worse than others.	Yes, but he did consider it because on a couple days the pain went completely away after he took the medicine. He did not count those days.	Yes. But he only considered each day.	He thought about each day and counted only the worse days—which were 2 out of about 6 days that he had at least some pain.

Comparative Cognitive Test Interview Guide

Aims of the research

The primary aim of the research is to develop best practice in comparative, cross-national question testing. For this project, we will be using two sets of questions:

1. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups.
2. Second, some questions from the Budapest Initiative, a UNECE/WHO/Eurostat task force that is developing measurements of health states.

The aim of these cognitive interviews is to study how people from our own countries interpret and process the questions, so that we can then conduct a joint, co-ordinated analysis to see if questions are processed similarly across the countries.

Guidelines for using this protocol

Translation

Protocols should be translated into the languages in which interviews are being conducted. These versions of the protocol will form part of the final documentation of the project. Translation procedures used should also be documented.

Summary of interview structure

The interview will include the following stages:

1. Introduce the survey
2. Administer each survey question (or set of questions) verbatim (as you would do during a normal survey interview);
3. Follow up with the generic probes begin the cognitive interviewing for that question (or set of questions);
4. Follow up with further probes to ensure all areas of interest are covered at that particular question or set of questions. These areas of interest are marked by the text: 'INTERVIEWER FIND OUT:' These are not designed to be read verbatim but are a prompt for the interviewer to ensure the measurement aims of the questions are fully explored. If additional issues arise during the interviewing please notify the other countries group using the chat room facility and remember that there will be space for these on the analysis charts.

A box is included before each survey question (or set of questions) containing in italics and explanation of the overall aims of that question (or set of questions).

ESS and Budapest health questions

Please spend half the interview on the ESS questions (around 30 minutes) and half on the Budapest health questions (around 30 minutes). For each interview please alternate whether you start with the ESS or Budapest questions. This is so that each set of questions is tested on respondents who are more alert at the start of the interview. The questions have been put in order of priority (within each survey section) and it may not be possible to cover all of the questions.

NB: For ESS questions where [country] is included you should insert the name of the country where the interview is being conducted. Where there are foot notes to describe items these can be used to aid translation but should not be included verbatim into the actual questions.

Stage 1: Introduce the study (not to be read to the respondent)

Use this time to establish an informal discussion—stressing that that you want the respondent to be open and provide relevant details about their life. You are not so interested in their opinion of the question or how they think it could be re-worded. Rather, you are interested in how they made sense of the question (as it is written) and the kinds of experiences and situations from their own life that they considered to formulate an answer. You also need to record some key demographic information (see below).

- Thank you for agreeing to take part in this interview.
- The project is being conducted on behalf of the European Social Survey and the Budapest Initiative (a WHO/UN/Eurostat task force).
- The purpose of this project is to develop questions that will eventually be asked of many people of all ages around the world. We need to make sure that everyone understands the questions and understands them the same way.
- Whilst we are interested in your answer to the questions, our main interest is in how you came up with your answer. Therefore, we will have a lot of questions about the question - and how you came up with your answer. It may seem repetitive at times and even sometimes a little personal. This is because we are testing how the questions work, and we need to understand what people are considering when they form an answer.
- The interview will last about one hour and will include questions about your abilities to do certain activities as well as your attitudes towards welfare, public services and different age groups.
- All the responses you give will be kept confidential and the findings will remain anonymous in published reports. Access to the data will be restricted to members of the research teams and will only be used for the purpose of analysis.
- Once we start I will ask you some survey questions as they would appear in a regular survey. I will then ask you some additional questions about how you went about answering the survey question. Please remember to speak freely as there are no right or wrong answers.
- If you would prefer not to answer a particular question, please let me know and we will move onto the next one.
- Please feel free to make comments about the questions and let me know if you don't understand anything.
- Do you have any questions for me before we start?

INTERVIEWER FIND OUT:

- Number of children in respondents household
- Number of people in respondents household who are hampered in their daily activities in any way by a longstanding illness, or disability, infirmity or mental health problem?
- Whether respondent is in receipt of any welfare / social security benefits

Stage 2: Administer survey questions

ESS Questions

[NB: ESS and Budapest health questions must be alternated for each interview]

INTERVIEWER – READ OUT...

Now I am going to ask you some questions, which focus on your attitudes to tax, public services and welfare, and attitudes towards people in different age groups. When answering these questions please remember that there are no right or wrong answers. Our interest is on how you understand the questions and the process that you went through in order to arrive at your answer, we are not so much interested in the answers that you give.

The structure of this part of the interview will mainly be the same as the part we have just completed – I will ask you the survey questions, you will answer and then we will go back to each question to find out how you went about answering them. However, on two occasions in this part of the interview I will ask you more than one survey question one after the other. I will still want to go back and ask about these but will do so afterwards. I will make it clear to you before this happens.

First of all I am going to ask you some questions about tax.

Aim of Q1: *The aim of the question is to identify respondent preference amongst three different tax collection systems.*

Explanation of response codes:

1. Higher earners should pay a greater proportion in tax than lower earners.

This is the most common tax system across Europe although it comes in many different styles. An example would be where someone at the top of the earnings scale pays not only a larger amount but also a larger proportion or percentage of their earnings in tax than someone lower down the scale.

2. Everyone should pay the same proportion of their earnings in tax.

This type of tax system can be found in many post communist European countries and is commonly known as a 'flat tax'. Under this system everyone pays the same proportion or percentage of their earnings in tax. So for every € received in pay a high and low earner would pay the same amount of tax. The high earner still pays more but only because they get paid more. Everyone pays the same rate.

3. High and low earners should pay exactly the same amount in tax

Under this system high and low earners would all pay exactly the same amount of tax regardless of how much they earn.

Survey question (Q1)

INTERVIEWER – READ OUT...

Q1 CARD 1

Using this card please tell me which of the three statements on this card, about how much working people pay in tax, you agree with most?

CODE ONE ANSWER ONLY

1. Higher earners should pay a greater proportion in tax than lower earners
2. Everyone should pay the same proportion of their earnings in tax
3. High and low earners should pay exactly the same amount in tax

4. (None of these)
5. (Don't know)

Follow up questions (Q1)

How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q1)

INTERVIEWER - FIND OUT:

- How the respondent understands each answer option – what does each one mean to them?
- Whether the statement the respondent chose reflects the tax system in their country?
- Whether the respondent understands the difference between the three options?
- Who the respondent thinks 'working people' are.
- What the respondent understands by 'high earners' (ask for examples).
- What the respondent understands by 'low earners' (ask for examples).
- If the respondent says 'none of these' - note this and find out why.
- If the respondent refuses to answer – note this and find out why.
- If the respondent says 'don't know' - note this and find out why.

Aim of Q2: *The intention of this question is to examine respondent perceptions of how 'efficiently' the income tax authorities do their job. This will enable the data analyst to examine any link between efficient tax collection and support for the welfare state. The aim is NOT to see whether respondents think the tax system itself is efficient (e.g. it is efficient at taking money from the rich to give to the poor for example). Instead, we want to know whether those charged with the job of tax collection perform their duty efficiently (i.e. on time, accurately, taking all the relevant facts into account).*

Survey question (Q2)

INTERVIEWER – READ OUT...

Q2 CARD 2

Using this card please tell me, on a scale of 0-10, how efficiently you think the income tax authorities in [country] carry out their work?

0 means extremely inefficiently, and 10 means extremely efficiently.

Extremely inefficiently

Extremely efficiently

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Follow up questions (Q2)

**How did you come up with this answer? AND What were you thinking?
AND / OR Why did you pick that number?**

Further areas to explore (Q2)

INTERVIEWER - FIND OUT:

- What the respondent chose the number they did (ie what this means in the context of the question).
- What the respondent understands by 'efficient'.
- What the respondent understands by 'carrying out their work'.
- Who the respondent thinks 'the income tax authorities' are.
- 'What would the income tax authorities have to be like at carrying out their work for the respondent to have answered 'extremely inefficiently'.
- 'What the income tax authorities would have to be like at carrying out their work for the respondent to answered 'extremely efficiently'?
- (If applicable) The respondent's reasons for NOT choosing a number at either end of the scale (0 or 10)
- If respondent says 'don't know,' 'can't pick a number' or 'refuses to answer' - note this and find out why

Aim of Q3: *The intention of this question is to examine respondent perception about the impact the system of public services in [country] is having in regard to preventing large scale poverty?*

INTERVIEWER – READ OUT...

The next few questions are about welfare and public services in [country].

Survey question (Q3)

Q3 CARD 3

Using this card please tell me how much you agree or disagree that ‘the system of public services in [country] prevents large scale poverty’?

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

6. (Don't know)

Follow up questions (Q3)

How did you come up with this answer? AND What were you thinking when you gave that answer?

Further areas to explore (Q3)

INTERVIEWER - FIND OUT:

- Some examples of what the respondent thinks [country] might be like if there was large scale poverty? / understanding of this term' What the respondent understands by the word 'poverty'. Are they thinking of poverty in terms of not being able to afford food / basic shelter 'or relative poverty' in that some people have much less than others (a large gap between rich and poor) even though they still have basic food and shelter.
- Whether the respondents thinks there is already large scale poverty in [country].
- What the respondent understands by 'the system of public services'. Does the respondent think it only refers to the benefits system, or does it also cover the health system, the education system or possibly other public services such as the fire and police services?
- If respondent refuses to answer or says 'don't know' - note this find out why.
- What the respondent understands by 'prevents' in this question.

Aim of Q4: *The intention of this question is to examine respondent perceptions about the impact the system of public services in [country] is having in regard to making labour costs too high. By 'making labour costs too high' we mean that large shares of the spending on public services is paid from taxes and/or from social contributions. Both taxes and contributions can increase the wage cost for employers. Some would say that the increase is 'too high' because it would have negative effects on the international competitiveness of [country's] economy for example.*

Survey question (Q4)

INTERVIEWER – READ OUT...

Q4 CARD 3

Using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes labour costs too high?

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

6. (Don't know)

Follow up questions (Q4)

How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q4)

INTERVIEWER - FIND OUT:

- What the respondent understands by 'makes labour costs too high'.
- If respondent refuses to answer – note this find out why.
- If respondent says 'don't know' - note this find out why.

Aims of Q5: *The aim here is to ascertain respondent perceptions about the impact the system of public services in [country] is having in regard to making it easier to combine work and family life. Combining work and family life means combining work with home/personal life focussing on care for children and other dependants.*

Survey question (Q5)

INTERVIEWER – READ OUT...

Q5 CARD 3

And again, using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes it easier to combine work and family life?

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

6. (Don't know)

Follow up questions (Q5)

How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q5)

INTERVIEWER - FIND OUT:

- What the respondent understands by 'combine work and family life'
- What the respondent understands by 'work life'
- What the respondent understands by 'family life'
- Does the respondent think about the question solely in the context of their personal circumstances or do they think about it in an abstract way (ie for other people in [country])?
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

INTERVIEWER – READ OUT...

In this part of the interview, we are interested in your views about people's age. In all these questions, we are referring to people aged 15 and over. The questions refer to those in different age groups; those aged 15 to 29, those aged 30 to 70 and those over 70 years of age.

I'm now going to ask you three questions one after the other. After I have asked all four questions, I will go back and ask you about how you answered them.

Aims of Q7 to Q9: *The aim of these three questions is to ascertain the status score respondents would give to each age group. The questions will also allow us to see which age groups respondents see as having the highest status and which they see as having the lowest. Respondents are effectively also being asked to rank the groups across three different questions.*

These three questions will also allow us to check what respondents think about the three age bands and whether they are able to use these to answer the questions posed.

COGNITIVE INTERVIEWER: PLEASE ASK QUESTIONS 7-10 THEN PROBE RETROSPECTIVELY.

Survey question (Q7)

INTERVIEWER – READ OUT...

Q7 CARD 4

Some people say that certain age groups have a high or low status, while other people say there is no real difference. By status I mean the position or standing an age group has in society. I am going to ask you how high or low you think most people in [country] would say different age groups are in terms of their status.

Firstly, using this card, please tell me how you think most people in [country] would rate the status of those aged 15-29?

Extremely low status

Extremely high status

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Survey question (Q8)

INTERVIEWER – READ OUT...

Q8 CARD 4

Using the same card again, please tell me how you think most people in [country] would rate the status of those aged between 30 and 70?

Extremely low status

Extremely high status

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Survey question (Q9)

INTERVIEWER – READ OUT...

Q9 CARD 4

Using the same card, please tell me how you think most people in [country] would rate the status of those aged over 70?

Extremely low status

Extremely high status

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Aim of Q10: The aim is to get respondents to say whether they think it is fair that these three groups occupy their relative status positions.

It has been suggested from previous rounds of the ESS that it is difficult to get equivalent translations of 'fair', so we would like to know how respondents think about this term.

Survey question (Q10)

INTERVIEWER – READ OUT...

Q10 CARD 5

Using card 5 and thinking of the status of these three age groups, please tell me how fair you think this is overall?

Very unfair

Completely fair

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Further areas to explore (Q7-9)

INTERVIEWER PROBE QUESTIONS 7 TO 9 TOGETHER AND FIND OUT:

- Whether the respondent was able to use the three age groups offered to answer these questions.
- What the respondent understands by 'status'. Do they agree with the definition provided? (By status I mean the position or standing an age group has in society). Were they using this definition to answer the question? Or did they use their own different definition.
- How they came up with their answer to Question 7 (15-29 age group)?
- How they came up with their answer to Question 8 (30-70 age group)?
- How they came up with their answer to Question 9 (71+)?
- If appropriate: How the respondents decided which age group had the highest and lowest status.
- Was the respondent thinking about all three age groups and making comparisons as they answered each item?
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

Follow up questions (Q10)

How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q10)

INTERVIEWER FIND OUT:

- What the word 'fair' meant to the respondent
- An alternative word to 'fair', that the respondent might use
- When the respondent would use code 0 or 10
- If respondent refuses to answer question 10 / says 'don't know' note this and find out why

Aim of Q11: The aim is to see whether respondents think the status they allocate to specific groups will change or remain stable.

It will be interesting to see whether this is something that respondents have previously thought about and whether the answer that they give is based on actual suggested changes they think will occur or whether they are simply guessing.

Survey question (Q11)

INTERVIEWER – READ OUT...

Q11 CARD 6

In the next five years how do you think the status of people under 30 might change compared to those over 30? Choose your answer from this card where 0 means they will have a much lower status and 10 means they will have a much higher status?

**They will have a
much lower status**

**They will have a
much higher status**

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Follow up questions (Q10)

How did you come up with this answer? AND/OR What were you thinking?

Further areas to explore (Q10)

INTERVIEWER FIND OUT:

- How the respondent came up with their answer
- Why the respondent chose the number they did from the card
- What respondent thinks will cause any change expected (having a higher or lower status) – e.g. due to a change in the under 30's group OR because of a change affecting older age groups.
- What kind of changes the respondent would expect for the status of an age group to improve.
- What kind of changes the respondent would expect for the status of an age group to get worse.
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

Aim of Q12-Q15: *This selection of items forms part of a battery of questions that aims to see whether or not a series of stereotypes applies to certain age groups. Here we limit the testing to the under 30 age group because these items were developed with older people in mind. We need test how they are processed in relation to this younger age group.*

Stereotypes are shared opinions about the characteristics of people in different groups. These opinions are learnt from others and are automatically thought of in situations where the characteristics of groups are noticed.

In addition to looking at the items designed to measure these dimensions we would also like to explore what people understand by the concept of morality too.

Note to cognitive interviewer: In these questions we are asking how respondents think other people in [country] view this age group. So it is easier to find out *why* they chose this answer because we are not asking them directly about their own opinions.

COGNITIVE INTERVIEWER: ASK QUESTIONS 12-15 THEN PROBE RETROSPECTIVELY

Survey questions (Q12/Q13/Q14/Q15)

INTERVIEWER – READ OUT...

Q12/Q13/Q14/Q15 CARD 7

I am now going to ask you some questions about how those aged between 15 and 30 are seen by other people in [country]. Using this card, please tell me how likely is it that other people in [country] view those aged 15 to 30 as...READ...

competent?

(Q12)

Not at all likely

Extremely likely

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

sincere?

(Q13)

Not at all likely

Extremely likely

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

capable?

(Q14)

Not at all likely

Extremely likely

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

moral¹?

(Q15)

Not at all likely

Extremely likely

0 1 2 3 4 5 6 7 8 9 10

88 (Don't know)

Follow up questions (Q12-Q15)

How did you come up with this answer? AND What were you thinking?

Further areas to explore (Q12-15)

INTERVIEWER FIND OUT:

- How the respondents made a judgement about how **others** view people aged 15 to 30 for each of the things read out.
- How respondents interpreted 'competent'
- How respondents interpreted 'capable'
- Whether respondents could distinguish between competent and capable or whether they saw these as the same thing.
- How respondents interpreted 'sincere'.
- How respondents interpret moral (is it that they 'have their own morality' or 'that they 'follow the morality of the majority on their country'?)
- Why respondents choose the number on the scale for their answers
- What 'not at all likely' means to the respondent at this question
- What 'extremely likely' means to the respondent at this question
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

¹ Moral in the sense of upstanding, law abiding, decent etc

Budapest Initiative Questions

INTERVIEWER – READ OUT...

Now I am going to ask you some further questions about your general mental and physical health. These questions deal with your ability to do different daily activities, as well as with how you have been feeling.

Section A: Walking

Survey questions

{ASK ALL}

Q1 (W1a)

Do you use any aids or equipment for walking?

1. Yes
2. No → **GO TO Q5**
3. (Don't know)

{If Q1 CODED 1 (YES)}

Q2 (W1b)

Which of the following types of aids or equipment do you use?

INTERVIEWER READ OUT...

A....a cane or walking stick?

1. Yes
2. No
3. (Don't know)

B....a walker?

1. Yes
2. No
3. (Don't know)

C....crutches?

1. Yes
2. No
3. (Don't know)

D.... a wheelchair?

1. Yes
2. No

3. (Don't know)

E....a white cane or stick (for the blind)?

1. Yes
2. No

3. (Don't know)

F.... someone's assistance?

1. Yes
2. No

3. (Don't know)

G. something else? (INTERVIEWER RECORD: _____)

{If Q1 CODED 1 (YES)}

Q3 (W2)

Do you have any difficulty walking without using your [MENTION AID(S) in Q2]?

1. Yes
2. No

3. (Don't know)

{If Q1 CODED 1 (YES)}

Q4 (W3)

**How much difficulty do you have walking 100 metres on level ground, that would be about the length of a football field, without using your [MENTION AID(S) in Q2]?
Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. (Don't know)



→ PROBE THEN GO TO Q8

{If Q1 CODED 2 (NO)}

Q5 (W2)

Do you have any difficulty walking?

1. Yes
2. No

3. (Don't know)

{If Q1 CODED 2 (NO)}

Q6 (W3)

How much difficulty do you have walking 100 metres on level ground, that would be about the length of a football field. Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. (Don't know



→ **PROBE THEN GO TO Q7**

Follow up questions (Q1 – Q6)

How did you come up with this answer? What were you thinking?

Further areas to explore

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 100 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 100 meters? What example did the respondent provide to describe a distance of 100 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialised equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Survey questions

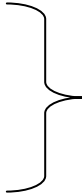
{If Q1 CODED 2 (NO)}

Q7 [W4]

How much difficulty do you have walking 500 metres on level ground, that would be about five times the length of a football field. Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. (Don't know



→ **PROBE THEN GO TO Q9**

{If Q1 CODED 1 (YES)}

Q8 [W4]

How much difficulty do you have walking 500 metres on level ground, that would be about five times the length of a football field, without using your [MENTION AID(S) in Q2]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. Don't know



→ **PROBE THEN GO TO Q9**

Follow up questions (Q7 and Q8)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q8 and Q9)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 500 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 500 meters? What example did the respondent provide to describe a distance of 500 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialised equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty. How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Section B: Cognition

Survey questions

{ASK ALL}

Q9 [C1]

Because of a physical, mental or emotional problem, do you have difficulty concentrating, remembering or making decisions? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. Don't know

Follow up questions (Q9)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q9)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about concentrating, remembering or making decisions? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

{ASK ALL}

Q10 [C2]

How much difficulty do you have remembering important things? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable

5. (Don't know)

Follow up questions (Q10)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q10)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Section C: Affect

Survey questions

Instruction to interviewer: If respondent asks if they should consider mood-regulating medications, say: "Please answer according to whatever medication you were taking."

{ASK ALL}

Q11 [A1]

Overall, during the past week, how worried, nervous, or anxious did you feel?

Record open-ended response: _____

{ASK ALL}

Q12 [A2]

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how worried, nervous, or anxious did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely worried, nervous, or anxious?

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely

6. (Don't know)

Follow up questions (Q11 and Q12)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q11 and Q12)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling worried, nervous, or anxious? Or something else?
- If other than feeling worried, nervous, or anxious, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for mood-related conditions? If so, how did the respondent incorporate this into their answer?

Survey questions

{ASK ALL}

Q13 [A3]

Overall, during the past week, how sad, low, or depressed did you feel?

Record open-ended response: _____

{ASK ALL}

Q14 [A4]

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how sad, low, or depressed did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely sad, low, or depressed?

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely

6. (Don't know)

Follow up questions (Q13 and Q14)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q13 and Q14)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling sad, low, or depressed? Or something else?
- if other than feeling sad, low, or depressed, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.

- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication mood-related conditions? If so, how did the respondent incorporate this into their answer?

Section C: Pain

Survey questions

Instruction to interviewer: If respondent asks if they should consider pain medications, say: "Please answer according to whatever medication you were taking."

{ASK ALL}

Q15 [P1]

Overall, during the past week, how much physical pain or discomfort did you have?

Record open-ended response: _____

{ASK ALL}

Q16 [P2]

Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?

1. None at all
2. A little
3. Moderate
4. A lot
5. Extreme

6. (Don't know)

Follow up questions (Q15 and Q16)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q15 and Q16)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

{IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5}

Q17 [P3]

How many days during the past week did you have physical pain or discomfort?

Record number of days: _____

Follow up questions (Q17)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q17)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

{IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5}

Q18 [P4]

During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?

1. Mild
2. Moderate
3. Severe
4. Extreme

5. (Don't know)

Follow up questions (Q18)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q18)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

{IF Q15 = ANY PAIN REPORTED OR Q16 CODED 2-5}

Q19 [P5]

Thinking about the last time you had physical pain or discomfort: On a scale from 1 to 100 how intense was the pain: 0 is no pain or discomfort and 100 is the worst pain or discomfort imaginable.

Scale: 0 ----- 100

Record response: _____

Follow up questions (Q19)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q19)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

Section C: Fatigue

Survey questions

{ASK ALL}

Q20 [F1]

During the past week, how many days have you felt tired or had little energy?

Record number of days: _____

{If Q20 >0 DAYS}

Q21 [F2]

On those days, how much of the day did you feel tired or have little energy? Would you say all day, most of the day, about half of the day, or only for a few hours?

1. All day
2. Most of the day
3. About half of the day
4. Only for a few hours
5. (Don't know)

Follow up questions (Q20 AND Q21)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q20 AND Q21)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

{If Q20 >0 DAYS}

Q22 [F3]

During those times when you felt tired or had little energy, how would you describe your level of tiredness or loss of energy? Would you say it was mild, moderate, severe or extreme?

1. Mild
2. Moderate
3. Severe
4. Extreme

5. (Don't know)

Follow up questions (Q22)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q22)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

{If Q20 >0 DAYS}

Q23 [F4]

**How much of a problem did you have with feeling tired or having little energy?
Would you say none, a little, some or a lot?**

1. None
2. A little
3. Some
4. A lot

5. (Don't know)

Follow up questions (Q23)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q23)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

{ASK ALL}

Q24 [F5]

During the past week, have you felt so tired or lacking in energy that you have had to push yourself to get things done?

1. Yes
2. No

3. (Don't know)

Follow up questions (Q24)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q24)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Section C: Hearing

Survey questions

{ASK ALL}

Q25 [H1]

Do you wear a hearing aid?

1. Yes
2. No → **GO TO Q27**
3. (Don't know)

{If Q25 CODED 1 (YES)}

Q26 [H2]

How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on when using your hearing aid? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know

→ **GO TO PROBES**

{If Q25 CODED 2 (NO)}

Q27 [H2]

How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. (Don't know)

→ **GO TO PROBES**

Follow up questions (Q25-Q27)

How did you come up with this answer? What were you thinking?

Further areas to explore (Q25-Q27)

INTERVIEWER FIND OUT:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about hearing conversations with one other person in a noisy room? Or something else?
- If other than conversations with one other person in a noisy room, what types of activities or experiences or environments did the respondent mention?
- Is the respondent specifically answering the question with (or without) the use of his/her hearing aid(s)?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualise the different responses?

Comparative Cognitive Test Interview Guide

Aims of the research

The primary aim of the research is to develop best practice in comparative, cross-national question testing. For this project, we will be using two sets of questions. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups. Second, some questions from the Budapest Initiative, a UNECE/WHO/Eurostat task force that is developing measurements of health states. The aim of these cognitive interviews is to study how people from our own countries interpret and process the questions, so that we can then conduct a joint, coordinated analysis to see if questions are processed similarly across the countries.

Using this protocol

Please spend half the interview on the ESS questions (around 30 minutes) and half on the Budapest health questions (around 30 minutes). For each interview please alternate whether you start with the ESS or Budapest questions. This is so that each set of questions is tested on respondents who are more alert at the start of the interview. The questions have been put in order of priority (within each survey section) and it may not be possible to cover all of the questions.

Protocols should be translated into the languages in which interviews are being conducted. These versions of the protocol will form part of the final documentation of the project. Translation procedures used should also be documented.

The text in bold in the actual protocol sections shows the survey questions that could be included in the final questionnaire and which we want to test. These questions should be read verbatim as in a survey interview. These questions are then followed by 2 suggested generic probes to start the cognitive interviewing after each question.

There are then a series of areas which you are asked to cover in the interview and which you will need to record in the charts used for analysis which have the text 'INTERVIEWER FIND OUT:' before them. These are not designed to be read verbatim but are a prompt for the interviewer to ensure the measurement aims of the questions are fully explored. If additional issues arise during the interviewing please notify the other countries group using the chat room facility and remember that there will be space for these on the analysis charts.

For ESS questions where [country] is included you should insert the name of the country where the interview is being conducted. Where there are foot notes to describe items these can be used to aid translation but should not be included verbatim into the actual questions.

Introducing the study (not to be read to the respondent)

Use this time to establish an informal discussion—stressing that that you want the respondent to be open and provide relevant details about their life. You are not so interested in their opinion of the question or how they think it could be re-worded. Rather, you are interested in how they made sense of the question (as it is written) and the kinds of experiences and situations from their own life that they considered to formulate an answer. You also need to record some key demographic information (see below).

- Thank you for agreeing to take part in this interview.
- The project is being conducted on behalf of the European Social Survey and the Budapest Initiative (a WHO/UN/Eurostat task force).
- The purpose of this project is to develop questions that will eventually be asked of many people of all ages around the world. We need to make sure that everyone understands the questions and understands them the same way.
- Whilst we are interested in your answer to the questions, our main interest is in how you came up with your answer. Therefore, we will have a lot of questions about the question - and how you came up with your answer. It may seem repetitive at times and even sometimes a little personal. This is because we are testing how the questions work, and we need to understand what people are considering when they form an answer.
- The interview will last about one hour and will include questions about your abilities to do certain activities as well as your attitudes towards welfare, public services and different age groups.
- All the responses you give will be kept confidential and the findings will remain anonymous in published reports. Access to the data will be restricted to members of the research teams and will only be used for the purpose of analysis.
- Once we start I will ask you some survey questions as they would appear in a regular survey. I will then ask you some additional questions about how you went about answering the survey question. Please remember to speak freely as there are no right or wrong answers.
- If you would prefer not to answer a particular question, please let me know and we will move onto the next one.
- Please feel free to make comments about the questions and let me know if you don't understand anything.
- Do you have any questions for me before we start?

INTERVIEWER FIND OUT:

- Number of children in respondents household
- Number of people in respondents household who are hampered in their daily activities in any way by a longstanding illness, or disability, infirmity or mental health problem?
- Whether respondent is in receipt of any welfare / social security benefits

ESS Questions

ESS and Budapest sections to be rotated

INTERVIEWER – READ OUT...

Now I am going to ask you some questions, which focus on your attitudes to tax, public services and welfare, and attitudes towards people in different age groups. When answering these questions please remember that there are no right or wrong answers. Our interest is on how you understand the questions and the process that you went through in order to arrive at your answer, we are not so much interested in the answers that you give.

The structure of this part of the interview will mainly be the same as the part we have just completed – I will ask you the survey questions, you will answer and then we will go back to each question to find out how you went about answering them. However, on two occasions in this part of the interview I will ask you more than one survey question one after the other. I will still want to go back and ask about these but will do so afterwards. I will make it clear to you before this happens.

INTERVIEWER – READ OUT...First of all I am going to ask you some questions about tax.

1. CARD 1. Using this card please tell me which of the three statements on this card, about how much working people pay in tax, you agree with most?
CODE ONE ANSWER ONLY

1. Higher earners should pay a greater proportion in tax than lower earners
2. Everyone should pay the same proportion of their earnings in tax
3. High and low earners should pay exactly the same amount in tax
6. (None of these)
7. (Don't know)

Question aim: The aim of the question is to identify respondent preference amongst three different tax collection systems.

Explanation of response codes (to check understanding):

- Higher earners should pay a greater proportion in tax than lower earners.

This is the most common tax system across Europe although it comes in many different styles. An example would be where someone at the top of the earnings scale pays not only a larger amount but also a larger proportion or percentage of their earnings in tax than someone lower down the scale.

- Everyone should pay the same proportion of their earnings in tax.

This type of tax system can be found in many post communist European countries and is commonly known as a 'flat tax'. Under this system everyone pays the same proportion or percentage of their earnings in tax. So for every € received in pay a high and low earner would pay the same amount of tax. The high earner still pays more but only because they get paid more. Everyone pays the same rate.

- High and low earners should pay exactly the same amount in tax

Under this system high and low earners would all pay exactly the same amount of tax regardless of how much they earn.

How did you come up with this answer? AND/OR What were you thinking?

INTERVIEWER - FIND OUT:

- How the respondent understands each answer option – what does each one mean to them?
- Whether the statement the respondent chose reflects the tax system in their country?
- Whether the respondent understands the difference between the three options?
- Who the respondent thinks 'working people' are.
- What the respondent understands by 'high earners' (ask for examples).
- What the respondent understands by 'low earners' (ask for examples).
- If the respondent says 'none of these' - note this and find out why.
- If the respondent refuses to answer – note this and find out why.
- If the respondent says 'don't know' - note this and find out why.

2. **CARD 2. Using this card please tell me, on a scale of 0-10, how efficiently you think the income tax authorities in [country] carry out their work? 0 means extremely inefficiently, and 10 means extremely efficiently.**

Extremely inefficiently												Extremely efficiently	(Don't know)
0	1	2	3	4	5	6	7	8	9	10			88

Question aim: The intention of this question is to examine respondent perceptions of how 'efficiently' the income tax authorities do their job. This will enable the data analyst to examine any link between efficient tax collection and support for the welfare state. The aim is NOT to see whether respondents think the tax system itself is efficient (e.g. it is efficient at taking money from the rich to give to the poor for example). Instead, we want to know whether those charged with the job of tax collection perform their duty efficiently (i.e. on time, accurately, taking all the relevant facts into account).

**How did you come up with this answer? AND/OR What were you thinking?
AND / OR Why did you pick that number?**

INTERVIEWER - FIND OUT:

- What the respondent chose the number they did (i.e. what this means in the context of the question).
- What the respondent understands by 'efficient'.
- What the respondent understands by 'carrying out their work'.
- Who the respondent thinks 'the income tax authorities' are.
- 'What would the income tax authorities have to be like at carrying out their work for the respondent to have answered 'extremely inefficiently'.
- 'What the income tax authorities would have to be like at carrying out their work for the respondent to answered 'extremely efficiently'?'
- (*If applicable*) The respondent's reasons for NOT choosing a number at either end of the scale (0 or 10)
- If respondent says 'don't know,' 'can't pick a number' or 'refuses to answer' - note this and find out why

INTERVIEWER – READ OUT...**The next few questions are about welfare and public services in [country].**

3. CARD 3. Using this card please tell me how much you agree or disagree that ‘the system of public services in [country] prevents large scale poverty’?

1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. (Don’t know)

Question aim: The intention of this question is to examine respondent perception about the impact the system of public services in [country] is having in regard to preventing large scale poverty?

How did you come up with this answer? AND/OR What were you thinking when you gave that answer?

INTERVIEWER - FIND OUT:

- Some examples of what the respondent thinks [country] might be like if there was large scale poverty? / understanding of this term’ What the respondent understands by the word ‘poverty’. Are they thinking of poverty in terms of not being able to afford food / basic shelter ‘or relative poverty’ in that some people have much less than others (a large gap between rich and poor) even though they still have basic food and shelter.
- Whether the respondents think there is already large scale poverty in [country].
- What the respondent understands by ‘the system of public services’. Does the respondent think it only refers to the benefits system, or does it also cover the health system, the education system or possibly other public services such as the fire and police services?
- If respondent refuses to answer or says ‘don’t know’ - note this find out why.
- What the respondent understands by ‘prevents’ in this question.

4. CARD 3. Using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes labour costs too high?

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

Question aim: The intention of this question is to examine respondent perceptions about the impact the system of public services in [country] is having in regard to making labour costs too high. By 'making labour costs too high' we mean that large shares of the spending on public services is paid from taxes and/or from social contributions. Both taxes and contributions can increase the wage cost for employers. Some would say that the increase is 'too high' because it would have negative effects on the international competitiveness of [country's] economy for example.

How did you come up with this answer? AND/OR What were you thinking?

INTERVIEWER - FIND OUT:

- What the respondent understands by 'makes labour costs too high'.
- If respondent refuses to answer – note this find out why.
- If respondent says 'don't know' - note this find out why.

5. CARD 3. And again, using the same card, please tell me how much you agree or disagree that the system of public services in [country] makes it easier to combine work and family life?

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

Question aim: The aim here is to ascertain respondent perceptions about the impact the system of public services in [country] is having in regard to making it easier to combine work and family life. Combining work and family life means combining work with home/personal life focussing on care for children and other dependants.

How did you come up with this answer? AND/OR What were you thinking?

INTERVIEWER - FIND OUT:

- What the respondent understands by 'combine work and family life'
- What the respondent understands by 'work life'
- What the respondent understands by 'family life'
- Does the respondent think about the question solely in the context of their personal circumstances or do they think about it in an abstract way (i.e. for other people in [country])?
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

In this part of the interview, we are interested in your views about people's age. In all these questions, we are referring to people aged 15 and over. The questions refer to those in different age groups; those aged 15 to 29, those aged 30 to 70 and those over 70 years of age.

I'm now going to ask you four questions one after the other. After I have asked all four questions, I will go back and ask you about how you answered them.

COGNITIVE INTERVIEWER: PLEASE ASK QUESTIONS 7-10 THEN PROBE RETROSPECTIVELY.

7. Some people say that certain age groups have a high or low status, while other people say there is no real difference. By status I mean the position or standing an age group has in society. I am going to ask you how high or low you think most people in [country] would say different age groups are in terms of their status.

CARD 4. Firstly, using this card, please tell me how you think most people in [country] would rate the status of those aged 15-29?

**Extremely
low status**

**Extremely
high status**

**(Don't
Know)**

0 1 2 3 4 5 6 7 8 9 10 88

8. CARD 4. Using the same card again, please tell me how you think most people in [country] would rate the status of those aged between 30 and 70?

**Extremely
low status**

**Extremely
high status**

**(Don't
Know)**

0 1 2 3 4 5 6 7 8 9 10 88

9. CARD 4. Using the same card, please tell me how you think most people in [country] would rate the status of those aged over 70?

Extremely low status												Extremely high status	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10			88

10. CARD 5. Using card 5 and thinking of the status of these three age groups, please tell me how fair you think this is overall?

Very unfair												Completely fair	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10			88

Question 7 to 9 aim: The aim of these three questions is to ascertain the status score respondents would give to each age group. The questions will also allow us to see which age groups respondents see as having the highest status and which they see as having the lowest. Respondents are effectively also being asked to rank the groups across three different questions.

These three questions will also allow us to check what respondents think about the three age bands and whether they are able to use these to answer the questions posed.

INTERVIEWER PROBE QUESTIONS 6 TO 9 TOGETHER AND FIND OUT:

- Whether the respondent was able to use the three age groups offered to answer these questions.
- What the respondent understands by 'status'. Do they agree with the definition provided? (By status I mean the position or standing an age group has in society). Were they using this definition to answer the question? Or did they use their own different definition.

- How they came up with their answer to Question 7 (15-29 age group)?
- How they came up with their answer to Question 8 (30-70 age group)?
- How they came up with their answer to Question 9 (71+)?
- If appropriate: How the respondents decided which age group had the highest and lowest status.
- Was the respondent thinking about all three age groups and making comparisons as they answered each item?
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why

Question 10 aim: The aim is to get respondents to say whether they think it is fair that these three groups occupy their relative status positions.

It has been suggested from previous rounds of the ESS that it is difficult to get equivalent translations of ‘fair’, so we would like to know how respondents think about this term.

How did you come up with this answer? AND/OR What were you thinking?

INTERVIEWER FIND OUT:

- What the word ‘fair’ meant to the respondent
- An alternative word to ‘fair’, that the respondent might use
- When the respondent would use code 0 or 10
- If respondent refuses to answer question 10 / says ‘don’t know’ note this and find out why

11. CARD 6. 'In the next five years how do you think the status of people under 30 might change compared to those over 30? Choose your answer from this card where 0 means they will have a much lower status and 10 means they will have a much higher status?'

**They will have
a much lower
status**

0

1

2

3

4

5

6

7

8

9

**They will have a
much higher
status**

10

**(Don't
Know)**

88

Question 11 intention: The aim is to see whether respondents think the status they allocate to specific groups will change or remain stable.

It will be interesting to see whether this is something that respondents have previously thought about and whether the answer that they give is based on actual suggested changes they think will occur or whether they are simply guessing.

How did you come up with this answer? AND/OR What were you thinking?

INTERVIEWER FIND OUT:

- How the respondent came up with their answer
- Why the respondent chose the number they did from the card
- What respondent thinks will cause any change expected (having a higher or lower status) – e.g. due to a change in the under 30's group OR because of a change affecting older age groups.
- What kind of changes the respondent would expect for the status of an age group to improve.
- What kind of changes the respondent would expect for the status of an age group to get worse.
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

COGNITIVE INTERVIEWER: ASK QUESTIONS 12-15 THEN PROBE
RETROSPECTIVELY

CARD 7. I am now going to ask you some questions about how those aged between 15 and 30 are seen by other people in [country]. Using this card, please tell me how likely is it that other people in [country] view those aged 15 to 30 as...READ...

	Not at all likely							Extremely likely	(Don't Know)
12. ...competent?	0	1	2	3	4	5	6	88	
13. ...sincere?	0	1	2	3	4	5	6	88	
14. ...capable?	0	1	2	3	4	5	6	88	
15. ...moral ¹ ?	0	1	2	3	4	5	6	88	

Questions 12-15 intention: This selection of items forms part of a battery of questions that aims to see whether or not a series of stereotypes applies to certain age groups. Here we limit the testing to the under 30 age group because these items were developed with older people in mind. We need test how they are processed in relation to this younger age group.

Stereotypes are shared opinions about the characteristics of people in different groups. These opinions are learnt from others and are automatically thought of in situations where the characteristics of groups are noticed.

In addition to looking at the items designed to measure these dimensions we would also like to explore what people understand by the concept of morality too.

Note to cognitive interviewer: In these questions we are asking how respondents think other people in [country] view this age group. So it is easier to find out *why* they chose this answer because we are not asking them directly about their own opinions.

Why did you come up with this answer? AND/OR What were you thinking?

¹ Moral in the sense of upstanding, law abiding, decent etc

INTERVIEWER FIND OUT:

- How the respondents made a judgement about how **others** view people aged 15 to 30 for each of the things read out.
- How respondents interpreted 'competent'
- How respondents interpreted 'capable'
- Whether respondents could distinguish between competent and capable or whether they saw these as the same thing.
- How respondents interpreted 'sincere'.
- How respondents interpret moral (is it that they 'have their own morality' or 'that they 'follow the morality of the majority on their country'?)
- Why respondents choose the number on the scale for their answers
- What 'not at all likely' means to the respondent at this question
- What 'extremely likely' means to the respondent at this question
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

The Budapest Initiative General Health Status Testing Protocol

Version: October 5, 2007

This document contains a cognitive testing protocol for use with items developed by the working group of the UNECE/WHO/EUROSTAT Task Force on the Measurement of Health Status. The items relate to the following set of eight health domains:

- Walking
- Cognition
- Affect
- Pain
- Fatigue
- Hearing

Budapest Initiative Questions

ESS and Budapest sections to be rotated

Interviewer read to Respondent:

Now I am going to ask you some further questions about your general mental and physical health. These questions deal with your ability to do different daily activities, as well as with how you have been feeling.

Walking

1. [W1a] **Do you use any aids or equipment for walking?**

1. Yes
2. No
3. Don't know
4. Refused

2. [W1b] *If yes: Which of the following types of aids or equipment do you use?*

Interviewer: Read the following list and record all affirmative responses:

- | | | | | |
|--------------------------------------------------|-------------------|-------|---------------|------------|
| A. a cane or walking stick? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| B. a walker? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| C. crutches? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| D. a wheelchair? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| E. a white cane or stick (for the blind)? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| F. someone's assistance? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| G. something else? | (Specify: _____) | | | |

3. [W2] *If no aid: Do you have any difficulty walking?*

If aid: Do you have any difficulty walking without using your [mention aid(s) in W1b]?

1. Yes
2. No
3. Don't know
4. Refused

4. [W3] ***If no aid:* How much difficulty do you have walking 100 metres on level ground that would be about _____ (*insert country-specific example*)? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

***If aid:* How much difficulty do you have walking 100 metres on level ground that would be about _____ without using your _____ [mention aid(s) in W1b]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 100 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 100 meters? What example did the respondent provide to describe a distance of 100 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialized equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

5. [W4] ***If no aid:* How much difficulty do you have walking 500 metres on level ground that would be about _____ (*insert country-specific example*)? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

***If aid:* How much difficulty do you have walking 500 metres on level ground that would be about _____ without using your _____ [mention aid(s) in W1b]? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 500 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 500 meters? What example did the respondent provide to describe a distance of 500 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialized equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Cognition

6. [C1] **Because of a physical, mental or emotional problem, do you have difficulty concentrating, remembering or making decisions? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about concentrating, remembering or making decisions? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

7. [C2] **How much difficulty do you have remembering important things? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do these things?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Affect

Instruction to interviewer: If respondent asks if they should consider mood-regulating medications, say: "Please answer according to whatever medication you were taking."

8. [A1] **Overall, during the past week, how worried, nervous, or anxious did you feel?**

Record open-ended response:

9. [A2] **Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how worried, nervous, or anxious did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely worried, nervous, or anxious?**

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely
6. Don't know
7. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling worried, nervous, or anxious? Or something else?
- If other than feeling worried, nervous, or anxious, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for mood-related conditions? If so, how did the respondent incorporate this into their answer?

10. [A3] **Overall, during the past week, how sad, low, or depressed did you feel?**

Record open-ended response:

11. [A4] **Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how sad, low, or depressed did you feel? Would you say: not at all, slightly, moderately, a lot, or extremely sad, low, or depressed?**

1. Not at all
2. Slightly
3. Moderately
4. A lot
5. Extremely
6. Don't know
7. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling sad, low, or depressed? Or something else?
- If other than feeling sad, low, or depressed, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication mood-related conditions? If so, how did the respondent incorporate this into their answer?

Pain

Instruction to interviewer: If respondent asks if they should consider pain medications, say: "Please answer according to whatever medication you were taking."

12. [P1] **Overall, during the past week, how much physical pain or discomfort did you have?**

Record open-ended response:

13. [P2] **Now I am going to ask you the same question, but I am going to give you a set of answer categories to choose from. Overall, during the past week, how much physical pain or discomfort did you have? Would you say: none at all, a little, moderate, a lot, or extreme physical pain or physical discomfort?**

1. None at all
2. A little
3. Moderate
4. A lot
5. Extreme
6. Don't know
7. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

14. [P3] **How many days during the past week did you have physical pain or discomfort?**

Record number of days:

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

15. [P4] **During those times when you had physical pain or discomfort, how would you describe your level of physical pain or discomfort? Would you say it was mild, moderate, severe or extreme?**

1. Mild
2. Moderate
3. Severe
4. Extreme
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

16. [P5] **Thinking about the last time you had physical pain or discomfort: On a scale from 1 to 100 how intense was the pain: 0 is no pain or discomfort and 100 is the worst pain or discomfort imaginable.**

Scale: 0 ----- 100

Record response:

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

Fatigue

17. [F1] **During the past week, how many days have you felt tired or had little energy?**

Record number of days:

18. [F2] **If $F1 > 0$: On those days, how much of the day did you feel tired or have little energy? Would you say all day, most of the day, about half of the day, or only for a few hours?**

1. All day
2. Most of the day
3. About half of the day
4. Only for a few hours
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record for both questions:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

19. [F3] *If $F1 > 0$:* **During those times when you felt tired or had little energy, how would you describe your level of tiredness or loss of energy? Would you say it was mild, moderate, severe or extreme?**

1. Mild
2. Moderate
3. Severe
4. Extreme
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

20. [F4] *If $F1 > 0$:* **How much of a problem did you have with feeling tired or having little energy? Would you say none, a little, some or a lot?**

1. None
2. A little
3. Some
4. A lot
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

21. [F5] **During the past week, have you felt so tired or lacking in energy that you have had to push yourself to get things done?**

1. Yes
2. No
3. Don't know
4. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Hearing

22. [H1] **Do you wear a hearing aid?**

1. Yes
2. No
3. Don't know
4. Refused

23. [H2] ***If no aid:* How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

***If aid:* How much difficulty do you have hearing what is said in a conversation with one other person in a noisy room where there are several other conversations going on when using your hearing aid? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

1. No difficulty
2. A little difficulty
3. A lot of difficulty
4. Unable
5. Don't know
6. Refused

How did you come up with this answer? What were you thinking?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about hearing conversations with one other person in a noisy room? Or something else?
- If other than conversations with one other person in a noisy room, what types of activities or experiences or environments did the respondent mention?
- Is the respondent specifically answering the question with (or without) the use of his/her hearing aid(s)?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.

- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

Comparative Cognitive Test Interview Guide

Aims of the research

The primary aim of the research is to develop best practice in comparative, cross-national question testing. For this project, we will be using two sets of questions. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups. Second, some questions from the Budapest Initiative, a UNECE/WHO/Eurostat task force that is developing measurements of health states. The aim of these cognitive interviews is to study how people from our own countries interpret and process the questions, so that we can then conduct a joint, coordinated analysis to see if questions are processed similarly across the countries.

Using this protocol

Please spend half the interview on the ESS questions (around 30 minutes) and half on the Budapest health questions (around 30 minutes). For each interview please alternate whether you start with the ESS or Budapest questions. This is so that each set of questions is tested on respondents who are more alert at the start of the interview. The questions have been put in order of priority (within each survey section) and it may not be possible to cover all of the questions.

Protocols should be translated into the languages in which interviews are being conducted. These versions of the protocol will form part of the final documentation of the project. Translation procedures used should also be documented.

The text in bold in the actual protocol sections shows the survey questions that could be included in the final questionnaire and which we want to test. These questions should be read verbatim as in a survey interview. These questions are then followed by 2 suggested generic probes to start the cognitive interviewing after each question.

There are then a series of areas which you are asked to cover in the interview and which you will need to record in the charts used for analysis which have the text 'INTERVIEWER FIND OUT:' before them. These are not designed to be read verbatim but are a prompt for the interviewer to ensure the measurement aims of the questions are fully explored. If additional issues arise during the interviewing please notify the other countries group using the chat room facility and remember that there will be space for these on the analysis charts.

For ESS questions where [country] is included you should insert the name of the country where the interview is being conducted. Where there are foot notes to describe items these can be used to aid translation but should not be included verbatim into the actual questions.

Introducing the study (not to be read to the respondent)

Use this time to establish an informal discussion—stressing that that you want the respondent to be open and provide relevant details about their life. You are not so interested in their opinion of the question or how they think it could be re-worded. Rather, you are interested in how they made sense of the question (as it is written) and the kinds of experiences and situations from their own life that they considered to formulate an answer. You also need to record some key demographic information (see below).

- Gracias por aceptar participar en esta entrevista.
- El proyecto se está haciendo para la Encuesta Social Europea y la Iniciativa de Budapest (un grupo de trabajo de la OMS/UN/Eurostat).
- El propósito de este proyecto es desarrollar preguntas que en un futuro se harán a muchas personas de todas las edades en todo el mundo. Necesitamos asegurarnos de que todos entiendan las preguntas y de que las entiendan de la misma forma.
- Si bien estamos interesados en su respuesta a las preguntas, lo que más nos interesa es saber cómo decidió qué contestar. Por eso, tendremos muchas preguntas sobre la pregunta – y sobre cómo decidió qué contestar. Posiblemente algunas veces le parezcan repetitivas y a veces hasta algo personales. Eso se debe a que estamos probando cómo funcionan las preguntas, y necesitamos entender lo que las personas tienen en cuenta cuando formulan una respuesta.
- La entrevista durará más o menos una hora e incluirá preguntas sobre sus posibilidades de hacer ciertas actividades así como también sobre sus actitudes respecto a programas de asistencia pública, los servicios sociales, y diferentes grupos de edad.
- Todas las respuestas que usted nos dé se mantendrán confidenciales y los resultados se reportarán anónimamente en los informes que se publiquen. El acceso a los datos estará restringido a miembros de los equipos del estudio y sólo se usarán para analizarlos.
- Cuando comencemos le haré algunas preguntas de encuesta, tal como aparecerían en una encuesta normal. Después le haré algunas preguntas más sobre cómo hizo para contestar la pregunta de la encuesta. Por favor recuerde que puede hablar con toda libertad, ya que no hay respuestas correctas o incorrectas.
- Si hay alguna pregunta en particular que usted prefiere no contestar, por favor dígamelo y pasaremos a la siguiente.
- Por favor no dude en hacer cualquier comentario sobre las preguntas y avísame si hay algo que no entiende.
- ¿Tiene alguna pregunta antes de que empecemos?

INTERVIEWER FIND OUT:

- Number of children in respondents household

- Number of people in respondents household who are hampered in their daily activities in any way by a longstanding illness, or disability, infirmity or mental health problem?
- Whether respondent is in receipt of any welfare / social security benefits

ESS Questions

ESS and Budapest sections to be rotated

INTERVIEWER – READ OUT...

Ahora voy a hacerle algunas preguntas que tratan sobre sus actitudes respecto a los impuestos, los servicios sociales y los programas de asistencia pública, y de las actitudes hacia las personas de diferentes grupos de edad. Cuando conteste estas preguntas, por favor recuerde que no hay respuestas correctas o incorrectas. Nos interesa saber cómo entiende las preguntas y el proceso que sigue para llegar a la respuesta que nos da. No nos interesan tanto las respuestas en sí.

La estructura de esta parte de la entrevista será mayormente la misma que la parte que recién completamos – Yo le voy a hacer las preguntas de la encuesta, usted las va a contestar y luego volveremos a cada pregunta para averiguar el proceso que usted siguió para contestarla. Salvo en dos ocasiones en esta parte de la entrevista, en que le voy a preguntar varias preguntas de la encuesta una detrás de otra. Igualmente voy a querer que volvamos a mirarlas después y le voy a preguntar sobre ellas, pero lo haré después. Ya se lo voy a aclarar antes de que llegemos a eso.

INTERVIEWER – READ OUT...**Primeramente le voy a hacer algunas preguntas sobre impuestos.**

- 1. TARJETA 1. Usando esta tarjeta, por favor dígame con cuál de estas tres afirmaciones está usted más de acuerdo, sobre cuánto paga en impuestos la gente que trabaja.**

CODE ONE ANSWER ONLY

1. Las personas que ganan más deberían pagar una mayor proporción de impuestos que la gente que gana menos
2. Todos deberían pagar la misma proporción de sus ingresos en impuestos
3. Las personas que ganan más y las personas que ganan menos deberían pagar

exactamente la misma cantidad de impuestos

6. (Ninguna)
7. (Don't know)

Question aim: The aim of the question is to identify respondent preference amongst three different tax collection systems.

Explanation of response codes (to check understanding):

- Higher earners should pay a greater proportion in tax than lower earners.

This is the most common tax system across Europe although it comes in many different styles. An example would be where someone at the top of the earnings scale pays not only a larger amount but also a larger proportion or percentage of their earnings in tax than someone lower down the scale.

- Everyone should pay the same proportion of their earnings in tax.

This type of tax system can be found in many post communist European countries and is commonly known as a 'flat tax'. Under this system everyone pays the same proportion or percentage of their earnings in tax. So for every € received in pay a high and low earner would pay the same amount of tax. The high earner still pays more but only because they get paid more. Everyone pays the same rate.

- High and low earners should pay exactly the same amount in tax

Under this system high and low earners would all pay exactly the same amount of tax regardless of how much they earn.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER - FIND OUT:

- How the respondent understands each answer option – what does each one mean to them?
- Whether the statement the respondent chose reflects the tax system in their country?
- Whether the respondent understands the difference between the three options?
- Who the respondent thinks ‘working people’ are.
- What the respondent understands by ‘high earners’ (ask for examples).
- What the respondent understands by ‘low earners’ (ask for examples).
- If the respondent says ‘none of these’ - note this and find out why.
- If the respondent refuses to answer – note this and find out why.
- If the respondent says ‘don’t know’ - note this and find out why.

2. **TARJETA 2. Usando esta tarjeta, por favor dígame, en una escala del 0-10, ¿qué tan eficientes piensa usted que son las autoridades impositivas en [country] en el desempeño de su trabajo? 0 significa extremadamente ineficientes, y 10 significa extremadamente eficientes.**

Extremadamente ineficientes												Extremadamente eficientes	(Don't know)
0	1	2	3	4	5	6	7	8	9		10		88

Question aim: The intention of this question is to examine respondent perceptions of how 'efficiently' the income tax authorities do their job. This will enable the data analyst to examine any link between efficient tax collection and support for the welfare state. The aim is NOT to see whether respondents think the tax system itself is efficient (e.g. it is efficient at taking money from the rich to give to the poor for example). Instead, we want to know whether those charged with the job of tax collection perform their duty efficiently (i.e. on time, accurately, taking all the relevant facts into account).

**¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando? AND / OR
¿Por qué eligió ese número?**

INTERVIEWER - FIND OUT:

- What the respondent chose the number they did (ie what this means in the context of the question).
- What the respondent understands by 'efficient'.
- What the respondent understands by 'carrying out their work'.
- Who the respondent thinks 'the income tax authorities' are.
- 'What would the income tax authorities have to be like at carrying out their work for the respondent to have answered 'extremely inefficiently'.
- 'What the income tax authorities would have to be like at carrying out their work for the respondent to answered 'extremely efficiently'?'
- (*If applicable*) The respondent's reasons for NOT choosing a number at either end of the scale (0 or 10)

- If respondent says 'don't know,' 'can't pick a number' or 'refuses to answer' - note this and find out why

INTERVIEWER – READ OUT... **Las siguientes preguntas son acerca de los programas de asistencia pública y de los servicios sociales en [country].**

3. TARJETA 3. Usando esta tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que “el sistema de servicios sociales de [country] previene la pobreza en gran escala?

1. Muy de acuerdo
2. De acuerdo
3. Ni de acuerdo ni en desacuerdo
4. en desacuerdo
5. muy en desacuerdo
6. (Don't know)

Question aim: The intention of this question is to examine respondent perception about the impact the system of public services in [country] is having in regard to preventing large scale poverty?

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando cuando dio esa respuesta?

INTERVIEWER - FIND OUT:

- Some examples of what the respondent thinks [country] might be like if there was large scale poverty? / understanding of this term' What the respondent understands by the word 'poverty'. Are they thinking of poverty in terms of not being able to afford food / basic shelter 'or relative poverty' in that some people have much less than others (a large gap between rich and poor) even though they still have basic food and shelter.
- Whether the respondents thinks there is already large scale poverty in [country].
- What the respondent understands by 'the system of public services'. Does the respondent think it only refers to the benefits system, or does it also cover the health system, the education system or possibly other public services such as the fire and police services?
- If respondent refuses to answer or says 'don't know' - note this find out why.

- What the respondent understands by ‘prevents’ in this question.

4. TARJETA 3. Usando la misma tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que el sistema de servicios sociales en [country] encarece demasiado los costos de los salarios?

1. Muy de acuerdo
2. De acuerdo
3. Ni de acuerdo ni en desacuerdo
4. En desacuerdo
5. Muy en desacuerdo
6. (Don't know)

Question aim: The intention of this question is to examine respondent perceptions about the impact the system of public services in [country] is having in regard to making labour costs too high. By ‘making labour costs too high’ we mean that large shares of the spending on public services is paid from taxes and/or from social contributions. Both taxes and contributions can increase the wage cost for employers. Some would say that the increase is ‘too high’ because it would have negative effects on the international competitiveness of [country's] economy for example.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER - FIND OUT:

- What the respondent understands by ‘makes labour costs too high’.
- If respondent refuses to answer – note this find out why.
- If respondent says ‘don't know’ - note this find out why.

5. TARJETA 3. Y otra vez, usando la misma tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que el sistema de servicios sociales en [country] hace más fácil lograr un equilibrio entre el trabajo y la vida familiar.

1. Muy de acuerdo
2. De acuerdo
3. Ni de acuerdo ni en desacuerdo
4. en desacuerdo
5. muy en desacuerdo
6. (Don't know)

Question aim: The aim here is to ascertain respondent perceptions about the impact the system of public services in [country] is having in regard to making it easier to combine work and family life. Combining work and family life means combining work with home/personal life focussing on care for children and other dependants.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER - FIND OUT:

- What the respondent understands by 'combine work and family life'
- What the respondent understands by 'work life'
- What the respondent understands by 'family life'
- Does the respondent think about the question solely in the context of their personal circumstances or do they think about it in an abstract way (ie for other people in [country])?
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

En esta parte de la entrevista, estamos interesados en su punto de vista acerca de la edad de la gente. En todas estas preguntas, nos referimos a personas de 15 años de edad o más. Las preguntas se refieren a los grupos de distintas edades; los de 15 a 29 años, los de 30 a 70 años de edad, y los de más de 70 años de edad.

Ahora voy a hacerle cuatro preguntas, una detrás de la otra. Después de preguntar las cuatro, voy a volver y hacer preguntas sobre cómo las contestó.

COGNITIVE INTERVIEWER: PLEASE ASK QUESTIONS 7-10 THEN PROBE RETROSPECTIVELY.

1. **Alguna gente dice que las personas de una cierta edad tienen estatus alto o bajo, mientras otra gente dice que no hay ninguna diferencia. Cuando digo estatus, me refiero a la posición o ubicación que la gente de cierta edad tiene en la sociedad. Voy a preguntarle qué tan alto o qué tan bajo piensa que la mayoría de la gente en [country] diría que los grupos de distintas edades están con respecto a estatus.**

TARJETA 4. Primero, usando esta tarjeta, por favor dígame cómo piensa usted que la gente en [country] evaluaría el status de la gente de 15 a 29 años.

Estatus extremadamente bajo 0	1	2	3	4	5	6	7	8	9	Estatus extremadamente alto 10	(Don't Know) 88
----------------------------------------	---	---	---	---	---	---	---	---	---	-----------------------------------------	-----------------------

2. **TARJETA 4. Usando la misma tarjeta otra vez, por favor dígame cómo piensa que la mayoría de la gente calificaría el estatus de quienes tienen entre 30 y 70 años de edad?**

Estatus extremadamente bajo 0	1	2	3	4	5	6	7	8	9	Estatus extremadamente alto 10	(Don't Know) 88
----------------------------------------	---	---	---	---	---	---	---	---	---	-----------------------------------------	-----------------------

3. TARJETA 4. Usando la misma tarjeta, por favor dígame como piensa que la mayoría de la gente calificaría el estatus de aquellos mayores de 70 años de edad?

Extremadamente bajo estatus												Extremadamente alto estatus	(Don't Know)
0	1	2	3	4	5	6	7	8	9		10		88

4. TARJETA 5. Usando la tarjeta 5 y pensando en el estatus de esos tres grupos de edades, por favor dígame, en general, qué tan justo le parece eso.

Muy injusto												Totalmente justo	(Don't Know)
0	1	2	3	4	5	6	7	8	9		10		88

Question 7 to 9 aim: The aim of these three questions is to ascertain the status score respondents would give to each age group. The questions will also allow us to see which age groups respondents see as having the highest status and which they see as having the lowest. Respondents are effectively also being asked to rank the groups across three different questions.

These three questions will also allow us to check what respondents think about the three age bands and whether they are able to use these to answer the questions posed.

INTERVIEWER PROBE QUESTIONS 6 TO 9 TOGETHER AND FIND OUT:

- Whether the respondent was able to use the three age groups offered to answer these questions.
- What the respondent understands by 'status'. Do they agree with the definition provided? (By status I mean the position or standing an age group has in society).

Were they using this definition to answer the question? Or did they use their own different definition.

- How they came up with their answer to Question 7 (15-29 age group)?
- How they came up with their answer to Question 8 (30-70 age group)?
- How they came up with their answer to Question 9 (71+)?
- If appropriate: How the respondents decided which age group had the highest and lowest status.
- Was the respondent thinking about all three age groups and making comparisons as they answered each item?
- If respondent refuses to answer – note this find out why
- If respondent says ‘don’t know’ - note this find out why

Question 10 aim: The aim is to get respondents to say whether they think it is fair that these three groups occupy their relative status positions.

It has been suggested from previous rounds of the ESS that it is difficult to get equivalent translations of ‘fair’, so we would like to know how respondents think about this term.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER FIND OUT:

- What the word ‘fair’ meant to the respondent
- An alternative word to ‘fair’, that the respondent might use
- When the respondent would use code 0 or 10
- If respondent refuses to answer question 10 / says ‘don’t know’ note this and find out why

5. TARJETA 6. ‘En los próximos cinco años, ¿cómo piensa que podría cambiar el estatus de las personas menores de 30 años, comparando con el de las personas mayores de 30? Escoja su respuesta usando esta tarjeta donde 0 quiere decir que tendrán un estatus mucho más bajo y 10 quiere decir que tendrán un estatus mucho más alto.’

**Tendrán un estatus
mucho más bajo**

0

1

2

3

4

5

6

7

8

9

**Tendrán un
estatus mucho
más alto**

10

**(Don't
Know)**

88

Question 11 intention: The aim is to see whether respondents think the status they allocate to specific groups will change or remain stable.

It will be interesting to see whether this is something that respondents have previously thought about and whether the answer that they give is based on actual suggested changes they think will occur or whether they are simply guessing.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER FIND OUT:

- How the respondent came up with their answer
- Why the respondent chose the number they did from the card
- What respondent thinks will cause any change expected (having a higher or lower status) – e.g. due to a change in the under 30's group OR because of a change affecting older age groups.
- What kind of changes the respondent would expect for the status of an age group to improve.
- What kind of changes the respondent would expect for the status of an age group to get worse.
- If respondent refuses to answer – note this find out why

- If respondent says 'don't know' - note this find out why

COGNITIVE INTERVIEWER: ASK QUESTIONS 12-15 THEN PROBE RETROSPECTIVELY

TARJETA 7. Ahora voy a hacerle algunas preguntas sobre cómo ve otra gente en [country] a quienes tienen entre 15 y 30 años de edad. Usando esta tarjeta, por favor dígame qué tan probable es que otra gente vea a aquellos de entre 15 y 30 años de edad como ...READ...

	Nada Probable						Extremadamente probable	(Don't Know)
12. ...competentes?	0	1	2	3	4	5	6	88
13. ...sinceros(as)?	0	1	2	3	4	5	6	88
14. ...capaces?	0	1	2	3	4	5	6	88
15. ...personas con sentido moral ¹ ?	0	1	2	3	4	5	6	88

Questions 12-15 intention: This selection of items forms part of a battery of questions that aims to see whether or not a series of stereotypes applies to certain age groups. Here we limit the testing to the under 30 age group because these items were developed with older people in mind. We need test how they are processed in relation to this younger age group.

Stereotypes are shared opinions about the characteristics of people in different groups. These opinions are learnt from others and are automatically thought of in situations where the characteristics of groups are noticed.

In addition to looking at the items designed to measure these dimensions we would also like to explore what people understand by the concept of morality too.

Note to cognitive interviewer: In these questions we are asking how respondents think other people in [country] view this age group. So it is easier to find out *why* they chose this answer because we are not asking them directly about their own opinions.

¹ Moral in the sense of upstanding, law abiding, decent etc

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

INTERVIEWER FIND OUT:

- How the respondents made a judgement about how **others** view people aged 15 to 30 for each of the things read out.
- How respondents interpreted 'competent'
- How respondents interpreted 'capable'
- Whether respondents could distinguish between competent and capable or whether they saw these as the same thing.
- How respondents interpreted 'sincere'.
- How respondents interpret moral (is it that they 'have their own morality' or 'that they 'follow the morality of the majority on their country'?)
- Why respondents choose the number on the scale for their answers
- What 'not at all likely' means to the respondent at this question
- What 'extremely likely' means to the respondent at this question
- If respondent refuses to answer – note this find out why
- If respondent says 'don't know' - note this find out why

The Budapest Initiative General Health Status Testing Protocol

Version: October 5, 2007

This document contains a cognitive testing protocol for use with items developed by the working group of the UNECE/WHO/EUROSTAT Task Force on the Measurement of Health Status. The items relate to the following set of eight health domains:

- Walking
- Cognition
- Affect
- Pain
- Fatigue
- Hearing

Budapest Initiative Questions

ESS and Budapest sections to be rotated

Interviewer read to Respondent:

Ahora voy a hacerle algunas preguntas más acerca de su estado físico y mental general. Estas preguntas son sobre su capacidad para hacer distintas actividades diarias, así como también sobre cómo se ha estado sintiendo.

Walking

1. [W1a] **¿Usa alguna ayuda o equipo para caminar?**

1. Sí
2. No
3. Don't know
4. Refused

2. [W1b] *If yes:* **¿Cuáles de los siguientes tipos de ayuda o equipo usa?**

Interviewer: Read the following list and record all affirmative responses:

- | | | | | |
|---------------------------------|------------------|-------|---------------|------------|
| A. ¿un bastón? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| B. ¿un andador? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| C. ¿muletas? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| D. ¿una silla de ruedas? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| E. ¿un bastón blanco? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| F. ¿ayuda de alguien? | 1. Yes | 2. No | 3. Don't know | 4. Refused |
| G. ¿otra cosa? | (Specify: _____) | | | |

3. [W2] *If no aid:* **¿Tiene alguna dificultad para caminar?**

If aid: **¿Tiene alguna dificultad para caminar cuando no usa su [mention aid(s) in W1b]?**

1. Sí
2. No
3. Don't know
4. Refused

4. [W3] *If no aid:* **¿Qué tanta dificultad tiene para caminar 100 metros sin desniveles, es decir unos _____ (insert country-specific example)? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o no lo puede hacer?**

If aid: **¿Qué tanta dificultad tiene para caminar 100 metros en un mismo nivel, es decir unos _____ sin usar su _____ [mention aid(s) in W1b]? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 100 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 100 meters? What example did the respondent provide to describe a distance of 100 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialized equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

5. [W4] *If no aid:* **¿Qué tanta dificultad tiene para caminar 500 metros sin desniveles, es decir unos _____ (insert country-specific example)? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

If aid: **¿Qué tanta dificultad tiene para caminar 500 metros en un mismo nivel, es decir unos _____ sin usar su _____ [mention aid(s) in W1b]? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about walking 500 meters? Or something else?
- What distance was the respondent thinking about when the question referred to 500 meters? What example did the respondent provide to describe a distance of 500 meters?
- Is the respondent specifically answering the question without the use of his/her aids or specialized equipment?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Cognition

6. [C1] **¿Debido a problemas físicos o emocionales, tiene dificultad para concentrarse, recordar cosas o tomar decisiones? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about concentrating, remembering or making decisions? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

7. [C2] **¿Qué tanta dificultad tiene para recordar cosas importantes? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question? Or something else?
- What types of activities, experiences of situations did the respondent mention?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Affect

Instruction to interviewer: If respondent asks if they should consider mood-regulating medications, say: "Please answer according to whatever medication you were taking."

8. [A1] **En general, durante la última semana, ¿qué tan preocupado(a), nervioso(a) o ansioso(a) se sintió?**

Record open-ended response:

9. [A2] **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. Generalmente, durante la última semana, ¿qué tan preocupado(a), nervioso(a) o ansioso(a) se sintió? ¿Diría que nada, apenas, moderadamente, muy o extremadamente preocupado(a), nervioso(a) o ansioso(a)?**

1. Nada
2. Apenas
3. Moderadamente
4. Muy
5. Extremadamente
6. Don't know
7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling worried, nervous, or anxious? Or something else?
- If other than feeling worried, nervous, or anxious, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for mood-related conditions? If so, how did the respondent incorporate this into their answer?

10. [A3] **En general, durante la última semana, ¿qué tan triste, decaído(a) o deprimido(a) se sintió?**

Record open-ended response:

11. [A4] **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. En general, durante la última semana, ¿qué tan triste, decaído(a) o deprimido(a) se sintió? ¿Diría que nada, apenas, moderadamente, muy o extremadamente triste, decaído(a) o deprimido(a)?**

1. Nada
2. Apenas
3. Moderadamente
4. Muy
5. Extremadamente
6. Don't know
7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about feeling sad, low, or depressed? Or something else?
- If other than feeling sad, low, or depressed, what types of things did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication mood-related conditions? If so, how did the respondent incorporate this into their answer?

Pain

Instruction to interviewer: If respondent asks if they should consider pain medications, say: "Please answer according to whatever medication you were taking."

12. [P1] **En general, durante la última semana, ¿qué tanto dolor o molestias físicas tuvo?**

Record open-ended response:

13. [P2] **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. En general, durante la última semana, ¿qué tanto dolor o molestias físicas tuvo? ¿Diría que nada, un poco, moderado, mucho o extremo dolor o malestar físico?**

1. Nada
2. Un poco
3. Moderado
4. Mucho
5. Extremo
6. Don't know
7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

14. [P3] **¿Cuántos días de la última semana tuvo dolor o molestias físicas?**

Record number of days:

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

15. [P4] **Durante los momentos en que tuvo dolor o molestias físicas, ¿como describiría su nivel de dolor o molestias físicas? ¿Diría que fue suave, moderado, severo, o extremo?**

1. Suave
2. Moderado
3. Severo
4. Extremo
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking only within the time frame of the past week, some other time frame, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

16. [P5] **Piense en la última vez que tuvo dolor o molestias físicas. En una escala del 1 al 100, ¿qué tan intenso fue el dolor? 0 quiere decir ningún dolor ni molestia, y 100 es el peor dolor o molestia imaginable.**

Scale: 0 ----- 100

Record response:

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about physical pain? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?
- Does the respondent take medication for pain? If so, how did the respondent incorporate this into their answer?

Fatigue

17. [F1] **Durante la última semana, ¿cuántos días se sintió cansado(a) o con poca energía?**

Record number of days:

18. [F2] *If $F1 > 0$:* **En esos días, ¿qué proporción del día se sintió cansado(a) o con poca energía? ¿Diría que todo el día, gran parte del día, más o menos la mitad del día, o sólo unas pocas horas?**

1. Todo el día
2. Gran parte del día
3. Más o menos la mitad del día
4. Sólo unas pocas horas
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record for both questions:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

19. [F3] *If $F1 > 0$:* **Durante los momentos en que se sintió cansado(a) o con poca energía, ¿cómo describiría su nivel de cansancio o poca energía? ¿Diría que leve, moderado, severo, o extremo?**

1. Leve
2. Moderado
3. Severo
4. Extremo
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last week, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

20. [F4] *If $F1 > 0$:* **¿Qué tanto problema tuvo por sentirse cansado(a) o con poca energía?
¿Diría que ninguno, muy poco, algo, o mucho?**

1. Ninguno
2. Muy poco
3. Algo
4. Mucho
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about fatigue? Or something else?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

21. [F5] **Durante la última semana, ¿se ha sentido tan cansado(a) o con tan poca energía que tuvo que esforzarse para hacer las cosas?**

1. Sí
2. No
3. Don't know
4. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- What types of activities, situations, experiences did the respondent mention?
- Describe what reference period that the respondent considered. Was the respondent thinking about the last time, some other time, no time frame or something else?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.
- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?
- How did the respondent come up with their answer? Did the respondent try to calculate an average in terms of number of days or the actual degree of trouble? Did they estimate? Guess? Think of one specific incident? Or something else?

Hearing

22. [H1] **¿Usa un aparato auditivo?**

1. Sí
2. No
3. Don't know
4. Refused

23. [H2] ***If no aid:* ¿Qué tanta dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación ruidosa donde hay otras conversaciones al mismo tiempo? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o que no puede hacerlo?**

***If aid:* ¿Qué tanta dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación ruidosa donde hay otras conversaciones al mismo tiempo usando su aparato auditivo? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o que no puede hacerlo?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puede hacerlo
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

- What kinds of trouble (if any) did the respondent have in answering the question?
- Is the respondent thinking literally about the question, specifically about hearing conversations with one other person in a noisy room? Or something else?
- If other than conversations with one other person in a noisy room, what types of activities or experiences or environments did the respondent mention?
- Is the respondent specifically answering the question with (or without) the use of his/her hearing aid(s)?
- Describe what reference period (if any) that the respondent considered—such as at this very moment, the past week, the past year or since a particular incident or experience?
- Did the respondent have difficulty choosing a category? If so, describe the difficulty.

- How well does the chosen category fit the respondent's situation? Why? How did the respondent conceptualize the different responses?

Protocolo de entrevista

Introducción del estudio (no para ser leída al entrevistado)

Utilice este tiempo para establecer una discusión informal –insistiendo en que quiere que el entrevistado sea sincero y aporte detalles relevantes sobre su vida. Que Vd. no está tan interesado en sus opiniones sobre la pregunta o en como piensan que deberían ser redactadas. Por el contrario, Vd. está interesado en el significado que los entrevistados dan a las preguntas (tal como están escritas), y en los tipos de experiencias y situaciones de la vida de los entrevistados que tengan en cuenta para elaborar una respuesta. También necesita registrar algunas informaciones demográficas relevantes.

- Gracias por participar en la entrevista.
- Este proyecto está siendo realizado por encargo de la Encuesta Social Europea y la Iniciativa Budapest (un grupo de trabajo de la Organización Mundial de la Salud y de Naciones Unidas).
- El objetivo de este proyecto es elaborar preguntas que puedan eventualmente ser formuladas a muchas personas de todas las edades alrededor del mundo. Necesitamos estar seguros de que todas las personas comprenden las preguntas y las comprenden de la misma forma.
- No estamos interesados tanto en sus respuestas a las preguntas, sino en como ha llegado a esas respuestas. Por tanto, le haremos bastantes preguntas sobre como ha elaborado su respuesta. Esto puede a veces resultar repetitivo e, incluso, en algunas ocasiones un poco personal. La razón es que estamos examinando como funcionan las preguntas de la encuesta, y necesitamos comprender lo que las personas están teniendo en cuenta cuando elaboran su respuesta.
- La entrevista durará alrededor de una hora e incluirá preguntas sobre su capacidad para realizar ciertas actividades así como sobre sus actitudes hacia los servicios sociales y ayudas del gobierno hacia grupos de personas de diferentes edades.
- Todas las respuestas que dará son confidenciales y los resultados se mantendrán anónimos en los informes que se publiquen. El acceso a los datos está restringido a los miembros del equipo de investigación y sólo serán utilizados para los objetivos del estudio.
- Una vez que empiece a preguntarle, le haré las preguntas como habitualmente se hacen en las encuestas. Después, le haré las preguntas adicionales sobre como ha elaborado las respuestas a las preguntas de la encuesta. Por favor, recuerde hablar con toda libertad dado que no hay respuestas correctas o incorrectas.
- Si Vd. prefiriera no responder a alguna pregunta en concreto, por favor, hágamelo saber y pasaremos a la siguiente pregunta.
- Por favor, siéntase libre para hacer comentarios sobre las preguntas y dígame si hay algo que Vd. no comprende.
- ¿Tiene alguna pregunta que hacerme antes de empezar?

ENTREVISTADOR AVERIGÜE:

- Número de niños en el hogar del entrevistado.
- Número de personas en el hogar del entrevistado que le dificulte realizar sus actividades diarias en alguna manera debido a una enfermedad crónica, discapacidad, dolencia o problema de salud mental.
- Si el entrevistado es receptor de cualquier tipo de beneficio de la seguridad social, de servicios sociales o ayudas del gobierno.

Protocolo de entrevista para el test cognitivo comparativo

Preguntas ESS

Entrevistador – lea en voz alta:

Ahora voy a hacerle algunas preguntas sobre sus actitudes hacia los impuestos, los servicios sociales y las ayudas del gobierno, y también hacia grupos de personas de diferentes edades. Cuando esté respondiendo a estas preguntas, por favor, recuerde que no hay respuestas correctas o incorrectas. Nuestro interés está en cómo usted entiende las preguntas y el proceso que sigue para llegar a su respuesta, no estamos tan interesados en las respuestas en si.

Le haré las preguntas de la encuesta, usted contestará y luego volveremos a cada pregunta para averiguar cómo llegó a su respuesta. Sin embargo, en dos ocasiones en esta parte de la entrevista le haré más de una pregunta de la encuesta, una después de otra. Después querré volver y le preguntaré sobre cómo ha contestado a ese bloque de preguntas. Se lo aclararé antes de que esto ocurra.

El entrevistador – lea en voz alta... En primer lugar, voy a hacerle algunas preguntas sobre impuestos.

1. TARJETA 1. Usando esta tarjeta, por favor, dígame ¿con cuál de las tres afirmaciones de esta tarjeta, sobre cuántos impuestos pagan las personas que trabajan, está mas de acuerdo? REGISTRE SÓLO UNA RESPUESTA.

1. Las personas que ganan más deberían pagar una proporción mayor en los impuestos que los que ganan menos
2. Todos deberían pagar la misma proporción de sus ingresos en los impuestos
3. Las personas que ganan más y las que ganan menos deberían pagar exactamente la misma cantidad en los impuestos
6. (Ninguna de las anteriores)
7. (No sabe)

ENTREVISTADOR- AVERIGÜE:

- ¿Cómo entienden los entrevistados cada alternativa de respuesta- que significa cada una de ellas?
- Si el entrevistado entiende la diferencia entre las tres opciones.
- **Si la afirmación que los entrevistados eligen refleja el sistema de impuestos en su país.**
- **¿Quién piensa el entrevistado que son los “trabajadores”?**
- **¿Qué entiende el entrevistado por “persona que gana mucho” (altos asalariados)? (preguntar ejemplos).**
- **¿Qué entiende el entrevistado por “personas que ganan poco” (bajos asalariados)? (preguntar ejemplos).**
- Si el entrevistado dice “ninguna de estas”- anotarlo y averiguar porqué.
- Si el entrevistado se niega a responder- anotarlo y averiguar por qué.
- Si el entrevistado dice “no sé”, anotarlo y averiguar por qué.

2. TARJETA 2. Usando esta tarjeta por favor dígame, en una escala de 0-10, cómo de eficientes piensa Vd. que son en España las administraciones encargadas de recaudar los impuestos? Siendo 0 extremadamente ineficientes, y 10 extremadamente eficientes.

Extremadamente ineficientes																		Extremadamente eficientes	(No sabe)
0	1	2	3	4	5	6	7	8	9									10	88

¿Cómo elaboraste la respuesta? Y/O ¿En qué estabas pensando? Y/O ¿por qué seleccionaste ese número?

ENTREVISTADOR- AVERIGÜE:

- ¿Por qué los entrevistados eligieron ese número? (qué significa esto en el contexto de la pregunta).
- ¿Cómo deberían realizar las administraciones la recaudación de impuestos para que los entrevistados respondieran “extremadamente ineficiente”?
- ¿Cómo deberían realizar las administraciones la recaudación de impuestos para que los entrevistados respondieran “extremadamente eficiente”?
- (Si es aplicable) Razones de los entrevistados para no elegir un número extremo de la escala. (0 o10)

- **¿Qué entienden los entrevistados por “eficiente”?**
- **¿Qué entienden los entrevistados por “recaudar impuestos”?**
- **¿Quién piensan los entrevistados que son las “administraciones encargadas...” // “Hacienda”?**

- Si el entrevistado dice “no sé”, “no puedo seleccionar un número” o “rechaza responder”, anotar y averiguar por qué.

Entrevistador – lea en voz alta...Las siguientes preguntas son sobre los servicios sociales y las ayudas del gobierno en España.

3. TARJETA 3. Usando esta tarjeta, por favor, dígame su grado de acuerdo o desacuerdo con la afirmación “el sistema de servicios sociales en España evita la pobreza a gran escala”.

1. Muy de acuerdo
2. De acuerdo
3. Ni acuerdo ni desacuerdo
4. En desacuerdo
5. Muy en desacuerdo
6. (No sabe)

¿Cómo elaboraste la respuesta? ¿Y/O ¿Qué estuviste pensando cuando diste esa respuesta?

ENTREVISTADOR- AVERIGÜE:

- Algunos ejemplos de lo que los entrevistados piensan de cómo podría ser España si hubiera pobreza a gran escala. Comprensión de este término: lo que los entrevistados entienden por la palabra “pobreza”. ¿Están pensando en términos de no ser capaz de comprar comida / necesidades básicas, o de “pobreza relativa”, en la que algunas personas tienen mucho menos que otras (gran desfase entre ricos y pobres), incluso aunque tengan alimento y las necesidades básicas cubiertas.
- Si los entrevistados piensan que ya hay pobreza a gran escala en España.
- **Qué entienden los entrevistados por “sistema de servicios sociales”. ¿Piensan los entrevistados que se refiere solo al sistema de beneficios (prestaciones), o cubre también el sistema sanitario, el sistema educativo o posiblemente otros servicios como el servicio de policía o de bomberos?**
- **¿Qué entienden los entrevistados por “evitar” en este aspecto?**
- Si el entrevistado rechaza responder o dice “no sé”, anotarlo y averiguar por qué.

4. TARJETA 3. Usando la misma tarjeta, por favor, dígame su grado de acuerdo o desacuerdo con que el sistema de servicios sociales en España hace que los costes laborales sean demasiado altos.

1. Muy de acuerdo
2. De acuerdo
3. Ni acuerdo ni desacuerdo
4. En desacuerdo
5. Muy en desacuerdo
6. (No sabe)

¿Como elaboraste la respuesta? Y/O ¿En qué estabas pensando?

ENTREVISTADOR AVERIGÜE:

- ¿Qué entienden los entrevistados por “hacer que los costes laborales sean demasiado altos”?
- Si el entrevistado rechaza responder- anotarlo y averiguar por qué.
- Si el entrevistador dice “no sé”- anotarlo y averiguar por qué.

5. TARJETA 3. Y, de nuevo, usando la misma tarjeta, por favor, dígame su grado de acuerdo o desacuerdo con que el sistema de servicios sociales en España hace más fácil combinar la vida familiar y laboral.

1. Muy de acuerdo
2. De acuerdo
3. Ni acuerdo ni desacuerdo
4. En desacuerdo
5. Muy en desacuerdo
6. (No sabe)

¿Como elaboraste la respuesta? Y/O ¿En qué estabas pensando?

ENTREVISTADOR AVERIGÜE:

- ¿Qué entienden los entrevistados por “combinar la vida familiar y laboral”?
- ¿Qué entienden los entrevistados por “vida laboral”?
- ¿Qué entienden los entrevistados por “vida familiar”?
- **¿Piensan los entrevistados sobre la pregunta únicamente en el contexto de sus circunstancias personales, o piensan en ello de forma abstracta (i. e, en otras personas en España)?**
- Si el entrevistado rechaza responder - anotarlo y averiguar por qué.
- Si el entrevistado dice “no sé”- anotarlo y averiguar por qué.

En esta parte de la entrevista, estamos interesados en conocer sus opiniones sobre grupos de personas de diferentes edades. En todas estas preguntas, nos referimos a las personas de 15 años en adelante. Las preguntas se refieren a ellas agrupándolas en: personas de 15 a 29 años, personas de 30 a 70, y personas de más de 70 de años.

Ahora voy a hacerle cuatro preguntas una tras otra. Después de que le haya hecho las cuatro preguntas, volveré y le preguntaré como las contestó.

Entrevistador: *por favor haga las preguntas de la 7 a la 10, luego haga las pruebas retrospectivamente.*

7. **Algunas personas dicen que ciertos grupos de edad tienen un estatus alto o bajo, mientras que otras personas dicen que no hay una diferencia real. Por estatus se entiende la posición o la valoración social que un grupo de edad posee en la sociedad. Voy a preguntarle como de alto o bajo diría la mayoría de la personas en España que es el estatus de grupos personas de diferentes edades.**

TARJETA 4. En primer lugar, usando esta tarjeta, por favor, dígame ¿cómo piensa que la mayoría de las personas en España valoraría el estatus de las personas entre 15-29 años?

Estatus extremadamente bajo 0	1	2	3	4	5	6	7	8	9	Estatus extremadamente alto 10	(No sabe) 88
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8. **TARJETA 4. Usando la misma tarjeta, por favor, dígame ¿cómo piensa que la mayoría de las personas en España valoraría el status de las personas con edades comprendidas entre 30 y 70 años?**

Estatus extremadamente bajo 0	1	2	3	4	5	6	7	8	9	Estatus extremadamente alto 10	(No sabe) 88
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9. **TARJETA 4.** Usando la misma tarjeta, por favor, dígame ¿cómo piensa que la mayoría de las personas en España valoraría el status de las personas con más de 70 años?

Estatus extremadamente bajo											Estatus extremadamente alto	(No sabe)
0	1	2	3	4	5	6	7	8	9	10	88	

10. **TARJETA 5.** Usando la tarjeta 5 y pensando en el estatus de estos tres grupos de edad, por favor, dígame ¿cómo considera de justas estas valoraciones en general?

Muy injustas											Completamente Justas	(No sabe)
0	1	2	3	4	5	6	7	8	9	10	88	

ENTREVISTADOR HAGA LAS PREGUNTAS DE LA 6 A LA 9 Y AVERIGÜE:

- Si el entrevistado fue capaz de utilizar los tres grupos de edad ofrecidos para responder esas preguntas.
- ¿Cómo elaboró su respuesta a la pregunta 7 (grupo de edad de 15 a 29)?
- ¿Cómo elaboró su respuesta a la pregunta 8 (grupo de edad de 30 a 70)?
- ¿Cómo elaboró su respuesta a la pregunta 9 (+ de 71)?
- Si es apropiado: ¿Cómo decidieron los entrevistado que grupos de edad tenían un mayor o menor status?
- **Qué entienden los entrevistados por “status”. ¿Están de acuerdo con la definición proporcionada? (Por estatus se entiende la posición o la valoración que un grupo de edad posee en la sociedad). ¿Usaron ellos esta definición para responder a la pregunta? ¿o usaron su propia definición?**
- **¿Estaba pensando el entrevistado en los tres grupos de edad y haciendo comparaciones entre ellos al responder a cada ítem?**

- Si el entrevistado rechaza responder - anotar y averiguar por qué.
- Si el entrevistado dice “no sé”- anotar y averiguar por qué.

¿Como elaboraste la respuesta? Y/O ¿En qué estabas pensando?

ENTREVISTADOR AVERIGÜE:

- ¿Qué significó para el entrevistado la palabra “justo”?
- **Una palabra alternativa a “justo” que el entrevistado podría usar.**
- **¿Cuándo usaría el entrevistado los códigos 0 o 10?**
- Si el entrevistado rechaza responder a la pregunta 10/ dice “no sé”- anotar y averiguar por qué.

11. TARJETA 6. ‘En los próximos cinco años, ¿cómo piensa que el estatus de las personas con menos de 30 años podría cambiar en comparación con el de las personas de más de 30 años? Elija su respuesta de esta tarjeta, donde 0 significa que ellos tendrán un estatus mucho más bajo y 10 significa que tendrán un estatus mucho más alto.

Tendrán un estatus mucho más bajo										Tendrán un estatus mucho más alto		(No sabe)
0	1	2	3	4	5	6	7	8	9	10	88	

¿Como elaboraste la respuesta? Y/O ¿En qué estabas pensando?

ENTREVISTADOR AVERIGÜE:

➤ ¿Cómo el entrevistado llegó a su respuesta?

➤ ¿Por qué eligió ese número de la tarjeta?

➤ **¿Qué piensa el entrevistado que causará el cambio imaginado (tener un mayor o menor status)- ej. Debido a un cambio en el grupo de menores de 30 o debido a un cambio que afecte a los grupos de edad más mayores.**

➤ **¿Qué tipo de cambios esperaría el entrevistado para que el status de los distintos grupos de edad mejorara?**

➤ **¿Qué tipo de cambios esperaría el entrevistado para que el status de los distintos grupos de edad empeorara?**

➤ Si el entrevistado rechaza responder - anotarlo y averiguar por qué.

➤ Si el entrevistado dice “no sé”- anotarlo y averiguar por qué.

Entrevistador: haga las preguntas de la 12 a la 15, luego realice las pruebas retrospectivamente

12. TARJETA 7. Ahora voy a hacerle algunas preguntas sobre cómo las personas con edades entre 15 y 30 años son vistas por otras personas en España. Usando esta tarjeta, por favor dígame ¿qué probabilidad hay de que otra gente en España vea a las personas de entre 15 y 30 años como...LEA...

	Nada probable							Extremadamente probable	(No sabe)
12. ...competentes?	0	1	2	3	4	5	6	88	
13. ...sinceras?	0	1	2	3	4	5	6	88	
14. ...capaces?	0	1	2	3	4	5	6	88	
15. ...éticos?	0	1	2	3	4	5	6	88	

¿Como elaboraste la respuesta? Y/O ¿En qué estabas pensando?

ENTREVISTADOR A VERIGÜE:

- ¿Cómo interpretaron los entrevistados “competente”?
 - ¿Cómo interpretaron los entrevistados “capaz”?
 - Si el entrevistado podría distinguir entre competente y capaz o lo vieron como una misma cosa.
 - ¿Cómo interpretaron los entrevistados “sinceros”?
 - ¿Cómo interpretaron los entrevistados “éticos”? (¿es que ellos tienen su propia moral o que siguen la moralidad de la mayoría en su país?)
-
- **¿Cómo hicieron los entrevistados el juicio sobre la visión de las personas entre 15 y 30 años para cada uno de los aspectos leídos en voz alta?**
 - **¿Por qué los entrevistados eligieron ese número de la escala para responder?**

- **¿Qué significa para los entrevistados en esta pregunta “nada probable”?**
- **¿Qué significa para los entrevistados en esta pregunta “extremadamente probable”?**
- Si el entrevistado rechaza responder - anotar y averiguar por qué.
- Si el entrevistado dice “no sé” - anotar y averiguar por qué.

The Budapest Initiative General Health Status Testing Protocol

La estructura de esta parte de la entrevista será igual que la parte que acabamos de completar

Preguntas de la Iniciativa Budapest

Entrevistador lea al entrevistado: Ahora voy a hacerle algunas preguntas más sobre su salud mental y física en general. Estas preguntas tratan de su capacidad para hacer diferentes actividades diarias y sobre cómo se ha sentido.

Andar

1. [W1a] **¿Usa alguna ayuda o aparato para andar?**

1. Sí
2. No
3. No sabe
4. No contesta

2. [W1b] *Si la respuesta es “Sí”*: **¿Cuáles de los siguientes tipos de ayudas o aparatos usa?**

Entrevistador: Lea la siguiente lista y registre todas las respuestas afirmativas:

- | | | | | |
|-----------------------------------------|-----------------------|-------|------------|----------------|
| A. ¿Un bastón o palo para andar? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| B. ¿Un andador? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| C. ¿Muletas? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| D. ¿Una silla de ruedas? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| E. ¿Un bastón para ciegos? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| F. ¿Asistencia de alguien? | 1. Sí | 2. No | 3. No sabe | 4. No contesta |
| G. ¿Algo más? | (Especificar: _____) | | | |

3. [W2] *Si la respuesta a W1a es “No”*: **¿Tiene alguna dificultad para andar?**

Si la respuesta a W1a es “Sí”: **¿Tiene alguna dificultad para andar sin usar su [mencionar la ayuda(s) en W1b]?**

1. Sí
2. No
3. No sabe
4. No contesta

4. [W3] *Si responde “no ayuda”*: **¿Cuánta dificultad tiene para andar 100 metros en llano, es decir, lo que sería la longitud de un campo de fútbol? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?**

Si responde con algún tipo de ayuda: **¿Cuánta dificultad tiene para andar 100 metros en llano, es decir, lo que sería la longitud de un campo de fútbol sin usar su _____ [mencionar la ayuda(s) en W1b]?** **¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?**

1. Ninguna dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puede hacerlo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- **¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de andar 100 metros, o en algo más?**
- **¿En qué distancia pensó el entrevistado cuando la pregunta se refiere a 100 metros? ¿Qué ejemplos utilizó el entrevistado para describir una distancia de 100 metros?**
- **¿El entrevistado contesta específicamente la pregunta sin tener en cuenta el uso de su ayuda o aparatos específicos?**
- **Describe qué períodos de referencia (si los hubo) tuvo en cuenta el entrevistado- tales como en este momento, la semana pasada, el año pasado o desde un incidente o experiencia particular**
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema

- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entiende el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?

5. [W4] Si la respuesta es “no ayuda”: ¿Cuánta dificultad tiene para andar 500 metros en llano, lo que sería la longitud de 5 campos de fútbol? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?

Si la respuesta es “con algún tipo de ayuda”: ¿Cuánta dificultad tiene para andar 500 metros en llano, lo que sería la longitud de 5 campos de fútbol sin usar su _____ [mencionar la ayuda(s) en W1b]? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?

1. Ninguna dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puede hacerlo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- **¿Piensa el entrevistado en la pregunta de forma literal, concretamente, en andar 500 metros, o en algo más?**
- **¿En qué distancia pensó el entrevistado cuando la pregunta se refiere a 500 metros? ¿Qué ejemplos utilizó el entrevistado para describir una distancia de 500 metros?**
- **¿El entrevistado contesta específicamente la pregunta sin tener en cuenta el uso de su ayuda o aparatos específicos?**
- **Describe qué períodos de referencia (si los hubo) que tuvo en cuenta el entrevistado- tales como en este momento, la semana pasada, el año pasado o desde un incidente o experiencia particular**
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado su respuesta? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?

Cognición

6. [C1] ¿A causa de un problema físico, mental o emocional, tiene dificultad para concentrarse, recordar o tomar decisiones? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?

1. Ninguna dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puede hacerlo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente, en su capacidad de concentración, o en algo más?
- ¿Qué tipo de actividades, experiencias o situaciones mencionó el entrevistado?
- Describe qué períodos de referencia (si los hubo) tuvo en cuenta el entrevistado- tales como en este momento, la semana pasada, el año pasado o desde un incidente o experiencia particular.
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?

7. [C2] ¿Qué nivel de dificultad tiene para recordar cosas importantes? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?

1. Ninguna dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puede hacerlo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- **¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?**
- **¿Piensa el entrevistado en la pregunta de forma literal? ¿o en algo más?**
- **¿Qué tipo de actividades, experiencias o situaciones mencionó el entrevistado?**
- **Describe qué períodos de referencia (si los hubo) tuvo en cuenta el entrevistado- tales como en este momento, la semana pasada, el año pasado o desde un incidente o experiencia particular.**
- **¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema**
- **¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?**
- **¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?**

Afecto

Instrucción para el entrevistador: Si el entrevistado pregunta si debe tener en cuenta, medicamentos para regular el estado de ánimo, diga: "Por favor, conteste teniendo en cuenta cualquier medicación que estuviera tomando"

8. [A1] Durante los últimos siete días, en general, ¿en qué medida se sintió preocupado, nervioso, o ansioso?

Registre la respuesta abierta:

9. [A2] Ahora voy a hacerle la misma pregunta, pero voy a darle un conjunto de alternativas de respuesta para elegir. Durante los últimos siete días, en general, ¿en qué medida se sintió preocupado, nervioso, o ansioso? ¿Diría que: ¿nada, ligeramente, moderadamente, muy, o extremadamente preocupado, nervioso, o ansioso?

1. Nada
2. Ligeramente
3. Moderadamente
4. Muy
5. Extremadamente
6. No sabe
7. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

➤ ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?

➤ ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de sentirse preocupado, nervioso o ansioso, o en algo más?

➤ ¿Qué tipo de cosas mencionó el entrevistado aparte de sentirse preocupado, nervioso o ansioso?

➤ Describe qué período de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado, solamente, pensando en el período de tiempo de la semana pasada, algún otro período de tiempo, ningún período, o en algo más?

➤ ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema

- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?
- ¿Toma el entrevistado medicamentos para el estado de ánimo? Si lo hace, ¿cómo incorporó esto a sus respuestas?

10. [A3] Durante los últimos siete días, en general, ¿en qué medida se sintió triste, bajo de ánimo o deprimido?

Registrar la respuesta abierta:

11. [A4] Ahora voy a hacerle la misma pregunta, pero voy a darle un conjunto de alternativas de respuesta para elegir. Durante los últimos siete días, en general, ¿en qué medida se sintió triste, bajo de ánimo o deprimido? ¿Diría que: nada, ligeramente, moderadamente, muy, o extremadamente triste, bajo, o deprimido?

1. Nada
2. Ligeramente
3. Moderadamente
4. Muy
5. Extremadamente
6. No sabe
7. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de sentirse triste, bajo de ánimo o deprimido, o en algo más?
- ¿Qué tipo de cosas mencionó el entrevistado aparte de sentirse triste, bajo de ánimo o deprimido?
- Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado, solamente, pensando en el período de tiempo de la semana pasada, algún otro período de tiempo, ningún período, o en algo más?
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema

- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?
- ¿Toma el entrevistado medicamentos para el estado de ánimo? Si lo hace, ¿cómo incorporó esto a sus respuestas?

Dolor

Instrucción para el entrevistador: Si el entrevistado pregunta si considera medicaciones para el dolor, decir: "Por favor conteste teniendo en cuenta cualquier medicación que tomara"

12. [P1] Durante los últimos siete días, en general, ¿cuánto dolor o malestar físico tuvo?

Registrar la respuesta abierta:

13. [P2] Ahora voy a hacerle la misma pregunta, pero voy a darle un conjunto de alternativas de respuesta para elegir. Durante la semana pasada, en general, ¿cuánto dolor o malestar físico tuvo? ¿Diría que: ninguno en absoluto, un poco, moderado, mucho, o extremo dolor o malestar físico?

1. Ninguno en absoluto
2. Un poco
3. Moderado
4. Mucho
5. Extremo
6. No sabe
7. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de dolor físico, o en algo más?
- ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?
- Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado, solamente, pensando en el período de tiempo de la semana pasada, algún otro período de tiempo, ningún período, o en algo más?
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?

- ¿Toma el entrevistado medicamentos para el dolor? Si lo hace, ¿cómo incorporó esto a sus respuestas?

14. [P3] Si la respuesta a P2 es distinta de “ninguno”. Durante los últimos siete días, ¿Cuántos días tuvo dolor o malestar físico?

Registre el número de días:

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?
- ¿Toma el entrevistado medicamentos para el dolor? Si lo hace, ¿cómo incorporó esto a sus respuestas?

15. [P4] Si la respuesta a P2 es distinta de “ninguno”. Durante las ocasiones en las que tuvo dolor o malestar físico, ¿cómo describiría su nivel de dolor o malestar físico? ¿Diría que fue: ligero, moderado, severo o extremo?

1. Ligero
2. Moderado
3. Severo
4. Extremo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de dolor físico, o en algo más?
- ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?

➤ Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado, solamente, pensando en el período de tiempo de la semana pasada, algún otro período de tiempo, ningún período, o en algo más?

➤ **¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema**

➤ **¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?**

➤ **¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?**

➤ ¿Toma el entrevistado medicamentos para el dolor? Si lo hace, ¿cómo incorporó esto a sus respuestas?

16. [P5] *Si la respuesta a P2 es distinta de “ninguno”.* **Pensando en la última vez que tuvo dolor o malestar físico: ¿Cuál fue la intensidad del dolor en una escala de 0 a 100: siendo 0 sin dolor o malestar y 100 el peor dolor o malestar imaginable?**

Escala: 0 ----- 100

Registrar respuesta:

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

➤ ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?

➤ ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de dolor físico, o en algo más?

➤ ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?

➤ Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado, solamente, pensando en el período de tiempo de la semana pasada, algún otro período de tiempo, ningún período, o en algo más?

➤ **¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema**

➤ **¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo argumentó el entrevistado las diferentes respuestas?**

➤ **¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿ Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?**

➤ ¿Toma el entrevistado medicamentos para el dolor? Si lo hace, ¿cómo incorporó esto a sus respuestas?

Fatiga

17. [F1] Durante los últimos siete días, ¿cuántos días se ha sentido cansado o con poca energía?

Registrar número de días:

18. [F2] Si $F1 > 0$: En esos días, ¿qué parte del día se sintió cansado o tuvo poca energía? ¿Diría que: todo el día, la mayor parte del día, aproximadamente la mitad del día, o sólo durante unas horas?

1. Todo el día
2. La mayor parte del día
3. Aproximadamente mitad del día
4. Sólo durante unas horas
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de la fatiga, o en algo más?
- ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?
- Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado pensando en la semana pasada, algún otro período de tiempo, ningún período, o algo más?
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?

19. [F3] Si $FI > 0$: **Durante esas veces que se sintió cansado o tuvo poca energía, ¿cómo describiría su nivel de cansancio o pérdida de energía? ¿Diría que era: ligero, moderado, severo o extremo?**

1. Ligero
2. Moderado
3. Severo
4. Extremo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- **¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de la fatiga, o algo más?**
- **¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?**
- **Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado pensando en la semana pasada, algún otro período de tiempo, ningún período, o en algo más?**
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?

20. [F4] Si $F1 > 0$: ¿En qué medida fue un problema para Vd. el sentirse cansado o con poca energía? ¿Diría que: nada, un poco, algo o mucho?.

1. Nada
2. Un poco
3. Algo
4. Mucho
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de la fatiga, o en algo más?
- ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?
- Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado pensando en la semana pasada, algún otro período de tiempo, ningún período, o algo más?
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo argumentó el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o algo más?

21. [F5] Durante los últimos siete días, ¿se ha sentido tan cansado o falta de energía que tuvo que esforzarse para hacer las cosas?

1. Sí
2. No
3. No sabe
4. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de la fatiga, o en algo más?
- ¿Qué tipo de actividades, situaciones, experiencias mencionó el entrevistado?
- Describe qué períodos de referencia tuvo en cuenta el entrevistado. ¿Estuvo el entrevistado pensando en la semana pasada, algún otro período de tiempo, ningún período, o en algo más?
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo argumentó el entrevistado las diferentes respuestas?
- ¿Cómo elaboró el entrevistado sus respuestas? ¿El entrevistado intentó calcular una media en términos del número de días o el nivel real del problema? ¿Los estimó? ¿Lo adivinó? ¿Piensa en un incidente específico, o en algo más?

Audición

22. [H1] ¿Usa ayudas auditivas?

1. Sí
2. No
3. No sabe
4. No contesta

23. [H2] Si la respuesta es “no”: ¿Qué nivel de dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación con ruido donde hay otras conversaciones? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puede hacerlo?

Si la respuesta es “sí”: ¿Qué nivel de dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación con ruido donde hay otras conversaciones usando su ayuda auditiva? ¿Diría que: ninguna dificultad, un poco de dificultad, mucha dificultad, o no puedo hacerlo?

1. Ninguna dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No puedo hacerlo
5. No sabe
6. No contesta

¿Cómo elaboraste la respuesta? ¿En qué estabas pensando?

REGISTRO DEL ENTREVISTADOR:

- ¿Qué tipo de problemas (si los hubo) tuvo el entrevistado contestando a la pregunta?
- ¿Piensa el entrevistado en la pregunta de forma literal, concretamente a cerca de escuchar conversaciones con otra persona en una habitación ruidosa, o en algo más?
- ¿Qué tipo de actividades o experiencias o ambientes mencionó el entrevistado aparte de conversaciones con otra persona en una habitación ruidosa?
- ¿Está el encuestado, específicamente, contestando a la pregunta con (sin) el uso de su ayuda (s) auditiva(s)?
- Describe qué períodos de referencia (si los hubo) tuvo en cuenta el entrevistado- tal como en este momento, la semana pasada, el año pasado o desde un incidente o experiencia particular
- ¿Tuvo el entrevistado algún problema eligiendo una alternativa? Si lo hubo, describe el problema
- ¿Cómo el entrevistado elige la categoría que se ajusta a su situación? ¿Por qué? ¿Cómo entendió el entrevistado las diferentes respuestas?

Guião de Entrevista

Objectivos da pesquisa

O principal objectivo desta pesquisa é desenvolver boas práticas para testar questões numa perspectiva comparativa e *cross-national*. Neste projecto, são utilizados dois conjuntos de questões. o primeiro, baseado na parte do questionário do *European Social Survey* (Inquérito Social Europeu) que se ocupa de opiniões sobre serviços públicos e de atitudes em relação a diversos grupos etários; o segundo, retirado do questionário da Iniciativa Budapeste, um trabalho conjunto da UNECE/WHO e da Eurostat para desenvolver medidas para estados de saúde. O objectivo destas entrevistas cognitivas é estudar como é que pessoas, de cada um dos países em estudo, interpretam e processam as questões, de modo a que seja possível conduzir uma análise conjunta e perceber se as questões são percebidas de forma semelhante nos países.

Como utilizar este protocolo

Por favor, despenda metade da entrevista (cerca de 30 min.) com as questões do ESS, e a outra metade com as questões sobre saúde da Iniciativa Budapeste. Em cada entrevista, por favor alterne a ordem do conjunto de perguntas ESS e da Iniciativa Budapeste. Pretende-se, com isto, que cada conjunto de questões seja testado no início da entrevista, quando os entrevistados se encontram mais atentos. As questões foram introduzidas por ordem prioritária (dentro de cada secção dos inquéritos) e pode ser que não seja possível colocar todas as questões.

Os protocolos devem ser traduzidos na língua em que as entrevistas irão ser realizadas. Estas versões do protocolo irão, posteriormente, fazer parte da documentação final do projecto. Os procedimentos de tradução utilizados devem ser documentados.

O texto que se encontra a negrito, no presente protocolo, diz respeito às questões dos inquéritos que devem ser incluídas no questionário final e que se pretende que sejam testadas. Estas questões devem ser lidas exactamente como se encontram escritas (*verbantim*) como numa entrevista por questionário. Estas, são seguidas de duas sugestões de perguntas gerais a aprofundar, para dar início à parte da entrevista cognitiva.

São apresentados seguidamente, um conjunto de aspectos que devem ser colocados na entrevista e documentados nas grelhas de análises. Estes são identificados a partir do seguinte texto: “ENTREVISTADOR APROFUNDAR”. Estes não foram construídos para serem lidos de forma literal, mas para alertar o entrevistador dos objectivos de medida que devem ser explorados para cada questão. Se outros aspectos adicionais surgirem no decorrer da entrevista, os restantes países participantes devem ser avisados, a partir do fórum, assim como haverá espaço para estes novos aspectos nas grelhas de análise.

Para as questões do ESS, quando a designação [país] aparecer, deve ser inserido o nome do país no qual as entrevistas irão decorrer. As notas de rodapé incluídas na descrição dos itens podem ser usadas como um auxílio ao processo de tradução, mas não devem ser incluídas em formato *verbantim* nas questões.

Introdução ao estudo (não ler ao entrevistado)

Aproveite esta fase preliminar para estabelecer uma pequena conversa informal. Sublinhe que o inquirido deve responder sem receios, com sinceridade, e dar informações de relevo sobre a vida dele. Esclareça que não está propriamente interessado na opinião do inquirido sobre as perguntas em teste, nem em como ele pensa que tais perguntas deveriam ser reformuladas. O que lhe interessa é o modo como o entrevistado atribuiu um sentido à pergunta tal como está formulada, e que tipo de experiências ou situações de vida ele teve em consideração ao dar a resposta. Deve ainda registar alguns elementos demográficos (ver abaixo):

- Obrigado pela sua disponibilidade para participar nesta entrevista.
- Este estudo encontra-se enquadrado no projecto ESS (Inquérito Social Europeu) e na Iniciativa Budapeste (da qual fazem parte a WHO/NU/Eurostat).
- A finalidade deste projecto é desenvolver perguntas que possam ser colocadas a pessoas de todo o Mundo e com as mais variadas características. Precisamos, deste modo, ter a certeza que todos compreendem as perguntas e lhes atribuem o mesmo significado.
- Apesar de a sua resposta às questões ser importante, o nosso principal interesse reside na forma como chegou a ela. Para percebermos o “caminho” por si percorrido, irei fazer-lhe diversas perguntas, não só sobre como interpretou cada pergunta, mas também sobre como escolheu as respostas dadas. Pode achar tudo isto um pouco repetitivo, e em certos casos demasiado pessoal; mas como estamos a testar o “funcionamento” de certas perguntas, temos que compreender bem aquilo que as pessoas têm em mente ao construir ou escolher determinada resposta.
- A entrevista durará cerca de 1 hora. Incluirá perguntas sobre a sua capacidade para levar a cabo certas actividades e sobre as suas atitudes face ao estado providência (i.e., sistema de protecção social), serviços públicos e diferentes grupos etários.
- As suas respostas são confidenciais; qualquer publicação do estudo respeitará o anonimato das pessoas inquiridas. O acesso aos dados será restrito aos membros da equipa de investigação e serão apenas utilizados no contexto de análise de dados.
- Ao longo da entrevista far-lhe-ei perguntas tal como elas surgiriam num questionário: são as perguntas que queremos testar. Seguidamente colocar-lhe-ei algumas perguntas adicionais sobre a forma como chegou à sua resposta. Não existem respostas certas ou

erradas, e é muito importante responder com sinceridade, por isso sinta-se à vontade para falar livremente.

- Sempre que preferir não responder a uma pergunta, por favor diga-me. Passaremos à seguinte.
- Sinta-se à vontade para fazer comentários sobre as questões. Se não perceber alguma coisa ou tiver qualquer dúvida, não hesite em dizer-me.
- Deseja colocar alguma questão antes de começarmos?

A SABER PELO ENTREVISTADOR:

- Número de crianças no agregado familiar do entrevistado;
- Número de pessoas no agregado familiar do inquirido que têm limitações nas actividades quotidianas em consequência de qualquer doença ou incapacidade permanente ou prolongada, de ordem física ou psíquica.
- O inquirido encontra-se a usufruir algum benefício conferido pelo sistema público de protecção social?

Questões ESS

Fazer Rotação das questões ESS e da Iniciativa Budapeste

A LER PELO ENTREVISTADOR:

Vou agora colocar-lhe algumas questões que focam atitudes em relação aos impostos, serviços públicos e ao estado providência, assim como atitudes face a pessoas de diferentes grupos etários. Ao responder, nunca se esqueça de que não há respostas certas e erradas. Aquilo que nos interessa é, não tanto as respostas em si, mas sim o modo como entendeu as perguntas e o processo que seguiu para lhes responder.

Esta parte da entrevista terá uma estrutura bastante semelhante à da parte anterior [Nota ao entrevistador: esta indicação pressupõe o tipo de rotação feita]: eu faço-lhe uma pergunta que pretendo testar; o/a senhor/a dá-me a sua resposta; e voltamos à pergunta para, a partir daí e mediante alguns esclarecimentos que lhe vou pedir (também sob a forma de perguntas), tentarmos refazer o percurso que fez mentalmente para responder; depois passamos à pergunta a testar seguinte, e assim por diante.

No entanto, em dois momentos desta parte da entrevista colocar-lhe-ei várias perguntas de seguida, e só no fim da sequência voltaremos atrás para reconstituir os seus percursos de resposta. Quando tal suceder, eu avisarei.

A LER PELO ENTREVISTADOR:

... **Vou começar por lhe fazer algumas perguntas sobre impostos**

1. [MOSTRAR CARTÃO 1] Neste cartão estão três afirmações, sobre quanto os trabalhadores devem pagar em imposto. Com qual delas concorda mais?

ASSINALAR SÓ UMA RESPOSTA

1. Quem ganha mais deve pagar em imposto uma parte maior da sua remuneração do que quem ganha menos.
2. Ganhem muito ou pouco, todos devem pagar em imposto uma parte igual da sua remuneração.
3. Ganhem muito ou pouco, todos devem pagar em exactamente a mesma quantia fixa em imposto.
6. (Nenhuma das anteriores)
7. (Não sabe)

Objectivo da pergunta: identificar a preferência do entrevistado entre os três diferentes sistemas de tributação do rendimento do trabalho.

Explicação das alternativas de resposta apresentadas (para confirmar compreensão dos efeitos de cada sistema):

- Quem ganha mais deve pagar em imposto uma parte maior da sua remuneração do que quem ganha menos.

É o sistema mais adoptado nos países europeus (embora com bastantes variações de aplicação prática, mais ou menos acentuadas). Quanto mais uma pessoa receber, maior será a parcela (proporção, percentagem) dessa remuneração que deverá deixar de parte para pagar imposto. Quem “ganha mais”, não só paga mais do que quem tem remuneração inferior, como esse pagamento lhe retira uma percentagem maior do que “ganhou”.

- Ganhem muito ou pouco, todos devem pagar em imposto uma parte igual da sua remuneração.

É um sistema ainda presente em países europeus que até há pouco tempo tinham

um regime comunista. De acordo com este sistema todos pagam a mesma proporção ou percentagem dos seus rendimentos em impostos. Assim, por cada € auferido no rendimento, trabalhadores com elevados ou baixos rendimentos pagam o mesmo montante em impostos. Os trabalhadores com rendimentos mais elevados pagam mais, mas apenas porque também recebem mais. Todos pagam a mesma taxa.

- Ganhem muito ou pouco, todos devem pagar exactamente a mesma quantia fixa em imposto.

De acordo com este sistema, trabalhadores com rendimentos elevados ou baixos pagam exactamente a mesma quantia fixa em imposto, independentemente de quanto ganham.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- Como entendeu o entrevistado cada uma das opções de resposta – Que significado lhes atribuiu?
- A resposta foi escolhida por corresponder ao sistema vigente em Portugal?
- O entrevistado percebeu bem as diferenças entre as três alternativas?
- O que entendeu o entrevistado por “trabalhadores”?
- O que entendeu o entrevistado por “ganhar muito”? (pedir exemplos)
- O que entendeu o entrevistado por “ganhar pouco”? (pedir exemplos)
- Se o entrevistado respondeu “nenhuma das anteriores”, anote e pergunte porquê.
- Se o entrevistado recusou responder, anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe”, anote e pergunte porquê.

2. [MOSTRAR CARTÃO 2] Utilizando este cartão, diga por favor, numa escala de 0 a 10, em que medida considera que os serviços de cobrança fiscal portugueses fazem o seu trabalho com eficiência? (0 significa extremamente ineficiente e 10 significa extremamente eficiente)

Extremamente ineficiente												Extremamente eficiente	(Não sabe)
0	1	2	3	4	5	6	7	8	9	10	88		

Objectivo da pergunta: conhecer a percepção do entrevistado sobre a eficiência do trabalho desenvolvido pelos serviços de cobrança fiscal. Este facto irá permitir analisar os dados no sentido de perceber se existe alguma relação entre cobrança fiscal eficiente e ser a favor do Estado-providência. NÃO é objectivo da pergunta perceber se o entrevistado pensa que o sistema de impostos em si é eficiente, por exemplo se é eficiente em tirar dinheiro aos ricos para dar aos pobres. Pelo contrário, pretende-se saber se aqueles cujo trabalho é cobrar impostos desempenham as suas funções eficientemente (i.e. atempadamente, com exactidão de cálculo, e tendo em conta todos os elementos importantes)

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder? E/OU Porque escolheu este número da escala?

ENTREVISTADOR APROFUNDAR:

- Porque escolheu o entrevistado determinado ponto da escala (i.e., que significado tem para ele, no contexto da pergunta)?
- O que entendeu o entrevistado por “eficiente”
- O que entendeu o entrevistado por “fazer o seu trabalho”
- O que entendeu o entrevistado por “serviços de cobrança fiscal”
- Como teria que ser o trabalho efectuado pelos serviços de cobrança fiscal para o entrevistado o qualificar como “extremamente ineficiente”?
- Como teria que ser o trabalho efectuado pelos serviços de cobrança fiscal para o entrevistado o qualificar como “extremamente eficiente”?
- *(Se aplicável)* Por que motivo o entrevistado não escolheu um dos números extremos da escala (0 ou 10)?
- Se o entrevistado respondeu “não sabe”, “não consigo escolher um número” ou “recusou responder” – anote e pergunte porquê.

A LER PELO ENTREVISTADOR: As próximas questões referem-se ao estado providência (i.e., sistema de protecção social) e aos serviços públicos em Portugal.

3. [MOSTRAR CARTÃO 3] Utilizando este cartão, diga-me em que medida concorda ou discorda com a seguinte afirmação: “O sistema de serviços públicos existente em Portugal previne a pobreza em larga escala”

1. Concorda totalmente
2. Concorda
3. Nem concorda, nem discorda
4. Discorda
5. Discorda totalmente
6. (Não sabe)

Objectivo da pergunta: conhecer a percepção do entrevistado no que se refere ao impacto que o sistema de serviços públicos português tem no combate à pobreza em larga escala.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- Pedir alguns exemplos de como é que o entrevistado pensa que Portugal actuaria face a uma situação de pobreza em larga escala / Compreensão deste termo ‘O que entendeu o entrevistado por ‘pobreza’. Considera a pobreza o facto de não ter meios para comprar comida / ou pagar alojamento? Ou tem em mente uma ‘pobreza relativa’ no sentido em que algumas pessoas têm menos meios de aquisição do que outras (um hiato maior entre ricos e pobres), apesar de terem os meios suficientes para garantir as necessidades básicas de alojamento e alimentação.
- O entrevistado considera que existe presentemente uma situação de pobreza em larga escala em Portugal?
- O que entendeu o entrevistado por ‘sistema de serviços públicos’. Pensa que abrange só a segurança social em sentido mais estrito (pensões, reformas e subsídios sociais)? Ou também inclui o serviço nacional de saúde, a educação e até outros serviços, como os bombeiros e a polícia?
- Se o entrevistado recusou responder ou respondeu “não sabe” – anote e pergunte porquê.

- O que entendeu o entrevistado por “prevenir” no contexto desta questão.

4. [MANTER CARTÃO 3]. Utilizando o mesmo cartão, diga por favor em que medida concorda ou discorda com a seguinte afirmação “O sistema de serviços públicos português implica um aumento demasiado elevado dos custos com o trabalho”?

1. Concorda totalmente
2. Concorda
3. Nem concorda, nem discorda
4. Discorda
5. Discorda totalmente
6. (Não sabe)

Objectivo da pergunta: conhecer a percepção que o inquirido tem da influência das necessidades de financiamento dos serviços públicos sobre o custo do trabalho em Portugal. Se se tiver em conta que as despesas da segurança social são financiadas essencialmente com descontos sobre os salários, e que os serviços públicos em geral são custeados com a cobrança de impostos, em grande medida incidentes também sobre os salários, poder-se-á considerar que tanto os impostos como as contribuições podem aumentar os custos em remunerações para os empregadores. Alguns poderão considerar que o aumento é “demasiado elevado” uma vez que poderá ter efeitos negativos, por exemplo, ao nível da competitividade internacional da economia portuguesa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O que entendeu o entrevistado por “aumento demasiado elevado dos custos com o trabalho”
- Se o entrevistado recusou responder – anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe” – anote e pergunte porquê.

5. [MANTER CARTÃO 3] Novamente, utilizando o mesmo cartão, diga por favor em que medida concorda ou discorda com a seguinte afirmação: “O sistema de serviços públicos em Portugal torna a conciliação entre a vida profissional e a vida familiar mais fácil”?

1. Concorda totalmente
2. Concorda
3. Nem concorda, nem discorda
4. Discorda
5. Discorda totalmente
6. (Não sabe)

Objectivo da questão: conhecer a percepção do entrevistado sobre o impacto que o sistema de serviços públicos em Portugal tem tido no que diz respeito a tornar mais fácil a articulação entre a vida profissional e familiar. Articular trabalho e família significa conciliar o trabalho com a vida doméstica/pessoal focando o acompanhamento às crianças e a outras pessoas dependentes.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O que entendeu o entrevistado por “conciliar vida profissional e familiar”
- O que entendeu o entrevistado por ‘vida profissional’
- O que entendeu o entrevistado por ‘vida familiar’
- Ao responder, o inquirido teve apenas em consideração o seu caso pessoal, ou considerou a questão num contexto mais geral (i.e., ao nível da população do país)?
- Se o entrevistado recusou responder – anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe” – anote e pergunte porquê.

Passamos agora a uma parte da entrevista em que vou pedir a sua opinião sobre pessoas com certas idades. As perguntas referem-se a pessoas que já completaram 15 anos. Mais concretamente, referem-se a três grandes grupos etários: pessoas entre os 15 e os 29 anos, pessoas entre os 30 e os 70 anos e pessoas com mais de 70 anos.

Vou agora colocar-lhe quatro perguntas seguidas e peço-lhe que responda a cada uma delas. Só depois voltaremos atrás, para ver como chegou a cada resposta.

ENTREVISTADOR: FAZER AS PERGUNTAS 7 A 10; E SÓ DEPOIS APROFUNDAR CADA UMA DELAS

7. Há quem atribua a determinados grupos etários um estatuto social baixo ou elevado, e há quem considere que não existem diferenças substanciais. Por estatuto social entende-se a posição ou o lugar que um grupo etário ocupa na sociedade. Vou perguntar-lhe qual é, na sua opinião, o estatuto social atribuído pela maioria dos portugueses aos seguintes grupos etários.

[MOSTRAR CARTÃO 4] Utilize este cartão e diga-me, na sua opinião, qual o estatuto social que a maioria dos portugueses atribuiria às pessoas com idade entre os 15 e os 29 anos?

Estatuto social extremamente baixo												Estatuto social extremamente elevado	(Não sabe)
0	1	2	3	4	5	6	7	8	9			10	88

8. [MANTER CARTÃO 4] Utilizando o mesmo cartão, diga-me, na sua opinião, qual o estatuto social que a maioria dos portugueses atribuiria às pessoas com idade entre os 30 e os 70 anos?

Estatuto social extremamente baixo												Estatuto social extremamente elevado	(Não sabe)
0	1	2	3	4	5	6	7	8	9			10	88

9. [MANTER CARTÃO 4] Ainda com o mesmo cartão, diga-me, na sua opinião, qual o estatuto social que a maioria dos portugueses atribuiria às pessoas com mais de 70 anos?

Estatuto social extremamente baixo												Estatuto social extremamente elevado	(Não sabe)
0	1	2	3	4	5	6	7	8	9			10	88

10 [MOSTRAR CARTÃO 5] Utilizando este cartão, e, tendo em conta o estatuto social que pensa ser geralmente atribuído a cada grupo etário, diga por favor, em que medida considera globalmente justa essa atribuição.

Muito injusta												Completamente justa	(Não sabe)
0	1	2	3	4	5	6	7	8	9			10	88

Objectivo das perguntas 7 a 9: conhecer a percepção que os entrevistados têm do estatuto social de cada grupo etário – e também das posições relativas ocupadas pelos diferentes grupos (mais elevadas ou mais baixas do que as restantes), o que permitirá estabelecer uma hierarquia ao cabo das três respostas.

Será ainda possível verificar se os inquiridos consideram que a delimitação etária proposta permite dar resposta ao que é perguntado.

ENTREVISTADOR: APROFUNDAR EM BLOCO PERGUNTAS 7 A 9 E SABER:

- O entrevistado conseguiu responder a estas perguntas com base nos três grupos etários propostos?
- O que entendeu o entrevistado por “estatuto social”. Concorda com a definição que lhe foi dada (por estatuto social entende-se a posição ou o lugar que um grupo etário ocupa na sociedade)? Serviu-se desta definição para dar as respostas ou preferiu recorrer a uma diferente?

- Como foi que chegou à resposta à pergunta 7 (15 a 29 anos)?
- Como foi que chegou à resposta à pergunta 8 (30 a 70 anos)?
- Como foi que chegou à resposta à pergunta 9 (mais de 70 anos)?
- (Se aplicável): Como foi que o entrevistado decidiu qual dos grupos etários tinha o estatuto social superior e qual tinha o estatuto social inferior?
- Ao dar cada resposta, o entrevistado pensou nos três grupos etários e estabeleceu comparações entre eles?
- Se o entrevistado recusou responder – anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe” – anote e pergunte porquê.

Objectivo da pergunta 10: saber em que medida o entrevistado considera justos os estatutos sociais relativos atribuídos aos três grupos.

A palavra “fair” suscitou já (em anteriores trabalhos preparatórios de questionários do ESS) algumas dificuldades de tradução. Por isso importa saber que significado atribui o inquirido à palavra utilizada para traduzi-la.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O que entendeu o entrevistado por “justa”
- Que outra palavra utilizaria o entrevistado como alternativa para “justa”?
- Em que situações o entrevistado escolheria os pontos extremos da escala (0 ou 10)?
- Se o entrevistado recusou responder à questão 10 / respondeu ‘não sabe’ – anote e pergunte porquê.

11 [MOSTRAR CARTÃO 6] Nos próximos 5 anos, em que medida prevê que o estatuto social de quem tem menos de 30 anos de idade irá alterar-se em comparação com o estatuto dos que têm 30 anos ou mais? A partir deste cartão escolha a sua resposta numa escala, em que 0 significa que terão um estatuto social muito mais baixo e 10 significa que terão um estatuto social muito mais elevado?

Terão um estatuto social muito mais baixo

0

1

2

3

4

5

6

7

8

Terão um estatuto social muito mais elevado

9

10

(Não sabe)

88

Objectivo da pergunta: saber em que medida o entrevistado espera que o estatuto social por ele atribuído a grupos etários específicos sofra alterações ou se mantenha estável.

Será interessante perceber se isto diz respeito a aspectos que o entrevistado já tenha pensado anteriormente e se a sua resposta é dada com base em mudanças actuais que considera que irão ter lugar ou se simplesmente respondeu ao calhas.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- Como é que o entrevistado chegou à sua resposta? Que percurso mental fez até chegar à sua resposta?
- Porque escolheu o entrevistado aquele número da escala?
- Para o entrevistado, as alterações que prevê nas posições relativas dever-se-ão a uma evolução positiva ou negativa no grupo dos mais jovens, no grupo dos mais velhos, ou em ambos?
- Que tipo de alterações poderão, para o entrevistado, provocar uma melhoria no estatuto social de um grupo etário?
- Que tipo de alterações poderão, para o entrevistado, provocar uma pioria no estatuto social de um grupo etário?
- Se o entrevistado recusou responder – anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe” – anote e pergunte porquê.

Vou agora colocar-lhe de novo quatro perguntas seguidas e peço-lhe que responda a cada uma delas. Só depois voltaremos atrás, para ver como chegou a cada resposta.

ENTREVISTADOR: FAZER PERGUNTAS 12 A 15; E SÓ DEPOIS APROFUNDAR

[MOSTRAR CARTÃO 7] Vou agora fazer-lhe algumas perguntas sobre o modo como as pessoas com idades entre os 15 e os 29 anos são vistas pela maioria dos Portugueses? Utilizando este cartão, diga por favor em que medida considera provável que quem tem entre 15 e 29 anos seja visto pela maioria dos portugueses como...(LER)...

	Nada provável							Extremamente provável	(Não sabe)
12. ...competente?	0	1	2	3	4	5	6	88	
13. ...sincero?	0	1	2	3	4	5	6	88	
14. ...capaz?	0	1	2	3	4	5	6	88	
15. ...moral?	0	1	2	3	4	5	6	88	

Objectivo das perguntas 12 a 15: verificar (com itens seleccionados a partir de uma bateria mais ampla) se certos estereótipos estão associados a determinados grupos etários. Limitou-se o teste ao grupo com menos de 30 anos porque os itens utilizados foram anteriormente desenvolvidos em função de pessoas com idade superior: interessa agora testar como são processados relativamente a este grupo mais jovem.

Estereótipos são opiniões partilhadas sobre características de pessoas pertencentes a diferentes grupos. Estas opiniões são transmitidas pelos outros, e são activadas de modo automático em situações onde as características dos grupos se tornam salientes.

Para além de se avaliar a forma de construção dos itens para medir estas dimensões, pretendemos também explorar o que entendem as pessoas por moralidade.

Nota ao entrevistador: pretende-se saber a percepção que o entrevistado tem sobre a opinião que os portugueses em geral têm em relação a este grupo etário. Por isso – porque estão em causa opiniões alheias, e não do próprio – será mais fácil obter do inquirido uma explicação para ter dado esta ou aquela resposta.

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- Como é que o entrevistado formou um juízo sobre o modo como os outros vêem as pessoas entre os 15 e os 29 anos para cada um dos itens.
- O que entendeu o entrevistado por “competente”?
- O que entendeu o entrevistado por “capaz”?
- Avaliar se o entrevistado distinguiu entre competente e capaz ou considerou que o significado era o mesmo?
- O que entendeu o entrevistado por “sincero”?
- O que entendeu o entrevistado por “moral”? (é que tem a sua própria moralidade ou que seguem a moralidade da maioria dos portugueses?).
- Porque escolheu o inquirido aquele número da escala?
- Que significa “nada provável” para o entrevistado? (no contexto da pergunta)
- Que significa “extremamente provável” para o entrevistado? (no contexto da pergunta)
- Se o entrevistado recusou responder – anote e pergunte porquê.
- Se o entrevistado respondeu “não sabe” – anote e pergunte porquê.

Iniciativa Budapeste
Protocolo de teste de estados de saúde

Versão: 5 de Outubro de 2007

Este documento contém um questionário destinado a testar indicadores desenvolvidos pela Iniciativa Budapeste (UNECE/WHO/EUROSTAT grupo de trabalho que está a desenvolver medidas para estados de saúde). Os indicadores abrangem as seguintes áreas sobre o estado de saúde dos entrevistados:

- Locomoção
- Cognição
- Emotividade
- Dor
- Fadiga
- Audição

Questões Iniciativa Budapeste

Fazer rotação das questões ESS e da Iniciativa Budapeste

A LER PELO ENTREVISTADOR

Vou agora fazer-lhe algumas perguntas sobre a sua condição física e psíquica. São perguntas referentes, não só à sua capacidade para levar a cabo diversas actividades do dia-a-dia, mas também à forma como se tem sentido.

LOCOMOÇÃO

1. [W1a] **Recorre a algum tipo de auxílio ou equipamento para andar?**

1. Sim
2. Não
3. Não sabe
4. Recusa

2. [W1b] (*Se sim*) **A qual (ou quais) dos seguintes tipos de auxílio recorre?**

Entrevistador: Leia a seguinte lista e registe todas as respostas:

- | | | | | |
|---------------------------|---------------------------|--------|-----------------|-----------|
| A. bengala? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| B. andarilho? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| C. muletas? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| D. cadeira de rodas? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| E. bengala de invisual? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| F. ajuda de outra pessoa? | 1. Sim | 2. Não | 3. Não responde | 4. Recusa |
| G. outro? | Qual (especificar): _____ | | | |

3. [W2] *Se não utiliza nenhum auxílio:* **Tem alguma dificuldade em andar?**

1. Sim
2. Não
3. Não sabe
4. Recusa

Se utiliza um auxílio: **Tem alguma dificuldade em andar sem recorrer ao [mencionar auxílio(s) em W1b]?**

1. Sim
2. Não
3. Não sabe
4. Recusa

4. [W3] *Se não utiliza nenhum auxílio:* **Qual o grau de dificuldade que teria em andar 100 metros num trajecto plano que seria o equivalente a percorrer um dos lados de uma pista de atletismo ? Teria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou seria incapaz?**

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Se utiliza um auxílio: Qual o grau de dificuldade que teria em andar 100 metros num trajecto plano que seria o equivalente a percorrer um dos lados de uma pista de atletismo, sem utilizar o seu [mencionar auxílios em W1b]? Teria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou é incapaz de fazê-lo?

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e., imaginou-se mesmo a andar 100 metros? Ou pensou em algo diferente?
- Ao ouvir falar em 100 metros, que distância ocorreu ao entrevistado, i.e., que exemplo dá ele para um trajecto de 100 metros?
- Ao responder à pergunta, o entrevistado pensou especificamente em como percorreria o trajecto **sem** os meios auxiliares a que costuma recorrer?
- A que momento se reportou o entrevistado ao imaginar-se a percorrer o trajecto, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

5. [W4] *Se não utiliza nenhum auxílio: Qual o grau de dificuldade que teria em andar 500 metros num trajecto plano que seria o equivalente a um bocadinho mais do que dar uma volta a uma pista de atletismo? Teria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou seria incapaz?*

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Se utiliza um auxílio: Qual o grau de dificuldade que teria em andar 500 metros num trajecto plano que seria o equivalente a um bocadinho mais do que dar uma volta a uma pista de atletismo, sem utilizar o seu [mencionar auxílios em W1b]? Teria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou é incapaz de fazê-lo?

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e., imaginou-se mesmo a andar 500 metros? Ou pensou em algo diferente?
- Ao ouvir falar em 500 metros, que distância ocorreu ao entrevistado, i.e., que exemplo dá ele para um trajecto de 500 metros?
- Ao responder à pergunta, o entrevistado pensou especificamente em como percorreria o trajecto **sem** os meios auxiliares a que costuma recorrer?
- A que momento se reportou o entrevistado ao imaginar-se a percorrer o trajecto, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.

- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

COGNIÇÃO

6. [C1] **Devido a um problema físico, psíquico ou emocional, tem dificuldade em concentrar-se, lembrar-se de algo ou tomar decisões? Diria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou que é incapaz?**

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e., especificamente sobre concentrar-se, lembrar-se ou tomar decisões? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?

- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

7. [C2] Qual o grau de dificuldade que tem em lembrar-se de coisas importantes? Diria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou que é incapaz?

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado? Ou pensou em algo diferente?
- Que tipo de actividades, experiência ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

EMOTIVIDADE

Instruções ao entrevistador: Se o entrevistado perguntar se deve ter em consideração medicação para regular estados emocionais, responder: “Por favor responda de acordo com os efeitos da medicação que está a tomar.”

8. [A1] **Ao longo da última semana, e em termos gerais, em que medida se sentiu preocupado(a), nervoso(a) ou ansioso(a)?**

Registrar resposta aberta:

9. [A2] **De seguida vou colocar-lhe a mesma pergunta, mas vou pedir-lhe para seleccionar a resposta a partir de uma lista de alternativas. Ao longo da última semana, e em termos gerais, em que medida se sentiu preocupado(a), nervoso(a) ou ansioso(a)? Nada, pouco, moderadamente, muito, extremamente?**

1. Nada
2. Pouco
3. Moderadamente
4. Muito
5. Extremamente
6. Não sabe
7. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre sentir-se preocupado(a), nervoso(a) ou ansioso(a)? Ou pensou em algo diferente?
- Que outras sensações/emoções referiu o entrevistado para além, ou em vez de preocupação, nervosismo ou ansiedade?
- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.

- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação destinada a regular estados emocionais? Se sim, de que modo esse facto pesou na resposta dada?

10. [A3] **Ao longo da última semana, e em termos gerais, em que medida se sentiu triste, “em baixo” ou deprimido(a)?**

Registar resposta aberta:

11. [A4] **De seguida vou colocar-lhe a mesma pergunta, mas vou pedir-lhe para seleccionar a resposta a partir de uma lista de alternativas. Ao longo da última semana, e em termos gerais, em que medida se sentiu triste, “em baixo” ou deprimido(a)? Nada, pouco, moderadamente, muito, extremamente?**

1. Nada
2. Pouco
3. Moderadamente
4. Muito
5. Extremamente
6. Não sabe
7. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre sentir-se triste, em baixo, ou deprimido(a)? Ou pensou em algo diferente?
- Que outras sensações/emoções referiu o entrevistado para além, ou em vez de preocupação, nervosismo ou ansiedade?

- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação destinada a regular estados emocionais? Se sim, de que modo esse facto pesou na resposta dada?

DOR

Instruções ao entrevistador: Se o entrevistado perguntar se deve ter em consideração medicação para a dor, responder: “Por favor responda de acordo com os efeitos da medicação que está a tomar.”

12. [P1] **Ao longo da última semana, e em termos gerais, em que medida sentiu dor ou desconforto de ordem física?**

Registar resposta aberta:

13. [P2] **De seguida vou colocar-lhe a mesma pergunta, mas vou pedir-lhe para seleccionar a resposta a partir de uma lista de alternativas. Ao longo da última semana, e em termos gerais, em que medida sentiu dor ou desconforto de ordem física? Nada, pouco, moderadamente, muito, extremamente?**

1. Nada
2. Pouco
3. Moderadamente
4. Muito
5. Extremamente
6. Não sabe
7. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre dor ou desconforto de ordem física? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.

- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação para a dor? Se sim, de que modo esse facto pesou na resposta dada?

14. [P3] **Ao longo da última semana, quantos dias sentiu dor ou desconforto de ordem física?**

Registar número de dias:

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação para a dor? Se sim, de que modo esse facto pesou na resposta dada?

15. [P4] **Quando sentiu dor ou desconforto de ordem física, como descreveria o seu grau de intensidade? Diria: ligeiro, moderado, grave ou extremo?**

1. Ligeiro
2. Moderado
3. Grave
4. Extremo
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre dor ou desconforto de ordem física? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e., neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação para a dor? Se sim, de que modo esse facto pesou na resposta dada?

16. [P5] **Pense na última ocasião em que sentiu dor ou desconforto de ordem física. Numa escala de 0 a 100 em que 0 corresponde a ausência de dor ou desconforto e 100 à pior dor ou desconforto que se possa imaginar, como descreveria a intensidade dessa dor ou desconforto?**

Escala: 0 ----- 100

Registar resposta:

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre dor ou desconforto de ordem física? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado? Pensou na última vez em que sentiu dor ou desconforto, pensou em algum outro momento ou em várias situações?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?
- O entrevistado toma medicação para a dor? Se sim, de que modo esse facto pesou na resposta dada?

FADIGA

17. [F1] **Ao longo da última semana, quantos dias se sentiu cansado(a) ou com falta de energia?**

Registrar o número de dias:

18. [F2] **SE $F1 > 0$ Nesses dias, por quanto tempo sentiu cansaço ou falta de energia? Todo o dia, a maior parte do dia, cerca de metade do dia, ou apenas algumas horas?**

1. Todo o dia
2. A maior parte do dia
3. Cerca de metade do dia
4. Apenas algumas horas
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR PARA AMBAS AS QUESTÕES:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre fadiga? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e. neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?

- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

19. [F3] **SE $F1 > 0$ Quando se sentiu cansado(a) ou com falta de energia, como descreveria a intensidade do seu cansaço ou falta de energia? Diria que foi ligeiro, moderado, grave ou extremo?**

1. Ligeiro
2. Moderado
3. Grave
4. Extremo
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre fadiga? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e. neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

20. [F4] *SE FI>0* **Em que medida esse seu cansaço ou falta de energia lhe causou problemas? Diria; nenhum problema, poucos, alguns ou muitos problemas?**

1. Nenhum
2. Poucos
3. Alguns
4. Muitos
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre fadiga? Ou pensou em algo diferente?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e. neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

21. [F5] **Ao longo da última semana, sentiu-se de tal modo cansado(a) ou sem energia que teve de fazer um grande esforço para conseguir cumprir os seus afazeres?**

1. Sim
2. Não
3. Não sabe
4. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- Que tipo de actividades, experiências ou situações mencionou o entrevistado?
- A que momento se reportou o entrevistado, i.e. neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?
- Como é que o entrevistado chegou à sua resposta? Fez uma média a partir de vários episódios concretos? Baseou-se num caso isolado? Fez uma estimativa? Adivinhou? Pensou num acontecimento específico? Ou noutra coisa?

AUDIÇÃO

22. [H1] **Utiliza algum aparelho para ouvir?**

1. Sim
2. Não
3. Não responde
4. Recusa

23. [H2] ***Se não:* Qual o grau de dificuldade que teria em ouvir alguém com quem estivesse a conversar num local cheio de ruído de outras conversas próximas? Diria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou que seria incapaz?**

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

***Se sim:* Utilizando o seu aparelho, qual o grau de dificuldade que teria em ouvir alguém com quem estivesse a conversar num local cheio de ruído de outras conversas próximas? Diria: nenhuma dificuldade, alguma dificuldade, muita dificuldade ou que seria incapaz?**

1. Nenhuma dificuldade
2. Alguma dificuldade
3. Muita dificuldade
4. Incapaz
5. Não sabe
6. Recusa

Como é que chegou à sua resposta? E/OU Em que pensou antes de responder?

ENTREVISTADOR APROFUNDAR:

- O entrevistado teve dificuldades em responder à pergunta? Se sim, quais?
- O entrevistado pensou exactamente no que lhe foi perguntado, i.e. especificamente sobre conversar com alguém num local cheio de ruído de outras conversas próximas? Ou pensou em algo diferente?

- Que outras situações referiu o entrevistado para além, ou em vez de conversar com uma pessoa num local cheio de ruído de outras conversas próximas?
- O entrevistado respondeu à pergunta, reportando-se ou não, à utilização do seu aparelho para ouvir?
- A que momento se reportou o entrevistado, i.e. neste preciso momento, na semana passada, no ano passado ou desde um acontecimento ou experiência em particular?
- O entrevistado teve dificuldades em escolher uma categoria de resposta? Se sim, descreva.
- Em que medida a categoria de resposta escolhida pelo entrevistado corresponde à sua verdadeira situação? Porquê? Como conceptualizou o entrevistado as diferentes categorias de resposta?

ESS Въпроси

Анкетьор: Сега ще Ви прочета няколко въпроса, фокусирани върху някои проблеми, свързани с това как се възприемат различните проблеми с данъците, някои социални (правителствени) услуги и общественото благополучие, както и отношението към някои групи хора на различна възраст. Когато отговаряте на тези въпроси имайте предвид, че тук няма верни или грешни отговори. Това, от което се интересуваме е до колко разбирате конкретния въпрос, както и целия процес, при който достигате до Вашия отговор. В момента не се интересувам от самия отговор.

Ето как ще процедираме: Най-напред ще Ви задам един въпрос, Вие ще отговорите. След това ще се върнем обратно на въпроса и ще обсъдим как стигнахте до Вашия отговор. По време на цялото интервю може да се наложи да Ви задам и няколко въпроса поред и чак след това да се върнем обратно към тях. В тези случаи ще Ви предупредя предварително.

Изследователски въпрос 1. Най напред искам да Ви задам няколко въпроса за данъците.

T1. КАТО ИЗПОЛЗВАТЕ КАРТА 1, МОЛЯ КАЖЕТЕ МИ С КОЕ ОТ ТЕЗИ ТРИ ТВЪРДЕНИЯ, ЗА ТОВА КАК ХОРАТА, КОИТО РАБОТЯТ ПЛАЩАТ ДАНЪЦИ, СТЕ СЪГЛАСНИ НАЙ-МНОГО.

Само един отговор.

- 1 Хората, които печелят повече, трябва да плащат по-големи данъци от тези, които печелят по-малко
- 2 Всички трябва да отделят един и същ дял от заплатите си за данъци
- 3 Хората, които печелят най-много и тези, които печелят най-малко, трябва да плащат абсолютно една и съща сума за данъци
- 6 Нито едно от трите
- 9 Не знае

Цел на въпроса: Да се идентифицират предпочитанията на респондентите към три различни фискални системи за събиране на данъци.

Дефиниция на отговорите (за проверка на това дали са правилно разбрани):

1. Хората, които печелят повече, трябва да плащат по-голям дял от тези хора, които печелят по-малко.

Тази фискална система е типична в Европа, въпреки че има различни форми в различните държави. Типичен пример за този случай е, когато някой данькоплатец, който се намира в най-високата степен на доходите плаща не само по-големи суми за данъци, но и процентът от облагаемите доходи е по-голям в сравнение със сумата, която плаща някой който се намира на най-ниските нива на доходи.

2. Всички трябва да плащат един и същ дял от своите пари за данъци

Тази система е характерна за някои бивши социалистически страни в Европа и се нарича още „плосък данък“. Според тази схема, всеки заплаща един и същи дял от своите доходи за данъци. С други думи, за всеки спечелен лев хората, които получават високи доходи и тези, които получават ниски ще заплатят един и същ процент от него за данък. По-богатите отново плащат повече, но това е така, защото получават повече – всички заплащат данъците по една и съща ставка.

3. Хората, които печелят повече и тези, които печелят най-малко трябва да плащат абсолютно една и съща сума за данъци

Според тази система всички трябва да заплащат една и съща сума за данъци, независимо колко получават

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Как респондентът разбира всяка една от степените на скалата – какво означава всяка една от тях за него?
- Дали изборият от него отговор съответства с данъчната система в България
- Дали респондентът разбира разликата между отделните опции
- Според респондента кои са „хората, които работят“
- Какво разбира под „Хората, които печелят повече“ - примери.
- Какво разбира под „Хора, които печелят по-малко“ - примери.
- Ако респондентът избере „Нито едно от двете“ – отбележете и попитайте защо
- Ако респондентът откаже да отговори - отбележете и попитайте защо
- Ако респондентът избере „Не знам“ – отбележете и попитайте защо.

T2. КАТО ИЗПОЛЗВАТЕ СКАЛАТА ОТ 0 ДО 10 НА КАРТА 2 МОЛЯ КАЖЕТЕ СПОРЕД ВАС ДОКОЛКО ЕФЕКТИВНО РАБОТЯТ ДАНЪЧНИТЕ СЛУЖБИ В БЪЛГАРИЯ? 0 ОЗНАЧАВА, ЧЕ СА ИЗКЛЮЧИТЕЛНО НЕЕФЕКТИВНИ, А 10 – ИЗКЛЮЧИТЕЛНО ЕФЕКТИВНИ.

Само един отговор.

ИЗКЛЮЧИТЕЛНО НЕЕФЕКТИВНО													ИЗКЛЮЧИТЕЛНО ЕФЕКТИВНО	Не знае
0	1	2	3	4	5	6	7	8	9	10				88

Цел на въпроса: Основаната цел на този въпрос е да се определят настроенята на респондентите за това колко са ефективни данъчните служители, когато вършат своята работа. Това ще помогне на анализатора да направи връзка между ефективността при събираемостта на данъците и благополучното функциониране на държавата. Целта тук НЕ е да се изследват настроенята дали самата данъчна система ефективна, например дали взема повече пари от по-богатите и дали ги разпределя към по-бедните. Вместо това искаме да узнаем дали тези, които изпълняват задълженията на данъчни служители ги изпълняват ефективно (навременно, точно и прецизно и вземайки предвид всички факти).

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?
Защо избрахте този отговор/код от скалата?**

Необходимо е да се изясни:

- Защо респондентите избират съответната код от скалата (как това се свързва с контекста на въпроса)
- Какво се разбира под „ефективен“
- Какво се разбира под „изпълняват задълженията си“
- Кои са „данъчните служители“
- Как данъчните служители трябваше да изпълняват своите задължения според респондентът, ако той беше избрал „Изключително неефективни“
- Как данъчните служители трябваше да изпълняват своите задължения според респондентът, ако той беше избрал „Изключително ефективни“

- Ако респондентът избере стойност от средата на скалата, какви са неговите аргументи да не избере най-положителната или най-отрицателната стойност (екстремните стойности)
- Ако респондентът откаже да отговори, не може да избере стойност или не знае - отбележете и попитайте защо

Изследователски въпрос 2. Следващите няколко въпроса се отнасят до обществените и социални услуги в България

PS1. КАТО ИЗПОЛЗВАТЕ КАРТА 3, МОЛЯ КАЖЕТЕ МИ ДО КАКВА СТЕПЕН СТЕ СЪГЛАСНИ ИЛИ НЕ С ТВЪРДЕНИЕТО: „СИСТЕМАТА ОТ ОБЩЕСТВЕНИТЕ И СОЦИАЛНИ УСЛУГИ ПРЕДТВРЯВА МАСОВА БЕДНОСТ.

Само един отговор.

- 1 Напълно съгласен
- 2 Съгласен
- 3 Нито съгласен, нито несъгласен
- 4 Несъгласен
- 5 Напълно несъгласен
- 9 *Не знае*

Цел на въпроса: Основаната цел на този въпрос е да се определят настроенята на респондентите за това какво е влиянието на системата на обществените услуги в България върху намаляването на масовата бедност в България.

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?
Защо избрахте този отговор/номер?**

Необходимо е да се изясни:

- Да се дадат примери за това как респондентът си представя, че ще изглежда България ако в нея имаше голяма бедност
- До колко се разбира термина „бедност“. Дали става въпрос за това как някои хора не могат да си позволят прилична храна, поделон и някои основни неща за бита или дали анкетираните мислят за „относителна бедност“ т.е. че

има хора, които имат по-високи доходи (голямо социално разделение) независимо от това, че по-бедните имат достатъчно средства за храна и подслон.

- Мисли ли респондентът, че в България вече има голяма бедност
- Какво се разбира под „Система от обществените и социални услуги“. Дали това се свързва само със системата за получаване на помощи или подпомагане на бедни или обхваща и образователната система например, както и пожарна, полиция и тн.
- Какво се разбира под „предотвратява“ или „спомога за намаляването на...“
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

PS2. КАТО ИЗПОЛЗВАТЕ КАРТА 3, МОЛЯ КАЖЕТЕ МИ ДО КАКВА СТЕПЕН СТЕ СЪГЛАСНИ ИЛИ НЕСЪГЛАСНИ С ТВЪРДЕНИЕТО: „СИСТЕМАТА ОТ ОБЩЕСТВЕНИТЕ И СОЦИАЛНИ УСЛУГИ В БЪЛГАРИЯ ПРАВИ ЦЕНАТА НА ТРУДА ТВЪРДЕ ВИСОКА“.

Само един отговор.

- 1 Напълно съгласен
- 2 Съгласен
- 3 Нито съгласен, нито несъгласен
- 4 Несъгласен
- 5 Напълно несъгласен
- 9 *Не знае*

Цел на въпроса: Основаната цел на този въпрос е да се определят разбиранията на респондентите за това, какво е влиянието на системата на обществените услуги в България върху увеличаване на стойността на разходите за труд. Под увеличаване на цената на разходите за труд имаме предвид, че голяма част от обществените услуги се заплащат от данъци и такси. Те от своя страна увеличават разходите за издръжка на трудово наетите от страна на работодателите – оскъпяват се заплатите. Някои биха казали, че увеличението е прекалено голямо, защото това има негативен ефект върху международната конкурентоспособност на българската икономика например.

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?
Защо избрахте този отговор/номер?**

Необходимо е да се изясни:

- Какво се разбира под „прави разходите за труд прекалено големи»
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

PS3. КАТО ИЗПОЛЗВАТЕ КАРТА 3, МОЛЯ КАЖЕТЕ МИ ДО КАКВА СТЕПЕН СТЕ СЪГЛАСНИ ИЛИ НЕСЪГЛАСНИ С ТВЪРДЕНИЕТО: „СИСТЕМАТА ОТ ОБЩЕСТВЕНИТЕ И СОЦИАЛНИ УСЛУГИ В БЪЛГАРИЯ ОКАЗВА ПОЛОЖИТЕЛНО ВЛИЯНИЕ ВЪРХУ ПО-ДОБРОТО СЪЧЕТАВАНЕ НА РАБОТАТА И СЕМЕЙНИЯ ЖИВОТ”.

Само един отговор.

- 1 Напълно съгласен
- 2 Съгласен
- 3 Нито съгласен, нито несъгласен
- 4 Несъгласен
- 5 Напълно несъгласен
- 9 *Не знае*

Цел на въпроса: Основаната цел на този въпрос е да се определят разбиранията на респондентите за това какво е влиянието на системата на обществените услуги върху по-лесното и добро съчетаване между трудовите задължения и семейния живот. Това означава по доброто съчетание между двете, така че да се остави повече време за децата и други хора, който имат нужда от грижи в семейството.

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?
Защо избрахте този отговор/номер?**

Необходимо е да се изясни:

- Какво се разбира под „съчетаване на работата и семейния живот”
- Какво се разбира под „семеен живот”
- Дали респондента изхожда от своята лична позиция, или мисли от по абстрактна позиция, например за хората в България
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Изследователски въпрос 4. В следващата част то интервюто искаме да разберем вашето мнение за някои схващания на хората по отношение на възрастта на човека. Следващите въпроси се отнасят за хората над 15 г. възраст, разпределени в няколко възрастови групи – между 15 и 29 г., между 30 и 70 и над 70г.

Сега ще Ви задам няколко въпроса едновременно. След като задам и четирите въпроса, ще се върнем назад и ще Ви задам няколко въпроса за това как сте стигнали да Вашите отговори.

AG1. СПОРЕД НЯКОИ ХОРА ОПРЕДЕЛЕНИ ВЪЗРАСТОВИ ГРУПИ СЕ ХАРАКТЕРИЗИРАТ С ПО-НИСЪК ИЛИ С ПО-ВИСОК СТАТУС В ОБЩЕСТВОТО, ДОКАТО ДРУГИ СМЯТАТ, ЧЕ ВЪЗРАСТТА НЯМА ЗНАЧЕНИЕ ЗА СТАТУСА. ПОД СТАТУС ИМАМЕ ПРЕДВИД МЯСТОТО, ПОЛОЖЕНИЕТО НА ДАДЕНА ГРУПА ОТ ХОРА НА ЕДНА И СЪЩА ВЪЗРАСТ В ОБЩЕСТВОТО. СЛЕДВАЩИТЕ ВЪПРОСИ ИМАТ ЗА ЦЕЛ ДА УСТАНОВЯТ КЪДЕ СПОРЕД ВАС ПОВЕЧЕТО ХОРА БИХА ПОСТАВИЛИ РАЗЛИЧНИТЕ ВЪЗРАСТОВИ ГРУПИ СПОРЕД ТЕХНИЯ СТАТУС.

КАТО ИЗПОЛЗВАТЕ КАРТА 4, МОЛЯ КАЖЕТЕ МИ КЪДЕ СПОРЕД ВАС ПОВЕЧЕТО ХОРА В БЪЛГАРИЯ БИХА ПОСТАВИЛИ ВЪЗРАСТОВАТА ГРУПА МЕЖДУ 15 И 29Г. Г В ОБЩЕСТВОТО СПОРЕД ТЕХНИЯ СТАТУС*.

Само един отговор.

Много висок статус													Много нисък статус	Не знае
0	1	2	3	4	5	6	7	8	9	10				88

AG2. КАТО ИЗПОЛЗВАТЕ СЪЩАТА КАРТА, МОЛЯ КАЖЕТЕ КЪДЕ СПОРЕД ВАС ПОВЕЧЕТО ХОРА В БЪЛГАРИЯ БИХА ПОСТАВИЛИ ХОРАТА НА ВЪЗРАСТ МЕЖДУ 30 И 70 Г. В ОБЩЕСТВОТО СПОРЕД ТЕХНИЯ СТАТУС.

Само един отговор.

Много висок статус													Много нисък статус	Не знае
0	1	2	3	4	5	6	7	8	9	10				88

AG3. КАТО ИЗПОЛЗВАТЕ СЪЩАТА КАРТА, МОЛЯ КАЖЕТЕ КЪДЕ СПОРЕД ВАС ПОВЕЧЕТО ХОРА В БЪЛГАРИЯ БИХА ПОСТАВИЛИ ХОРАТА НА ВЪЗРАСТ НАД 70 Г. В ОБЩЕСТВОТО СПОРЕД ТЕХНИЯ СТАТУС.

Само един отговор.

Много висок статус													Много нисък статус	Не знае
	0	1	2	3	4	5	6	7	8	9	10			88

AG4. А СЕГА, КАТО ИЗПОЛЗВАТЕ КАРТА 5, МОЛЯ КАЖЕТЕ ДОКОЛКО СМЯГАТЕ ТЕЗИ САТУСИ ЗА СПРАВЕДЛИВИ ПО ПРИНЦИП.

Само един отговор.

Много несправедливи													Абсолютно справедливи	Не знае
	0	1	2	3	4	5	6	7	8	9	10			88

Цели на въпросите: Целта на тези три въпроса, е да се определи рангът, който респондента би дал на всяка една възрастова група. Също така, въпросите ще ни дадат възможност да определим, коя група според анкетираните се характеризира с по-висок социален статус и коя е по-нисък. Респондентите ще определят това чрез три отделни въпроса.

Тези въпроси ще ни позволят да определим мненията за трите възрастови интервала и дали това им е помогнало да отговорят на поставените им въпроси.

Примерни въпроси и напътствия за въпроси AG1 – AG3:

Дали респондента имаше възможност да използва посочените три групи, за да отговори на въпросите?

Какво се разбира под „статус“? Съгласни ли са с дадената дефиниция? Използваше ли се тя, за да се отговори на въпроса, или беше използвана друга?

Необходимо е да се изясни:

- Как се стигна до отговора на AG1 (15-29 г.)?
- Как се стигна до отговора на AG2 (30-70 г.)?
- Как се стигна до отговора на AG3 (70+ г.)?
- Как респондента определи коя група има най-високият или най-ниският статус
- Когато отговаряше на въпросите дали анкетирания имаше предвид всичките групи заедно, като ги сравняваше директно

- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Цел на въпрос AG3: Целта тук е да се получи мнението на респондента, доколко е справедливо тези групи да заемат съответното място в обществото. От предишните изследвания на ЕСС е известно, че е трудно да се намери точен и еднозначен превод на „справедливо“, така че искаме да узнаем повече какво мислят хората за този термин.

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какво се разбира под думата „справедливо“
- Каква друга дума би използвал респондента вместо „справедливо“
- Каква ситуация би избрал за кодове като 0 или 10 (двете екстремни стойности)
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

AG5. ПОКАЖЕТЕ КАРТА 5. ПРЕЗ СЛЕДВАЩИТЕ 5 (ПЕТ) ГОДИНИ КАК МИСЛИТЕ ЧЕ ЩЕ СЕ ПРОМЕНИ СТАТУСА НА ХОРАТА ДО 30 Г. В СРАВНЕНИЕ С ТЕЗИ НАД 30 Г. ? ИЗБЕРЕТЕ ОТГОВОР МЕЖДУ 0 И 10 ПО ТАЗИ СКАЛА, КЪДЕТО 0 ОЗНАЧАВА, ЧЕ СТАТУСЪТ ИМ ЩЕ Е МНОГО ПО-НИСЪК, А 10 МНОГО ПО ВИСОК.

Само един отговор.

Ще имат много по- нисък статус												Ще имат много по- висок статус	Не знае
0	1	2	3	4	5	6	7	8	9	10			88

Цел на въпроса: Целта е да се установи дали статуса на определена възрастова група, определен от респондентите ще остане стабилен във времето или не. Ще бъде интересно да се установи дали това е нещо, за което анкетираните са мислили и преди и дали техния отговор идва от някакви конкретни и реални промени или те просто предполагат какво може да се случи.

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Как се стигна отговора?
- Защо беше избран точно този код от картата
- Какво би могло да предизвика тези проблеми (по-висок или по нисък статус), например от някакви промени в групата на хората под 30 г. или поради промени, оказващи влияние върху по-възрастните хора.
- Какво предполага респондента, че може да се случи, което да доведе до подобряване на статуса в групата на хората до 30 г.
- Какво предполага респондента, че може да се случи, което да доведе на статуса в групата на хората до 30г.
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Анкетър: Задайте следващите въпроси едновременно. След това се върнете назад и задайте няколко въпроса за това как се е стигнало до отговорите.

AG6. ВИЖТЕ КАРТА 6. СЕГА ЩЕ ВИ ПРОЧЕТА НЯКОЛКО ВЪПРОСА ЗА ТОВА КАК ХОРАТА НА ВЪЗРАСТ 15-30 Г. СЕ ВЪЗПРИЕМАТ ОТ ДРУГИТЕ ХОРА В ОБЩЕСТВОТО. ИЗПОЛЗВАЙКИ СКАЛАТА, ДОКОЛКО Е ВЕРОЯТНО ТЕЗИ ХОРА ДА БЪДАТ ВЪЗПРИЕМАНИ ОТ ДРУГИТЕ КАТО...

Само един отговор.

	Изобщо не е вероятно						Много вероятно	Не знае
A ...компетентни	0	1	2	3	4	5	6	88
B ...честни	0	1	2	3	4	5	6	88
C ...способни	0	1	2	3	4	5	6	88
D ...морални*	0	1	2	3	4	5	6	88

* Под морални се има предвид хора, спазващи законите, неподкупни и др.

Цел на въпроса: Тези опции са част от батерия въпроси, целящи да покажат съществуват някакви стереотипи към определени възрастови групи. Тук се ограничаваме само до групата на тези до 30 г, тъй като посочените определения са

разработени като се имат предвид по-възрастни хора. Ето защо, искаме да ги изпробваме върху по-малка възрастова група.

Стереотипите са широко споделяни мнения за някои характеристики на хората, попадащи в отделните възрастови групи. Тези определения се дават на конкретни хора и автоматично се приписват на цялата група хора в различни ситуации, където се наблюдават характеристиките на тази група.

Като добавка към гореспоменатите определения, разработени да измерват тези величини, също бихме искали да узнаем какво мислят хората за концепцията „морал”

Забележка: В тези въпроси целят да узнаят мнението на респондента за това какво другите хора в България мислят за съответната възрастова група. В случая ще е по-лесно да се получи отговор, тъй като не питаме директно респондента за неговото лично мнение.

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- От къде идва представата на респондентът за това как другите хора виждат проявлението на отделните характеристики върху групата 15-30 г.?
- Какво разбира респондентът под „компетентни”
- Какво разбира респондентът под „способни”
- Дали вижда разлика между „компетентни” и „способни” или мисли, че двете са едно и също нещо.
- Какво разбира респондентът под „честни”
- Как се интерпретира „морал” (това „да имаш собствен морал” или „да спазваш моралните норми на обществото в което живееш”)
- Как беше избран съответния код от скалата.
- Какво означава „Изобщо не е вероятно” според него и какво „Много вероятно”
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Budapest Initiative Въпроси

Анкетъор: Сега ще ви задам няколко въпроса за Вашето психическо и физическо състояние. Те се отнасят до способността Ви да извършвате различни ежедневни дейности, както и до това как се чувствате.

Ходене/Вървене

W1a. КОГАТО ВЪРВИТЕ ИЗПОЛЗВАТЕ ЛИ НИЯКАКВИ ПОМОЩНИ СРЕДСТВА ИЛИ СПЕЦИАЛНО ОБОРУДВАНЕ?.

Само един отговор.

- 1 Да Преминете на W1B
2 Не
3 Не знае
9 Отказва

W1b. КОЕ ОТ СЛЕДНИТЕ ПОМОЩНИ СРЕДСТВА ИЗПОЛЗВАТЕ, КОГАТО ХОДИТЕ?

Само един отговор.

		Да	Не	Не знае	Отказ
A	Бастун	1	2	3	4
B	Помощна количка за предвижване	1	2	3	4
C	Патерици	1	2	3	4
D	Инвалидна количка	1	2	3	4
E	Бял стик или бастун (за незрящи)	1	2	3	4
F	Помощ от друг човек	1	2	3	4
G	Друго (Моля, посочете.....)	1	2	3	4

Задайте W2 само ако респондентът е отговорил „Не“ на всички отговори в W1b

W2. СРЕЩАТЕ ЛИ ТРУДНОСТИ ДА СЕ ПРИДВИЖВАТЕ/ВЪРВИТЕ?

Само един отговор.

- 1 Да
2 Не
3 Не знае
9 Отказва

Задайте W2B само ако респондентът е посочил поне един отговор в W1b

W2b. Трудно ли се придвижвате, ако не използвате(от W1b)?

Само един отговор.

- 1 Да
- 2 Не
- 3 Не знае
- 9 Отказва

Задайте W3 само ако респондентът е отговорил „Не“ на всички отговори в W1b

W3. Доколко Ви е трудно да извървите 100 метра по равна повърхност (това е приблизително разстоянието от..... до.....)

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не мога да извървя това разстояние
- 5 Не знае
- 9 Отказва

Задайте W3B само ако респондентът е посочил поне един отговор в W1b

W3B. Доколко Ви е трудно да извървите 100 метра по равна повърхност (това е приблизително разстоянието от..... до.....) като използвате (.....)

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не мога да извървя това разстояние
- 5 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?

- Когато отговаряше респондентът мислеше ли буквално по въпроса, например да извърви разстоянието точно от 100 метра или за нещо друго?
- За какво разстояние си мислеше респондентът, когато бяха споменати 100 метра? Какъв пример даде той/тя за това колко са 100 метра?
- Когато отговаряше на въпросите респондентът имаше ли предвид използването на помощни средства или оборудване (бастун, патерици и тн.)
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Задайте W4 само ако респондентът е отговорил „Не“ на всички отговори в W1b

W4. До колко Ви е трудно да извървите 500 метра по равна повърхност (това е приблизително разстоянието от..... до.....)

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не мога да извървя това разстояние
- 5 Не знае
- 9 Отказва

Задайте W4B само ако респондентът е посочил поне един отговор в W1b

W4B . До колко Ви е трудно да извървите 500 метра по равна повърхност (това е приблизително разстоянието от..... до.....) като използвате (.....)

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не мога да извървя това разстояние
- 5 *Не знае*
- 9 *Отказва*

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по въпроса, например да извърви разстоянието точно от 500 метра или за нещо друго?
- За какво разстояние си мислеше респондентът когато бяха споменати 500 метра? Какъв пример даде той/тя за това колко са 500 метра?
- Когато отговаряше на въпросите респондентът имаше ли предвид използването на помощни средства или оборудване (бастун, патерици и тн)
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни

проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?

- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Концентрация и психически способности

C1. В РЕЗУЛТАТ НА ПСИХИЧЕСКИ, УМСТВЕНИ ИЛИ ЕМОЦИОНАЛНИ ПРОБЛЕМИ ИМАТЕ ЛИ ТРУДНОСТИ ДА СЕ КОНЦЕНТРИРАТЕ, ДА ПОМНИТЕ ИЛИ САМИ ДА ВЗЕМАТЕ РЕШЕНИЯ?

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не съм в състояние
- 5 *Не знае*
- 9 *Отказва*

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса, например да се концертираш, помниш или да взима сам решения или за нещо друго? Опишете
- Какви дейности, собствен опит, определени случки може да даде за пример
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.

- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

C2. До КАКВА СТЕПЕН ВИ Е ТРУДНО ДА ПОМНИТЕ ВАЖНИ НЕЩА?

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Не съм в състояние
- 5 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса, а именно да помниш важни неща или за нещо друго? Опишете!
- Какви дейности, собствен опит, определени случки може да даде за пример.
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.

- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Емоционални проблеми

Анкетър: **Сега ще ви задам няколко въпроса за Вашето психическо състояние. Ако респондентът Ви попита дали да има предвид анти-депресивни лекарства или други, които оказват влияние върху психиката отговорете: Моля, отговорете в зависимост от лекарствата, които взимате в момента**

A1. Най-общо казано, през последната седмица колко разтревожени, нервни или притеснени се чувствахте?

Запишете отговора на респондента.

.....

A2. СЕГА ЩЕ Ви задам същия въпрос, но ще ви предложи няколко отговора, от които да изберете. Най-общо казано, през последната седмица колко разтревожени, нервни или притеснени се чувствахте?

Само един отговор.

- 1 Изобщо не
- 2 Малко
- 3 Умерено
- 4 Много
- 5 Изключително много
- 6 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса се чувства разтревожен, нервен или притеснен или за нещо друго?
Опишете
- Какви дейности, собствен опит, определени случки може да даде за пример
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Взима ли респондентът някакви лекарства за контролиране на настроението (антидепресанти) и до каква степен се съобрази с това когато отговаряше на въпроса
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

A3. Най-общо казано, през последната седмица доколко се чувствате без настроение, тъжни или депресирани?

Запишете отговора на респондента.

A4. СЕГА ЩЕ ВИ ЗАДАМ СЪЩИЯ ВЪПРОС, НО ЩЕ ВИ ПРЕДЛОЖА НЯКОЛКО ОТГОВОРА, ОТ КОИТО ДА ИЗБЕРЕТЕ. Най-общо казано, през последната седмица доколко се чувствате без настроение, тъжни или депресирани?

Само един отговор.

1 Изобщо не съм

- 2 Малко
- 3 Умерено
- 4 Много
- 5 Изключително много
- 6 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса т.е доколко се чувстваше без настроение, тъжни или депресирани или за нещо друго? Опишете
- Какви дейности, собствен опит, определени случки може да даде за пример
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Взима ли респондентът някакви лекарства за контролиране на настроението (антидепресанти) и до каква степен се съобрази с това, когато отговаряше на въпроса

- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Болка

Анкетър: **Сега ще ви задам няколко въпроса за Вашето физическо състояние.**
Ако респондентът Ви потита дали да има предвид медикаменти, които подтискат болката, които взима в момента: Моля отговорете в зависимост от лекарствата, които взимате в момента

P1. НАЙ-ОБЩО КАЗАНО, ПРЕЗ ПОСЛЕДНАТА СЕДМИЦА ДО КАКВА СТЕПЕН ЧУВСТВАХТЕ ФИЗИЧЕСКА БОЛКА ИЛИ ДИСКОМФОРТ?

Запишете отговора на респондента.

.....

P2. СЕГА ЩЕ ВИ ЗАДАМ СЪЩИЯ ВЪПРОС, НО ЩЕ ВИ ПРЕДЛОЖА НЯКОЛКО ОТГОВОРА, ОТ КОИТО ДА ИЗБЕРЕТЕ. НАЙ-ОБЩО КАЗАНО, ПРЕЗ ПОСЛЕДНАТА СЕДМИЦА ДОКОЛКО ИЗПИТВАХТЕ ФИЗИЧЕСКА БОЛКА ИЛИ ДИСКОМФОРТ?

Само един отговор.

- 1 Изобщо не съм
- 2 Малко
- 3 Умерено
- 4 Много
- 5 Изключително много
- 6 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
 За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса че изпитва физическа болка или дискомфорт или за нещо друго?
 Опишете
- Какви дейности, собствен опит, определени случки може да даде за пример

- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Взима ли респондентът някакви подтискащи болката лекарства или такива, които имат такъв ефект и до каква степен се съобрази с това, когато отговаряше на въпроса
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

РЗ. Колко дни, ПРЕЗ ПОСЛЕДНАТА СЕДМИЦА ЧУВСТВАХТЕ ФИЗИЧЕСКА БОЛКА ИЛИ ДИСКОМФОРТ?

Запишете отговора на респондента.

.....брой дни

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?

- Взима ли респондентът някакви подтискащи болката лекарства или такива, които имат такъв ефект и до каква степен се съобрази с това, когато отговаряше на въпроса
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Задайте P4 само ако респондентът е посочил отговор различен от «0» в P3

P4. ПРЕЗ ТЕЗИ ДНИ КОЛКО СИЛНА БЕШЕ ТАЗИ БОЛКА/ДИСКОМФОРТ?

Само един отговор.

- 1 Търпима
- 2 Умерена
- 3 Силна
- 4 Много силна (нетърпима)
- 6 *Не знае*
- 9 *Отказва*

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за физическата болка или за нещо друго? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията, в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?

- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Взима ли респондентът някакви подтискащи болката лекарства или такива, които имат такъв ефект и до каква степен се съобрази с това, когато отговаряше на въпроса
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

P5. А СЕГА СИ ПОМИСЛЕТЕ ЗА ПОСЛЕДНИЯ ПЪТКОГАТО СТЕ ИЗПИТВАЛИ БОЛКА ИЛИ ДИСКОМФОРТ. КОЛКО СИЛНА БЕШЕ ТЯ ПО СКАЛАТА ОТ 0 ДО 100, КАТО 0 ОЗНАЧАВА, ЧЕ БОЛКАТА Е БИЛА НЕЗНАЧИТЕЛНА, А 100 НАЙ-СИЛНАТА БОЛКА, КОЯТО МОЖЕТЕ ДА СИ ПРЕДСТАВИТЕ?

Запишете отговора на респондента.

.....стойност от 0 до 100

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за физическата болка или за нещо друго? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?

- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Взима ли респондентът някакви подтискащи болката лекарства или такива, които имат такъв ефект и до каква степен се съобрази с това, когато отговаряше на въпроса
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Умора, отпадналост

F1. Колко дни, ПРЕЗ ПОСЛЕДНАТА СЕДМИЦА СЕ ЧУВСТВАХТЕ УМОРЕНИ ИЛИ ОТПАДНАЛИ?

Запишете отговора на респондента.

.....брой дни

Задайте F2 само ако респондентът е посочил отговор различен от «0» в F1

F2. ЗА КОЛКО ВРЕМЕ СЕ ЧУВСТВАХТЕ УМОРЕНИ ИЛИ ОТПАДНАЛИ?

Само един отговор.

- 1 През целия ден
- 2 През по-голямата част от деня
- 3 Около половината от деня
- 4 Само за няколко часа през деня
- 6 *Не знае*
- 9 *Отказва*

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за умора или липса на енергия, отпадналост? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример

- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

F3. ДОКОЛКО УМОРЕНИ ИЛИ ОТПАДНАЛИ СЕ ЧУВСТВАХТЕ?

Само един отговор.

- 1 Търпимо
- 2 Умерено
- 3 Силно
- 4 Много силно (нетърпимо)
- 6 *Не знае*
- 9 *Отказва*

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за умора или липса на енергия, отпадналост? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример

- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

F4 . Доколко, това че се чувствате уморени или отпаднали беше проблем за Вас?

Само един отговор.

- 1 Не беше проблем
- 2 Беше малък проблем
- 3 Беше голям проблем
- 4 Беше много голям проблем
- 6 *Не знае*
- 9 *Отказва*

Примерни въпроси и напътствия:

Как стигнахте до Вашия отговор?

За какво си мислехте когато отговаряхте?

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за умора или липса на енергия, отпадналост? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример

- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията, в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

F5 . ПРЕЗ ПОСЛЕДНАТА СЕДМИЦА, ЧУВСТВАХТЕ ЛИ СЕ ТОЛКОВА ИЗМОРЕНИ ИЛИ ОТПАДНАЛИ, ЧЕ ТРЯБВАШЕ ДА СЕ НАПРЯГАТЕ, ЗА ДА СИ СВЪРШИТЕ РАБОТАТА?.

Само един отговор.

- 1 Да
- 2 Не
- 3 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора си?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за умора или липса на енергия, отпадналост? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример

- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията, в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?
- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Проблеми със слуха, чуваемост

H1. ИЗПОЛЗВАТЕ ЛИ СЛУХОВ АПАРАТ?

Само един отговор.

- 1 Да
- 2 Не
- 3 Не знае
- 9 Отказва

Задайте H2, само ако респондентът е отговорил „Не“ на H1

H2. ДОКОЛКО ВИ Е ТРУДНО ДА ЧУВАТЕ КОГАТО СИ ГОВОРИТЕ С НЯКОЙ В ШУМНА СТАЯ, КЪДЕТО ГОВОРЯТ И ДРУГИ ХОРА?

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Изобщо не мога да чувам какво се казва
- 5 Не знае
- 9 Отказва

Задайте НЗ, само ако респондентът е отговорил „Да“ на Н1

НЗ. До колко Ви е трудно да чувате когато си говорите с някой друг в шумна стая, където си говорят и други хора, когато използвате слуховия си апарат?

Само един отговор.

- 1 Изобщо не ми е трудно
- 2 Малко ми е трудно
- 3 Много ми е трудно
- 4 Изобщо не мога да чувам какво се казва
- 5 Не знае
- 9 Отказва

Примерни въпроси и напътствия:

**Как стигнахте до Вашия отговор?
За какво си мислехте когато отговаряхте?**

Необходимо е да се изясни:

- Какви проблеми имаше респондентът при отговора на въпросите?
- Когато отговаряше респондентът мислеше ли буквално по дефиницията на въпроса и конкретно за това какво чува от разговор с друг човек? Опишете.
- Какви дейности, собствен опит, определени случки може да даде за пример, ако става въпрос за друга ситуация?
- Когато отговаряше на въпросите имаше ли предвид слухов апарат или не?
- Опишете какъв период от време имаше предвид респондента – към настоящия момент, миналата седмица, миналата година или след някакво събитие или инцидент? Някакъв друг времеви интервал?
- Респондентът затрудняваше ли се при избора си на някоя от категориите от скалите. Ако да – опишете.
- Колко точно всяка от избраните категории на скалите отразяваше точно ситуацията в която се намира респондентът? Защо? Как респондентът обяснява разликите между отделните категории?
- Как респондентът стигаше до всеки отговор? Опитваше ли да изчисли някаква сред оценка по отношение на брой дни или до колко са сериозни

проблемите му? Точни ли бяха изчисленията или предполагаше? Мислеше ли за конкретен инцидент? За нещо друго?

- Ако респондентът откаже да отговори или не знае - отбележете и попитайте защо

Kognitiver Fragebogen (ESS)

Ich stelle Ihnen nun ein paar Fragen zu Ihrer Einstellung zum Thema Steuer, zu öffentlichen Dienstleistungen, zu Sozialleistungen und zu Einstellungen gegenüber Personen aus unterschiedlichen Altersgruppen.

Denken Sie bitte daran, dass es bei der Beantwortung dieser Fragen keine richtigen oder falschen Antworten gibt.

Uns interessiert, wie Sie die Fragen verstanden haben und wie Sie auf die Antworten gekommen sind. Wir sind nicht so sehr an den Antworten selbst interessiert.

(Dieser Teil des Interviews ist ganz ähnlich aufgebaut wie der Teil, den wir gerade beendet haben.) Ich stelle Ihnen jeweils eine einzelne Frage, Sie antworten, und dann nehmen wir uns jede Frage noch einmal vor, um herauszufinden, wie Sie zu der Antwort gekommen sind.

An zwei Stellen (in diesem Teil des Interviews) stelle ich Ihnen jedoch mehrere Fragen hintereinander. Auch diese Fragen nehmen wir uns noch einmal vor, aber später.

Wenn es soweit ist, dann werde ich Sie noch einmal gesondert darauf hinweisen.

Als erstes stelle ich Ihnen nun ein paar Fragen zum Thema Steuern.

Int.: Liste 1 vorlegen.

Benutzen Sie bitte diese Liste, und sagen Sie mir, welcher der drei Aussagen über die Besteuerung von Erwerbstätigen Sie am meisten zustimmen.

Int.: Nur eine Nennung

1. Leute mit einem höheren Einkommen sollten einen höheren Anteil an Steuern zahlen als Leute mit einem niedrigerem Einkommen.
2. Jeder sollte den gleichen Anteil seines Einkommens an Steuern zahlen
3. Leute mit hohem Einkommen und Leute mit niedrigem Einkommen sollten genau den gleichen Betrag an Steuern zahlen
6. (Keiner dieser Aussagen)
7. (Weiß nicht)

Wie sind Sie zu dieser Antwort gekommen? UND/ODER Woran haben Sie dabei gedacht?

Herauszufinden ist:

- Wie verstehen Sie die einzelnen Antwortmöglichkeiten, was bedeuten sie für Sie?

1 bedeutet:

2 bedeutet:

3 bedeutet:

- Haben Sie sich für diejenige Aussage entschieden, die das Steuersystem in Deutschland beschreibt?

- Was meinen Sie: Was ist der Unterschied zwischen den drei Antwortmöglichkeiten?

2. Liste 2. Benutzen Sie bitte diese Liste, und sagen Sie mir anhand einer Skala von 0-10, wie gut die Finanzämter in Deutschland ihre Aufgaben erfüllen. 0 bedeutet äußerst schlecht, und 10 bedeutet äußerst gut.

Äußerst schlecht

Äußerst gut

0

1

2

3

4

5

6

7

8

9

10

(Weiß nicht)
88

Wie sind Sie zu dieser Antwort gekommen?

UND/ODER

Woran haben Sie dabei gedacht?

UND/ODER

Warum haben Sie diese Zahl gewählt?

- Wenn der Befragte 'Weiß nicht' / 'kann keine Zahl auswählen' sagt:
Warum haben Sie sich für „weiß nicht“/“kann keine Zahl auswählen“ entschieden?

- Wenn der Befragte die Antwort verweigert:
Warum haben Sie die Antwort verweigert? Können Sie das bitte kurz erläutern?

Int.: Vorlesen

Bei den nächsten Fragen geht es um das Sozialsystem und öffentliche Dienstleistungen in Deutschland.

3. Liste 3. Benutzen Sie bitte diese Liste, und sagen Sie mir, inwieweit sie der folgenden Aussage zustimmen oder nicht zustimmen: „Die öffentlichen Dienstleistungen in Deutschland verhindern weit verbreitete Armut“.

1. Stimme voll und ganz zu
2. Stimme zu
3. Weder noch
4. stimme nicht zu
5. stimme überhaupt nicht zu
6. (weiß nicht)

Wie sind Sie zu dieser Antwort gekommen?

UND/ODER

Woran haben Sie dabei gedacht?

- **Falls nein:** Einmal angenommen, in Deutschland würde „weit verbreitete Armut“ herrschen: Was stellen Sie sich darunter vor, wie würde das aussehen?

- Was verstehen Sie unter ‘öffentlichen Dienstleistungen’?
[Versteht der Befragte darunter nur das System der Unterstützungsleistungen oder beinhaltet der Begriff auch das Gesundheitssystem, das Bildungssystem oder andere öffentlicher Dienste wie z. B. Feuerwehr und Polizei?]

- Warum haben Sie auf diese Frage mit „weiß nicht“ geantwortet/die Antwort auf diese Frage verweigert?

- Wie haben Sie bei dieser Frage den Begriff 'verhindern' verstanden?

4. Liste 3. Benutzen Sie bitte die gleiche Liste, und sagen Sie mir, inwieweit sie der Aussage zustimmen oder nicht zustimmen, dass die öffentlichen Dienstleistungen in Deutschland die Lohnnebenkosten hochtreiben?

1. Stimme voll und ganz zu
2. Stimme zu
3. Weder noch
4. stimme nicht zu
5. stimme überhaupt nicht zu
6. (weiß nicht)

Wie sind Sie zu dieser Antwort gekommen? UND/ODER Woran haben Sie dabei gedacht?

5. *Liste 3.*

Benutzen Sie bitte noch einmal diese Liste, und sagen Sie mir, inwieweit sie der Aussage zustimmen oder nicht zustimmen, dass die öffentlichen Dienstleistungen in Deutschland es erleichtern, Berufstätigkeit und Familienleben zu verbinden?

1. Stimme voll und ganz zu
2. Stimme zu
3. Weder noch
4. stimme nicht zu
5. stimme überhaupt nicht zu
6. (weiß nicht)

Wie sind Sie zu dieser Antwort gekommen? UND/ODER Woran haben Sie dabei gedacht?

- Sie haben die Frage mit „weiß nicht“ beantwortet/die Antwort auf diese Frage verweigert? Können Sie das bitte näher begründen?

In diesem Teil des Interviews sind wir an Ihren Ansichten über das Alter von Personen interessiert. In all diesen Fragen beziehen wir uns auf Personen, die 15 Jahre und älter sind. Die Fragen beziehen sich auf unterschiedliche Altersgruppen: 15-29 Jahre, 30-70 Jahre, über 70 Jahre.

Ich stelle Ihnen nun vier Fragen unmittelbar hintereinander. Nachdem Sie alle vier Fragen beantwortet haben, nehmen wir sie uns noch einmal vor, um herauszufinden, wie Sie zu den Antworten gekommen sind.

Int.: Fragen 7-10 stellen, dann rückblickend nachfragen

7. Manche Leute behaupten, dass bestimmte Altersgruppen einen hohen oder niedrigen Status hätten; andere dagegen sagen, es gebe im Grunde keinen Unterschied. Mit Status meine ich die Stellung oder den Rang, den eine Altersgruppe in der Gesellschaft hat. Ich frage Sie nun, wie hoch oder niedrig Ihrer Meinung nach der Status ist, den die meisten Leute in Deutschland verschiedenen Altersgruppen zuordnen würden.

Liste 4.

Benutzen Sie bitte diese Liste. Als erstes: Was glauben Sie, wie hoch ist nach Meinung der meisten Leute in Deutschland der Status, den die Altergruppe 15-29 hat?

Äußerst niedriger Status

**Äußerst hoher Status
(Weiß nicht)**

0 1 2 3 4 5 6 7 8 9 10 88

8. *Liste 4.*

Benutzen Sie bitte die gleiche Liste noch einmal. Was glauben Sie, wie hoch ist nach Meinung der meisten Leute in Deutschland der Status, den die Altergruppe 30-70 hat?

Äußerst niedriger Status

**Äußerst hoher Status
(Weiß nicht)**

0 1 2 3 4 5 6 7 8 9 10 88

9. *Liste 4.*

Benutzen Sie wiederum diese Liste. Was glauben Sie, wie hoch ist nach Meinung der meisten Leute in Deutschland der Status, den die Altergruppe über 70 hat?

Äußerst niedriger Status

**Äußerst hoher Status
(Weiß nicht)**

0 1 2 3 4 5 6 7 8 9 10 88

10. *Liste 5.*

Benutzen Sie bitte Liste 5 und denken Sie an den Status der drei Altersgruppen. Wie gerecht ist diese Einschätzung Ihrer Meinung nach insgesamt?

Sehr ungerecht

**völlig gerecht
(weiß nicht)**

0 1 2 3 4 5 6 7 8 9 10 88

INTERVIEWER: FRAGE 7-9 ZUSAMMEN HINTERFRAGEN. HERAUSZUFINDEN IST:

- Wir haben in den Fragen drei Altersgruppen vorgegeben? Was meinen Sie zu der Aufteilung von Menschen in diese Altersgruppen? Haben Sie Ihre Antwort an diesen drei Altersgruppen ausrichten können?

Zu Frage 10:

Wie sind Sie zu dieser Antwort gekommen?

UND/ODER

Woran haben Sie dabei gedacht?

11. Liste 6.

Wie könnte sich Ihrer Meinung nach der Status von Personen unter 30 Jahren im Vergleich zu Personen über 30 Jahren in den nächsten fünf Jahren verändern? Wählen Sie Ihre Antwort anhand der vorliegenden Liste aus. 0 bedeutet, dass die Personen einen viel niedrigeren und 10, dass sie einen viel höheren Status haben werden.

Sie werden einen viel niedrigeren Status haben

Sie werden einen viel höheren Status haben

0

1

2

3

4

5

6

7

8

9

10

(Weiß nicht)

88

Wie sind Sie zu dieser Antwort gekommen?

UND/ODER

Woran haben Sie dabei gedacht?

Herauszufinden ist:

- Wie sind Sie zu Ihrer Antwort gekommen? Bitte beschreiben Sie mir das kurz.

- Warum haben Sie sich gerade für die Zahl xxx auf der Skala entschieden?

- Als Sie Ihre Antwort gegeben haben, haben Sie da eher daran gedacht, dass sich bei der Gruppe unter 30 etwas verändern würde, oder haben Sie eher daran gedacht, dass sich bei der Gruppe über 30 etwas verändern könnte?

- Was müsste passieren, damit der Status einer Altersgruppe sich verbessert?

Int.: Fragen 12-15 stellen, dann rückblickend nachfragen

Liste 7. Ich stelle Ihnen nun ein paar Fragen, wie die Altersgruppe zwischen 15 und 30 von anderen Leuten in Deutschland gesehen wird. Benutzen Sie bitte diese Liste und sagen Sie mir, wie wahrscheinlich es ist, dass andere Leute in Deutschland Personen zwischen 15 und 30 folgende Eigenschaften zuschreiben:

	überhaupt nicht wahrscheinlich			äußerst wahrscheinlich				(weiß nicht)
	0	1	2	3	4	5	6	
12. ... kompetent?	0	1	2	3	4	5	6	88
13. ... aufrichtig?	0	1	2	3	4	5	6	88
14. ...fähig?	0	1	2	3	4	5	6	88
15. ...anständig?	0	1	2	3	4	5	6	88

Hinweis für kognitive Interviewer: In diesen Fragen befragen wir die Befragten dazu, wie ihrer Meinung nach andere Leute in Deutschland diese Altergruppe einschätzen. Deshalb ist es einfacher herauszufinden, warum sie ihre Antwort gewählt haben, denn wir befragen sie nicht direkt zu ihrer eigenen Einstellung.

Wie sind Sie zu dieser Antwort gekommen?

UND/ODER

Woran haben Sie dabei gedacht?

Herauszufinden ist:

- Auf die Frage, wie **andere** die Leute zwischen 15 und 30 in Bezug auf jede der vorgelesenen Eigenschaften einschätzen: Wie sind Sie da zu Ihrer Antwort gekommen? Warum glauben Sie, dass andere Leute hier so urteilen würden, wie Sie es angegeben haben?

- Wie haben Sie bei der Frage den Begriff ‚kompetent‘ verstanden?

- Wie haben Sie bei der Frage den Begriff ‚fähig‘ verstanden?

- Bedeuten die Begriffe „kompetent“ und „fähig“ das Gleiche, oder meinen die Begriffe unterschiedliche Dinge? Was sagen Sie dazu?

- Wie haben Sie bei der Frage den Begriff ‚aufrichtig‘ verstanden?

- Sie haben die Frage mit „weiß nicht“ beantwortet/die Antwort auf diese Frage verweigert? Können Sie das bitte näher begründen?

Comparative Cognitive Test Interview Guide

Aims of the research

The primary aim of the research is to develop best practice in comparative, cross-national question testing. For this project, we will be using two sets of questions. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups. Second, some questions from the Budapest Initiative, a UNECE/WHO/Eurostat task force that is developing measurements of health states. The aim of these cognitive interviews is to study how people from our own countries interpret and process the questions, so that we can then conduct a joint, coordinated analysis to see if questions are processed similarly across the countries.

Using this protocol

Please spend half the interview on the ESS questions (around 30 minutes) and half on the Budapest health questions (around 30 minutes). For each interview please alternate whether you start with the ESS or Budapest questions. This is so that each set of questions is tested on respondents who are more alert at the start of the interview. The questions have been put in order of priority (within each survey section) and it may not be possible to cover all of the questions.

Protocols should be translated into the languages in which interviews are being conducted. These versions of the protocol will form part of the final documentation of the project. Translation procedures used should also be documented.

The text in bold in the actual protocol sections shows the survey questions that could be included in the final questionnaire and which we want to test. These questions should be read verbatim as in a survey interview. These questions are then followed by 2 suggested generic probes to start the cognitive interviewing after each question.

There are then a series of areas which you are asked to cover in the interview and which you will need to record in the charts used for analysis which have the text 'INTERVIEWER FIND OUT:' before them. These are not designed to be read verbatim but are a prompt for the interviewer to ensure the measurement aims of the questions are fully explored. If additional issues arise during the interviewing please notify the other countries group using the chat room facility and remember that there will be space for these on the analysis charts.

For ESS questions where [country] is included you should insert the name of the country where the interview is being conducted. Where there are foot notes to describe items these can be used to aid translation but should not be included verbatim into the actual questions.

Introduction à l'étude (ne pas lire au répondant)

Utilisez ce temps pour établir une discussion informelle – en soulignant le fait que vous désirez que le répondant soit franc et donne suffisamment de détails pertinents sur sa vie (en rapport avec les questions). Vous n'êtes pas tellement intéressé à son opinion sur les questions ou comment il pense qu'elles pourraient être reformulées. Vous êtes plutôt intéressé à la manière dont il a donné sens à la question (tel que formulée) et au genre d'expériences ou de situations de sa vie qu'il a considérées pour formuler sa réponse. Vous avez également besoin d'enregistrer quelques informations démographiques-clés (voir ci-dessous).

- Nous vous remercions d'avoir accepté de participer à cet entretien
- Le projet est mené pour le compte de l'*European Social Survey* et de l'*Initiative de Budapest* (a WHO/UN/Eurostat task force).
- L'objectif de ce projet est de développer des questions qui pourront être posées à de nombreuses personnes de tous âges et de diverses nationalités. Il est donc nécessaire de s'assurer que chacun comprenne les questions et qu'il les comprenne de la même manière.
- Bien que nous soyons intéressés par vos réponses aux questions, notre intérêt principal porte sur la manière dont vous êtes arrivé à votre réponse. C'est pourquoi, nous aurons beaucoup de questions sur les questions – et sur la façon dont vous êtes arrivé à votre réponse. De temps à autre, cela pourra sembler répétitif et même parfois un peu personnel. C'est parce que nous testons comment la question marche, et que nous avons besoin de comprendre ce que les gens considèrent (à quoi ils réfléchissent) quand ils forment une réponse.
- L'interview durera environ une heure et inclura des questions sur vos capacités à faire certaines activités aussi bien que sur vos opinions sur les services d'aide sociale, les prestations publiques et les différents groupes d'âge.
- Toutes les réponses que vous donnerez seront confidentielles et les résultats resteront anonymes dans les rapports publiés. L'accès aux données sera limité aux membres de l'équipe de recherche et sera utilisé uniquement dans le but de l'analyse.
- Quand nous commencerons, je vous poserai des questions telles qu'elles apparaîtraient dans une enquête classique. Après chacune d'elles, je vous poserai des questions complémentaires sur la façon dont vous êtes arrivé à répondre à la question de l'enquête. Souvenez-vous s'il vous plaît de parler librement puisqu'il n'y a pas de bonnes ou de mauvaises réponses.
- Si vous préférez ne pas répondre à une question particulière, veuillez me le dire et nous passerons à la suivante.
- Sentez-vous libre de faire des commentaires sur les questions et dites-moi si vous n'avez rien compris.
- Avez-vous des questions avant que nous commençons?

INTERVIEWER FIND OUT:

- Nombre d'enfants dans le ménage du répondant.
- Nombre de personnes dans le ménage du répondant qui sont gênées d'une quelconque manière dans leurs activités quotidiennes par une maladie de longue durée, un handicap, une infirmité ou un problème de santé mentale?
- Si le répondant reçoit des prestations publiques ou d'un service d'aide sociale.

ESS Questions

Les sections ESS et Budapest doivent être alternées

INTERVIEWER – LIRE...

SI ESS = PREMIERE PARTIE :

Je vais vous poser plusieurs questions qui portent avant tout sur votre opinion concernant les impôts, les prestations publiques et les services d'aide sociale ainsi que sur l'idée que l'on se fait des gens selon leur âge. Souvenez-vous bien tout au long de l'entretien qu'il n'y a pas de bonne ni de mauvaise réponse. Ce qui nous intéresse, c'est la façon dont vous comprenez la question et ce à quoi vous avez pensé pour en arriver à votre réponse. La réponse elle-même nous intéresse dans une moindre mesure.

SI ESS = **SECONDE PARTIE** :

Je vais maintenant vous poser une nouvelle série de questions qui portent avant tout sur votre opinion concernant les impôts, les prestations publiques et les services d'aide sociale ainsi que sur l'idée que l'on se fait des gens selon leur âge.

Cette partie de l'entretien s'organise de la même façon que la précédente. Je vous pose une question de l'enquête, vous me donnez votre réponse et je reviens sur la question pour savoir comment vous en êtes arrivé là.

INTERVIEWER – LIRE...

Pour commencer, je vais vous poser une série de questions sur les impôts.

- 1. CARTE 1. Veuillez lire les trois affirmations figurant sur cette carte, qui portent sur les impôts payés par les gens qui travaillent. Avec laquelle de ces affirmations êtes-vous le plus d'accord ?**

UNE SEULE RÉPONSE

1. Les hauts revenus devraient payer une plus grande proportion d'impôt que les bas revenus.
2. Tout le monde devrait payer la même proportion d'impôt par rapport au revenu.
3. Les hauts revenus et les bas revenus devraient payer exactement le même montant d'impôts.
6. (Aucune des trois affirmations)
7. (Ne sait pas)

But de la question: Le but de la question est d'identifier la préférence du répondant parmi trois systèmes différents de prélèvement des impôts.

Explication des modalités de réponses (pour vérifier la compréhension):

- Les hauts revenus devraient payer une plus grande proportion d'impôt que les bas revenus. Ce système d'imposition est le plus courant à travers l'Europe bien qu'il existe dans de nombreux styles différents. Un exemple est le cas où une personne en haut de l'échelle des **salaires** paie non seulement un montant d'impôt plus élevé mais aussi une proportion (pourcentage) d'impôt plus grande sur ses revenus qu'une personne située plus bas dans l'échelle.
- Tout le monde devrait payer la même proportion d'impôt par rapport au revenu. Ce système d'imposition peut se trouver dans de nombreux pays européens post-communistes et il est communément connu sous le terme 'flat tax'. Dans ce système, chacun paie la même proportion (pourcentage) d'impôt sur ses revenus. Ainsi, pour chaque franc (suisse) de **salaire** reçu, les hauts et bas revenus paient le même montant d'impôt. Les hauts revenus paient davantage **d'impôts** mais simplement parce qu'ils reçoivent un **salaire** plus grand. Chacun paie le même taux.
- Les hauts revenus et les bas revenus devraient payer exactement le même montant d'impôts. Dans ce système les hauts et les bas revenus paient exactement le même montant d'impôt indépendamment de ce qu'ils gagnent.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER - FIND OUT:

- Comment comprenez-vous chacune des affirmations – qu'est-ce que chacune signifie pour vous?
(Le répondant comprend-il la **différence** entre les trois options?)
- Est-ce que l'affirmation que vous avez choisie reflète le système d'imposition en Suisse?
- Qui sont les '**gens qui travaillent**'?
- Que comprenez-vous par '**hauts revenus**' (demander des exemples).
- Que comprenez-vous par '**bas revenus**' (demander des exemples).
- *Si 'aucune des trois affirmations', 'refus' ou 'ne sait pas' – noter et trouver pourquoi.*

2. **CARTE 2. L'administration fiscale suisse vous semble-t-elle plutôt efficace ou plutôt inefficace dans la réalisation de ses fonctions ? Veuillez répondre en utilisant cette carte, sur une échelle de 0 à 10 où 0 signifie « Extrêmement inefficace » et 10 « Extrêmement efficace ».**

**Extrêmement
inefficace**

0

1

2

3

4

5

6

7

8

9

**Extrêmement
efficace**

10

(Ne sait
pas)
88

But de la question : l'intention de cette question est d'examiner les perceptions du répondant concernant le niveau d'efficacité du rôle des impôts étatiques. Cela permet à l'analyste des données d'étudier les liens quelconque entre l'efficacité du prélèvement des taxes et le soutien de l'Etat social. Le but n'est PAS de voir si les répondants pensent que le système de taxes est efficace en lui-même (par exemple: c'est efficace de prendre l'argent des riches pour le donner aux pauvres). En effet, nous voulons savoir si ceux en charge de la collecte des taxes remplissent leur devoir efficacement (ex: promptitude, précision, prenant en compte tous les faits pertinents).

**Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?
ET/OU Pourquoi avez-vous choisi ce nombre-là?**

INTERVIEWER - FIND OUT:

- Pourquoi avez-vous choisi ce nombre?
- Que comprenez-vous par '**efficace**'?
- Que comprenez-vous par '**la réalisation de ses fonctions**'?
- Qui est pour vous '**l'administration fiscale**'?
- A quoi devrait ressembler l'administration fiscale pour que vous répondiez 'extrêmement inefficace'.
- A quoi devrait ressembler l'administration fiscale pour que vous répondiez 'extrêmement efficace'.
- (*Si approprié:*) Pourquoi n'avez-vous pas choisi 0 ou 10?
- *Si le répondant choisit 'ne sait pas', 'ne peut pas choisir un nombre' ou 'refuse de répondre' – noter et trouver pourquoi.*

INTERVIEWER – LIRE...

Les questions de la série suivante portent sur les services d'aide sociale et autres prestations publiques en Suisse.

3. CARTE 3. Veuillez me dire en utilisant cette carte dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante : « Les différentes prestations publiques en Suisse empêchent une pauvreté à grande échelle » ?

1. Tout à fait d'accord
2. Plutôt d'accord
3. Ni d'accord, ni en désaccord
4. Plutôt en désaccord
5. Tout à fait en désaccord
6. (Ne sait pas)

But de la question: L'intention de cette question est d'examiner comment le répondant perçoit l'impact du système de service public en Suisse à l'égard de la prévention de la pauvreté à grande échelle.

Comment êtes-vous arrivé à cette réponse?

ET/OU A quoi avez-vous pensé lorsque vous avez donné cette réponse?

INTERVIEWER - FIND OUT:

- A quoi pensez-vous quand vous entendez '**pauvreté à grande échelle**'? Pouvez-vous me donner des exemples?
(Que signifie le terme "pauvreté" pour le répondant : Ne pas être capable de s'offrir de la nourriture, un toit? Ou la voit-il plutôt comme une 'pauvreté relative', c'est-à-dire que certaines personnes ont beaucoup moins que d'autres (large écart entre les riches et les pauvres), même s'ils disposent de biens élémentaires tels que de la nourriture et un toit.)
- Pensez-vous qu'on peut parler de pauvreté à grande échelle **en Suisse**?
- Que sont '**les prestations publiques**' pour vous?
(Le répondant fait-il seulement référence aux allocations sociales, ou cela couvre-t-il également le système de santé, le système d'éducation ou tout autre service public tel que les pompiers ou la police?)
- Que comprenez-vous par '**empêchent**' dans cette question?
- *Si le répondant choisit 'ne sait pas, ou 'refuse de répondre' – noter et trouver pourquoi.*

4. CARTE 3. Veuillez me dire, en utilisant la même carte, si vous êtes d'accord ou non avec l'affirmation suivante : « Les différentes prestations publiques en Suisse rendent les coûts salariaux trop élevés » ?

1. Tout à fait d'accord
2. Plutôt d'accord
3. Ni d'accord, ni en désaccord
4. Plutôt en désaccord
5. Tout à fait en désaccord
6. (Ne sait pas)

But de la question : L'intention de cette question est d'examiner comment le répondant perçoit l'impact des prestations publiques en Suisse sur les coûts salariaux. Par 'rendre les coûts salariaux trop élevés' nous voulons dire qu'un large partage des dépenses des prestations publiques est payé par des taxes et/ou des contributions sociales. Autant les taxes que les contributions peuvent augmenter le coût des salaires des employés. Quelques-uns pourraient dire par exemple que l'augmentation est 'trop élevée' parce elle aurait des conséquences négatives sur la compétitivité internationale de l'économie suisse.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER - FIND OUT:

- Que comprenez-vous par '**rendre les coûts salariaux trop élevés**'.
- *Si le répondant choisit 'ne sait pas, ou refuse de répondre – noter et trouver pourquoi.*

5. **CARTE 3. Veuillez me dire, toujours avec la même carte, dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante : « Les différentes prestations publiques en Suisse rendent plus facile la conciliation entre vie professionnelle et vie familiale » ?**

1. Tout à fait d'accord
2. Plutôt d'accord
3. Ni d'accord, ni en désaccord
4. Plutôt en désaccord
5. Tout à fait en désaccord
6. (Ne sait pas)

But de la question : Le but est de déterminer comment le répondant perçoit l'impact des prestations sociales en Suisse sur la conciliation entre vie professionnelle et familiale. Concilier vie professionnelle et familiale signifie concilier le travail avec la vie personnelle/à la maison et particulièrement s'occuper des enfants ou d'autres personnes dépendantes.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER - FIND OUT:

- Que comprenez-vous par '**conciliation entre vie professionnelle et vie familiale**'
- Que comprenez-vous par '**vie professionnelle**'?
- Que comprenez-vous par '**vie familiale**'?
- Avez-vous répondu à la question en pensant à votre situation personnelle ou d'une manière générale? (par ex. pour les autres personnes en Suisse)?
- *Si le répondant choisit 'ne sait pas, ou 'refuse de répondre' – noter et trouver pourquoi.*

Pas de question 6

Nous allons parler maintenant de l'idée que vous vous faites des gens selon leur âge. Toutes les questions concernent les individus de plus de 15 ans, plus précisément les membres des trois classes d'âge suivantes : les 15 à 29 ans, les 30 à 70 ans et les plus de 70 ans.

Je vais maintenant vous poser quatre questions à la suite. Ensuite, mais ensuite seulement, je reviendrai sur ces questions et vous interrogerai sur la façon dont vous avez répondu.

POSER LES QUESTIONS 7 à 10 ET ENSUITE LES ANALYSER RÉTROSPECTIVEMENT

- 7. Il y a des gens qui pensent que certaines classes d'âge ont un statut élevé et d'autres un statut bas, tandis que d'autres personnes disent qu'il n'y a pas vraiment de différence. Par statut j'entends la position ou le prestige attribué à chaque classe d'âge dans la société. Je vais vous demander si, d'après vous, la plupart des gens en Suisse attribuent un statut plutôt élevé ou plutôt bas aux différentes classes d'âge.**

CARTE 4. Veuillez me dire tout d'abord, en utilisant cette carte, si, de votre point de vue, la plupart des gens en Suisse attribuent un statut plutôt élevé ou plutôt bas aux 15 à 29 ans?

Statut extrêmement bas												Statut extrêmement haut	(Ne sait pas)
0	1	2	3	4	5	6	7	8	9	10		88	

- 8. CARTE 4. Veuillez me dire, en utilisant la même carte, si, de votre point de vue, la plupart des gens en Suisse attribuent un statut plutôt élevé ou plutôt bas aux 30 à 70 ans?**

Statut extrêmement bas												Statut extrêmement haut	(Ne sait pas)
0	1	2	3	4	5	6	7	8	9	10		88	

9. CARTE 4. Veuillez me dire, en utilisant la même carte, si, de votre point de vue, la plupart des gens en Suisse attribuent un statut plutôt élevé ou plutôt bas aux plus de 70 ans ?

Statut extrêmement bas												Statut extrêmement haut	(Ne sait pas)
0	1	2	3	4	5	6	7	8	9	10		88	

10. CARTE 5. Veuillez me dire, à l'aide de la carte 5, en pensant au statut attribué à chacune des trois classes d'âge, si, globalement, vous trouvez que cela est plutôt juste ou plutôt injuste?

Très injuste												Tout à fait juste	(Ne sait pas)
0	1	2	3	4	5	6	7	8	9	10		88	

But des questions 7 à 9 : Le but de ces trois questions est de déterminer le score que le répondant donnerait pour le statut de chaque classe d'âge. La question nous permet également de voir quelles classes d'âges le répondant considère comme ayant le statut le plus élevé ou le plus bas. Effectivement, on demande aux répondants de classer les groupes à travers les trois différentes questions.

Ces trois questions nous permettent aussi de vérifier ce que le répondant pense des trois classes d'âge proposées et s'il est capable d'utiliser celles-ci pour répondre aux questions posées.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

- Que pensez-vous de la répartition des gens dans ces trois classes d'âge?
- Que comprenez-vous par '**statut**'?
(Approuve-t-il la définition fournie? 'Par statut j'entends la position ou le prestige attribué à chaque classe d'âge dans la société.' A-t-il utilisé cette définition pour répondre à la question? Ou a-t-il utilisé sa propre définition?).
- Pouvez-vous m'expliquer comment êtes-vous arrivé à votre réponse pour le statut des 15 à 29?

- Pouvez-vous m'expliquer comment êtes-vous arrivé à votre réponse pour le statut des 30 à 70?
- Pouvez-vous m'expliquer comment êtes-vous arrivé à votre réponse pour le statut des plus de 70?
- Est-ce que vous aviez les trois classes d'âge en tête lorsque vous avez répondu à chacune des questions ou avez-vous donné votre réponse pour chaque classe d'âge sans penser aux deux autres classes?
(Le répondant a-t-il donné une réponse 'relative', en comparant les classes d'âge entre-elles?)
- *(Si approprié:)* Comment avez-vous décidé quelle classe d'âge avait le statut le plus élevé et quelle classe d'âge avait le statut le plus bas?
- *Si le répondant choisit 'ne sait pas, ou refuse de répondre – noter et trouver pourquoi.*

But de la question 10: Le but est d'amener le répondant à dire s'il pense que les statuts donnés à chaque classe d'âge sont justes.
Il a été suggéré par les vagues précédentes de l'ESS qu'il est difficile d'obtenir des traductions équivalentes pour 'fair', ainsi nous voudrions savoir ce que les répondants pensent de ce terme.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER FIND OUT:

- Que comprenez-vous par '**juste**'?
- Par quel autre mot pourriez-vous remplacer '**juste**'?
- Dans quel cas utiliseriez-vous le code 0 ou le code 10?
- *Si le répondant choisit 'ne sait pas, ou refuse de répondre – noter et trouver pourquoi.*

11. CARTE 6. Au cours des cinq prochaines années, comment pourrait évoluer, à votre avis, le statut des moins de 30 ans par rapport à celui des plus de 30 ans? Veuillez répondre en utilisant cette carte, sur une échelle de 0 à 10 où 0 signifie qu'ils auront un statut beaucoup plus bas et 10 qu'ils auront un statut beaucoup plus élevé."

Ils auront un statut beaucoup plus bas

0

1

2

3

4

5

6

7

8

Ils auront un statut beaucoup plus élevé

9

10

(Ne sait pas)

88

But de la question 11: l'intention est de voir si le répondant pense que le statut qu'il a attribué aux classes spécifiques changera ou restera stable.

Il est intéressant de voir si c'est quelque chose auquel le répondant avait pensé précédemment et si la réponse qu'il a donnée est basée sur des suggestions actuelles de changements qui se produiront ou s'il s'agit de simples suppositions.

Comment êtes-vous arrivé à cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER FIND OUT:

- Pourquoi avez-vous choisi ce nombre-là sur la carte?
- Qu'est-ce qui pourrait causer un changement de statut (diminution ou augmentation)? (Par ex. changement dans la classe de moins de 30 ans OU dans la classe la plus âgée.)
- Quels changements pourraient faire augmenter le statut de chaque classe d'âge?
- Quels changements pourraient faire baisser le statut de chaque classe d'âge?
- *Si le répondant choisit 'ne sait pas, ou 'refuse de répondre' – noter et trouver pourquoi.*

POSER LES QUESTIONS 12 à 15 ET ENSUITE LES ANALYSER RÉTROSPECTIVEMENT

CARTE 7. Je vais maintenant vous poser plusieurs questions sur la façon dont les autres gens en Suisse jugent les 15 à 30 ans. Veuillez me dire à l'aide de cette carte dans quelle mesure il est probable que les autres gens en Suisse estiment que les 15-30 ans... LIRE...

		Pas du tout probable						Tout à fait probable		(Ne sait pas)
		0	1	2	3	4	5	6		
12.	... sont compétents?	0	1	2	3	4	5	6	88	
13.	... sont sincères?	0	1	2	3	4	5	6	88	
14.	... sont capables?	0	1	2	3	4	5	6	88	
15.	...ont un sens moral ¹ ?	0	1	2	3	4	5	6	88	

But des questions 12-15 : cette sélection d'item forme une partie d'une batterie de question dont le but est de voir si une série de stéréotypes s'appliquent à certaines classes d'âge.

Les stéréotypes sont des opinions partagées sur les caractéristiques des gens dans différents groupes. Ces opinions sont apprises par les autres et sont automatiquement pensées dans les situations où les caractéristiques du groupe sont notées.

En plus de regarder le design des items pour mesurer ces dimensions nous aimerions également explorer ce que les gens comprennent par le concept de moralité.

Note to cognitive interviewer: Dans ces questions nous demandons comment le répondant pense que les autres gens en Suisse voient cette catégorie d'âge. Ainsi, il est plus facile de découvrir pourquoi ils ont choisi cette réponse parce qu'ils nous ne les interrogeons pas directement sur leur propre opinion.

Comment avez-vous obtenu cette réponse? ET/OU A quoi avez-vous pensé?

INTERVIEWER FIND OUT:

- Comment vous êtes vous fait un jugement de ce que pensent la plupart des gens en Suisse?
- Que comprenez-vous par 'compétents'?
- Que comprenez-vous par 'capables'?

¹ Moral in the sense of upstanding, law abiding, decent etc

- Le répondant a-t-il pu différencier les termes compétent et capable ou les a-t-il perçu de la même manière?
- Que comprenez-vous par '**sincères**'?
- Que comprenez-vous par '**avoir un sens moral**'?
(S'agit-il de sa propre moralité ou de la moralité de la majorité du gens en Suisse?).
- Pourquoi avez-vous choisi ces nombres pour vos réponses?
- Que signifie '**pas du tout probable**' pour vous dans le contexte de cette question?
- Que signifie '**tout à fait probable**' pour vous dans le contexte de cette question?
- *Si le répondant choisit 'ne sait pas, ou 'refuse de répondre' – noter et trouver pourquoi.*

**The Budapest Initiative
General Health Status Testing Protocol**

Version: October 5, 2007

Ce document contient un protocole d'utilisation pour test cognitif avec des items développés par le groupe de travail UNECE/WHO/EUROSTAT Task Force sur la mesure de l'état de santé. Les items sont liés aux [six](#) domaines de la santé suivants :

- Marche [Walking]
- Cognition [Cognition]
- Emotions [Affect]
- Douleur [Pain]
- Fatigue [Fatigue]
- Audition [Hearing]

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- Cognition [Cognition]
- Emotions [Affect]
- Douleur [Pain]
- Fatigue [Fatigue]
- Audition [Hearing]

Budapest Initiative Questions

Les section ESS et Budapest doivent être alternées

L'enquêteur lit à la personne interrogée.

SI BUDAPEST = PREMIERE PARTIE:

Je vais vous poser plusieurs questions qui portent avant tout sur votre état physique et psychique en général et, plus précisément, sur votre capacité à effectuer certaines activités quotidiennes ainsi que sur la façon dont vous vous êtes senti ces derniers temps. Souvenez-vous bien tout au long de l'entretien qu'il n'y a pas de bonne ni de mauvaise réponse. Ce qui nous intéresse, c'est la façon dont vous comprenez la question et ce à quoi vous avez pensé pour en arriver à votre réponse. La réponse elle-même nous intéresse dans une moindre mesure.

SI BUDAPEST = **SECONDE PARTIE:**

Je vais maintenant vous poser une nouvelle série de questions qui portent sur votre état physique et psychique en général et, plus précisément, sur votre capacité à effectuer certaines activités quotidiennes ainsi que sur la façon dont vous vous êtes senti ces derniers temps.

Marche

1. [W1a] **Utilisez-vous une aide ou un moyen auxiliaire pour marcher ?**

1. Oui
2. Non
3. Ne sait pas
4. Refus

2. [W1b] Si oui: **Parmi les moyens suivants, lesquels utilisez-vous ?**

*INTERVIEWER: LIRE LA LISTE SUIVANTE ET ENREGISTRER TOUTES LES
REponses*

- | | | | | |
|---------------------------------------------------|-------------------|--------|----------------|----------|
| A. Une canne ou un bâton de marche? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| B. Un déambulateur? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| C. Des cannes anglaises ou des béquilles ? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| D. Un fauteuil roulant? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| E. Une canne blanche (pour aveugle)? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| F. L'assistance d'une tierce personne? | 1. Oui | 2. Non | 3. Ne sait pas | 4. Refus |
| G. Un autre moyen ? | (Précisez: _____) | | | |

3. [W2] *SI PAS D'AIDE: Avez-vous de la difficulté à marcher ?*

SI AIDE: Avez-vous de la difficulté à marcher sans votre/vos ...[citez le ou les aides mentionnées à W1b]?

1. Oui
2. Non
3. Ne sait pas
4. Refus

4. [W3] **SI PAS AIDE: Dans quelle mesure parvenez-vous à parcourir 100 mètres sur terrain plat, ce qui équivaut à la longueur d'un terrain de football ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?**

SI AIDE: Dans quelle mesure parvenez-vous à parcourir 100 mètres sur terrain plat, ce qui équivaut à la longueur d'un terrain de football, sans utiliser votre [TYPE D'AIDE en W1b]? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?

1. Sans la moindre difficulté
2. Avec une légère difficulté
3. Avec une difficulté importante
4. N'y parvient pas du tout
5. Ne sait pas
6. Refus

Comment êtes-vous arrivé à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **100m**
Le répondant a-t-il mentalement parcouru un terrain de foot, autre chose ou rien?
A quelle distance a-t-il pensé, exemple utilisé pour 100m?
Avez-vous pensé à une marche avec ou sans votre [aide en W1b...]?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence (si c'est le cas) que le répondant a considéré (ce moment-même, la semaine passée, l'année passée ou depuis un événement ou une expérience particulière).
Réponse est une estimation, moyenne, autre → exemple.
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Que signifie "difficulté" pour le répondant dans contexte de la question?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/Estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

5. [W4] *SI PAS D'AIDE*: Dans quelle mesure parvenez-vous à parcourir 500 mètres sur terrain plat, ce qui équivaut à cinq fois la longueur d'un terrain de football ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?

SI AIDE: Dans quelle mesure parvenez-vous à parcourir 500 mètres sur terrain plat, ce qui équivaut à cinq fois la longueur d'un terrain de football, sans utiliser votre [TYPE D'AIDE en W1b]? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?

1. Sans la moindre difficulté
2. Avec une légère difficulté
3. Avec une difficulté importante
4. N'y parvient pas du tout
5. Ne sait pas
6. Refus

Comment êtes-vous arrivé à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **500m**
Le répondant a-t-il mentalement parcouru un terrain de foot, autre chose ou rien?
A quelle distance a-t-il pensé, exemple utilisé pour 500m?
Avez-vous pensé à une marche avec ou sans votre [aide en W1b...]?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence (si c'est le cas) que le répondant a considéré (ce moment-même, la semaine passée, l'année passée ou depuis un événement ou une expérience particulière).
Réponse est une estimation, moyenne, autre → exemple.
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Que signifie "difficulté" pour le répondant dans contexte de la question?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

6. [C1] **Eprouvez-vous de la difficulté, du fait d'un problème physique, psychique ou émotionnel, à vous concentrer, à vous souvenir des choses ou à prendre des décisions ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?**

1. Sans la moindre difficulté
2. Avec une légère difficulté
3. Avec une difficulté importante
4. N'y parvient pas du tout
5. Ne sait pas
6. Refus

Comment êtes-vous arrivé à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Se concentrer / se souvenir de choses / prendre des décisions**
A quoi le répondant a pensé? Exemples?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence (si c'est le cas) que le répondant a considéré (ce moment-même, la semaine passée, l'année passée ou depuis un événement ou une expérience particulière).
Réponse est une estimation, moyenne, autre → exemple.
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Que signifie "difficulté" pour le répondant dans contexte de la question?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

7. [C2] **Dans quelle mesure parvenez-vous à vous souvenir des choses importantes ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?**

1. Sans la moindre difficulté
2. Avec une légère difficulté
3. Avec une difficulté importante
4. N'y parvient pas du tout
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Choses importantes**
A quelles choses le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence (si c'est le cas) que le répondant a considéré (ce moment-même, la semaine passée, l'année passée ou depuis un événement ou une expérience particulière).
Réponse est une estimation, moyenne, autre → exemple.
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Que signifie "difficulté" pour le répondant dans contexte de la question?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

Humeur

Instruction à l'enquêteur: si la personne interrogée demande si elle doit tenir compte de médicaments destinés à traiter des troubles de l'humeur, lui donner la réponse suivante : « Veuillez répondre en tenant compte de tous les médicaments que vous prenez ».

8. [A1] **De manière générale, dans quelle mesure vous êtes-vous senti soucieux, nerveux ou angoissé au cours de la semaine dernière ?**

Noter la réponse (question ouverte) :

9. [A2] **Je vais maintenant vous poser la même question mais en vous demandant de choisir votre réponse parmi plusieurs propositions. De manière générale, dans quelle mesure vous êtes-vous senti/e soucieux/se, nerveux/se ou angoissé/e au cours de la semaine dernière ? Diriez-vous : pas du tout, un peu, moyennement, beaucoup, extrêmement?**

1. Pas du tout
2. Un peu
3. Moyennement
4. Beaucoup
5. Extrêmement
6. Ne sait pas
7. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Soucieux, nerveux, angoissé**
A quoi le répondant a pensé?
A-t-il mentionné d'autres états psychiques (humeurs), sensations?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?

- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

- **Prenez-vous des médicaments contre les troubles de l'humeur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

10. [A3] **De manière générale, dans quelle mesure vous êtes-vous senti triste, démoralisé/e ou déprimé/e au cours de la semaine dernière ?**

Noter la réponse (question ouverte) :

11. [A4] **Je vais maintenant vous poser la même question mais en vous demandant de choisir votre réponse parmi plusieurs propositions. De manière générale, dans quelle mesure vous êtes-vous senti/e triste, démoralisé/e ou déprimé/e au cours de la semaine dernière ? Diriez-vous : pas du tout, un peu, moyennement, beaucoup, extrêmement?**

1. Pas du tout
2. Un peu
3. Moyennement
4. Beaucoup
5. Extrêmement
6. Ne sait pas
7. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Triste, démoralisé, déprimé**
A quoi le répondant a pensé?
A-t-il mentionné d'autres états psychiques (humeurs), sensations?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

- **Prenez-vous des médicaments contre les troubles de l'humeur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

Douleur

Instruction à l'enquêteur: si la personne interrogée demande si elle doit tenir compte de médicaments antidouleur, lui donner la réponse suivante : « Veuillez répondre en tenant compte de tous les médicaments que vous prenez ».

12. [P1] **De manière générale, dans quelle mesure avez-vous ressenti une douleur physique ou une gêne au cours de la semaine dernière ?**

Noter la réponse (question ouverte) :

13. [P2] **Je vais maintenant vous poser la même question mais en vous demandant de choisir votre réponse parmi plusieurs propositions. De manière générale, dans quelle mesure avez-vous ressenti une douleur physique ou une gêne au cours de la semaine dernière ? Diriez-vous : pas du tout, un peu, moyennement, beaucoup, extrêmement?**

1. Pas du tout
2. Un peu
3. Moyennement
4. Beaucoup
5. Extrêmement
6. Ne sait pas
7. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Douleur physique ou gêne**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?

Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?

- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

- **Prenez-vous des médicaments antidouleur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

14. [P3] **Pendant combien des jours de la semaine dernière avez-vous ressenti une douleur physique ou une gêne ?**

ENREGISTRER LE NOMBRE DE JOURS :

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Douleur physique ou gêne**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?
- **Prenez-vous des médicaments antidouleur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

15. [P4] **Pendant ces moments-là, comment décririez-vous la douleur physique ou de la gêne que vous avez ressentie. Diriez-vous qu'elle était légère, modérée, importante ou extrême ?**

1. Légère
2. Modérée
3. Importante
4. Extrême
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Douleur physique ou gêne**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?
- **Prenez-vous des médicaments antidouleur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

16. [P5] **Rappelez-vous la dernière fois que vous avez ressenti une douleur physique ou une gêne et donnez-moi son intensité sur une échelle de 0 à 100 ou 0 signifie « Pas la moindre douleur ni gêne » et 100 « La pire douleur ou gêne imaginable » ?**

Echelle: 0 ----- 100

Enregistrer la réponse:

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Douleur physique ou gêne**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?
- **Prenez-vous des médicaments antidouleur?**
Si oui est-ce que la réponse tient compte ou non de la prise des médicaments?

Fatigue

17. [F1] **Pendant combien des jours de la semaine dernière vous êtes-vous senti/e fatigué/e ou avec peu d'énergie ?**

ENREGISTRER LE NOMBRE DE JOURS :

18. [F2] SI NOMBRE DE JOURS > 0: **Si NOMBRE DE JOURS = 0 Passer à question 21**
Pendant les jours en question, pendant combien de temps vous êtes-vous senti fatigué ou avec peu d'énergie ? Diriez-vous : toute la journée, la plus grande partie de la journée, environ la moitié de la journée ou seulement quelques heures dans la journée?

1. Toute la journée
2. La plus grande partie de la journée
3. Environ la moitié de la journée
4. Seulement quelques heures dans la journée
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Fatigue, peu d'énergie**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?

Deviné?

Pensé à un événement particulier, autre chose?

19. [F3] SI NOMBRE DE JOURS > 0:
Pendant ces moments-là, comment décririez-vous la fatigue ou l'absence d'énergie que vous avez ressentie. Diriez-vous qu'elle était légère, modérée, importante ou extrême ?

1. Légère
2. Modérée
3. Importante
4. Extrême
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Fatigue, absence d'énergie**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

20. [F4] SI NOMBRE DE JOURS > 0:

Dans quelle mesure cette sensation de fatigue ou d'absence d'énergie vous a-t-elle posé un problème ? Diriez-vous : pas du tout, un peu, moyennement ou beaucoup ?

1. Pas du tout
2. Un peu
3. Moyennement
4. Beaucoup
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Fatigue, absence d'énergie**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

21. [F5] **Pendant la semaine dernière, vous êtes-vous senti si fatigué/e ou manquant d'énergie que vous avez dû vous forcer pour venir à bout de ce que vous aviez à faire ?**

1. Oui
2. Non
3. Ne sait pas
4. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Fatigue, manquant d'énergie**
A quoi le répondant a pensé?
Quel type d'activité, expérience?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).
- **Catégories de réponse**
Difficulté pour choisir une catégorie?
Pourquoi?
Adéquation ou non avec situation du répondant?
Comment le répondant conceptualise-t-il les catégories de réponse?
- "Méthode" pour répondre (calcul, estimation, exemple).
Moyenne/estimation en terme de nombre de jours ou de degré actuel de difficulté?
Deviné?
Pensé à un événement particulier, autre chose?

22. [H1] **Utilisez-vous une aide auditive ?**

1. Oui
2. Non
3. Ne sait pas
4. Refus

23. [H2] **SI PAS D'AIDE: Dans quelle mesure parvenez -vous à suivre une conversation avec un interlocuteur unique dans une pièce bruyante où plusieurs autres conversation sont en cours ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?**

SI AIDE: Dans quelle mesure parvenez -vous à suivre une conversation avec un interlocuteur unique dans une pièce bruyante où plusieurs autres conversation sont en cours lorsque vous utilisez votre aide auditive ? Diriez-vous que vous y parvenez sans la moindre difficulté, avec une légère difficulté, avec une difficulté importante ou que vous n'y parvenez pas du tout ?

1. Sans la moindre difficulté
2. Avec une légère difficulté
3. Avec une difficulté importante
4. N'y parient pas du tout
5. Ne sait pas
6. Refus

Comment êtes-vous parvenu à cette réponse? A quoi avez-vous pensé?

Interviewer record:

- Difficultés pour répondre à la question?
- **Suivre une conversation ... dans une pièce bruyante...**
A quoi le répondant a pensé?
Si pas conversation dans pièce bruyante, à quoi d'autre le répondant a-t-il pensé?
Si aide: le répondant répond-il en utilisant son aide?
- **Période de référence**
A quelle période avez-vous pensé?
Période de référence que le répondant a considéré (semaine passée, autre référence, aucune référence, autre chose).

➤ **Catégories de réponse**

Difficulté pour choisir une catégorie?

Pourquoi?

Adéquation ou non avec situation du répondant?

Comment le répondant conceptualise-t-il les catégories de réponse?