ESS document date:

European Social Survey
Round 11 (2022-2023)

ESS INTERVIEWER BRIEFING: NC MANUAL

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Please cite as:
European Social Survey (2020). *ESS Round 11 Interviewer Briefing: NC Manual*. London: ESS ERIC Headquarters c/o City, University of London.

[1] This document builds on the previous version of ESS Round 10: European Social Survey (2018). ESS Interviewer Briefing: NC Manual. London: ESS ERIC Headquarters c/o City, University of London authored by Daniela Ackermann-Piek (GESIS) with the cooperation of Niccolò Ghirelli, Luca Salini, & Tim Hanson (ESS ERIC HQ) and Angelika Scheuer (GESIS).

0. Introduction

The European Social Survey (ESS) relies heavily on the quality of its interviewers' work. The Core Scientific Team (CST) therefore asks that interviewers who work on the ESS are experienced, trained in general interviewer tasks, and briefed in-person (i.e., during a live, face-to-face briefing session) about their specific task for ESS.

As of ESS Round 11, the CST provides **four main materials** to be used in the context of interviewer training and ESS briefing. They are:

1. **The Interviewer Manual**
   which contains all guidelines that interviewers should follow for ESS11 and which should be made available to the interviewers for reference,
2. **The Briefing PowerPoint Presentation** (and separately provided movie clips) which NCs and/or survey agencies should use as the basis for their ESS11 briefing,
3. **The Practice Interview**
   that should be used to familiarise the interviewers with the ESS11 questionnaire and give them recommendations on how to deal with item-specific questions raised by the respondents, and
4. **This NC Manual**
   which is the main source of information that NCs need in order to understand and follow the CST's guidelines on training, briefing, and following up on interviewers.

This NC Manual has **five functions**:

1. It emphasises and illustrates the importance of training and briefing.
   → Chapter 1, 'Why interviewer training and briefing is important'
2. It outlines the content that should be covered in training and briefing.
   → Chapter 2, 'Content of training and ESS briefing'
3. It details how NCs should adapt the Interviewer Manual and the briefing PowerPoint.
   → Chapter 3, 'Preparing for an effective briefing session'
4. It explains the teaching approach that is recommended for the briefing session.
   → Chapter 4, 'Holding an effective briefing session'.
5. It summarises your tasks related to training and briefing the interviewers.
   → Chapter 5, 'Summary: NC tasks in relation to interviewers'.

1. Why interviewer training and briefing is important

REMINDER: WHAT THE ESS SPECIFICATION SAY ABOUT ESS INTERVIEWERS

- Interviewers must be experienced in doing face-to-face interviews. They must have received general training on face-to-face interviewing beforehand. You must brief them on how to work for ESS11 using ESS-specific materials and implementing its standards.
- Interviewers must conduct standardised interviewing and effective doorstep interaction. They need to learn and practice with the ESS-specific materials.
- Practicing with all materials and questions is essential for achieving the ESS standards, e.g. interviewers learn when and how to use showcards adequately and consistently across all interviews.
- The ESS emphasises interviewer training and briefing to ensure optimal comparability across countries.
- NCs play a key role in the design and the delivery of face-to-face fieldwork briefings. The survey agency is in charge of providing interviewer training and briefing.
- The CST will provide a series of pre-structured slides and related materials to be used as the basis for briefing sessions. Each key part of the briefing will be outlined with the

1.1. In short

Interviewers are often the only channel through which participants in the European Social Survey (ESS) interact with the researchers behind the survey. The interviewers therefore have a **crucial role**. They are responsible for persuading target respondents to participate, for making sure that respondents remain motivated and understand what is expected of them, for conducting interviews in a standardised manner, and for accurately reporting on all steps of the data collection process. The quality of the interviewers' work can thus have serious consequences in terms of survey reliability and validity.

Anyone who is responsible for the selection, training, and monitoring of interviewers knows that some interviewers are systematically more successful than others. As shown in the box on the right, **studies on ESS data have revealed interviewer-related variance** in a range of process and output characteristics. On each of these outcomes, the results obtained by the same interviewer are more similar than those obtained by different interviewers. Therefore, the data show internal homogeneity (within one interviewer) but external heterogeneity (in comparison to other interviewers).

To **reduce interviewer related error**, interviewers must perform their tasks in a standardised manner, i.e., according to the same

INTERVIEWER EFFECTS IN THE ESS

Interviewer effects have been found on:

- participation rates and rates of successful contact attempts (Blom, de Leeuw, & Hox, 2011; Beullens, Vandenplas, & Lossveldt 2016; Eckmann & Koch 2019),
- answers on attitudinal and factual questions (Loosveldt & Beullens, 2014; Beulens & Loosveldt 2016),
- item nonresponse (Philippens & Loosveldt, 2004; Japec, 2005),
- interview speed and length (Loosveldt & Beullens, 2013a; Loosveldt & Beullens, 2013b; Japec, 2005),
- response styles (e.g. straight-lining, see Beullens & Loosveldt, 2013),
- the association between indicators of latent constructs (Beullens & Loosveldt, 2014).

basic task rules which have been set by the CST based on the latest research insights. Proper training and briefing are the main ways to get interviewers acquainted with these rules. According to the ESS11 Specification, all interviewers who work on ESS should have received full training on face-to-face random probability interviewing before the ESS briefing. This general training should cover relevant areas, such as standardised interviewing and doorstep interaction techniques, and coding contact attempts. Instead, briefing is different from training in that it is project-specific, i.e. it describes the ESS project, the ESS questionnaire, and ESS rules. Countries that participate in the ESS should place appropriate emphasis on the interviewer briefing and training process in order to reduce the risk of problems with data quality and comparability. Experience may further help improve the quality of the interviewers' work, as evidenced by research on data from different surveys (Jäckle, Lynn, Sinibaldi, & Tipping, 2010; Lipps, 2007; Pickery & Loosveldt, 2000; Vassallo, Durrant, Smith, & Goldstein, 2015). This is why the ESS prefers countries to work with experienced interviewers.

Before starting work, all interviewers must be issued with and ensure compliance with guidelines for conducting fieldwork according to any possible national, local, or agency-level COVID-19 regulations.

1.2. The important role of interviewers in different fieldwork steps

A key component in ensuring survey quality is minimising non-response bias. The ESS sets a minimum response rate of 70% and a maximum non-contact rate of 3% in order to achieve this, and all non-response and non-contact is evaluated to detect possible bias. Another key is standardised interviewing. These three keys – obtaining good response rates, providing data for non-response analysis, and standardised interviewing – are in the hands of the interviewer.

1.2.1. At the doorstep

It is generally accepted that the interviewer plays an important role in obtaining the target respondent's cooperation and that the manner in which the doorstep interaction occurs is crucially important. Groves and Couper's (1998) conceptual model for survey cooperation states that **the doorstep interaction is the only factor that has a direct impact on the target respondent's decision** on whether or not to cooperate. All other factors, such as the general survey climate, the target respondent's characteristics, the neighbourhood, and the subject of the survey may well influence the interaction, but they have no direct impact on the target respondent's decision. The quality of the doorstep interaction is therefore crucial in obtaining cooperation. This interaction consists of (1) an introductory phase and (2) a persuasion phase. Both topics are covered in the briefing PowerPoint slides.

Only the very first sentences used at the doorstep – i.e., the information that the interviewer mentions during **the introductory phase** – generally follow a somewhat fixed scenario:

- the interviewers state their name and the survey organisation they work for, perhaps showing their identity badge,
- then they check whether they are at the right address and (where relevant) talking to the right person,
- then they briefly explain the reason for the contact attempt. If an advance letter was sent, the interviewer can refer to it and to the ESS11 Respondent Information Sheet (the brochure that contains a data protection statement. Note that every target respondent should be sent a leaflet with this information (see ESS11 Respondent Information Sheet on the NC Intranet) or given the brochure at the doorstep.

During the introductory phase, as well as during all other contacts with target respondents, interviewers should always be positive, polite, and dress appropriately.

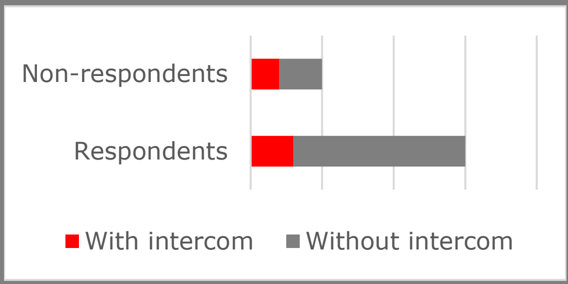
The main challenge for interviewers during the introductory phase is to get past 'gate-keepers' or 'guardians'. These are household members who may refuse on the target respondent's behalf (in samples of named individuals) or who may refuse to list all eligible household members (in address-based samples). It is important that interviewers are trained to deal with such situations in a way that is appropriate for the person involved (see 'tailoring' in the next paragraphs). They should explain the reason for the contact attempt in a reassuring way to avoid losing target respondents early on. This is also important for getting past doormen, who could contribute to a higher non-contact rate if they refuse the let the interviewer enter. Another challenge is to get past intercoms (entry phones). It is often easier for target respondents to refuse through the intercom than face-to-face. Interviewers should limit the time spent talking over the intercom, for instance by asking for face-to-face contact in order to show their identity badge. Both examples of the prevalence of issues like these (in the box on the right) point to a need for further training on getting past hurdles that can result in early refusals.

ESS6 REFUSAL BY 'GUARDIANS'

The prevalence of refusal by household members other than the target respondent or by unidentified household members is quite high. In ESS6 countries, on average **34% of all refusals** were not made by the target respondent themselves but by 'gate-keepers' or 'guardians'.

ESS7 NON-RESPONSE BIAS: INTERCOM

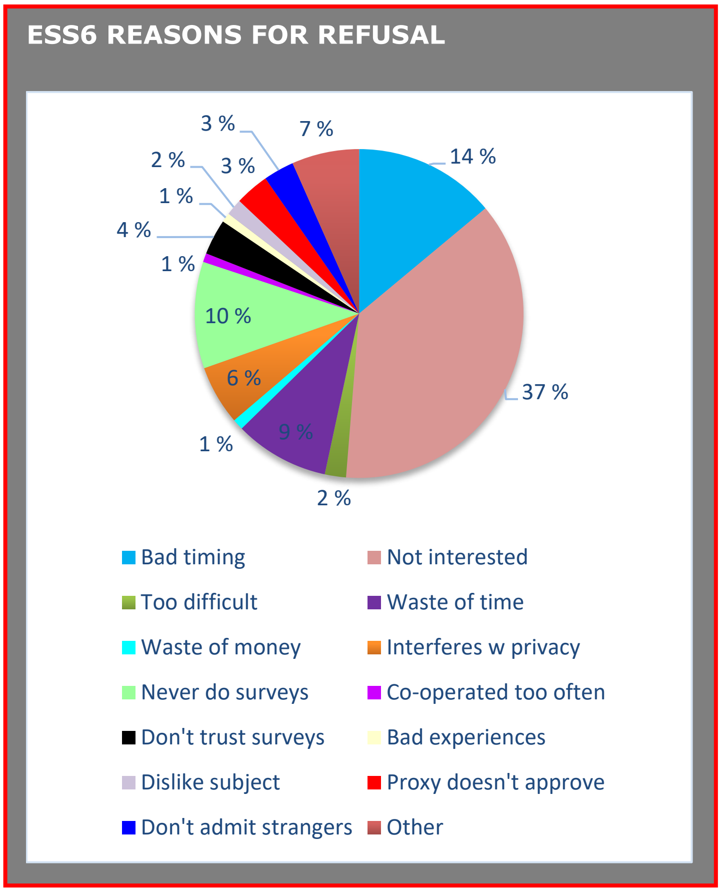
The bar chart below illustrates how in one country, the group of people with an intercom is overrepresented in the group of non-respondents in comparison to the group of respondents. This pattern is typical for most of the countries participating in the ESS.



As soon as the right target respondent has been reached and the interviewer has introduced him or herself, **the persuasion phase** can start. While it may be hard to think positively in countries that have low response rates, it is always best if the interviewers assume that the sampled individual will want to cooperate. The literature describes different techniques for obtaining this cooperation. One thing that they all have in common is that, contrary to the high level of standardisation that is required during the actual interview, they emphasise the need for the doorstep interaction to be **adapted to the respondent's situation and characteristics**. The 'leverage-salience' theory (Groves, Singer & Corning, 2000), for instance, assumes that different people attach a different degree of importance to various aspects of cooperating in a survey (e.g., the survey's subject, its purpose, the length of the interview, any incentives).

It is thus up to the interviewer to find out to which aspects the target respondent attaches the most importance, and to emphasise those aspects when asking for cooperation. During their training and briefing, interviewers should therefore learn to distinguish different types of potential respondents and to react spontaneously and appropriately to their possible concerns. This is a matter of learning to adapt rather than sticking rigidly to a script. The fact that the doorstep interaction should be tailored means that interviewers should not be allowed to use more than a few key words during the persuasion phase. Still, as an NC, you could evaluate contact forms to **identify the reasons for refusal that are the most frequent in your country**, and emphasise their possible remedies to make sure that your interviewers have enough strategies to work with. These possible remedies are covered in the briefing PowerPoint slides.

Most potential respondents decide rather quickly, without pondering too much, whether or not to participate. Still, within this short process, there are essentially two ways of thinking that can both be at play when target respondents decide whether or not to participate: (1) a heuristic decision making process, in which some general societal rules of thumb are applied (Groves, Cialdini and Couper, 1992) and (2) a systematic decision making method, in which the costs and benefits of participating are evaluated and weighed against each other. In consequence, at the doorstep, interviewers should be prepared **to minimise possible costs, to emphasise relevant benefits, and to take into account the heuristics** that are relevant in the context of the ESS survey. The training materials help them to do so, even if the target respondent only mentions factors as a quick excuse.



Through the briefing PowerPoint presentation and the Interviewer Manual, the interviewers are taught strategies to address the following costs (mainly referring to reasons for refusals), benefits and heuristics. This is done interactively, without making the interviewers digest the theory behind the strategies.

- **Costs:**
  - A possible cost is giving up activities that are in progress, such as cooking, meeting with friends or taking care of children. Among the reasons for refusal in ESS6, 14% were related to such bad timing. Interviewers should be taught to notice verbal as well as non-verbal signs of reluctance so they can withdraw and come back later. **Obtaining an appointment is always better than obtaining a refusal.**
  - Other costs are related to fears: a fear of losing time to something not worthwhile (9%), of losing face by declining (2%), of privacy invasion (6%) or of allowing strangers in (3%). If deemed helpful, interviewers should introduce themselves using an advance letter and a badge to avoid suspicion, and they should put the respondent at ease by emphasising that the survey is not difficult, that there are no wrong answers and that

respondents can call a halt to the interview if they feel like it. The fact that the data will be anonymised is also crucial. It can help if you provide leaflets with ESS results on accessible topics such as TV watching to illustrate how the ESS, without identifying anyone, describes the population's habits and attitudes rather than its factual knowledge.

- A final group of costs is related to negative attitudes towards surveys or the ESS. Many target respondents say that they never participate in surveys (10%) and some feel that they have participated in surveys too often (1%). Target respondents may also say they are not interested in taking part, perhaps because they find the ESS irrelevant or they may consider the topic too vague or not interesting (37%). Interviewers should try to figure out (based on, e.g., sex, age and domestic circumstances), which topics are likely to be of most interest to the target respondent. As such. they can mention those topics to illustrate what makes the ESS unique and relevant. Again, you could equip NCs with an overview of some ESS results. Interviewers can also point to the large number of data users as well as the policy impact of the results to demonstrate the relevance of the ESS.

- **Benefits:** the interviewer can emphasise to potential respondents that participating in the ESS is a unique experience, useful and meaningful, a good opportunity to get their opinion heard, an escape from the everyday routine, and/or a big help to the interviewer. Of course, interviewers should be taught to only mention such benefits if they seem **relevant**.

- **Heuristics:** the interviewer should take into account the possibility that the target respondent applies the following rules of thumb. This should always result in **positive actions**, never in negative ones (such as emphasising negative consequences of not participating).
  - Mutuality: friendliness is often met by friendliness, while a pushy or patronizing attitude will probably be met less positively.
  - Sympathy: people do not want to disappoint someone they like. This is another reason why interviewers should try to establish rapport with the target respondent by showing professional friendliness.
  - Authority: some target respondents are more inclined to cooperate if a study is commissioned by a reputable institute (such as a university) or the government. The interviewer can mention this. However, note that an overly authoritarian attitude can have adverse effects and that some target respondents can actually dislike the institute or government.
  - Scarcity: most people want to take advantage of unique or scarce opportunities. Interviewers should emphasise the uniqueness of the opportunity to be heard through the ESS. The respondents should also be told that they cannot be replaced, which may make them feel 'special' or that they have a duty to take part. Often respondents think interviewers can just go next door and find someone else so it can help to make clear this is not an option.
  - Social validation: people often attach great value to the sense of belonging to a group, and therefore conform to how the other members of the group behave. The interviewer can play this out by mentioning, for instance, that most target respondents have been willing to participate and have enjoyed taking part in the survey.
  - Consistency: people generally want to be coherent: once they have given a negative response to the request to cooperate, they will want to stick to it. This means that the target respondent should not be given the opportunity to respond in a negative manner or to repeat negative arguments. It has indeed been shown that interviewers who avoid asking 'why' after an initial refusal often obtain better response rates (Japec, 2005). It

is better to give immediate arguments in favor of cooperation and to first ask the target respondent a couple of smaller initial questions (such as 'how long have you lived here?'). This will create a foot in the door in the form of a 'history' of cooperation that the target respondent may want to continue.

- The power of numbers: rather than listening carefully to the content of what is being said, people often count arguments. Therefore, suggest to interviewers that they line up more positive arguments than negative ones to tip the balance.

Again, this is a structured list of factors that **should not be approached theoretically** during the interviewers' briefing. The section above is mainly important for the person doing the briefing, to understand the logics behind possible doorstep scenarios. Instead, practice realistic scenarios with the interviewers, and confront them with the main reasons for refusal given in the ESS so they can see the relevance of practicing certain doorstep scenarios.

KEYS: TAILOR + MAINTAIN INTERACTION

Tailoring is crucial in the process of obtaining co-operation. This implies that maintaining interaction is equally important. When the interaction is too short, it is not possible for the interviewer to find out which arguments are relevant for the target respondent (Groves & McGonagle, 2001). Interviewers should be taught to keep interacting with potential respondents, and if this is not possible, to retreat before obtaining a refusal.

1.2.2. While reporting on the contact procedure and observable information

Interviewers are not only expected to gain target respondents' cooperation. They should also provide a good basis for an evaluation of nonresponse bias. Researchers agree that an adequate analysis of nonresponse can only take place if (1) the data that it is based on are available for all sample units (2) the forms' design and (3) their implementation is equivalent across all countries/cases, and (4) if coding rules are also equivalent and followed perfectly across all cases (Blom, Lynn & Jäckle, 2008). In order to **obtain a good basis for assessing nonresponse bias** that corresponds to these requirements, the ESS places great emphasis on the collection of contact data and information about the target respondents' home and neighbourhood. These forms, to be completed 'at the doorstep' by the interviewer, deliver data that allow for response rates and nonresponse bias to be calculated and assessed. Also, patterns in the information about non-contacts, ineligibles, refusals, etc. can point to procedures that can help improve the response rates in future ESS rounds or even during fieldwork.

In other words, accurate and complete data about the contact procedure and the sample units' home and neighbourhood are vital to monitoring and improving the ESS data quality. Interviewers have a crucial role in obtaining

CONTACT FORMS

For every eligible sample unit (response as well as nonresponse units), the contact form must document all attempts to make contact.
This information should NOT be included for ineligible addresses or where the target respondent has moved or died

FORMS FOR OBSERVABLE DATA

For every selected sample unit, the interviewer must answer five questions about the dwelling and its immediate neighbourhood once, preferably during the first contact attempt and during the daytime.

these data. However, the previous rounds of the ESS have brought to light **some frequent issues with the quality of these forms' data**.

The function of the ESS **contact forms** is to document all attempts to make contact with every selected sample unit. Throughout the previous rounds of the ESS, several frequently occurring issues with the contact data have come to light.

- Missing information. For instance, if the outcome is 'refusal', reasons for refusal should be given and if the outcome is 'language barrier', the target respondent's main language should be listed if the interviewer is able to identify this. Such problems can easily be avoided with proper routing in the CAPI programme. For this reason, it is fundamental to accurately test the Contact Form CAPI script. Furthermore, it should be emphasised to interviewers that all contact attempts must be listed, not only those that lead to actual contact.
- Redundant information. If the outcome code is 'no contact', for instance, it does not make sense to list refusal reasons. Such redundant information often points to inaccuracies. For this reason, filters must be properly set and tested in the Contact Form CAPI script.
- Incorrect or misplaced information. This, again, is a matter of training the interviewers to complete the contact forms during their briefing session and emphasising those issues that occur the most often in your country.

It is **strongly** recommended to include contact from exercises during the briefing (covering all the complex scenarios) in order to reduce interviewer errors.

The registration of **information about the home and neighbourhood** of each sampled unit is a rather unique aspect of the ESS. Previous analyses have demonstrated that neighbourhood characteristics differ significantly by type of target respondent (initial refuser or non-contact) and that based on this type of information, it may be possible to correct nonresponse bias (Stoop, Billiet, Koch, & Fitzgerald, 2010). The ESS9 quality reports (1st release countries) recommend to several countries that they adopt a responsive fieldwork design, targeting additional contact or refusal conversion attempts at the type of households that are underrepresented. Unfortunately, just like the contact data, the observable data have been subject to some problems. Analyses have revealed three main problems:

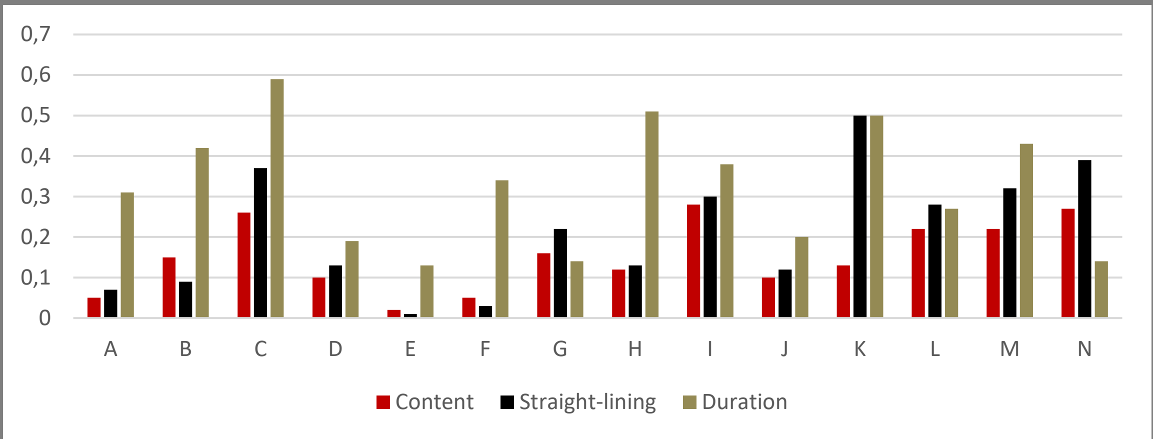
- Large amounts of missing data, in particular for nonresponse units. It is essential that this information is collected for <u>every</u> sampled unit (except invalid addresses), so even for desk/office rejections (if those exist in your country).
- Inexplicable cross-interviewer variation in the data. It seems that the interviewers' assessment of, for instance, the homes' condition may be influenced too much by their own perception. Briefings using appropriate pictures should teach to assess homes and their neighbourhoods in a more standardised manner. The interviewers should be taught to compare the home to the pictures and descriptions in their Manual, rather than to their own definition of what, for instance, 'a large amount' of litter is.
- The impact of interviewer burden factors on the quality of the observable data. It is important that the interviewers' workload is limited. Countries should adhere to existing fieldwork protocols (e.g. a maximum of 48 assignments per interviewer).

It is important that subsequent rounds of the ESS tackle these issues. An important step towards improvement is the implementation of new briefing sessions, which should contain a discussion of contact scenarios and pictures of homes and neighbourhoods. The fact that, in recent rounds, the quality of the observable data has increased (fewer missing data, less cross-interviewer variation) along with the introduction of pictures for briefing on this topic (Matsuo & Loosveldt, 2012), suggests that a more thorough and standardised briefing is indeed crucial.

1.2.3. During the interview

To obtain high quality datasets in a comparative survey like the ESS, it is essential that all interviewers perform their task in a standardised way, applying the same basic task rules during their interaction with a respondent, and putting in the same efforts to obtain adequate responses. These basic task rules are explained in the Interviewer Manual. The goal of such **standardised interviewing** is that differences in the answers of respondents reflect differences between respondents' attitudes rather than differences in how they were asked the questions or how their answers were recorded. When interviewers behave differently, in terms of how they ask a question, react to the respondent, or record the respondent's answer, 'error' is introduced to the data and can affect the results of the survey (Fowler & Mangione, 1990).

ESS6 INTERVIEWER EFFECTS ON INTERVIEW OUTCOMES OR CHARACTERISTICS



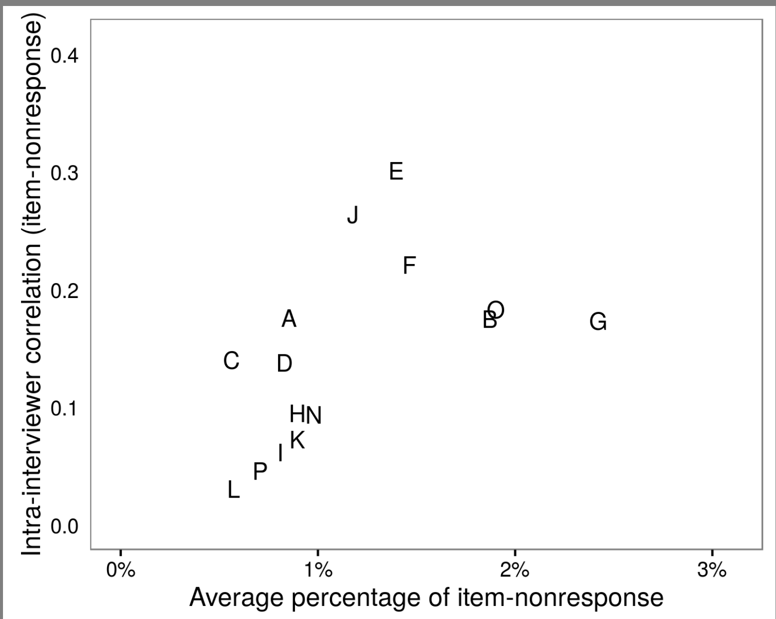
Analyses on data from previous rounds of the ESS have **revealed interviewer effects on a range of outcomes** related to the interview itself. Some of these effects that were found in ESS6 are shown for a random selection of 15 anonymised ESS6 countries in the box above. The graph shows the intra-interviewer correlation on three outcomes: the respondent's answers to 51 attitudinal questions, the extent to which they straight-lined, and the duration of the interview. This correlation expresses the proportion of variance that is explained by the interviewer. The larger the intra-interviewer correlation, the higher the proportion of the total variance that is explained by the interviewer, i.e., the bigger the systematic differences between interviewers. This means that in an ideal world, the intra-interviewer correlation is zero on each outcome. However, the graph above shows that the interviewer variance is hardly ever negligible: at least one outcome is subject to interviewer effects in each country. For instance, up to 30% of the content of the respondents' answers may merely be due to interviewer effects, and up to 60% of the differences in interview length are related to the interviewer.

In order to **tackle existing interviewer variance**, the interviewers should be made perfectly familiar with the ESS interviewing guidelines. A thorough discussion of effective reactions to 'inadequate' respondent behaviour is also an essential part of the training (Loosveldt, 2008). Every interviewer should furthermore practice doing the interview during their briefing session. The person in charge of the briefing should then check, for instance, whether all questions are read with an appropriate pace and intonation and exactly as written, without additional information, suggestions or definitions. **The rules that are taught should match the rules in the Interviewer Manual; even if they do not match the rules that are generally taught by the survey agency.**

Note in the graph above that some countries' training seems to have resulted in less country-level standardisation than others', but also how some countries experience strong interviewer effects on one outcome, but much less on other outcomes. As an NC, take a close look at the quality reports that you have received from the CST and emphasise those outcomes that are subject to substantial interviewer effects during your training. If, for instance, you notice strong interviewer effects on interview length, work on an appropriate reading pace, not allowing the interview to digress, and limiting probing to what is allowed (if anything, depending on the question). Keep in mind that differences between interviewers are not necessarily restricted to the three outcomes plotted above. Interviewer effects can also occur on, for instance, item nonresponse and participation rates (see the references in the box on page 2 and the graph in the box on the right).

ESS7 INTERVIEWER EFFECTS ON ITEM NONRESPONSE

Another example of the important role of interviewers: The fifteen first-release ESS7 countries are represented as random letters in this graph that links their interviewer effects on item-nonresponse to their average percentage of item-nonresponse. In some countries, a considerable proportion of the nonresponse is related to the interviewer.



SOURCES OF SUPPORT FOR ESS RESPONDENTS

Some ESS questions, address sensitive topics that might personally affect respondents. As a result, ESS interviewers should be instructed to share some relevant sources of support if any respondents raise this with them after the interview. A few examples for the United Kingdom are reported in the Interviewer Manual and need to be adapted at the national level.

2. Content of training and ESS briefing

The ESS distinguishes between two major components of interviewer preparation for fieldwork:

- **Training is task-specific: 'how to be a good face-to-face interviewer'.** It is expected that all interviewers have been trained in face-to-face random probability interviewing (and have gained experience) before they are briefed to work on the ESS.
- **Briefing is project-specific: 'how to be a good interviewer for the ESS'.** It is expected that all interviewers are briefed in-person using the PowerPoint and Manual provided by the CST.

TRAINING VS. BRIEFING

A proper training session teaches interviewers how to obtain cooperation for face-to-face surveys and how to do a standardised interview.

A proper briefing session ensures that the interviewers have learned and practiced everything they should know about interviewing for the ESS in particular. Tasks that are very specific to the ESS are, for instance, being able to explain the topic and purpose of the ESS, being able to deal with ESS questions that are known to be more 'difficult', and filling out contact forms and collecting observable data.

2.1. General training

In the ESS, it is assumed that interviewers have been trained before they are asked to work on the ESS. This means that in most cases, the NC and CST cannot influence the content of the training and the approach to it. However, survey researchers agree in general about the content of interviewer training (see below) and the **NC should verify that this content has been covered during the training procedure**. If not, an additional training session could take place, or a prolonged briefing session could go into the details of doorstep interaction, coding contact attempts and standardised interviewing.

During their training, interviewers must have gained insight in the essential characteristics of obtaining and conducting a face-to-face interview (e.g., the complexity of the interviewer-respondent interaction; differences between an interview and a conversation…). In the end, interviewers should have a sound grasp of both positive and negative effects of interviewer behaviour on data quality. Positive effects are, for instance, persuading a target respondent to participate; Negative effects are, for instance, having an impact on the respondent's answer.

STANDARDISED INTERVIEWING: THE ESS RULES

1. Never let the respondent see the computer screen.
2. Read slowly, clearly and with the correct intonation.
3. Read all questions in the correct order and exactly as written, in full. Also read all response categories except options between brackets.
4. Do not show your own opinion about the questions and about the respondent's answers.
5. Do not rephrase questions or provide clarifications.
6. Use the right showcards if applicable and give the respondent enough time to read them.
7. Let the respondent select a response: do not make assumptions or interpret previous information.
8. Accept 'don't know' and move on (unless otherwise specified).
9. Accept answers that seem to contradict each other.

The following two main activities should take place during the training session:

- addressing examples of how to deal with different types of target respondents during **door-step interactions** and practising different doorstep scenarios,
- discussing and practicing the rules of **standardised interviewing**, including a thorough discussion of effective reactions to inadequate respondent behaviour.

Note that interviewer training should be more than a theoretical presentation of the basic task rules. Practice and interactive discussion of best practice guidelines are essential. NCs should confirm with the survey organisation that all ESS interviewers have received such training. If, for instance, the training that the interviewers have received before lacked practice time or taught conversational interviewing rather than standardised interviewing, you must make time to remedy this before or during the ESS-specific briefing session.

WHICH INSTRUCTIONS?

Survey agencies and many interviewers have a considerable amount of previous experience. This means that they have probably developed certain habits in their approach to the door-step and interviewing procedure. Make sure that the interviewers still adopt the rules in the Interviewer Manual. Have them checked carefully and emphasise any differences with 'regular' practice during the briefing session.

2.2. ESS-specific briefing

The briefing materials provided by the CST cover both essential and recommended topics. As a basic requirement, **each briefing session <u>must</u> convey the following information:**

- General:
  - What is the ESS and what is its purpose?
  - The minimum target response rate is 70% (or striving for a response rate that is higher than in the previous round).
  - Fieldwork procedures: start and end dates, use of incentives (if applicable), how and when to return work, who to contact with queries.

- At the doorstep:
  - Check that target respondent has read the data protection statement in the ESS11 Respondent Information Sheet.
  - Contact procedure: the first contact attempt has to be face-to-face (if applicable), plan at least four attempts over at least two weeks at different times (at least one at the weekend and one in the evening) as long as you have not obtained a final code.
  - Reporting on contact attempts using the ESS electronic contact forms, incl. collecting observable data.
  - Selecting respondents (if applicable).
  - Substituting respondents is forbidden.
  - Telephone interviews are forbidden.
  - When and how to fill out contact forms and forms about the home and neighbourhood.
  - How back-checks & refusal conversion will take place.
  - General Data Protection Regulation (GDPR).

- During the interview:
  - Topics and structure of the ESS interview.
  - Additional information about specific questions (as included in the Interviewer Manual, e.g., the occupation questions, the household grid, …).
  - The ESS rules for standardised interviewing.
  - Other information that must be provided to respondents before the interview starts.
  - Practice reading all the questions using the example interview provided by the CST.
  - Practice using of the showcards
  - The ESS data protection rules (ensuring compliance with the GDPR).

In addition, it is **strongly recommended** that the following topics are addressed:
- How to gain cooperation and do a standardised interview: an interactive discussion of realistic examples.
- Using identity badges, advance letters, brochures and the CAPI equipment.
- Practical arrangements: distribution of cases across interviewers, payment, etc.
- Findings from previous rounds of the ESS.
- ESS data usage.
- Achieved response rates and interviewer effects in previous rounds of the ESS.
- With experienced interviewers: changes since ESS10 and in comparison to other projects.

The Briefing PowerPoint Presentation that is provided by the ESS covers all of the essential elements, as well as the strongly recommended ones.

3. Preparing for an effective briefing session

3.1. Planning your briefing sessions

Any interviewer working on the survey needs to be briefed before starting work. The precise planning of briefing sessions in terms of timing and grouping is up to you and the survey agency. Note, however, that ESS11 briefing materials have been developed in such a way that they work well with groups that are **mixed in terms of experience** and take about **six hours** (including lunch and coffee breaks) to be covered sufficiently. This is the minimum amount of time deemed necessary for a good briefing session, but it still leaves time for interviewers to go to the briefing session and to get home at a reasonable time. If you wish to extend the briefing sessions, you are encouraged to do so.

3.2. Preparing the briefing materials

As explained in chapter 1, the finding that interviewers introduce non-random noise in the ESS data has led to several initiatives, the basis of which is the hope that providing interviewers in all ESS countries with more standardised instructions and support will help achieve a higher level of consistency in interviewer practice. One of these initiatives is the development of **two core materials** for interviewer briefing:

- A PowerPoint presentation to guide the briefings. This is a series of pre-structured slides and related materials to be used as the basis for briefing sessions.
- An Interviewer Manual. This Manual lists everything the interviewers should know about interviewing for the ESS. After the briefing sessions, interviewers should be given a digital or printed copy of the Interviewer Manual.

The briefing materials will help to address inconsistencies between and within countries in terms of interviewer briefings and interviewer practice, achieving the highest quality fieldwork required by the European Social Survey. However, the materials are not meant to be translated verbatim without any **adaptation**. In both materials, each key part of the interviewers' task is outlined with the explicit expectation that the NCs translate this information and adapt it to their local circumstances. Indeed, factors such as the details of sampling, possible advance letters or brochures, and pictures of homes and neighbourhoods can vary greatly across countries. Information about such elements should be tailored to the national circumstances.

USING OTHER MATERIALS

Feel free to add other briefing materials if you find them useful. Make sure, however, that they do not contradict the information in the Interviewer Manual. Any additional training materials (whether written or audio/visual) should also be uploaded to myESS for reference.

It is strongly recommended that you use the briefing materials that are provided. If you are unable to use parts of the Interviewer Manual or of the presentation as they are, you should still base your own materials and your briefing agenda on the provided materials, to ensure that all essential topics are covered.

The materials can be prepared by you as an NC or by the survey agency, following these steps:

- **The Interviewer Manual:**
    - Use find/replace to replace [country] with your country and [nationality] with the matching nationality. For instance, if you are the Spanish NC, replace [country] with 'Spain' and [nationality] with 'Spanish'.
    - Use the find function to look for other square brackets. Select from within those brackets the information that is appropriate for your country, or replace the key word as needed.
    - Follow the instructions in the comment boxes.
    - Consider the pictures used to explain the categories in the form about the home and neighbourhood of the respondent. Are the pictures suitable for your country? If not, replace them, taking care that you adhere to copyright rules.
    - Read through the Manual. Is any information that was not pointed out as 'amendable' not correct for your country? Discuss any amendments that you would like to implement with your country contact or with the fieldwork team before you make any changes.
    - Translate the Manual to the appropriate language(s) for your interviewers.

- **The PowerPoint presentation:**
    - Follow the instructions in the comment field with each slide. These instructions are preceded by 'How to adapt this slide' (whereas instructions for actually using the slide are preceded by 'How to use this slide'). The instructions will be very similar to the instructions for adaptation that were in the Interviewer Manual.
    - Remove the text under the heading 'How to adapt this slide'. Leave the text under the heading 'How to use this slide'. Consider translating this text if you feel that the person doing the briefing is not sufficiently proficient in English. Alternatively, you can go over the instructions orally with the briefer.
    - The first slide is intended for authentic newspaper articles, radio broadcasts or clips from TV news. Have any findings from the ESS been in the media in your country? Please include them. If no or not enough examples are available, select some graphs from the source Excel file that has been provided for you. Select the most striking graphs and highlight your own country in them, for instance by choosing a different colour.
    - Subtitle the movie clips. The ESS has provided pre-structured subtitle files for you that only require translating, no additional coding or timing. To translate, open the .srt files in Notepad. Translate the full sentences without modifying the numbering and timestamps. Note that you will need a media player called VLC to display the subtitles (see 3.4). Alternatively, you can dub the movie clips or re-record them with local actors/volunteers.
    - Have you replaced any pictures in the Interviewer Manual to introduce the categories in the form about the home and the neighbourhood of the respondents? Make sure that you use the same pictures in the PowerPoint presentation.

- **Other materials:**
    - Prepare the practice interview which is appended to this NC Manual. Replace the core with your final translated questionnaire (following TRAPD procedures) and translate the example responses. Keep the guidance notes in English or translate them as well, depending on the language skills of the person doing the briefing.
    - Make sure to also bring paper copies of the contact form to the briefing session.

3.3. Preparing other materials for the interviewers

3.3.1. Badge

It may help if the interviewers have an identity badge with them. In many cases, the survey agency already has such badges available. If not, you could ask them to produce badges or do so yourself.

3.3.2. Advance letter

You may like to produce an advance letter containing information about what the ESS is, why we want to speak to the respondents and who uses the results. Interviewers have found such letters very useful in countries that use them. The advance letter is sent by the interviewer or the survey agency before the first contact attempt, but it is often useful if the interviewer has a copy of this letter with them.

An advance letter template and a template for the Respondent Information Sheet can be found on the ESS NC Intranet. The ESS website also includes links to the 'ESS Findings Booklet' that includes selected findings from earlier rounds, and booklets showing findings from specific modules from previous rounds. If you decide to include additional information on the Respondent Information Sheet, consider the audience carefully and ensure that the information is accessible to all, and consult the assigned Country Contact and the ESS Data Protection Team.

EXAMPLE: PART OF THE UK'S ESS7 LEAFLET

3.3.3. Respondent Information Sheet

The ESS11 Respondent Information Sheet includes a **mandatory** data protection statement which **must** be conveyed to target respondents, including information on:

- What is the European Social Survey
- What participation in the ESS involves
- The voluntary nature of participation
- If respondents decide not to participate
- Respondents' privacy - safe storage and further use of the data
- Respondents' rights
- Who is responsible
- Which organisations are involved
- What gives us the right to collect respondents' personal data
- Where to obtain more information and who to contact in case of queries.

Please be aware that **the contents of the data protection statement must be only translated rather than adapted**: The instructions for the brochure can be found on the NC Intranet: https://myessr11.upf.edu/group/myess/intranet/-/blogs/data-protection

In addition to the mandatory information, you may like to include additional information to make the project more salient to target respondents, e.g.:

- Why does the study matter – why should respondents take part?
- Topics included in the questionnaire
- Findings from Rounds 1-10.

3.3.4. Contact forms

It is strongly recommended to use the contact forms provided by the ESS. These should only be translated rather than adapted. A number of changes have been made to the format and content of the contact forms since ESS10. **Take care when translating the contact forms** for ESS11, because an evaluation of the contact forms that were used during ESS7 has revealed some issues with incorrect translation. Incorrect translation of forms is a serious threat to data quality. For ESS11, it is a requirement that you use an electronic (CAPI) contact form. You are also required to **check the routing thoroughly** against the routing that is shown on the paper form.

If using country-specific contact forms, ensure that all the information required by the ESS is included (cross-referencing with the ESS11 contact form data protocol) and that the interviewers receive correct instructions on filling them out. Please get in touch with the CST if you wish to use a country-specific contact form. Also note that even in cases where a country-specific version is used, this needs to be programmed electronically (paper forms are no longer permitted).

During the briefing, the interviewers should go through the contact from using their CAPI device.

3.3.5. CAPI programme

It is a requirement that you work with computer assisted personal interviews only. When preparing the CAPI programme, make sure that all routing is implemented as instructed and that the data protocol is followed. The **data protocol** is a crucially important document and guideline for you (accessible via the NC Intranet). Furthermore, where possible the CAPI programme should require a response to be entered before the interviewer can move on to the next question.

3.3.6. Showcards

The interviewers will need showcards to present possible answers to the respondents. In ESS11, interviewers should be provided with two showcard sets – a main set and an additional set, which only contains the showcards for items D28a/e. Please ensure that the two sets of showcards are printed separately and on paper of a different colour so that interviewers can easily distinguish them. While preparing the showcards, keep in mind that with one or two exceptions these must NOT contain the text of the questions. Where some or all of the text can be displayed this has been clearly indicated in the questionnaire. Furthermore, the options 'don't know' and 'refuse' should generally NOT appear on the showcard either. There are also some other response options that should NOT be included on showcards; these options are included in brackets in the source questionnaire. Finally, where grey shading is present in the source showcards, this should be removed after you have adapted the content of the showcard to your national context. It may be helpful to your interviewers if you provide them with showcards that have been laminated and ordered in a binder.

It is important that interviewers develop the "muscle memory" of handling the showcards during the interview (handing out, providing instruction to the respondents, collecting back). The respondents might also require orientation in and reinforcement of using the showcards for providing their desired answer. The handling of the **showcards should be included during the "practice interview" section** during the interviewer briefings and properly supervised.

3.3.7. Make sets of all materials per interviewer

As an NC, make sure that the survey agency equips all interviewers with the materials needed to do the interviews. This includes the materials mentioned above as well as any paper forms, the laptop or tablet computer (if required), any incentives (if available) and so on.

3.4. Preparing the briefing room & equipment

If possible, opt for a U-shaped chair setup rather than a typical classroom setup.

You will obviously need a projector and a projector screen to display the PowerPoint. Depending on the screen size, remember to check and perhaps adjust the font size used in the graphs that are part of the presentation. Importantly, **the computer from which the slides will be displayed should have the VLC media player installed** for the subtitles to appear correctly. You can download VLC at http://www.videolan.org. It is always good to check its functioning, as well as the audio quality, well before the first briefing.

4. Holding an effective briefing session

4.1. Key principles behind the briefing approach

Quotes such as "Yet another briefing session?!" and "I have done so many interviews that there is nothing more to learn for me" may sound familiar to anyone involved in doing briefings. ESS briefing sessions are, however, **an essential way to prepare the interviewers for their tasks**. These tasks differ to some extent from other projects and some of them could probably be executed somewhat better, as illustrated above. Moreover, briefing sessions are an excellent opportunity to motivate the interviewers to do the best they can for the ESS. It is therefore essential that the ESS briefing sessions tackle some of the interviewers' belief that they are uninteresting. They should be sufficiently engaging so that the interviewers become prepared and willing to do a good job.

The briefing approach takes into account that no-one likes to spend hours listening to a lecture, and that most interviewers have attended many briefing sessions already. However, it also acknowledges that some interviewers may have less experience or may have adopted strategies that conflict with ESS rules. The ESS briefing materials therefore come with the proposal that **the person in charge of the briefing acts as a coach** who (1) takes into account the fact that most ESS interviewers have some previous knowledge, but (2) can also identify and fill gaps in the interviewers' knowledge and skills.

WHY A RECOMMENDED APPROACH?

The briefing materials are intended to decrease the interviewer effects that have been found within countries, and to further standardise the interviewers' approach across countries. Because the aim is standardization, not only the materials, but also the teaching approach should ideally be highly similar in each participating country and in each session. The CST therefore proposes that each country presents and uses the provided materials according to the same teaching principles. These principles have been shown to be effective in similar learning situations.

The materials ensure that any **prior knowledge is**:

- **Acknowledged**: The briefing materials clearly acknowledge the fact that interviewers have previous experience and certainly have some common sense. It is well-known that, in learning situations, when individuals get the chance to demonstrate what they already know or do well, their motivation for learning increases, resulting in even better performance (Schunk, 1991). This means that in the ESS, a teacher-centred, deductive teaching approach in which the briefer conveys a list of rules to a passive audience is discouraged. Such an approach may lower the interviewers' motivation, possibly making them overlook ESS rules that are new or different from other surveys.
- **Assessed**: The materials help trainers to determine, point out and fill gaps in the interviewers' knowledge or skills. This can ensure that the interviewers, too, become aware of aspects of their own practice that they can improve. Awareness of the relevance of a learning situation increases short-term motivation (i.e., for participating in the session) as well as long-term motivation (i.e., for applying what they have learned to their interviewing practice) (Wlodowski, 2008).
- **Used**: Using prior knowledge can help deal with the fact that, in many countries, briefing sessions may be attended by groups that are heterogeneous in terms of experience. A good way to differentiate and advance in such learning contexts is to let more advanced

learners explain learning content to less advanced learners (Cohen & Lotan, 2014). This helps achieve the two criteria above (the interviewers' prior knowledge is acknowledged but can be assessed at the same time), while creating a more dynamic, authentic and inspiring learning atmosphere.

Another important aspect of the briefing materials is that they are designed to help overcome the feeling many interviewers have that briefing sessions are boring. If used as intended, the materials should not only result in a more **engaging and lively briefing session**, but also in **more engagement towards the ESS** as a relevant survey that truly requires high participation rates and good data quality. The ESS tries to achieve this by working with prior knowledge (as stated above), but also by including audio-visual materials and by pointing out the important role of the ESS itself and of the interviewers collecting the data. While the latter components are not fully obligatory parts of your briefing, it is therefore strongly recommended keeping them. After all, our priority is for interviewers to keep wanting to do a good job and keep improving their work.

THE TEST-TEACH-TEST PRINCIPLE

Test

- Let the interviewers give input so they feel acknowledged and you can assess their understanding of a certain task.
- Example: Show a movie clip in which an interviewer starts an interview. Ask what went well and what not.

Teach

- Let the interviewers point out things that their peers missed or got wrong. Moderate and add information as needed.
- Example: Group discussion about the clip. Show an overview of the conclusions to wrap up, pointing back to what was said.

Test

- Let the interviewers apply what they have just discussed so they can practice and you can re-assess the progress; Go back into 'teach' phase if necessary!
- Example: Roleplay in which an interviewer starts an interview properly. If necessary, another group discussion, a 'correct' movie clip and/or a new roleplay.

The PowerPoint takes a modular approach in which all essential elements of the briefing are covered in a fixed structure of slides. Its core modules each follow the principle of **'engage + test-teach-test'**. While the words 'test' and 'teach' may remind of a classic, frontal teaching approach with high stakes exams, the opposite is true. The test-teach-test method acknowledges the value of including **low-stakes assessments** in instruction (Shepard, 2000). The principle applies cycles of (1) asking for output in very low-stakes 'test' situations, (2) presenting information with a focus on the problems seen while **avoiding frontal teaching** as much as possible, and (3) low-stakes re-testing to practice new skills while checking whether the mediation stage has been effective. This principle is common in language teaching (Lindsay & Knight, 2006). Indeed, in many ways, interviewer briefings are similar to teaching intermediate learners in language classes: existing knowledge should be acknowledged, then corrected and/or strengthened.

4.2. How to work with the PowerPoint presentation

For each slide in the PowerPoint presentation, information on how to use it / what to do with it is included in the comments field under the heading '**How to adapt this slide**' and '**How to use this slide**'. As mentioned earlier (chapter 3), follow the instructions in the comment field with each slide and remove the text under the heading '**How to adapt this slide**' after doing so. Regarding the information under the heading '**How to use this slide**', it is important that the person doing the briefing follows these suggestions. That way, the teaching approach laid out in the previous paragraphs will be implemented optimally in each country: the interviewers are engaged and their previous knowledge is activated, tested and adjusted. However, if you feel that the recommended teaching method is, in some ways, not ideal for your interviewers, you will find that many components offered to you in the PowerPoint presentation still lend themselves to a somewhat different approach. If you have no other choice than to decide not to use some slides, make sure you implement another way to ensure that, after the briefing session, your interviewers' knowledge and skills match the requirements listed in chapter 3.

If it is impossible to play the video clips, try to find another way to present the scenarios to the interviewers. They can be presented through audio materials combined with pre-prepared written descriptions of actions taking place, or through written descriptions of the situation and the actors' text alone.

Note that modules about doorstep behaviour and conducting the interview will always contain some elements that should also have been covered in the general interviewer training. The overall suggestion is to **allow for overlap with the content of your training sessions**. It is always good for interviewers to get to practice general interviewing rules again while getting acquainted with the ESS materials. Furthermore, such practice situations are a good chance for the briefer to quickly test whether the interviewers' training was effective and whether interviewers have not developed any strategies that are not allowed in the ESS, and to adjust any mistakes that are evident.

4.3. How to work with the Interviewer Manual

The final Interviewer Manual that you have adapted and translated should be given to the interviewers, either as a digital file or in print. They can **use it for reference** whenever they have questions. Since all information that is in the Manual will also have been covered during the briefing, the Interviewer Manual will not be meant for hours of reading, but it will rather be a document in which interviewers can easily look up any information that they require.

The annotated practice interview has not been appended to the Interviewer Manual because it is meant for practice during the briefing session. Going through this entire practice interview through role-play is an essential part of the briefing session. This should be done with the direct participation of each interviewers and practising with the CAPI device. If you wish to hand a copy of the practice interview to the interviewers after the briefing session, you may consider sending them a PDF version or passing around a printed one. Take care however not to overload the interviewer with too many papers and documents, as this way you may run the risk of the interviewers disregarding the essential materials (i.e., the Interviewer Manual).

5. Summary: NC tasks in relation to interviewers

5.1. Overseeing interviewer selection, training, and appointment of cases

As an NC, you should make sure that the survey agency appoints as many **experienced** interviewers as possible. These interviewers need to have **received training** already. If not, or if certain crucial aspects of training were not covered, it is necessary to organise additional training sessions or prolonged briefing sessions.

It is also your responsibility to ensure that the survey agency does not allow any interviewers to work on more than 48 cases per ESS round (excluding possible reissue stages). This **limited number of cases per interviewer** is a requirement in the ESS11 Specification. It includes completed interviews but also cases that have turned out ineligible, invalid or non-contactable. If possible, strive for a geographical overlap: multiple interviewers visit multiple neighbourhoods, and each neighbourhood is visited by multiple interviewers. Such an '**interpenetrated design**' helps in the assessment of interviewer effects.

MAKING IT ALL HAPPEN

The CST does not intend to enforce too many rules on NCs. The number of 'musts' related to fieldwork in the ESS11 Specification has therefore remained limited. However, the ESS data clearly point to room for improvement related to the interviewers and the CST wishes to equip you with the best possible suggestions and materials to make progress in these areas.

As an NC, you know best what is necessary and feasible within your country and what workload you and the survey agency can manage in preparing for fieldwork. If you see any possibility at all to implement the CST's recommendations in relation to the interviewers, please do so in order to obtain better data in future rounds. If not, please remain ambitious. Step-by-step improvements are always better than no changes at all. Your country contact would be happy to answer any queries you might have.

5.2. Making sure that in-person briefings take place using the right materials

The ESS11 Specification explicitly state that interviewers must be briefed in-person. This means that each interviewer is expected to partake in a **face-to-face** briefing session. It is strongly recommended that this briefing session makes use of the **PowerPoint Presentation** and the **practice interview** that are provided by the CST, and that interviewers receive a copy of the Interviewer Manual. NCs are asked to make sure that these briefing **materials are prepared**, i.e., that they are adapted to national circumstances and that they are translated. In any case, the obligatory components of the interviewer briefing that are listed above must be covered.

NCs should furthermore work with the survey agency to make sure that each interviewers has the necessary materials to work with during fieldwork, e.g., an identity badge, any brochures or advance letter, the right forms, possibly a laptop or tablet computer, a clear overview of cases assigned to them, etc.

5.3. Following up on the interviewers' work and checking its quality

During fieldwork, you should obtain regular **progress updates** (at least on a weekly basis). You must send these updates to the CST at a case level via the FMS Data Upload portal (if you do not participate in the further roll-out of the FMS app as part of the survey tool suite), but you should also evaluate them yourself. Is fieldwork going too slow compared to projections and previous round(s)? Are non-final cases abandoned before 2 weeks have passed and 4 contact attempts have taken place (one at the weekend and one in the weekend)? Can you detect any nonresponse bias, for instance based on any information that you have about the target respondents' gender and age or based on the information about the respondents' home and neighbourhood? These are all signals that it may be time to **intervene**. Discuss the options with the survey agency. You could, for instance, start targeting specific sample units to reduce the nonresponse bias or start refusal conversion efforts early on. The ESS Fieldwork Team can help you determine good strategies.

Back-checks are also an important element of fieldwork. The ESS11 Specification state that a reasonable percentage of cases (10% of interviews as well as 5% of ineligibles) should be re-contacted to verify whether the outcome registered by the interviewer is correct. If at all possible, try to have these back-checks done by an impartial party.

Once the data are available, ensure again that the **data protocol has been followed**.

5.4. Reporting back to the Core Scientific Team

All materials that were used in the context of interviewer briefing and the briefing documentation template must be **uploaded to myESS**. Please do this with the final deposit.

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Appendices (in zipped folder)

APPENDIX 1: The full ESS interview, annotated for use in the briefings

Please prepare as instructed on page 14. This 'practice interview' (also referred to as 'practice interview') must be covered in full during each briefing session through a role-play. You may give a (digital) copy to your interviewers afterwards, but this is certainly not obligatory (see p. 21).

APPENDIX 2: The Interviewer Manual

Please prepare as instructed on page 21. Make sure the interviewers all receive a copy upon being briefed. You can either print the Manual or give the interviewers a PDF to upload to their work laptop/tablet.

APPENDIX 3: The ESS briefing PowerPoint presentation

Please prepare as instructed on page 21. These slides are the basis for each briefing session, and also include movie clips to be played as part of the briefing.

APPENDIX 4: Excel file with source images for the PowerPoint presentation

This Excel file contains images and graphs to be used in two parts of the briefing: (1) the part in which findings from previous rounds are briefly mentioned and (2) the part in which good and less good aspects of the interviewers' work on previous ESS rounds is discussed. Select the graphs that are most striking for your country.

APPENDIX 5: Movie clips

APPENDIX 6: Subtitle files for the movie clips

ESS document date: 19/12/2022

European Social Survey
Round 11 (2022-2023)

INTERVIEWER MANUAL

Kommentert [A1]:
Instructions for NCs:

- Use the find/replace function to replace [country] with the name of your country
- Use the find/replace function to replace [nationality] with your nationality, e.g., if you are the NC for Spain, replace [nationality] with Spanish
- Use the find/replace function to look for other square brackets. Change the information within those brackets according to your country's situation. Then remove the square brackets.
- Please follow the other instructions in the comment boxes that we have added in the margins.
- Feel free to add any additional guidelines or tips and tricks that you may have. However, it is NOT allowed to remove any of the guidelines listed here, as they represent minimum requirements and should be followed by all interviewers in all countries. If any of the information listed here does not match your country's approach but the information is not marked as 'adaptable', please contact the CST / your country contact and discuss the situation.

If, after translation, it turns out that it is best to move certain text boxes, check in the text whether they are still referred to correctly (e.g., if 'the text box on the right' has not become 'the text box below)

Please cite as:
European Social Survey (2022). *ESS Round 11 Interviewer Briefing: Interviewer Manual*. London: ESS ERIC Headquarters.

0. Introduction

The European Social Survey (ESS) relies heavily on the interviewers who collect the data. Without good professional interviewers, surveys like the ESS cannot be a success. Thank you for being one of those people who put great effort into making the survey a success. This Interviewer Manual is meant for you, as a guide through every step of your fieldwork tasks. The Manual has five main functions:

1. It tells you more about the survey that you will be working on.
   → Chapter 1, 'About the ESS'
2. It outlines your tasks before you attempt contact with the respondents.
   → Chapter 2, 'Preparing for ESS interviews'
3. It gives you some strategies for convincing respondents to participate in the ESS.
   → Chapter 3, 'Doing some doorstep tasks'
4. It explains how to conduct a good ESS interview.
   → Chapter 4, 'Conducting a good ESS interview'
5. It explains exactly how to report on your experiences.
   → Chapter 5, 'Reporting'

A MESSAGE FROM THE ESS DIRECTOR

Dear interviewer,

I am delighted that you have agreed to work on the 11th round of the European Social Survey. Interviewers in around 30 countries will be working hard to ensure a representative sample of people aged 15 and over are asked about their attitdues and behaviour on the pressing issues of the day. This allows thousands of researchers, policy makes, journalists and the public more widely to be fully aware of their nations mood and how this differs from that in other parts of Europe.

Rory Fitzgerald,
Director, European Social Survey,
City, University of London

With the COVID-19 pandemic remaining a potntial threat to us all it is crucial that you follow any guidance given to you locally to ensure that interviews are safely conducted. Safety for you and your respondents should always be the first priority. Hopefully this will not be needed but please take care to follow any guidance from your agency should this be needed.

The data you collect will allow researchers to see how issues such as the pandemic, cost of living challenges, energy crisis and cliamte change have influenced our lives in terms of work, trust, tolerance and health inequalities amongst a range of other topics. For the first time in the ESS there is now also a new module on gender. No study collects such a range of data to such a high scientifc standard across so many countries in Europe.

We are proud of the work that interviewers conducting the ESS do. Please remember to follow the procedures and guidelines carefully so we can ensure the European Social Survey remains one of the more robust cross-national data sources in the world.

I wish you every success with your work on ESS Round 11.

About the ESS

1.1. Timing and topics

The ESS collects information on people's attitudes, beliefs and behaviour patterns in many European countries. It does so **every 2 years** in order to measure stability or change over time. Subjects covered in the ESS questionnaire include participation in society, religious and political beliefs, and – specific to the upcoming tenth round – democracy as well as digital social contacts in work and family life. The **broad range of topics** in the ESS can be seen as a real strength, allowing you to tailor your introduction to potential respondents by mentioning particular topics you think might be of interest to them. And, because most of the questions are about attitudes, there is no need for respondents to look up documents, check facts and so on. There are also no right or wrong answers for those questions.

1.2. Use of ESS data

The ESS aims to meet the highest methodological standards. In order for the data to be optimally comparable across all the different countries involved, the survey employs the highest standards in its approach to sample design, response rates, questionnaire design, fieldwork procedures and so forth across all the participating countries. The quality of the data gathered in ESS Round 1 to Round10 therefore has a strong and positive international reputation. The data have been used by the European Commission, national governments, policy analysts, think tanks, politicians, journalists as well as academics and students. They are also of interest to the general public and they contribute to social history because the ESS data will allow future analysts to discover what people thought and felt about the major social issues of today. The ESS will thus provide a unique long-term account of the social development of modern Europe, of how its changing political and institutional structures interact over time with changing social attitudes and values.

. As of May 2022, there were more than 200,000 registered users of the ESS data. The highest number of users are in Germany, the UK and Belgium. In [country], there are [N] registered ESS data users.

Kommentert [A2]: You can find this information in the data user reports on the ESS website: www.europeansocialsurvey.org/about/user_statistics.html

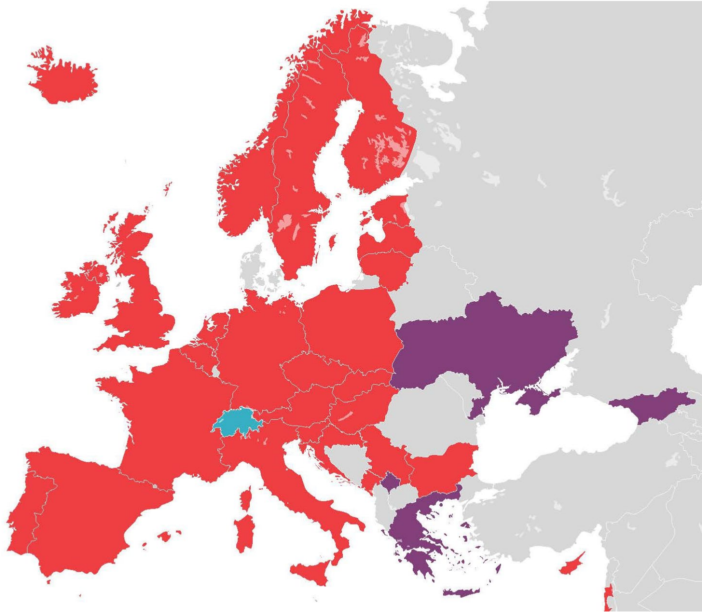
1.3. Participating countries

In 2013, the European Social Survey (ESS) became a European Research Infrastructure Consortium (ERIC). The ESS ERIC is hosted by the UK with its headquarters at City University London. Other institutions that are part of the Core Scientific Team behind the ESS are GESIS – Leibniz-Institute for the Social Sciences (Germany), the Norwegian Centre for Research Data (NSD - Norwegian Centre for Research Data, Norway), the Netherlands Institute for Social Research (SCP, The Netherlands), the University of Essex (UK), the University of Ljubljana (UL, Slovenia) and the Universitat Pompeu Fabra (UPF, Spain).

The Member and Observer countries of the ESS ERIC contribute to many of the costs of the survey. Apart from these Member and Observer countries, Guest countries can participate as well. In [country] the national costs are met by [name funding organisations that cover NC and fieldwork costs]. The following countries will participate in ESS Round 11 (information as of October 31st, 2022):

Kommentert [A3]: Update to reflect R11 countries

Kommentert [A4R3]: To do at the release once Guest are confirmed (after October GA)



Austria
Belgium
Bulgaria
Croatia
Cyprus
Czechia
Estonia
Finland
France
Germany
Georgia
Greece
Hungary
Iceland
Ireland
Israel
Italy
Kosovo
Latvia
Lithuania
Montenegro
The Netherlands
Norway
Poland
Portugal
Serbia
Spain
Slovakia
Slovenia
Sweden
Switzerland
United Kingdom
Ukraine

1.4. Respondents within [Country]

Within each country, all residents aged 15 or older who live in a private dwelling are eligible for participation in the ESS. The [nationality] sample is drawn based on [add information about source of sample, coverage of sample, sample type (individual, dwelling, address)].

A MESSAGE FROM THE [NATIONALITY] NATIONAL COORDINATOR OF THE ESS

[NC name], [nationality] NC

Dear interviewer,

[Note from the National Coordinator about the ESS in your country]

Kommentert [A5]: Depending on the sample in your country, add the following information to this section 1.4. There is no need yet to go into the details of selecting participants because this will be covered in section 3.

Samples of addresses/Samples of dwellings

- Coverage of sample
- Number of sampling points and addresses selected
- The fact that addresses may have more than one dwelling, and therefore random selection of dwelling as well as individual will be necessary (as described in section 3).
- Once a dwelling within an address has been selected, **under no circumstances** can it be substituted by another household.
- The importance of **strict random selection** (by [random CAPI selection, Rizzo, or last birthday rule], as described in section 3) to ensure representativeness of the survey.
- Once an individual has been selected within a dwelling, **under no circumstances** can they be substituted by another individual.

For the upcoming round, [number of sampling points] [number of addresses selected]. Note that everyone living in [country] is eligible for the survey, not only citizens.

Kommentert [A6]: NCs, please replace the picture below with your picture and write your name below it. Write a message about your country's participation in the ESS. What are your goals for ESS11? What is particular about the ESS in your country? This is the spot where you can encourage and thank your interviewers.

2. Preparing for ESS interviews

2.1. Sending advance letters

Kommentert [A7]: It is strongly advised that an advance letter is. This section should be customised for your country providing details of exactly how and when letters should be sent by the interviewer (or are sent by you/the fieldwork agency).
An advance letter template is available from the myESS R11 NC Intranet: https://myessr11.upf.edu/group/myess/intranet/-/blogs/fieldwork-preparations

THE [NATIONALITY] ADVANCE LETTER

[Include a description or a screenshot of (an excerpt of) your advance letter here]

An advance letter should be sent to each selected [individual, dwelling or address]. Respondents prefer having an advance letter, which provides them with advance notice so you can avoid a completely 'cold call'. The use of an advance letter also facilitates the task of the interviewer, as it means that their first contact with the sample person or the sample dwelling is not totally unexpected.

A letter sent in advance of an interviewer call usually has a positive effect on the response rate (see Luiten, 2011). It can serve several purposes, addressing a variety of issues known to affect survey participation. The advance letter can be used to:

- explain the purpose of the survey,
- identify the sponsor and the survey organisation,
- include or announce any gifts or incentives and provide information about them,
- alert the respondent, or dwelling, to expect a call from an interviewer.

It is a good idea to post the advance letter to arrive two days before you plan to make your first contact attempt (you may find it helpful to note the day of posting). If you 'stagger' your mailings to correspond with your planned schedule of contact attempts in this way, and if you use a large envelope with a hand-written address, it is more likely that respondents will remember receiving the letter.

2.2. Brochure

THE [NATIONALITY] BROCHURE

[Include a description or a screenshot of (an excerpt of) your brochure here]

A brochure must be sent to each selected [individual, dwelling or address]. This contains information that **by law** must be conveyed to each respondent. It is a legal requirement that a brochure containing a data protection statement must be given to target respondents. In countries using an advance letter, every sample unit must be sent a brochure before the interviewer attempts contact, in the same envelope as the advance letter. In countries not using an advance letter, or using address or dwelling samples, selected respondents must be given this brochure by the interviewer before the interview starts. All interviewers should carry spare copies of the brochure with them when out in the field.

Please have copies of the letters and brochures with you when you go out into the field, as the selected person may not have received or may not remember receiving the brochure or may have lost it, and respondents should have the opportunity to read the information in the advance letter and brochure before agreeing to take part in the interview. It is also important to do this in case the respondent wishes to be in touch with the fieldwork agency at a later stage.

Kommentert [A8]:
All countries **MUST** send/hand out a brochure containing additional information about the data collection.
Depending on the use of an advance letter please adapt the grey marked text to your situation.
The brochure template (or Data Protection Information Sheet) available from the ESS10 NC Intranet (Data protection page):
https://myessr11.upf.edu/group/myess/intranet/-/blogs/data-protection

2.3. Notifying the police

It may be useful to notify the local police station in the area where you will be working. It is reassuring for elderly or suspicious respondents to be told that the police know about you and the survey, and that they can check with the police station.

You should complete a copy of the **Police Notification Form** (giving details of the survey organisation, interviewer number, area to be worked in, car registration number, start and end date of fieldwork etc.) that has been included in your supplies. Attach a copy of the advance letter and brochure for respondents to the form and hand it in to the police. You might try to see if it is possible to record these details in a notebook at the station desk. For your own records, you should make a note of the name of the officer to whom you speak and the date of your call so that, in the event of any query or complaint to the police, you have the details you need.

It may be useful to also contact other official authorities, depending on the sampling point you work on. Please follow the same procedure as described above for contact with the police.

Kommentert [A9]:
Please delete this section if it does not apply to your country.

2.4. Planning your contact attempts

A high response rate is essential in order to ensure that the people interviewed in the ESS accurately represent the population. Only by interviewing as many as possible of those selected for the sample can we be confident that the answers you get are representative of the views of everyone. We therefore have a target **minimum response rate of 70%**, and strict contact rules (see box on the right) are in place to help achieve this. **As an ESS interviewer, you must attempt to make contact [with every individual / at every address / with every dwelling]** in your assignment [except those notified to you as office refusals], in **compliance with these contact rules**.

Some strategies to help achieve a good response rate are as listed in chapter 3.5.

- Call the survey organisation before you return any incomplete or untraceable addresses. They may be able to help you locate 'hard to find' addresses.
- If the person selected for interview proves hard to contact, breaks appointments, etc. (see list of outcomes in the box on the right), keep on trying to persuade them until the end of the fieldwork period, even if you have already made 4 calls. Then whenever you are in the neighbourhood try again, unless you have learned that they will not be available until after the fieldwork (due to holiday, illness, etc.).
- If you have obtained a 'hard' refusal, complete the contact form including the Neighborhood (N)-questions and return it to the survey organisation. Depending on the circumstances, another interviewer may be asked to try and convert the person who refused.

CONTACT RULES

Unless you have registered a final contact code (e.g. interview completed, language barrier, moved abroad, hard refusal, deceased), you must:

- make a personal contact attempt on **at least four** different occasions,
- spread across **at least two weeks** (and preferably across the entire fieldwork period),
- at different times of the week: at least **once in the evening** (after [h] PM) and at least **once at the weekend.**

WHEN TO KEEP TRYING

If you were unable to conduct an interview during a contact attempt, you should plan another contact attempt if:

- you did not make any contact at all (C2 answer 6 in the contact form);
- the respondent was temporarily unavailable (C3 answer 5);
- the respondent had a short-term illness (C3 answer 6);
- you obtained a refusal that was not hard (see C3 answer 2, 3 and 4);
- the respondent has moved within the area in which you interview (see C3 answer 11).

If you have made an appointment (C3 answer 1), make sure to follow up on it.

Record every contact attempt in the ESS electronic contact form. The instructions for this are in chapter 5 of this Interviewer Manual. Remember that the ESS allows you to plan your contact attempts not necessarily in the order that they are listed, but to group them in such a way that you can attempt contact with multiple addresses that are close by or which you can combine with work on other surveys. It is always best to plan your first contact attempt during daylight hours to comply with the guidelines for collecting observable data.

Kommentert [A10]:
If this is not achievable in your country, please change: *The ESS in general therefore has a target minimum response rate of 70%. Previous rounds of the ESS have taught us, however, that this is hard to achieve in [country] and that striving for a response rate higher than in the previous round is a more realistic target. We will do all possible efforts to achieve a [N]% response rate in [country].*

With N being the agreed target response rate stated in the fieldwork questionnaire.

If you have any particular groups of people or regions for which you'll be doing additional efforts to reach, please mention those here as well.

Kommentert [A11]:
Please remove this text if this does not apply in your country.

Kommentert [A12]:
You may want to include some more information about how refusal conversion is implemented in your country.

3. Doing your doorstep tasks

3.1. Locating the address and assessing the home and neighbourhood

Once the fieldwork has started, you can start making contact attempts. [The respondent may have been/has been called beforehand / **All first contact attempts for the ESS must be face-to-face**]. If you are having trouble locating an address, and have access to the internet, tools such as Google Maps (http://maps.google.com) may be useful.

Kommentert [A13]: Please adapt the information here depending on the situation in your country.
Only include information about (automated) telephone calls if such an approach is permitted for your country. If this has not been agreed with the CST, you must emphasize instead that interviewers must establish face-to-face contact.

In the vast majority of cases (i.e., in all cases except for invalid addresses), **during your first contact attempt, you should report on neighbourhood and home characteristics** using the last five questions on the contact form. Even if you receive a refusal before you get to make your first in-person contact attempt, you should still visit the address to fill out this form. The instructions for filling out this form are in chapter 5 of this Interviewer Manual.

If you manage to make contact with anyone at the doorstep or through the intercom, always **check whether you have the right address** [and whether the person to be interviewed lives there].

Kommentert [A14]: Please remove if you are not working with an individual named sample.

3.2. Selecting the dwelling

[Details on how to select dwellings within addresses (questions A1-A3 on the relevant contact form)].

3.3. Selecting the respondent

Kommentert [A15]: Please remove this section if a sample of named individuals is used.

WHAT IS A 'DWELLING'?

A dwelling unit is a self-contained place to live with its own lockable front door, such as an apartment or an undivided house. A dwelling unit will usually include basic facilities such as sleeping, cooking, washing and toilet facilities.

Included are: people on holiday, away working or in hospital for less than 6 months; school- age children at boarding school; students sharing private accommodation.

Excluded are: people who have been away for 6 months or more, students away at university or college; temporary visitors and people living in institutions.

Once the correct address [and dwelling] has been found, you must determine which person to interview. On each occasion where there is more than one person aged 15 or older living in the dwelling, you must use a random selection procedure to choose one person to interview (as instructed on the contact form). Always **try to explain and do this selection procedure inside the home**, rather than on the doorstep. There is no need yet to give all the relevant information about the ESS at this time; try to keep that information for the selected respondent only.

Questions [B1-B8] on the contact form will help you to select the individual within the dwelling for the interview. Any responsible **adult** member of the dwelling may provide the information that you need in order to establish who it is you are to interview. Never take this information from those aged under 18, unless only people under 18 are living in the dwelling – in that case, ask the oldest person living there. Before filling out questions B1-

B4, explain that you have to ask a few questions to make sure you interview someone selected randomly, so as to get a true picture of the views of everyone in the country. Try to make the person giving the information feel that he or she is helping.

For question **B2**, you must find out how many persons aged 15 or over are living at the dwelling. [A person should be considered 15 or older if he or she is 15 on the day when you do the listing of dwelling members].

Once a random selection has been made, **no substitute can be taken**, even if there is another eligible person there who is available and willing to be interviewed.

3.4. Introducing yourself

When interacting with a potential respondent, always remain friendly, cheerful and interested. Speak clearly and not too quickly (particularly if speaking over an intercom). Try to keep talks over the intercom as short as possible, because they make it easier for a respondent to quickly dismiss you. Ask for face-to-face contact [so you can show your identity badge].

EXAMPLE: INTRODUCTION AT THE DOOR

Hello, my name is Sarah Keane. *(show badge)*

I work for [survey agency] and I am here to talk to you about a national survey called the European Social Survey. Can I just check that this is [address]? And are you [respondent name]?

You may remember receiving this letter and brochure to tell you that you have been selected at random for an interview to help represent the opinion and attitudes of everyone living in [country].
(show advance letter and brochure)

I would like to give you some more information about your participation in the survey. Perhaps we can discuss this inside.

Introduce yourself [by showing your identity badge, refer to the introduction letter and brochure,] check whether you are at the right address and briefly state the reason for the visit. Checking whether you are at the right address is important because you can only interview the selected respondents, but it will also show that you have come especially for the respondent, instead of going door to door for instance to sell things. Keep copies of the letters and brochures with you when you go out into the field, as the selected person may not have received or may not remember receiving the brochure or may have lost it, and you must collect their informed consent to take part in the interview. It is also important to do this in case the respondent wishes to contact the office after you have left.

Always introduce the survey to the selected respondent, not to a third person (the 'gate-keeper') who happens to open the door. Reassure the gate-keeper [by showing your identity badge] and briefly state why you wish to speak with the respondent. Emphasize that the interview is intended for the respondent only and ask to speak with them or, if they are unavailable, when you might be able to reach them.

While at the doorstep, try to be as general and brief as possible. Your only goal for now is to say who you are and why you are there so you can be invited in. Once this has been done, go inside the potential respondent's home to start the process of obtaining cooperation.

Kommentert [A16]: Please remove if your national sample is drawn directly from a register that includes birthdays, in which case individuals are considered 15 or older on the 1st of February 2023.

Kommentert [A17]: In the text box below, please replace 'address' with a plausible street name and number for your country, and replace 'respondent name' with a common name in your country. If no advance letters were sent in your country, please adapt the example introductory text accordingly.

Kommentert [A18]: Please remove if no identity badges are used in your country.

Kommentert [A19]: Please remove one or both of these clauses if not applicable in your country.

Kommentert [A20]: Please remove if not applicable in your country.

3.5. Obtaining cooperation

So far you have checked whether you are at the right address [and if the person to be interviewed lives there], [you have established who you should interview], you have explained who you are and why you are there, and you have suggested to go inside so you can give some more information. Your next task is to persuade the potential respondent to participate. Some of the suggestions above clearly also apply to the process of obtaining cooperation. Keep in mind these rules of thumb:

Kommentert [A21]:
Please remove this text if you do not work with an individual named sample.

- Be friendly, cheerful and interested. It always helps to make a connection, for instance by commenting on a lovely garden or cute pets.
- Speak clearly and not too quickly. Remember that you have tried to persuade respondents many times before, but the potential respondent is not so familiar with the ESS or with being asked to participate in a survey.
- Even though you may have been confronted with refusals before, assume that the respondent will naturally want to participate. Try to avoid saying things that suggest that persuading respondents to participate is a big challenge.
- Avoid asking any questions that can easily prompt a negative answer, such as ‘can you spare a few minutes?’. This makes it easier for the respondent to say that they don’t want to take part at all and after you have obtained such a direct refusal, coming back and trying again will be much more difficult. If you put the respondent on a track of giving information or positive answers, they are more likely to continue doing so.
- Do not give up too easily, but try not to be too pushy either. If you sense a target respondent is going to refuse or they suggest this is a bad time, withdraw quickly and politely and call back later. It is better to obtain an appointment than a refusal!
- When making an appointment, ask for the respondent’s phone number (ideally a mobile). Do your absolute best to keep to any appointment made.

Other than these suggestions, we cannot give you one strategy that will work for all respondents. This is because **tailoring is essential in this phase**. Always adapt what you say to the potential respondent that you are talking to, because different people find different things important when deciding whether or not they want to take part in the survey. Find out what is important to the person you are talking to and emphasize those factors. Minimize the negative factors and emphasize the benefits of participating. The examples in the box below can help you react to some possible initial reactions of reluctant respondents.

EXAMPLE: THE RESPONDENT WITH SPECIFIC CONCERNS

Respondent: I am far too old to take part in this.

You: It is really important for us to learn about the opinions of all groups of people, young and old, male and female. Your opinion is just as important as anyone else's and we would really appreciate it if you would consider taking part in this study. This is an excellent opportunity for you to have your opinion heard.

The respondent: I am not allowed to express my opinion on such topics because of my job.

You: We would like to hear your opinion as a citizen. The information you provide is completely anonymous.

EXAMPLE: THE CONCERNED RESPONDENT

Respondent: I don't want anyone to know my answers.

You: After all the interviews have been completed, everyone's answers are combined to build up a general picture. It will be no longer possible at that stage to know which answers came from you and you cannot be identified from the data. I can assure you that any information you give us will be treated as strictly confidential.

EXAMPLE: THE REPLACER

Respondent: Can't you ask my neighbour? She would love to participate because she's very interested in these things and she is rarely busy.

You: For our study, it is important to hear your own opinion. You have been selected at random. Using this technique means that everyone has an equal chance of taking part in the survey. This study will only reflect everyone's opinion if different types of people take part. That is why we cannot substitute you with your neighbour. The results of our study would be very biased if we only interviewed people who are very interested in the topics that we consider and who have a lot of free time.

EXAMPLE: THE BUSY RESPONDENT

Respondent: It has been such a busy day; I don't have time for this.

You: I understand that I have come at a bad time and that you are busy, but it is important that we also learn about the opinions of busy people. Let's make another appointment; I can adapt to your diary. The main thing for us is that you take part.

EXAMPLE: THE 'IGNORANT' RESPONDENT

Respondent: I don't know anything about things like politics.

You: The survey is about what people think about a number of issues, from watching TV to immigration. It is about your opinion and it does not require any special knowledge.
(show a leaflet with results)

3.6. Working with incentives

[Description, conditions]

Kommentert [A22]:
Please add details here if relevant for your country.

4. Conducting a good ESS interview

4.1. Information to provide before you start

Each selected [respondent/dwelling/address] will have received [an advance letter and] a brochure containing information that **must** be conveyed to each target respondent. If the selected person has not received or does not remember receiving [the advance letter and] the brochure or has lost it, give them a copy and allow them to read through the information and give them a chance to ask questions about the study.

To ensure that the ESS is in line with the EU's General Data Protection Regulation (GDPR) and [nationality] data protection laws, all the information listed in the brochure needs to be conveyed to respondents. This includes:

- What is the European Social Survey
- What participation in the ESS involves
- The voluntary nature of participation
- If respondents decide not to participate
- Respondents' privacy - safe storage and further use of the data
- Respondents' rights
- Who is responsible
- Which organisations are involved
- What gives us the right to collect respondents' personal data
- Where to obtain more information and who to contact in case of queries

When a respondent has agreed to cooperate, remember that the interview can only take place face-to-face. **Telephone interviews are forbidden.** Choose a seat where the respondent cannot see the questionnaire, and then provide the following information:

- Explain that the interview should take around an hour to complete.
- Then point out that at some questions, the question and possible response options will be read out to the respondent; at others the question will be read out and the respondent will be asked to choose their answer from a showcard.
- **Hand all showcards (main set) over to the respondent** before you start.
- Only start the interview when you have answered all of the respondent's questions.

4.2. The ESS interview: structure and time required

The ESS survey consists of three elements: (1) a set of question modules on different topics (which includes a set of test questions) followed by (2) a small number of test questions which are variations on the test questions which were asked earlier in the interview and (3) a short 'interviewer questionnaire'. The first two blocks are to be answered by the respondent during the computer assisted personal interview while the final block of questions is to be answered by you. The structure of the full questionnaire is summarised in the table below.

If you are an experienced interviewer for the ESS, you may recognise sets of questions. That is because the questions asked for the ESS are part of either a core module or a rotating module. Core modules are repeated every round, while the rotating modules change across rounds.

Kommentert [A23]: This section should be customised depending on the sample in your country and on whether you will send both an advance letter and a brochure, or only a brochure.

Kommentert [A24]: Please add any additional information necessary to meet national data protection requirements. Please submit any request for derogations to dpo.esseric@europeansocialsurvey.org.

The full interview should take approximately one hour. An interview will only be considered complete if all sections have been attempted, up to and including question F59. **If there are any serious gaps, we will not be able to use the interview.** Note that partial interviews should not be planned; they can only be the result of unforeseen circumstances that have broken off the interview. In those cases, always try to go back to the respondent to complete the questionnaire.

Type	Q#	Topics
Core	**A1 – A6**	Media use; Internet use; social trust.
Core	**B1 – B45**	Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, authoritarianism, immigration.
Core	**C1 – C44**	Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, climate change, test questions (C34 to C42 – continued in section I), vote intention in EU referendum.
Rotating module	**D1 – D33**	Social inequalities in health and their determinants.
Rotating module	**E1 – E28**	Gender in contemporary Europe: rethinking inequality and the backlash
Core	**F1 – F59**	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership, income and ancestry.
Core	***Section H***	Human values scale.
Core	**Section I**	Test questions.
COVID-19 module	***Section K***	*Questions on experience of COVID-19 pandemic.*

4.3. The ESS rules for standardised interviewing

The ESS adheres to the principles of **standardised interviewing**. The goal of standardised interviewing is that differences in the answers of respondents reflect differences between respondents' attitudes and behaviour rather than differences in how they were asked the questions or how their answers were recorded. The role of the interviewer is key to achieving this. When interviewers behave differently, in terms of how they ask a question, react to the respondent, provide unscripted guidance, or record the respondent's answer, 'error' is introduced to the data. This can affect the results of the survey, even in cases where the interviewer is trying to be helpful to the respondent. It is therefore important that you conduct the ESS interviews according to the ESS instructions below. **These rules may differ from your usual approach** for other projects or from your gut feeling about administering questionnaires, so please pay close attention.

At the start of the interview, follow the three rules below so that all respondents are interviewed in similar circumstances. They should all receive the same introductory information, they should all be in a situation in which they can focus on the questions being asked without being influenced by anyone else, and they should only receive a spoken 'stimulus' (i.e., they should not be able to read along while looking on the questionnaire).

THE ESS RULES FOR STANDARDISED INTERVIEWING: AT THE START

1. Never start the interview before you have given all essential information (see 4.1) and you have has answered any queries the respondent may have. The essential information should be repeated even if you have already explained (parts of) it at the doorstep. Make sure the respondent has all the showcards before you start (but NOT a copy of the questionnaire!).
2. Choose a proper seating arrangement so the respondent cannot see the computer screen. Make sure this remains so throughout the interview.
3. The interview should take place in a quiet environment with as few distractions as possible. If at all possible, only you and the respondent should be present in the interview setting. If someone other than the respondent is present, always explain that it is best for the respondent to be interviewed alone and try to come up with a solution such as going to another room or even rescheduling.

Not only should the 'questionnaire' always be spoken, it should also be highly similar across respondents in many other ways. Consider the pace, for instance: rushing the respondent clearly has to be avoided but spending more time than is needed on each question would be equally wrong.

All respondents should hear the entire question and they should be confronted with possible answers appropriately. The rules on **reading questions** which all interviewers must follow are listed in the box below.

THE ESS RULES FOR STANDARDISED INTERVIEWING: READING QUESTIONS

1. Questions should be read exactly as written in the questionnaire, i.e. you must not skip or change words. This helps to ensure that all respondents are asked exactly the same question. Where introductions to new blocks of questions are provided these must always be read to respondents; other than that, the respondents must not be made aware of transitions between blocks.
2. The questions should be read clearly and at a slightly slower than conversational pace. Respondents should have sufficient time to think and answer each question.
3. Whenever a question begins with CARD X, ensure that the respondent has the correct showcard in front of them. The answer options on the showcard should generally not be read out by you, unless stated otherwise in the questionnaire.
4. Never make assumptions about the respondent's answers, e.g. by skipping a question or starting a question with "I know this probably doesn't apply to you, but...". This sort of phrase could influence the respondent's answer.
5. Before accepting the respondent's answer, ensure that the respondent has heard the entire question. This is important for helping to ensure that all concepts in the question are being considered by the respondent. If the respondent interrupts you before hearing the whole question, the question should be repeated to ensure the respondent hears it through to the end. This helps to ensure that all respondents hear exactly the same question, including the same response options.
6. Where response options appear in brackets, these should NOT be read out to respondents. For example, "don't know" should not be read out to respondents. This code should only be used when the respondent says "don't know".
7. If you repeat a question, re-read it in the same words, i.e. as it appears in the questionnaire. Do not try to re-phrase the question.
8. If the respondent asks for repetition of response options, repeat all response options.

Once you have read a question, ideally you immediately obtain an answer. However, in some other circumstances you will need to **react to what the respondent says or asks**. For instance, throughout the questionnaire there are a number of general phrases that may cause the respondent to ask for further explanation. An example might be "In your area". In this and many similar cases we do NOT wish to give the respondent any further explanation, however tempting that may be. The phrases used are intended as general ones. When respondents ask you to clarify a specific term, such as "European unification" (B37), please again refrain from giving your own definition. This is reflected in the rules about reacting to responses that are included in the text box below.

In general, some respondents may be eager to give their opinion on the topics of the ESS questionnaire, whereas others may not have given these topics a lot of thought before and may be unsure about certain terms in the questions. As a result, there is a threat of considerable variation in the way different interviews are conducted: with some respondents you could end up in a philosophical discussion or a political debate, while with other respondents you may be tempted to give your own interpretation of the questions. Such variation is to be avoided. In addition, of course you have your own opinion too. However, please do not share this as it may introduce serious bias in the results. These are all reasons why you should always follow the rules below to make sure that all respondents are interviewed in a similar way.

THE ESS RULES FOR STANDARDISED INTERVIEWING: REACTING TO RESPONSES

1. Remain neutral in your reactions to the respondent's answers and to the questions, i.e. take care not to sigh or laugh when reading the question, and never agree or disagree with respondents' answers. This is important for helping to ensure you don't influence the respondent's answer and that the respondent continues to feel comfortable to express his or her views throughout the survey.
2. Do not give definitions of terms within a question if requested by the respondent (unless explicitly stated in your instructions); instead simply offer to repeat the question, and tell respondents that they should answer in terms of whatever they understand by the phrase. This helps to ensure that all respondents are asked the same question and they are not being given different definitions of terms. If some respondents cannot answer the question as posed, a 'don't know' code is acceptable; then you just move on to the next question.
3. In general, if the respondent says "don't know" or refuses to answer, accept this and move on to the next question. At sensitive questions, try and gently reassure the respondent that everything they say will be treated in strict confidence. If they still refuse, code this as a refusal.
4. If the respondent appears to contradict what he or she said earlier, accept this and move on to the next question.
5. The interviewer should never interpret an answer onto a scale. For numeric scales, the respondent should always be asked to provide the number themselves. It is important that the answers that are coded are those given by the respondent (rather than the interviewer's interpretation of the respondent's answer).
6. If the respondent starts to elaborate on their answers, digresses or attempts to engage you in conversation, try to get back to the 'regular' pace of asking questions and obtaining answers. Use neutral feedback such as silence, or say "that's very interesting and we could talk about this after the interview, but it's best if we move on with the other questions now."

Your final task is to take down the answer. Note that almost all questions have explicit refusal codes (7, 77, 777, etc.) which should be used when appropriate. DO NOT use any other code when the respondent refuses to answer. Similarly, if a respondent does not know the answer to a question you should record a 'Don't know' (8, 88, 888, etc) response.

At questions where an 'other' answer code has been provided, the other answer should be recorded verbatim. Unless specifically stated, an 'other answer' should be coded only when one of the pre-coded answers will not fit after probing. At questions where there is no specific provision for 'other answer', none is anticipated.

If a respondent breaks off the interview part way through (this happens very rarely), you should establish whether they would be prepared to continue at a later time, and code the outcome as appropriate on the contact form (**C2**).

4.4. Administering the questionnaire: in detail

The ESS Round 11 briefing session includes you going through the whole interview questionnaire using the 'example briefing interview'. This section provides details about specific questions where a little more explanation may be useful to you. This should help you to respond to most questions that respondents may ask you during the interview. The question number or variable name is listed in italics on the left of the page.

A general note regarding the administration of the questionnaire: it is very important that **respondents always use the relevant showcards throughout the interview**.

Note that some items in the questionnaire (F1, F4, F41) refer to the respondents' household. This is not only defined as a traditional family unit. The definition used for ESS is broader, as shown in the text box "What is a 'household'?".

WHAT IS A 'HOUSEHOLD'?

A household can be:
- one person living alone,
- a group of people who share the same address as their main residence and share the living accommodation,
- a group of people who share the same address as their main residence and share at least 1 main meal a day.

Included are: people on holiday, away working or in hospital for less than 6 months; school- age children at boarding school; students sharing private accommodation.

Excluded are: people who have been away for 6 months or more, students away at university or college; temporary visitors and people living in institutions.

MEDIA USE

A1 This question asks respondents about the amount of time spent 'watching, reading or listening to news about politics and current affairs'. Respondents are asked to respond in 'hours and minutes'. If respondents give an answer such as 'a quarter of an hour', 'an hour and a half', etc., this should be entered in the required format, i.e. '00 hours and 15 minutes', '1 hour and 30 minutes', etc. It is important that you enter 00 00 if respondents report no time is spent to avoid the response being treated as missing data. In addition, please make sure to report hours in the box HOURS and minutes in the box for MINUTES.

Kommentert [A25]: If this is different in your country (for instance if interviewers should only enter 0 in the CAPI programme which you then code as 00 00), please adjust.

A2/A3 If respondents query whether they should answer about simply being online (connected) or actively using the internet, please do NOT provide clarification. Simply read the question again and say it is up to the respondent to choose how they answer. A3 is another open question whereby respondents are asked to respond in 'hours and minutes'. If respondents give an answer such as 'a quarter of an hour', 'an hour and a half', etc., this should be entered in the required format, i.e. '00 hours and 15 minutes', '1 hour and 30 minutes', etc.

VOTING & POLITICAL BEHAVIOUR

B13 If respondents answer that they did participate in the election, but deliberately 'spoilt' their ballot paper or left it blank, record this as 'No' (code 2). This is especially relevant in countries where voting is compulsory.

SECTION D – SOCIAL INEQUALITIES IN HEALTH AND THEIR DETERMINANTS

D2-D3 These questions ask respondents about their fruit and vegetable consumption. Respondents should include frozen fruit and vegetables in each of their answers. If queried, interviewers may clarify that canned/tinned fruits and vegetables can be included if they contain no added sugars or salt. If respondents query whether other types of fruits or vegetables should also be included (e.g. dried fruits, fruits/vegetables included in ready-meals, etc.) clarification should not be provided and it should be left to the respondent to decide what to include/exclude.

D4 Any physical activity mentioned by a respondent that has been done for a total of 30 minutes or longer should be included. This could be organised or planned exercise, or an activity such as walking quickly, gardening or housework – provided it was done for 30 minutes or longer. The activity does not need to have been performed for 30 minutes continuously to be included. For example, 10 minutes of physical activity carried out three times in one day should be included.

D5 This question focuses on smoking cigarettes. Respondents should include rolled tobacco in their answer but not pipes, cigars or electronic cigarettes.

D7-D8 These items ask respondents about their alcohol consumption on the last day they drank, first on a weekday (D7) and then on a weekend day (D8). All respondents should have the same showcard (card 37) in front of them when asked D7 and D8. When a respondent gives an answer, probe 'any other drinks?' to ensure you have recorded all alcohol consumed on that day. If a respondent gives an answer that does not appear as a response category, please refer to the guidance provided in the questionnaire. You may need to probe to clarify in which category a drink belongs, or to clarify the amount consumed (e.g. a large or small glass of wine). If respondents query how to count drinks consumed starting on one evening and finishing after midnight, you should advise them to include all drinks consumed in that period, alongside any others consumed earlier that day.

Kommentert [A26]: Please include instructions for interviewers about how to record the number of each drink in this item, based on the way that items D7 and D8 are programmed in your country's CAPI script.

D10a-D10b Respondents should only be asked one of these items depending on whether they are male (D10a) or female (D10b). It is important that respondents have the correct card in front of them (card 38 if male; card 39 if female) while you are reading out the question, in order for them to visualise what you are describing.

D11-D12 These questions ask respondents to provide their height and weight. If respondents do not know these measurements exactly, they should be asked to provide their 'best estimate'. Please take care to enter the answers accurately.

Kommentert [A27]: If in your country you offer a choice of measurement units (e.g. feet and inches or metres and cm for height) the interviewer should only record one of these, using the unit that the respondent gives their answer in.

D13 If respondents name just one type of health professional, you should check 'any other?' before moving on to the next question. If respondents query what should be included here, you should clarify that any form of communication or home visits should be included.

D17-D18 These items ask respondents whether they provide any unpaid care for relatives, friends, or others for any of the specific reasons listed in the question (old age, physical or mental ill-health or disability). It is not important which of the reasons applies to a respondent, just whether any of them do or do not. Those who do provide care are asked for the number of hours per week at D18. If respondents provide a different number of hours' care each week, they should be asked to think about the time they spend on average per week. If respondents provide care less often than weekly, code as 'Less than 1 hour a week' (code 55) at D18.

D28-D29 These items could be particularly sensitive for some respondents. If a respondent seems reluctant to answer, please remind them that the data will be anonymised and reassure confidentiality. In addition, please reassure respondents that they only need to provide the letter or letters from the card that applies to them and that you will not see which health problem(s) this corresponds with.

- Back or neck pain: respondents should only include substantial pain.
- Allergies: respondents should include hay fever / seasonal allergies here, as well as other allergies.
- Severe headaches: respondents should include migraines and other severe headaches (e.g. cluster headaches) rather than mild headaches.

D30-D31 These items could be particularly sensitive for some respondents. If a respondent seems reluctant to answer, please remind them that the data will be anonymised and reassure confidentiality. In addition, please reassure respondents that at D30 they only need to provide a yes/no response (i.e., they do not need to specify which problem(s) from the card applies/applied to them).

D32-D33 These items could also be sensitive for some respondents. If a respondent seems reluctant to answer, please remind them that the data will be anonymised and reassure confidentiality.

SECTION E – GENDER IN CONTEMPORARY EUROPE: RETHINKING INEQUALITY AND THE BACKLASH

E1	This question asks for the respondent's gender. This is intended to capture how they identify themselves which may in some cases differ from their biological sex. You should not provide any clarification at this question beyond what is on the screen. The showcard includes options for 'other' and 'prefer not to say'.
E6-E7	All respondents, regardless of their gender, are asked how masculine and feminine they feel. Some respondents may ask what is meant by masculine and feminine. However, as at all questions, you should not attempt to define these terms for the respondent. Please note that the order of E6 and E7 will be randomised – so sometimes you will get E6 first and sometimes E7 first. This also means that respondents may need to move back one showcard – e.g. if they are asked E7 and then E6, they will be asked to look at card 53 for E7 and then card 52 for E6.
E9M-E11M, E9F-E11F	At these questions, respondents are asked if they ever felt they were unfairly treated in different settings because they were a man/woman. If the situation doesn't apply to a respondent, an option is available for this on the showcard/screen (e.g. 'Have never had job or applied for job').
E12-E14	These questions ask respondents whether they think men or women would be treated more fairly (or if there would be no difference) in the same scenarios as at E9 to E11. Here we are interested in the respondent's impression even if they don't have direct experience. If they feel unable to answer, 'don't know' options are available.
E26	This question asks respondents, in their opinion, how often respondents exaggerate sexual harassment in the workplace. A definition of sexual harassment is provided on the showcard for this item (card 66).

Kommentert [A28]: *Some countries will need to produce different versions of the showcard here for male and female respondents. If this applies, please add the following text:*

At these questions you will be promoted to 'SHOW CARD 52M / SHOW CARD 52F' (at E6) and 'SHOW CARD 53M / SHOW CARD 53F' (at E7). You should direct respondents to the appropriate version based on the gender they provided at E1 – the 'M' versions are for male respondents, and the 'F' versions are for female respondents. If the respondent did not select a male or female gender at E1, you should allow them to choose between the two showcard versions.

HOUSEHOLD GRID

F1 This question asks for the total number of people in the household (including children). You should have, of course, recorded the number of people over the age of 15 at B2 on the contact form. If you should discover at this stage that you have been given the wrong information for the contact form selection:

- Do NOT change the contact form or redo the selection procedure
- DO record the correct information at F1
- DO make a note of what happened.

Kommentert [A29]:
Please remove this if you are working with individual named samples.

F4 This question refers to **the individuals in the household and their relationship to the respondent.** The direction of this relationship is crucial. Ensure that the respondent is answering "this person is my…"

Foster parents should be recorded as 'Parent, parent-in-law, partner's parent, step parent' (code 03).

LEGAL 'MARITAL' AND PARTNERSHIP STATUS

F6 & F11 F6 aims to measure the LEGAL status (or otherwise) of the relationship between the respondent and the partner they are currently living in the household with. We want to measure how the relationship is viewed under the law of [country].

F11 aims to measure the LEGAL marital status of the respondent under [country] law. It is only asked to those NOT currently living with a partner and those who are cohabiting (whether or not this is recognised in law) but do not have any other legal status. So respondents who are cohabiting are asked to specify their legal marital status that may stem from a previous relationship. If the respondent is unsure, accept their best guess.

At F11 the interviewer instruction 'priority code' is used. Reading from the top to the bottom of the list code the answer given from the highest point on the list e.g. if the respondents says that they are married (code 01) and divorced (code 04), you should code this as 01.

All respondents should answer questions about their marital status based on what is legally recognised in the country of interview. For example, if a respondent is in a civil partnership in the UK (where this is a legally recognised status) but are being interviewed in Poland (where it is not legally recognised) they should answer using the codes that best reflects their legal marital status under Polish law. If the respondent is unsure then accept their best guess.

QUALITY OF HOUSING

F14a This item, regarding the respondent's accommodation, could be sensitive for some respondents. If a respondent seems reluctant to answer, please remind them that the data will be anonymised and reassure confidentiality. In addition, please reassure respondents that they only need to provide the letter or letters from the card that applies to them, and that you will not see which housing problem(s) these correspond with. If a respondent has more than one home, they should think about the accommodation where they spend most of their time.

HIGHEST LEVEL OF EDUCATION

F15, F44
F52, F56 F15 (and any other country specific follow-up education questions for the respondent / partner / parents) records the highest level of education the respondent has successfully completed. 'Successful completion' occurs when either: 1) a formal certificate is issued after an assessment indicating that the course has been passed; 2) a course or period of education is fully attended but no certificate is ever issued or 3) a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued).

If respondents completed their highest level of education abroad they should try and place this in the equivalent category from the list on the showcard(s). Their best estimate of this is acceptable, or you could consult the list of common foreign qualifications provided to you. Only when this is not possible should you use the 'other' code. If this has to be used record the qualification on the questionnaire as it may be possible to recode this later in the office.

YEARS OF EDUCATION

F16 'Years of education' refers to all education completed including school and education after school. These years do not have to be continuous but the total should only include the years in education, not the gaps in between. Vocational training should be included, but apprenticeships should not. Part-time education should be reported as the equivalent number of full-time years. For example, if a course would take one year full-time, but was done part-time over two years, it would be reported as one year.

ECONOMIC ACTIVITY

F17a-F17d F17a **is a multi-code question** and some respondents should choose several types of economic activity undertaken in the last seven days. All of them should be coded at F17a. Remember to probe respondents to find out if any others are relevant by asking 'Which others?'. **All** economic activities that a respondent has undertaken in the last seven days should be recorded.

At F17c, only one answer should be given. This should be the activity the respondent considers to be their main activity. If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week.

The following notes explain the categories at F17a more fully:

Code

01 **In paid work** (or away temporarily) (employee, self-employed, working for your family business)

This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work.

Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (e.g., receiving board and lodgings only) where there is no financial transaction, are EXCLUDED from this category.

People away temporarily would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status.

People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.

02 **In education**, (not paid for by employer), even if on vacation

All students, even those doing vacation jobs during the last week, are to be coded in this category. If the student is on vacation and will continue to be a student only if he or she passes an exam, assume that the exam will be passed and still treat the respondent as in full-time education.

03 **Unemployed,** and actively looking for a job

This category includes all unemployed who are actively looking for a job. This would include people seeking work through central or local government employment services, people registered with private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.

04 **Unemployed**, wanting a job but **<u>not</u> actively looking for a job**

Include here any respondents who are unemployed, but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.

05 **Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

06 **Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort.

07 **In community or military service** Note that this code <u>does not</u> apply to <u>jobs</u> in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

08 **Doing housework, looking after children or other persons** covers anyone involved in unpaid domestic or caring duties. There can be more than one person in a household in this category - here we are concerned only with the respondent's position.

09 **Other** is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card.

The following notes explain the categories at F17c more fully. Please note the criteria for coding at F17c will differ from those used at F17a at least for the categories listed, because we are now asking for <u>main activity</u>. The differences with the criteria used at F17a are underlined in the text below.

Code

<u>The three categories below cover those members of the population who are generally considered to be economically inactive.</u>

05 **Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. <u>Do not include retired people in poor health who would not be seeking work even if they were healthy.</u> In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

06 **Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. <u>Retired people who are permanently sick or have become disabled should still be recorded as retired.</u>

<u>Women who leave work when they marry to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired.</u> But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

08 **Doing housework, looking after children or other persons** covers anyone <u>more or less wholly involved in unpaid domestic or caring duties when classifying economic position</u>. There can be more than one person in a household in this category - here we are concerned only with the respondent's position.

09 **Other** is not on the card. It covers anyone who does not fit into any of the 8 categories on the card. <u>But remember that people who are in any kind of paid work (including casual self-employed jobs) should not be included here.</u>

F21 The next few questions ask about the respondent's main job (where applicable). This could be their current job, or their last job, if they are currently out of work. The CAPI program will adapt the tenses of the questions as appropriate.

If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

Some self-employed persons will have their own business; some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed; if the business is a company, he or she may well be an employee of the company, drawing a salary.

F31-F34a Occupation Question Sequence

We wish to collect occupational details of almost all respondents, excluding only those who have never had a job.

Ask everyone else about their current or last job. Please probe fully for all relevant details; if any are missing, we may be unable to code occupation and industry accurately. For example, there are many different types of engineer and each has its own code. You must therefore probe for the full job title as well as the exact type of engineering performed.

F31 We are asking the industry question first because finding out the 'kind' of business or industry is crucial to coding the job in sufficient detail. Try to establish this as clearly as possible. The name of the company will not be sufficient, nor will the product itself, for instance 'vehicles' could mean a production plant, a car dealership/showroom, a seller of used cars, a van hire company, or a car importing business.

F32 We wish to record the type of organisation that the respondent does / did work for. The question seeks to identify the sector they work in. The main distinction we are looking for here is whether the job is in an environment where the ownership or funding or comes from some part of the public sector, understood as central or local government, even if this is dispensed through some third party, such as a funding council or some arms-length organization. Where a sector may have complex inter-relationships between public and private management, get the respondent to focus on their own employment situation. So someone providing outside catering or cleaning services to a hospital or school is in the private sector even if it is a state-funded school.

F33-F34a Respondents are less likely to see the classification of occupations as a problematic or detailed task, so we need you to get as much information as possible. Job titles are a useful starting point but are rarely sufficient. Jobs such as accountant, teacher, nurse, engineer, and labourer can have many different types and be carried out in different situations. Use F34 to

Kommentert [A30]:
We strongly recommend that time is spent covering the occupation questions during the briefing session. This is to ensure that interviewers collect sufficient information about the respondents' job. Job title is not sufficient; details about the type of work done are needed.

Asking interviewers to perform some ISCO coding can be a useful way of demonstrating to them the coders' task.

probe for as full a description of their work activities as possible, possibly getting them to specify their day-to-day duties.

For F34a remember that we are interested in the training/qualifications that are normally required in order to be able to get or do the job, NOT the qualification level of the respondent as this may be quite different.

F35a ADD NOTE ABOUT UNCOMFORTABLE SEATING POSITIONS This item (F35a) and the following item (F35b) ask about respondents' exposure to various conditions in any of the jobs they have previously had. If respondents mention that they are/were exposed to a required and prolonged seating position in any of the jobs they have ever had, then this can be coded as 'Tiring or painful positions' (code 2) within F35a.

HOUSEHOLD INCOME

F41 At F41 you should obtain the **total net income** of the household from all sources, that is, **after tax**. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc.

We want figures **after** deductions of income tax, national insurance, contributory pension payments and so on. The questions refer to **current level** of income or earnings or, if that is not convenient, to the nearest **tax** or other period for which the respondent is able to answer. The respondent is given a showcard that enables them to choose between their household's weekly, monthly or annual income, whichever they find easiest. They will then give you the letter that corresponds to the appropriate amount. This system is designed to reassure the respondent about the confidentiality of the information they are giving.

Kommentert [A31]: Please adapt as necessary.

ECONOMIC ACTIVITY OF PARTNER

F45a / F45c See 'Economic Activity' notes above for details of codes and probing.

SOCIOCULTURAL ORIGINS

F59 This question aims to measure respondents' ancestries. Up to two ancestries should be recorded that best describe respondents' ancestries. If a respondent provides an answer that does not appear on the card, please record their answer in the space provided. Once the first ancestry has been recorded, probe 'which other'. If no second ancestry is given, this should be recorded as 555555. If more than two are mentioned, ask the respondent to select two. If the respondent is unable to do this, code the first two ancestries mentioned.

TEST QUESTIONS (SECTION I)

I1-I9 These final few questions are similar to ones earlier in the questionnaire (C34-C42). Respondents should not try to remember their previous answers but should treat them as new questions. It is very important to read the full introductions to respondents and to ensure they have the correct showcard in front of them.

SECTION K – QUESTIONS ON EXPERIENCE OF COVID-19 PANDEMIC

K2 This question asks whether respondents have had symptoms (as listed on card 94) following their coronavirus infection that they did not have before the infection. Some respondents may have had coronavirus for the first time within the three months prior to being interviewed. In these cases, you should select 'No' here, as they cannot say whether any symptoms lasted for as long as three months after their infection.

PERMISSION TO RECONTACT QUESTION (RECON)

This question asks respondents if they are happy to be re-contacted to be invited to take part in further research on similar topics to those covered by this survey. By saying 'yes' here they are not committing to take part in follow-up research – simply saying that they are happy for their name and contact details to be retained so they can be contacted for this (at which point they can decide whether to take part). You should refer respondents to the participant information leaflet for further details. Also note that their contact details would never be passed to any parties other than those carrying out further research.

Kommentert [A32]: If you are not including the recontact question in your country, please remove this text.

INTERVIEWER QUESTIONS (SECTION J)

You should fill out these questions yourself without consulting the respondent. Your answers to these questions help to give us an idea of how the interview went, and how the respondents reacted to the experience. All questions (V1 and J1-J9) refer to the interview as a whole.

4.5. Sensitive items and sources of support

Kommentert [A33]: This section should to be adapted listing 3-4 relevant sources of support in your countries.

Some ESS questions, address sensitive topics that might personally affect the respondent. After the interview, it possible that some respondents raise this issue with you. In this case, please share the following sources of support.

- Mental Health Foundation (https://www.mentalhealth.org.uk)
- Mind (https://www.mind.org.uk)
- Shout (https://www.giveusashout.org)

5. Reporting

5.1. Filling out the contact forms

5.1.1. Why?

You visit the address you were given, identify the respondent and do the interview. That is the ideal scenario. However, your contact attempts will not always turn out that way. You may find that the respondent is unavailable at the time of your call or is unable to participate, for instance. **Whatever the outcome, it is important that you report on every contact attempt that you make, that is, each attempt must be documented.** In the end, this will give us a full account of the contact process for each [sample unit] in each participating country. This helps us to

✓ calculate accurate response rates;
✓ assess non-response (is it because of noncontact, ineligibility, refusal,…?);
✓ assess refusals (why do people opt out? what is their gender and age?);
✓ identify cooperative and reluctant respondents and compare their data;
✓ monitor fieldwork (who hasn't been contacted yet? who has made an appointment? who is a good candidate for refusal conversion?).

HOW THE CONTACT FORM HELPS YOU

You can check your contact records to see if you have followed the contact rules laid out in chapter 3: does it list at least one attempt in the evening, one attempt at the weekend and do the attempts span at least two weeks?

The contact form can also help you determine whether you should make another contact attempt. This depends on the result and/or refusal code that you have entered.

Always try to obtain a phone number of the respondent or of anyone else who can help you reach them, and enter this on the contact form. It may turn out to be a good aid in making an appointment.

If you find that the respondent is always unavailable at certain moments, you can record notes to help you remember that.

5.1.2. How?

For **each assigned case**, one contact form should be filled out. From this contact form, it has to be clear who the respondent is, when and by whom contact attempts were made, and what the result of each contact attempt was. For each [sample unit], make sure you go through all the appropriate questions before closing the form. Fill out the name of the selected respondent on the contact form as soon as you have finished this procedure.

Kommentert [A34]: Please delete this information if it is not applicable to you (i.e. if your sample contains named individuals). If you have an address based sample, change 'second page' to 'second and third page'.

5.1.3. Things to pay attention to

In general, please keep in mind the following:

✓ Always **work under your own ID**, which should be the same as the one you fill out on the main questionnaire.
✓ **All contact attempts** must be registered. This includes early attempts that do not lead to any contact.

- ✓ Fill out the contact form **immediately upon your contact attempt**. If you wait longer, you may forget important information. This will also make sure that your attempts are entered in consecutive order.
- ✓ Whatever outcome you fill out on your contact form, **always fill out the N-questions about the home and its neighbourhood** unless the address is invalid.
- ✓ Check the contact form for completeness and accuracy before you submit it to the survey agency.

There are also a few notes to keep in mind with **specific questions** on the contact form:

- ✓ *Time of contact attempt*: Fill out the time of the contact attempt using the 24-hour clock. This means: 15:20h, not 3:20 PM.
- ✓ *Mode (C1)*: Code 4 'info through survey organisation' means that the agency has given you information, such as 'the respondent has called us to refuse'.
- ✓ *Result of contact attempt (C2)*: Code 2 'partial interview' should never be planned: only start an interview when the respondent has sufficient time. If the survey has been broken off due to unforeseen circumstances, use code 2. Then use code 1 for a subsequent contact attempt that has led to a completed interview.
- ✓ *Result of contact attempt (C2)*: Only choose 'no contact at all' (code 6) if you have spoken to no one at or near the address (except for perhaps a janitor or building manager). If you have spoken to a different household member or to a neighbour who had some information, please choose code 5.
- ✓ *Result of contact attempt (C2)*: Only choose 'address is not valid' (code 7) if, after consulting neighbours, you are certain that the address information is too incomplete or definitely incorrect, and that not a single home is present at the given address (so: also no caretaker's flat, for instance). Your survey agency may still be able to help you find the address, so always consult them before giving up.
- ✓ C3: Try to avoid choosing 'other' (outcome 13). In the majority of cases, a different outcome will apply. Always try to arrange an appointment and choose outcome 1, even if it is a vague appointment such as 'come back tomorrow'.
- ✓ C3: Refusals can only be given by the respondent (outcome 2) or by household members, friends or neighbours (outcome 3 or 4). A building manager or janitor can never refuse: if they do not grant you access to the home, choose 'no contact at all' (question 5 result 6) in the previous question.
- ✓ C3: For outcome 9, 10 and 11, always try to figure out whether the respondent has moved within the country or abroad. Only choose 'abroad' (outcome 9) if the respondent has moved abroad permanently; if they are only away temporarily, choose 'unavailable/not at home until' (outcome 5) and add a date if at all possible. Only choose 'unsure whether abroad' (outcome 10) if you have made efforts and still cannot confirm whether or not the respondent has moved abroad.
- ✓ C3: Language barriers (outcome 12) occur when the respondent cannot understand and answer questions in the language that you have been trained to conduct interviews in. In that case, never try to translate the questions yourself. Fill out question C4 and the N-questions (form about the home and neighbourhood), and return the form to the survey agency.
- ✓ C5: In case of a refusal, the respondents might provide multiple reasons. Please only report the main reason provided. This is a very important variable because it helps us to identify 'softer' refusals from respondents who could be approached again.
- ✓ C6: Always choose '5 No contact with target respondent' if the refusal was given by someone other than the respondent.

5.2. Reporting on the home and the neighbourhood

5.2.1. Why?

As you know, many respondents in the ESS sample cooperate, but unfortunately, some do not. The ESS uses several strategies to find out whether the group of respondents is different from the group of non-respondents. One of those ways is to compare their living circumstances. For instance, we may find that people living in student houses are less likely to cooperate than people who live in detached homes. This could be problematic because the average person who lives in a student house may well tend to have different opinions than the average person in a detached home. We do not want to leave the opinion of specific groups of people out of our ESS findings. So, if we find a mismatch between the living conditions of the respondents and those of the non-respondents, we can adapt our approach for the next ESS rounds to make sure that the group of people who respond has a composition that is more similar to the entire group of people in [Country]. In fact, we can even adapt our approach during the fieldwork, targeting specific cases to reduce the mismatch.

OBSERVABLE DATA IN SHORT

Whenever an address is visited for the first time, you should fill out five questions about the home and its environment. You tell us what kind of home the sampled person lives in, and whether or not you see much graffiti and litter in its immediate neighbourhood.
Even if the sampled person does not cooperate, your observations still give us some information about them. This allows us to check whether the people who respond are similar to the people who do not respond in terms of their living circumstances. Such similarity is important, because we want to make sure that our realised sample represents the whole population.

It is quite difficult for us to find points on which we can compare respondents to non-respondents. **The observable data forms are our main source of information so we rely on you completing them correctly for every sampled person**, whether or not they respond to the survey.

5.2.2. How?

The form about the home and neighbourhood contains five questions about the home and its environment. It is essential that:

- you answer these questions **once for <u>everyone</u> in the sample**. We require a complete form for all respondents but also for non-respondents and noncontacts. Only invalid addresses should not be reported on in these questions.
- you fill out the form out **at the beginning of the first contact attempt**. Describe the home before you ring the doorbell. Do not fill out the form again if a colleague has already done so for that address. We need **one form per sample unit**.
- you fill out the form yourself when you are looking at the home **in person**. Never use other means of filling this out, for instance by asking the respondent to describe their home during a phone call. You are the only one who has been trained to evaluate the circumstances and to fill out the form correctly.

In addition, it is always best to fill out the form **during daylight hours**. You can obviously see better that way, but also the circumstances during daylight hours can be different, e.g., a gate may be open during the day but locked at night. Only fill out the form in the evening if there is no way to do it during daylight hours. So:

- Try to make your first contact attempt during daylight hours. That way you can comply with both instructions: fill out the form during your first contact attempt and during daylight hours.
- If your first contact attempt was after sunset and it was successful, you do not have to go back to fill out the observables form. If you had to pass a locked gate, you can ask the respondent whether the gate is also locked during daylight hours and adapt your answer accordingly.
- If your first contact attempt was after sunset but it was unsuccessful, try going back during daylight. Fill out the observables form during that second contact attempt.

Please follow these specific instructions per question:

Kommentert [A35]: Please replace the images below with country-specific images if they do not resemble homes or situations that could be found in your country.

N1. What type of house does the (target) respondent live in?

There are ten types of home to choose from. The subtype of **single-unit dwellings** contain room for only one dwelling. You should be able to distinguish between five types:

TYPE 1: Farm. The building and the land around it are used not only for living, but also for rearing animals and/or growing crops on a larger scale.

TYPE 2: Detached house. A detached house shares none of its walls with other buildings. You will see only one mailbox outside.

TYPE 3: Semi-detached house. A semi-detached house shares a wall on only one side. You may see two mailboxes outside, two front doors and/or two driveways.

TYPE 4: Terraced house. Terraces houses are connected to other buildings on both the left and the right side.

TYPE 5: The only housing unit in a building with another purpose. Choose this if one dwelling lives in a building that also contains, e.g., a shop or an office.

Another category is that of **multi-unit dwellings**. These buildings are home to multiple dwellings. You can often derive this from the fact that there are multiple mailboxes outside and/or a doorbell or intercom system with multiple names to choose from.

TYPE 6: Multi-unit house, flat. Flats are homes that share multiple walls (left, right, top and/or bottom) with other buildings, at least one of them also a home. Choose type 6 if they can be inhabited by anyone, not just students or those in need of care.

TYPE 7: Student apartments, rooms. Type 7 dwellings are rented out specifically to students. They are often smaller flats or rooms. You can ask the residents to be sure.

TYPE 8: Nursing / retirement home. Type 8 dwellings are homes specifically for people in need of care, such as elderly people or people with a disability. You may find a sign outside indicating this.

A final category contains **other dwellings**.

TYPE 9: House-trailer, boat, (semi-)mobile home. If the home is a trailer, a boat or other (semi-)mobile home, choose type 9.

TYPE 10: Other. Use type 10 only if no other option applies. If you must use this category, be sure to specify what you see in the text field.

N2. Before reaching the (target) respondent's individual door, is there an entry phone system or locked gate/door?

1: Yes: an entry phone system. Choose this category if there is a system in place that requires you to introduce yourself over an intercom at the (target) respondent's own front door. If the (target) respondent lets you through here, you do not reach another locked front door – you immediately enter the home or a student house with rooms.

2: Yes: a locked gate/door. Only choose this category if you find a locked gate preventing access to the home. There may be a bell at the gate, but no intercom.

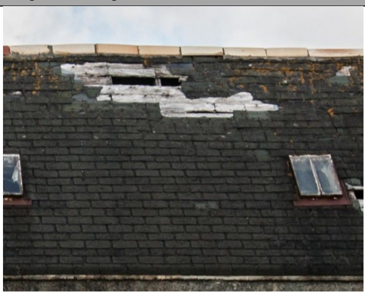
3: Yes: an entry phone system AND a locked gate or door. Choose this category if there is a system in place that requires you to introduce yourself over an intercom before you can reach the actual front door of the (target) respondent (which is probably locked and may again have its own doorbell).

N3. What is the overall physical condition of this house/building?

The physical condition of the home can be any of the following:
1. **Very good**: New or practically new without any apparent construction issues.
2. **Good**: No longer new but hardly any of the problems mentioned below are present.
3. **Satisfactory**: Some of the problems below are present to a moderate extent.
4. **Bad**: The problems mentioned below are present to a larger extent.
5. **Very bad**: The problems below are present in such a way that the home seems dangerous to live in.

Consider the following issues when assessing this question: roof problems (e.g. sagging roof, missing roofing material), problems with windows (e.g. boarded up or broken windows), wall problems (e.g. sloping outside walls, broken plaster or peeling paint), guttering problems and any other issues with the building's construction and finishing.

The pictures below illustrate these problems in homes that are all in very bad condition.

Examples of problems that can lead you to code 'bad' or 'very bad' condition	
	
	

N4. In the immediate vicinity, how much litter and rubbish is there?
N5. In the immediate vicinity, how much vandalism and graffiti is there?

The fourth and fifth question are about the area around the building. Consider only the space in front of the building (e.g., the house or entire apartment building) plus about fifteen metres on each side. **Fifteen metres** is the space that about two normal sized houses would take up on each side. The pictures below are examples of the degrees of litter and graffiti might be found in [country]. You can choose between:

1. **A very large amount:** You notice lots of litter/vandalism, similar to the quantity in the picture example below.
2. **A large amount**: You notice quite a lot of litter/vandalism, clearly more than in the picture example for 'small amount' but clearly less than in the picture example for 'very large amount'.
3. **A small amount**: You notice some litter/vandalism, similar to the quantity in the picture example below.
4. **None or almost none**: You can hardly notice any litter/vandalism.

Always **compare to the pictures in the next page** to determine whether the amount of litter/vandalism is small, large or very large; NOT to your own opinion or to the rest of the neighbourhood. Note that garbage bags or containers that have been put outside in an orderly manner to be picked up by the garbage truck, should not be counted as litter.

N4. Litter and rubbish

1. a very large amount	3. a small amount
	

N5. Graffiti and vandalism	
1. a very large amount	3. a small amount
	
	

5.2.3. Things to pay attention to

- ✓ We have noticed that in previous rounds of the ESS, interviewers have often forgotten to fill out all N-questions for each target respondent's home and neighbourhood. **Please make sure that we get complete data for each case in ESS11 (except invalid addresses), even those that chose not to participate.** This is very important for the survey.
- ✓ The quality of the observable information that we get can sometimes go down as interviewers take on more cases. Please keep trying to deliver complete and accurate answers, whether you are reporting on your first or your fifteenth case.
- ✓ Different interviewers can interpret the categories differently. This is why you were shown pictures during the briefing session, and why this manual also includes pictures. **Try to compare the home and neighbourhood that you see to the pictures rather than to your own opinion about what 'a large amount of graffiti' is, for instance**.

5.3. Returning work

The first ESS interviews can take place on [date] and we aim to have finished all interviews by [date]. However, we of course expect you to return data before that end date. [Details on when and how to return data / documents]

5.4. Quality checks and fieldwork monitoring

Note that we are obliged to do checks to verify that the data that is returned results from interviews that have taken place in the appropriate circumstances with the selected respondents. [Information about back-checks].

Multiple quality checks will be conducted on the returned data using data analytics to make sure that no unintended or intended errors are introduced.

During fieldwork, data collection activities are monitored with the goal of achieving the survey goals and quality of the ESS standards. Monitoring fieldwork activities allow us to provide feedback on the development of data collection and support the process on a timely manner.

Good luck!

Many thanks for following the instructions above and contributing to the success of the European Social Survey.

In case you have any questions, please contact [contact details].

Kommentert [A36]: Please insert country-specific contact details.