

## Chapter 2

### *How to ascertain the socio-structural position of the individual in society*

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## 2.1. Proposal for the items to be included by Robert Erikson and Jan O. Jonsson

### Introduction

A core module in the European Social Survey (ESS) is intended to ascertain the individual's position in the social structure, and in this paper we give suggestions for the construction of this module. Our proposal is guided by two main principles. The first is that rather than basing our suggestion on a particular sociological or other theory, the ESS needs measurements that can satisfy as far as possible different theoretical notions. Though it is certainly not possible to measure individuals' position in the social structure without being guided by some sort of theory, we aim at maximising the freedom of choice for users and hopefully our suggestion will thereby stand the tides of time relatively well. Our second principle is to maximise international comparability, which leads us to first look for existing international standards whenever these meet high demands on quality. Our suggestion is not only based on these two principles but also limited by the space intended for the module, which is set to around 40 questions.

The outline of this Memo is this: In section 2 we discuss some general concerns when designing the module. In section 3 we argue more in detail for and against relevant indicators, and give examples of these (primarily the ones we prefer). Finally, we provide an overview of our proposed module by listing variables and variable categories. In this draft-version we do not give a suggestion of the lay-out of the module in questionnaire-form, both because of time-constraints and because we think that such an endeavour is more appropriate after we have received comments on this Memo.

### General considerations

#### What is a socio-structural position?

Definitions of the social structure are numerous within sociology and there is hardly any one that would be commonly accepted. In essence, however, most definitions would maintain that the social structure is a structure of positions rather than individuals – individuals can move between these positions without the structure being changed. Thus, using a famous metaphor from Schumpeter, the social structure can be conceived of as a bus, or a hotel, which is always occupied but with different people.

That the structure is "social" can be understood in (at least) two ways. First, it may indicate that the relations between positions are social in character, which would include relations such as dominance/authority, dependence, conflict, and exploitation. Secondly, in the (looser) sense that social scientists – perhaps more often – use the term "social structure", it is understood as a system of positions in which the belonging to a position confers different rewards, resources, and opportunities to the "incumbents". These rewards etc. can be social status, "life-chances", economic standing, occupational prestige or in general the command over scarce resources, be they material or non-material. The first, relational, approach is more common among (neo-)marxist scholars, while the second – which is more directed towards distributional issues – would be more popular among (neo-)Weberians.

We would not want to claim that these different approaches to social structure are easy to abridge, but we are confident that there are many similarities that facilitate the choice of indicators of social structure. One such important similarity is that in modern Western societies the belonging of subjects (e.g., individuals) to socio-structural positions is mainly

determined by their current or previous positions in *employment relations* and the *occupational structure*.

Based on this, social scientists have defined and used in empirical research at least four (main) types of measures of social structural position. These are occupational prestige, social (or socio-economic) status, and two main variants of social class (one marxian and one weberian). The first two are metrics, i.e., they measure social position using a single fine-graded hierarchical dimension, while the others are categorical and not only hierarchical but also “segmented”. Employment relations define the main “segments” in the class schemas – typically, owners/employers are distinguished from self-employed on the one hand and employed on the other. Further distinctions are made on the basis of the subject’s occupational position. For the construction of some the Marxian class schemas, however, additional information on authority and autonomy among the employed may be necessary. For the metrics a detailed occupational code is normally the basis.

Our view is that these different types of measurement of the social structure ought to be possible to construct from the core ESS questions. There are both theoretical reasons that speak for each of them and – pragmatically but importantly – they are all widely used in empirical research. For more detailed theoretical arguments and alternative ways of constructing metric measures, see Blau and Duncan (1967), Treiman (1977), Goldthorpe and Hope (1974), Wegener (1985), Ganzeboom et al. (1992), and Ganzeboom and Treiman (1996). Corresponding arguments and details on constructing class schemas are found in Erikson and Goldthorpe (1992) and Wright (1980; 1997). These are some of the main contributions in which further references to the voluminous and ongoing debate on how to define and measure social structure can also be found.

Our conclusion is that the following information is needed for maximising the possibility of constructing often used and theoretically relevant measures of socio-structural position:

1. Economic activity (e.g., gainfully employed, unemployed, house-worker, student, retired), and a complementary measure of precarious labour market positions (e.g., unemployment experiences and permanent vs. temporary job)
2. Employment relation (e.g., employer, self-employed, employed, unemployed)
3. Occupation (a fine-graded measure)
4. Additional information on labour market characteristics (e.g., size of firm/workplace, branch of industry, economic sector, authority, autonomy)

#### What is the proper base of socio-structural belonging and unit of measurement?

Obviously, in a survey directed towards individuals, the respondent’s social position is the point of departure for socio-structural classification. Many social scientists would however maintain that the proper unit of analysis is not the individual but the (nuclear) family. This is so for two reasons. First, many resources, such as housing and the consumption of durable goods, are pooled within the household. Secondly, in a nuclear family the raising of children – and thereby the intergenerational transmission of human capital, cultural resources, and economic resources – is (more or less) dependent on both parents. Hence, for the socio-economic standing of each member of a household, it is necessary to collect information on (at least) both spouses’ socio-structural position. Needless to say, this is all the more important as women in most nations covered by the ESS are participating on a large scale in market work.

There is an ongoing debate on the advantages and disadvantages of taking the “family” approach to social stratification as opposed to conceiving of the social structure predominantly as consisting of individuals’ social positions. Our view is that both stances may be appropriate but for different research questions. If we for instance want to study the relation between the work-life and health problems, the individual approach seems natural (though the spouse’s working conditions may also be influential). The study of the determinants of the general level of living of an individual, however, cannot be conducted without reference to other family members’ needs and contributions. Irrespective of one’s opinion on this issue, however, everyone no doubt would agree that it is not sufficient to have information on the respondent’s socio-structural position alone. Our conclusion is that, at the very least, the ESS must collect information also on spouse’s social position.

In relation to the issue of the social position of family members other than the respondent and his/her spouse, a difficult task is to define “family” (or “household”). Since it is also of great weight to know the family structure of the respondent (see further below) our suggestion is that each member of the household is listed at the interview and that information is gathered on the family relation to the respondent as well as sex, birth year and social position.

#### Other dimensions of the social structure

The occupational structure and employment relations are at the heart of social structural analysis. A related variable of interest, because of its broad scope in determining the living conditions and opportunities of individuals and family members, is economic standing (e.g., income and fortune). In practice, measuring economic standing is however complicated and time-consuming because one needs to sum different sources of income, benefits and revenue for everyone in the household. International comparability is still remote because of differences in the tax and (cash and kind) benefit systems across countries. A serious treatment of the issue of economic standing in an international perspective demands special effort along the lines of the Luxembourg Income Study (see Smeeding et.al. 1990). A discussion of alternative measures is given below.

What is possible to extract from individuals, however, is wage (or pay, or income), i.e., the economic rewards stemming from employment. While this is an imperfect measure of economic standing – and one that covers only the employed – it is a highly relevant variable in social stratification research as the foremost indicator of labour market rewards. Some scholars also use average wage/income to construct socio-economic scales or to differentiate among employees with similar occupations.

In addition to the variables just discussed, contextual characteristics relating to the labour market, such as branch of industry, size of the work-place/firm and economic sector are important structural variables. This is so partly because they are often incorporated into measures of occupational prestige or social class (as mentioned above) and partly in their own right. It is worth mentioning that much recent stratification theory (e.g., within political economy) highlight the assumed change in Western societies towards the post-industrial or post-Fordist society (e.g., Bell 1973; Esping-Andersen 1996; 1999). In this literature it is argued not only that there is a shift in the composition of the work force towards more service work and less industrial work, but also that working in a “traditional” industrial sector will be associated with different opportunities, or life-chances, than working in a “new” sector. Whether sectorial cleavages based on industry or economic sector have had these consequences yet is disputable – existing empirical evidence is not persuasive – but

obviously it is crucial from a theoretical point of view to incorporate the relevant indicators in ESS in order to be able to test these assumptions on a large-scale internationally comparative basis. In fact, for such an endeavour, the ESS survey appears to be ideal because it provides researchers with ample contextual variation.

Since the labour market position and working life is crucial for most people in European societies today – both for adults and for their children – it would be preferable to include also some direct measures of the work situation, besides wage, authority and autonomy. Due to space limits it is not possible to include more than a very select number of such measures and unfortunately no multi-indicator approach can be used. We would still hope that information could be gathered on work-life experience, hours of work as well as physical and mental working conditions. In addition, it would be of great theoretical interest to have a direct (i.e., non-occupational) indicator of the skill level of the respondent's job. Since Marx, much theory about the change of working life, and thus of individuals' level of living, has concentrated on the issue of "deskilling" or "upgrading" of the labour force at the same time as empirical evidence on the matter has been meagre (see references in Jonsson 1998). While a single question hardly can do justice to the subject it would be a strength of the ESS if it were possible to include a measure of skill level in the socio-structural module thus providing the opportunity of studying changes over time and differences across nations.

In analysing distributional or relational issues socio-structural positions – positions that have an existence also independently of the individual currently occupying them – are not the only dimension of interest. Educational qualifications are an obvious companion to labour market position, similar to the degree that a diploma or exam can be achieved by an individual, but once achieved take on a (resource) value which is independent on the holder's personal qualities, skills etc. Education is however also different because it is attained in irreversible steps; e.g., individuals cannot move freely between "positions" of educational qualifications (most importantly, downward mobility is ruled out).

There are also important *ascribed* individual characteristics that impact on life chances and social relations because of the status conferred upon individuals on the basis of them. Rather than being socio-structural *per se*, these characteristics are important for individuals' life chances etc. because they strongly influence the attainment of social positions, and because they also differentiate between individuals in similar social positions. The most prominent among these are of course sex (or gender), cohort (age), stage in the life cycle, social origin and ethnicity. Unlike social positions, individuals cannot normally (at least not easily) change their belonging to these groups.

### Conclusions

In conclusion, the socio-structural module in ESS should include measures of economic activity, employment relation and occupation for at least the respondent and the spouse. It should also include other variables connected to the individual's job and labour market position (e.g., branch of industry and sector, wage, authority, autonomy, and hours worked), as well as some of the more important ascribed characteristics, such as sex, ethnicity and social origin. In addition, we propose that educational attainment, stage in the life cycle, household size and composition, and domicile is recorded in the module.

Below, we first give more detailed comments on the various sets of variables of interest, primarily directed towards practical solutions to the measurement issue. Then, we present a list of the variables we think should be ascertained through the socio-structural module.

### **Employment relations, Occupation and other Labour Market Characteristics**

#### Current economic activity

The first issue in detailing an individual's labour market relation is to ask an initial question about main current economic activity, distinguishing those in gainful employment from a number of other activities. A preliminary list would encompass at least these activities:

1. Gainful employment (see further below)
2. Absence of leave from gainful employment
3. House-work
4. Unemployment
5. Retired
6. Study
7. Military service
8. Sick/disabled/unable to carry out any work

If possible, one should ask not only about the current situation but also about the situation during, say, the last year, or last year of employment (if any). Especially, it seems important to be able to distinguish the long-term unemployed, and perhaps those who experience frequent spells of unemployment. To indicate marginal labour market position one question should delineate whether the current job is permanent or temporary. We suggest the following set of questions:

*Which are your current economic activities? (Answer yes/no)*

1. *Employed full-time (incl. absence of leave, vacation etc.)*
2. *Employed part-time (incl. absence of leave, vacation etc.)*
3. *Working in own or family-member's firm or farm (no wage-earning)*
4. *Unemployed*
5. *Retired, pensioner (including sick pension)*
6. *Long-standing sickness, permanently disabled*
7. *Military service*
8. *Doing housework*
9. *Other, namely.....*

*For each yes on 1-3: Question on working hours and permanent position*

*If yes on self-employment: Question on type of firm (share-holding company, franchise, own-account, sub-contractor, helping family member). Question on type of production or service.*

*Question on number of employees, if any.*

*If yes on at least one of 1-3:*

*a. Do you have another job? (If yes: Q on working hours)*

*b. Are you currently on absence of leave from your job? (Detail: parental & study)*

*Those who answer "yes" on 1-3 go on to Q on occupation.*

*Those who do not, get a special Q on occupation:*

*Have you ever had a job? (yes/no) (If no: skip the rest of work-related Q:s)*

*(If yes): What was your main occupation when you were (last) gainfully employed?*

### Employment relationship

Those who are gainfully employed should be further asked about their labour market relation. Recently, ILO has produced a system for the classification of “standing in employment” – what we prefer to call *employment relationship* – that is now becoming a standard in national censuses. Since the schema (roughly) classifies jobs “according to the type of economic risk the job entails and the control which the person in that job has over the establishment and other workers” (ILO 1999), it has a lot of appeal to social scientists. In fact, most national surveys will include some measure similar to this. The International Standard Classification of Status in Employment (ICSE-93) specifies six groups:

1. Employees
2. Employers
3. Own-account workers
4. Members of Producer’s Co-operatives
5. Contributing family workers
6. Workers not classifiable by status

We prefer that categories 3, 4 and 5 in the list are merged and that further questions instead distinguish types of self-employment (precisely as further questions are needed to distinguish, say, managers of garages from managers of share-holding companies). Such types of self-employment could include more categories than the three above, e.g., also indicate outsourcing and franchising. This aspect should be included in the approach mentioned in 3.1 But the following extra questions could be asked:

If people are self employed

*What type of firm are you working for ?*

1. *share holders company*
2. *franchise*
3. *own account*
4. *subcontractor*
5. *helping a family member*

### Occupation, status and social class

Irrespective of the answer to the question of employment status, the respondent should be asked about their occupation. There is one internationally common way of coding occupation for which coding schedules should exist for all participating countries, namely according to ILO’s International Standard Classification of Occupation, ISCO88 (Hoffmann et al 1995; Husmanns et al 1992). From ISCO88, coded with four digits, it is together with information on standing in employment possible to construct measures of both social class and occupational prestige (Ganzeboom and Treiman 1996).<sup>1</sup> In this way we can obtain a detailed occupational code together with a rather detailed classification of social class and the often used unidimensional measures of occupational prestige/social status. An eleven-category version of the so called EGP class schema (Erikson and Goldthorpe 1992) is possible

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<sup>1</sup> The algorithms are available at Harry Ganzeboom’s home-page, at [<http://www.fsw.ruu.nl/soc/HG/ismf/isco.htm>].

to derive via the Ganzeboom & Treiman algorithm (though for constructing the eleven-class schema with precision information of number of subordinates are required) (Table 1).

Table 1. The EGP class schema

I	Higher professionals, administrators, managers etc.
II	Lower professionals etc.
IIIa	Routine non-manual employees, some qualification needed
IIIb	Routine...no qualification
IVa	Small proprietors with employees
IVb	Small proprietors without employees
IVcd	Self-employed farmers
V	Supervisors of manual workers, low grade technicians
VI	Skilled workers
VIIa	Unskilled workers
VIIb	Agricultural workers

To gather information about occupation, the point of departure in the ISCO88 framework (see Hoffman 1999) is a *job*, i.e., “a set of tasks and duties which are (or can assigned to be) carried out by one person”. Jobs are then grouped together in *occupations* (and more aggregate groups) by the similarity of (some aspect of) the type of work done in these jobs. Individual respondents – as well as their spouses etc. – are classified by occupation through their relationship to a past or present. In ISCO-88 occupations are further aggregated mainly on the basis of the similarity of skills required to fulfil the tasks and duties of the jobs.<sup>2</sup> This means that in addition to the more commonly used measures of occupational prestige/status and social class it is also straightforward to use a classification of the skill level in the job as an indicator of labour market position.

The practical basis for the coding of occupation is one or more questions about *occupational title* and *job content* (which is normally a short description of the main job tasks as a response to an open question). These two types of information together are essential for coding occupation with high precision, though it will perhaps be necessary to collect information on the spouse (and other family members as well as parents) only via a question of occupational title (in addition to the question of employment relationship).

To describe the position in the social structure of the family, information on spouse’s employment status and (for those employed) occupation should also be collected. Furthermore, the possibility of an analysis of the dynamics of the social structure would be greatly improved if information on the occupation of the first (stable) job could be collected.

To code occupation and social class three questions are needed: occupational title, main job tasks and duties, and branch of industry which will be mentioned below.

*What is your occupation? (ISCO88, EU version may be preferable?)*

<sup>2</sup> “Two dimensions of the skill concept are used in the definition of ISCO-88 groups: *Skill level*, which is a function of the range and complexity of the tasks involved, where the complexity of tasks has priority over the range; and *skill-specialisation*, which reflects type of knowledge applied, tools and equipment used, materials worked on, or with, and the nature of the goods and services produced. It should be emphasised that the focus in ISCO-88 is on the skills required to carry out the tasks and duties of an occupation - and not on whether a worker in a particular occupation is more or less skilled than another worker in the same or other occupations.” (Hoffman 1999: xxx).

*What are your main job tasks? (what do you do in your job?)*

There are many versions of these questions (ILO must presumably have some examples), but rather simple and straight forward ones seem to do the job.

### Branch of industry

Branch of industry (or, *industry*, for short) is a description of the activity of the place of work, i.e. the establishment in which the employed person works. It describes what the establishment does, not what the individual does when working for that establishment. Here, the ILO's ISIC rev. 3 (United Nations 1989; for coding instructions etc., see Hussmanns et al 1992) is used in many nations' censuses and also applied (sometimes in slightly different versions) in many national labour force statistics. Like ISCO88, ISIC rev. 3 is a natural first choice of classification for the ESS.

We suggest that, also like in ISCO, the respondent gets an open question about the type of products, services or function, which the employee's establishment/firm/organisation produces or provides. The answer is recorded alpha-numerically, then coded into ISIC.

*What main type of production or services is carried out at your workplace?*

Again we refer to ILO which must have examples

### Economic sector

There is also an international standard for economic sector, ILO's Institutional Sector of Employment, derived from the System of National Accounts (see United Nations 1993), though not much used in its full detail (five categories).

- 1? The non-financial corporations sector
- 2? The financial corporations sector
- 3? The general Government sector
- 4? The non-profit institutions serving households sector
- 5? The household sector

ILO recommends in practice government-other as a reasonable approximation. Our suggestion is however that a three-category scheme should be implemented in the ESS socio-structural module, namely:

- 1? The Government sector (including public employment at all levels)
- 2? The non-profit sector (employees in non-profit organisations)
- 3? The Private sector (the rest)

The proposal is to ask :

Which type of organization/company do you work for?

CARD

1. Private sector firm or company
2. Nationalised industry or public corporation
3. Other public sector employer (country specific examples like in BSA: Central govt, Civil Service, Govt. agency, Local authority, Local Educ Auth., Universities, Health authority, NHS hospitals, NHS Trusts, GP surgeries, Police, Armed forces)
5. Charity, voluntary sector, non-profit organizations

### Establishment size

Establishment size turns out in much empirical research to be of importance for employees' wages and socio-economic attainment. This is partly because this context is a major part of the opportunity structure of employees (and more positions on average mean more opportunities), partly because the organisation, personnel policies, and employment security differ between big and small establishments. In addition, for some occupations it is of importance to know the establishment size in classifying people into social positions: being the manager of a firm of ten people is different from being a manager of an establishment of a thousand employees, for example.

A commonly used and seemingly simple question for measuring establishment size is to ask for the *number of employees* at the workplace (alternatives could be banded). It is however not so clear what "establishment" means, and an interviewer instruction is needed to sort this out. One reasonable alternative is to use the physical location where the respondent works, or – in case of, say, construction workers or salesmen – where the nearest office is. (In some cases this will not correspond to what is theoretically appropriate since the proper opportunity structure may include other workplaces of the same company or organisation, but it is still probably the best solution.) We suggest to ask :

About how many people are employed at your workplace ? .....

### Working hours

Working hours, as a crucial indicator of labour market attachment, is a fairly self-explanatory variable that measures the number of *hours per week* the respondent spends in paid employment (including self-employment). It is however not self-evident what the definition should be like. We propose that the ESS asks for the *normal* working hours in the *main* job, i.e., the job that the occupational code and the wage (see below) also refer to.<sup>3</sup> Naturally, hours paid for should not be the base here, rather the actual working hours. In this measure, travelling time should be excluded (if travelling is not part of the job as for some salesmen for example), as should time for meal breaks. Overtime – whether paid or unpaid – should be included, as should short ("tea" or "coffee") breaks in the course of a working day. In addition, time spent at work – but not at home – waiting or standing by should be included (e.g. firemen) as should time at home spent for preparation (e.g. teachers).

Problems with tapping working hours will arise for self-employed, especially farmers, whose work is unevenly spread out over a cycle due to seasonal variations or the like. Our

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<sup>3</sup> Our suggestions follow fairly closely the ILO standard of hours of work for employees (United Nations 1998: [www.ilo.org/public/english/120stat/res/hours.htm](http://www.ilo.org/public/english/120stat/res/hours.htm)).

first suggestion would be to ask these respondents to calculate themselves the average hours worked per week during a normal calendar year. A second alternative would be to ask them to specify the number of weeks with long hours etc.

It should be noted that a measure of hours of work a week will not add up to annual working hours if separate questions on holidays and other absences of leave during the year are not included. We do not think this is necessary, or at least it has low priority in surveys that are not particularly focussed on work/employment etc. in which case this additional information should be collected as part of the special module. We propose to ask the following question already referred to in 3.1:

*In your main job, how many hours do you normally work per week ? .....*

### Work-life experience

Like working hours, work life experience is an often used and important indicator of labour market attachment, and a strong determinant of occupational and income attainment. It is also commonplace to measure experience as total years spent in gainful employment. While an indirect measure can be achieved with reasonable precision for men by subtracting years in education and age at school start from age, this is not so for women.

In addition, for many purposes it is of interest to know for how long the employee has been with the current employer.

We suggest two questions :

*How many years have you been doing paid work ? .....*

*How many years have you been with your current employer ? .....*

### Authority

In sociological theory, authority has a prominent place. In determining an individual's location in the class structure, this is often considered to be fundamental (cf. Dahrendorf 1959; Wright 1980). To extend the example from above, if the respondent's occupation is "manager" it does make a difference whether (s)he bosses over two people or two hundred. The probably best single indicator of authority, and one, which is commonly used, is *number of subordinates*.

In addition, if space permits it would be of value to know whether the employee *takes part in any major decisions* about what is to be produced, recruitment, budgetary matters or the like.

Needless to say, indicators of authority such as those suggested here are of utmost importance when studying gender differences in working conditions and labour market rewards.

This could be asked with the following question :

*Do you directly supervise, or are you directly responsible for the work of any other people?*

1. *yes => How many ? .....*
2. *no*

### Autonomy

Autonomy is a variable that is near authority in importance for assigning people to social classes (e.g., Wright 1980). Like authority it speaks directly to the social relations at work. A problem in measuring autonomy is that an employee may be autonomous in deciding on, say, working hours but not in planning the job, i.e., deciding what to do, when to do it, and how to do it. A single indicator could be derived from the Wright surveys where respondents' are asked: "Is yours a job which allows you to design and plan important aspects of your own work or is your work largely defined for you?" Another alternative is to use a question of whether the respondent has a supervisor or manager who decides the specific work tasks and/or control the work as it is carried out or the result of it. We suggest to ask:

*To what extent will you say you can organize your own work?*

1. *to a large extent*
2. *to some extent*
3. *very little*
4. *not at all*

### Working conditions

Is your job

- |                            |         |
|----------------------------|---------|
| 1. physically exhausting ? | yes/no  |
| 2. dangerous ?             | yes/ no |
| 3. Mentally taxing ?       | yes/ no |
| 4. Stressful ?             | yes/ no |
| 5. Monotonous ?            | yes/no  |

### Job requirements

It is important to have some notion of the qualification structure in the economy, and this is of course all the more important given the abundant theories of deskilling or upgrading of jobs in industrial and post-industrial society. There are many alternatives here, a short-cut is to use only one question:

What qualifications, if any, are needed to perform your job well?

1. None or very little
2. Some weeks training
3. Proper vocational education or several years of experience
4. Upper secondary diploma (or equivalent)
5. Some tertiary schooling
6. Degree or more

## Education

While it is relatively straightforward to apply international standards for labour market characteristics such as occupation, industry and work hours, it is difficult to find the common denominators for coding education. This is no doubt because the institutionalisation of education has been more dependent on historical events and political reforms typical for one nation but not for others (cf. Müller 1994). Though there exist some simple ways of identifying a common educational structure – such as primary, secondary, and tertiary levels – there is not yet a widespread international standard. The most ambitious coding scheme used in international research is in our view the one proposed by Walter Müller and associates (König, Lüttinger and Müller 1988; Müller and Shavit 1998), called the CASMIN schema (Table 2).

Table 2. The CASMIN classification of qualification level

<i>Qualification</i>	<i>Description</i>
1a	No schooling/not completed obligatory or social minimum schooling
1b	Compulsory education
1c	Basic vocational training above and beyond compulsory schooling
2a	Advanced vocational training or secondary programmes in which general intermediate schooling is combined with vocational training
2b	Academic or general tracks at the secondary intermediate level
2c	Full maturity certificates (e.g., the Abitur, Matriculation, Bac., A-levels)
3a	Lower-level tertiary degrees, generally of shorter duration and with a vocational orientation (e.g., technical college diplomas, social worker education)
3b	The completion of a traditional, academically-oriented university education

This schema was recently used in a comparative study of the transition from school to work (Shavit and Müller 1998). It was however used as a model to which existing national classifications were as far as possible adjusted. It would be an advantage if the classification in the ESS socio-structural module would be “direct”, though we think this is hardly possible.

An alternative to the CASMIN schema is the UNESCO international standard classification of education (ISCED), the last version of November 1997. This classification is more flexible and gives users more degrees of freedom in constructing their preferred measures. In addition, and we think importantly, the ISCED also contains a measure of *field of education*. ISCED is based on a classification of six educational levels (see Table 3). Within levels 2, 3, 4 and 5 there are distinctions on the basis of two complementary dimensions, namely the *type of subsequent education* or destination for which students are eligible (academic, vocational or labour market entrance), and the *programme orientation* (which primarily distinguishes

vocational studies from general or academic). This is an attractive feature of the classification because these dimensions capture the dynamic element in the educational career and are sensitive to the labour market opportunities of students (in the same vein as the CASMIN schema is). In addition, at levels 3, 4 and 5 the cumulative theoretical duration in full time equivalence is used for classification.

One drawback with ISCED is of course that the classification in its detail is quite difficult to implement. It would, we think, be possible to reduce the number of complementary dimensions since these are highly correlated in practice. What seems to be fundamental is whether the education at a certain level is academic or vocational (in which case there is no obvious route to higher levels of academic studies but possibly to higher vocational education).<sup>4</sup> If this is taken as a point of departure we end up with a schema distinguishing six levels of which four (namely 2, 3, 4 and 5) are split into one academic and one vocational “track”, all in all ten categories. This schema is then close to, but somewhat more elaborate than the CASMIN schema. It has the advantage of having a more detailed and ready-made classification instruction, and it may also be that some field-organisations have routines for coding education to ISCED.

Table 3. A Modified ISCED Classification of Educational Qualification

<i>Code</i>	<i>Main level</i>	<i>Sub-level</i>	<i>Description</i>
1	Primary education		First stage of basic education, normally 6 years
2a	Lower secondary education	Vocational	End of compulsory education, normally 9 years of study, vocational branch, prepare for labour market
2b	Lower secondary education	Academic/general	As above, directed towards further schooling
3a	(Upper) Secondary education	Vocational	Typical entrance qualification for level 5b studies, directed towards higher vocational studies (or work)
3b	(Upper) Secondary education	Academic/general	As above, directed towards tertiary academic studies at level 5a
4a	Post-secondary non-tertiary	Vocational	Education that require level 3 but are only slightly more advanced, and that do not qualify for level 5
4b	Post-secondary non-tertiary	Academic/general	As above, but programmes qualify for level 5 studies, e.g., adult prep courses
5a	Tertiary education	Vocational	At least 2 years of study above level 3 or 4b; practical/technical/occupational, prepare for work rather than for level 6 studies
5b	Tertiary education	Academic/general	At least 3 years of study, largely theoretically based and/or give access to professions with

<sup>4</sup> Admittedly, by making the classification cruder our gain is not necessarily proportional to the number of dimensions reduced, since fewer alternatives often create coding difficulties.

		high skill requirements; typical road for access to level 6
6	Post-graduate studies	Study leads to the award of advanced research qualification (above Master's degree), e.g., Ph. D.

Though devised as an international classification, ISCED is not at all as widely used as the international classifications of occupation and industry, for example. The reason is probably that national users prefer national classifications that follow the institutional structure of the educational system very close. This is an advantage for precision but a disadvantage for comparability. Nevertheless, we propose that the basic educational classification rests with the national standards and that there is a joint effort from the ESS to produce algorithms to adjust these standards to the reduced ISCED schema for level of education, as well as to the ISCED field of education classification (shown in Table 4). One important reason for choosing the national schemas as a point of departure is that there exist detailed educational classifications (often with a long tradition and therefore probably of relatively high quality) in most if not all nations of interest here. We also propose that the two resulting classifications – for level and field of education, respectively – be complemented with a single measure of the number of *years of education*. In addition to the relevance such a measure has for economists and others who are interested in the investment character of education it can also be used for coding and to further distinguish among the ten categories we suggest in the reduced ISCED schema.

Table 4. The ISCED classification of field of education

<i>Code</i>	<i>Main categories</i>	<i>Sub-categories</i>
0	General programmes	Basic, Literacy/numeracy; Personal development
1	Education	Teacher training and education science
2	Humanities and Arts	Arts; Humanities
3	Social science, business, law	Social and behavioural science; Journalism and information; Business and administration; Law
4	Science	Life sciences; Physical sciences; Mathematics and statistics; Computing
5	Engineering, manufacturing and construction	Engineering and engineering trades; Manufacturing and processing; Architecture and building
6	Agriculture	Agriculture, forestry and fishery; Veterinary
7	Health and welfare	Health; Social services
8	Services	Personal services; Transport; Environmental protection; Security services
9	Unknown or not specified	

We propose that only the individuals' *highest level of education* achieved, not their educational *careers* are recorded, although the latter information is in principle both possible to achieve in the ISCED framework and preferable from a theoretical point of view. Field of education should in line with this refer to this level. Our suggestion is also that, precisely as for occupation and industry, information of highest level of education is given as a response to an open question (and registered alpha-numerically and subsequently coded) about educational "title" (e.g., exam/diploma), educational content, and educational institution. These must of course be nation specific and it is important that the information gathered is quite detailed, meaning that the interviewer should have instructions to pursue in making clear the "exact" education (using "school" when necessary). It is possible to use pre-coded alternatives but this would, we believe, dramatically reduce the reliability of the measure.

For the measure of years of education we suggest that the basis is a question on *completed years of full-time study* (part-time study is then recalculated into whole years), whether academic or vocational (an ambitious set-up would distinguish these two).

While the discussion here has been coached in terms of education we may in fact be more interested in *qualifications*. Essentially, we believe that we should aim at measuring everything that is taught in school-like institutions (including adult education) with the intention of increasing students' skills or knowledge. Since this would include apprenticeship in some nations (viz. Germany) but not others where the apprenticeship system is entirely labour market based, there is a potential problem of comparability. It is not possible to solve, however, by simply including all types of qualifications into the schema, i.e., also those acquired at work, since this would blur the distinction between schooling and "ordinary" on-the-job training. The solution seems to be to use as a criterion whether it is the school or another organisation (such as guilds) that provide the examination or diploma as proof of successful completion of the qualification in question. (This will probably also be reflected in national standards for educational classification, but should be noted when discussing algorithms for translating these to ISCED.)

The following questions could be asked:

#### *COUNTRY SPECIFIC EDUCATION QUESTION(level)*

*Must include documentation on the country's educational system (number of years of compulsory education etc.)*

#### *EDUCATIONAL LEVEL (Slightly modified ISCED-97)*

*Q5. What is the highest level of education you have attained?*

- 0. Not completed primary (compulsory) education*
- 1. Primary education (end of compulsory education)*
- 2. Lower secondary education*
- 3. Upper secondary education,*
- 4. Post secondary, non-tertiary education*
- 5. First stage of tertiary education (not leading directly to an advanced research qualification)*
- 6. Second stage of tertiary education (leading to an advanced research qualification)*

#### *EDUCATIONAL DIRECTION*

*Only to be answered for those with level 2,3 or 4 as their highest level of education.*

*Q6. Is your education of a general or vocational direction?*

- 1. General*
- 2. Vocational*

#### FIELD OF EDUCATION ISCED-97

*In what field (of study) is your highest education?*

0. General programmes
1. Education
2. Humanities and art
3. Social Sciences, Business and Law
4. Science, Mathematics and Computing
5. Engineering, Manufacturing and Construction
6. Agriculture and Veterinary
7. Health and Welfare
8. Welfare
9. Unknown

#### YEARS OF EDUCATION

*How many years of full-time education have you received/undertaken?*

*(Reported in full-time equivalents, including compulsory/mandatory years of schooling)*

Number of years \_\_\_\_\_

#### Family and life-cycle

It is essential to collect information on family composition as well as age and sex of the other family members. It is then possible to construct a measure of stage in the family or life cycle. Information like this is regularly gathered in general surveys and there are many reasonable ways of doing it. The advantage with measures on the family is that the information is normally very reliable and the questions easy for the respondent to answer (though “new” forms of household composition may change this slightly).

Our proposed way of collecting information on the family is to use a table outlining the household composition with one row for each household member and information on (at least) sex, birth year, and relation (e.g.: cohabitant, wife/husband, common child, own child, partner’s child, son/daughter-in-law, own parent, parent-in-law, grandparent, sibling, sister/brother-in-law, niece/nephew, grandchild, other relative, other). In addition, we suggest that for each adult (say, persons older than the minimum school leaving age) their main economic activity is registered and their occupation, if any, coded. For societies with a more agrarian structure it could be essential to register the number of family members who work on the farm, for example. There is a risk that this may be stretching the interview time, but most of the non-spouse family members are non-employed (it would be interesting to register previous occupation of retired household members though this is probably not defensible time-wise). For non-family members of households, we suggest that no further information be collected.

The lean alternative is to ask for economic activity/employment relation/occupation only for the spouse who should also be asked about working hours.

In addition to the present family/household situation, information about the *family of origin* should be collected. To measure the respondent’s *social background* we suggest that questions are asked about father’s and mother’s (main) occupation and education (“during childhood” or “when you were 14/15 years of age”). While occupation should be coded to the ISCO classification it is necessary that there are pre-coded alternatives for education. These alternatives should as far as possible relate to ISCED as described above.

While social background is a common variable in surveys of the kind ESS is intended to be, it is becoming increasingly important to ask also for the family composition during childhood. Number of siblings is an important variable, of course, and so is single parenthood. Unlike parents' occupation and education, however, it is more difficult to point to a time-point for which this information should apply. One alternative is to use a phrase like "did you live with both your (biological) parents during your (entire) childhood?" Much research points to the importance of experiencing step-parents, however, in which case one would need a more detailed question. We fear that interview time will prevent us from gathering such detailed information.

The following set of questions is suggested:

How many people are currently living in your household?  
 Can you list them one by one? Begin with your spouse (if you have one), and then your children (if any). Can you just tell me their sex and year of birth as well?  
 For adults and non-biological children to respondent: What year did you move together in the same household?

Example of household grid

• Household member	Relation	Sex	Born		Moved together	
			Year	Month	Year	Month
Person 1		Man Woman				
Person 2		Man Woman				
Person 3		Man Woman				
Person 4		Man Woman				
etc.						

Relation: Information in household grid include different codes for

1. wife/husband,
2. unmarried cohabitant
3. common child,
4. own child (with a partner not currently in the household),
5. partner's child,
6. son/daughter-in-law,
7. own parent,
8. parent-in-law,
9. grandparent,
10. sibling,
11. sister/brother-in-law,
12. niece/nephew,
13. grandchild,
14. other relative,
15. other

If spouse (alt. 1 or 2): What is your spouse's current economic activity? (List of alternatives)  
 If gainfully employed: What is his/her current occupation? How many hours a week does he/she normally work?

During your childhood (0-16 years of age, or alternatively At your age 14) what was your father's main occupation?  
Ditto, mother's

What are your parents highest level of education achieved?  
Pre-coded national alternatives: It is sufficient for most practical purposes to be able to distinguish only compulsory, upper secondary, and degree from a range of "middle(secondary)-level" types of education.

Did you live with both your (biological) parents during your (entire) childhood?  
Yes/No, only mother/No, only father/No, not with either of my original parents

### Ethnic status, nationality, language and denomination

Ethnic status and nationality are obviously important to ask about. Numerous studies show that migrants, who come to developed countries from less developed ones, on average have less advantageous life chances than inborn persons and migrants from highly developed countries. The disadvantages often extend to the second generation in spite of it being born in the country. The disadvantage may actually remain for several generations if the migrants have some specific characteristic, typically skin pigmentation. A major question is then whether the disadvantages of immigrants, and especially of the second generation, is due to their migrant status or is a consequence of their position in the class structure. Some studies show that second generation immigrants actually do better in the educational system, once their parents' social class is controlled for (Erikson and Jonsson 1993; Vallet and Caille 1996ab). ESS should clearly provide data for the comparative study of the social positions and activities of in-migrants.

The registration of ethnic status is, however, a very sensitive issue and will probably lead to differing results in different countries. One may well get a rather substantial non-response on such a question and it is probably not possible to use the same categories in all participating nations. What in this situation seems to be possible, is to ask for country of birth for the respondent and for the parents and likewise, the nationality, mother tongue, and denomination of the respondent.

The *mother tongue* is strongly related to ethnic origin. Information on the mother tongue will thus add to the precision in measuring ethnic status. Furthermore, the ability to handle the national language(s) is obviously central for the individual's chances in the labour market (and in studies of discrimination) and more generally for the understanding of the capacity to participate in public life. Thus, a question tapping this ability seems warranted in the questionnaire.

The *religious denomination* is a divider of social life in some countries, and can, furthermore, add to the precision of the characterisation of ethnic status.

Together country of origin, nationality, mother tongue and denomination should make it possible to construct a highly precise indicator of ethnicity. It will not only be possible to distinguish between immigrants from different nations but also between immigrants of different nationality but having their origin in the same country. Kurds and Turks could thus be separated on mother tongue and *pieds noires* and Arabs could be distinguished on religion, to take two examples.

It would, given space in the questionnaire, be advantageous to measure not only the country of origin et cetera of the respondent also that of the spouse. This would provide us with possibilities both to study inter-marriages and the effects of the spouse's characteristics on attitudes and behaviour of the respondent.

Questions to be used to measure country of origin et cetera, could well be taken from some of the examples in ISSP. For example:

*Were you born in [country]? If no: at what age did you immigrate? In what country were your born? What is your current citizenship?*

*Were your parents born in [country]?*  
 1. *yes, both*  
 2. *yes, father but not mother (mother born in what country?)*  
 3. *yes, mother but not father (father born in what country?)*  
 4. *no, neither (father/mother born in what country/-ies?)*

*If one or both parents born in another country: What is your mother tongue?*  
*If not [country language]: How well do you speak... [according to proposal] Low priority?*

*Do you consider yourself to belong to any of these religious denominations? (CARD)*

1. *Protestant*
2. *Roman Catholic*
3. *Eastern Orthodox*
4. *Islamic*
5. *Jewish*
6. *Buddhist*
7. *Hindu*
8. *Other*
9. *Does not belong to any religious denomination*

*How strongly are you attached to your religion (ref. Billiet)*

1. *not at all*
  2. *weakly*
  3. *moderately*
  4. *strongly*
  5. *very strong*
- don't know*

### Domicile

Life and social relations differ to a substantial extent depending on the degree of urbanity of the domicile. It could perhaps be characterised by distinguishing a few categories on the basis of the address of the respondent, possibly by the interviewer. It may, however, be very difficult to construct comparable indicators in different countries. Number of inhabitants would be a natural measure if not the administrative borders were drawn according to very different principles in the various nations. It is, furthermore, not evident which the essential element of the domicile is. We would suggest that the most important aspect of it is the character of the local labour market, which may be reached from it. This would mean e.g. that some rather idyllic villages on the *Bergstrasse* would be included in a big city area.

More questionable is whether any information on housing and the dwelling area should be collected. It may be essential to get some indication of the conditions of the home and also, perhaps of the housing area, but it seems quite difficult to find a way to make this information internationally comparable. The ISSP version can be used:

How would you describe the type of community you live in? (ISSP)

1. a big city
2. the suburbs or outskirts of a big city
3. a town or a small city
4. a country village
5. a farm or home in the country

The Country specific variable should be filled out by the interviewer or preferably registered centrally by the organization conducting the survey. The region variable must meet the following demands:

- 1) The regional unit should be a unit where it is possible to attach contextual data (from national records/registers) and
- 2) The net sample of the regional unit must be representative and large enough for statistical analysis. Alternatively, the fieldwork organisation must document how units can be grouped to fulfil this requirement.

### Economic standing

In principle, it would be of great interest to measure household income and economic standing at large (also including material assets and fortune). However, this requests several questions and comparability may still be far away. Here, more than for other dimensions surveyed here, national specificities in tax and benefit systems make it extremely difficult to arrive at an indicator with reasonable validity and reliability. An alternative is to use self-rated income/economic standing, for example by asking the respondent to place his/her household on a scale from "the richest ten percent" to "the poorest ten percent". However, experiences from the ISSP shows that such a question returns a normal distribution, meaning that people tend to place themselves in the middle of the income distribution.

An attractive alternative, that we would prefer to such self-rated overall economic standing, is to concentrate on the lower bands of the distribution of economic resources (which, then, is really a different though an important indicator). In many surveys on poverty, for example, respondents are asked whether they have "difficulties in making ends meet". In other surveys a question is asked about whether the respondent would be able to raise a certain sum of money on short notice in case such a need would suddenly arise. Questions on making ends meet and on cash margin suffer from mixing the actual economic situation with life-style – we run the risk of registering as poor those people who have the tendency of adjusting their expenses to their income. In practice, however, these indicators seem to be valid: empirical evidence suggests that we really capture those with an economically precarious situation (such as single mothers and low-income earners). Of the two alternatives, the cash margin indicator appears to be easiest to use in an internationally comparative survey, provided that one can find a common rationale for determining the size of the sum of money. In the Swedish level of living surveys the sum approximately corresponds to 1.000 GBP (or around 150 EURO) to be raised within a week, and one way of determining the sum for a number of nations would simply be to take a sum of that size and adjust to other currencies according to purchasing power parities (we can think of other

ways of doing it too, such as adjusting the sum to some administratively set subsistence level, or to use some percentage of the median income).

It should be mentioned that a theoretically interesting way of indicating an economically precarious situation is to measure what is called consensual poverty (Mack and Lansley 19xx). Such a measure would be possible to use in a module concentrating on poverty or social exclusion but demands too many questions to fit into a permanent module of socio-structural characteristics. We suggest:

*What is your wage or salary before tax? (Wage from main job) Choose either wage per hour, per year, or whatever is more convenient.*

And:

*If a situation suddenly arose when you had to come up with XX EURO, could you manage it?*

In Sweden, around 1000 EURO is a good indicator of economic problems, around 18% in the population say "no")

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## 2.2 Evaluation and improvement of the questions

Several people have given comment on the proposal suggested by Robert Erikson and Jan Jonsson. Below we present the different comments with suggestions for alternative measures. On the basis of this information the decision of the CCT for the final instruments is made which is presented in the next section.

### 2.2.1 Comments by Kirstine Kolsrud

Erikson and Jonsson have suggested the following questions:

*Which are your current economic activities? (Answer yes/no)*

1. *Employed full-time (incl. absence of leave, vacation etc.)*
2. *Employed part-time (incl. absence of leave, vacation etc.)*
3. *Working in own or family-member's firm or farm (no wage-earning)*
4. *Unemployed*
5. *Retired, pensioner (including sick pension)*
6. *Long-standing sickness, permanently disabled*
7. *Military service*
8. *Doing housework*
9. *Other, namely.....*

*For each yes on 1-3: Question on working hours and permanent position*

*If yes on self-employment: Question on type of firm (share-holding company, franchise, own-account, sub-contractor, helping family member). Question on type of production or service.*

*Question on number of employees, if any.*

*If yes on at least one of 1-3:*

- a. *Do you have another job? (If yes: Question on working hours)*
- b. *Are you currently on absence of leave from your job? (Detail: parental & study)*

*Those who answer "yes" on 1-3 go on to Question on occupation.*

*Those who do not, get a special Question on occupation:*

*Have you ever had a job? (yes/no) (If no: skip the rest of work-related Q:s)  
(If yes): What was your main occupation when you were (last) gainfully employed?*

Kirstine Kolstud gives the following comment on this question:

Our suggestion is therefore to ask two separate questions, one dealing with employment status (Q9 above) and one dealing with current status with regard to main activity (Q17). The working student has then the opportunity to choose whether his/her main activity is working or studying and we would still have the information of him/her being gainfully employed.

### EMPLOYMENT STATUS

#### **Q9. What is your present employment status?**

1. in paid work (include work for family business, farm etc.)
2. on temporarily leave from paid work (sick leave, maternity, other)
3. previously had paid work=> when were you last in paid work?  
\_\_\_\_\_ year
4. never had paid work

Suggestion: Lower limit for when respondent can be categorized as in paid

work =1hour per week (Labour Force Survey)

#### MAIN ACTIVITY

#### Q17. Which of these descriptions applies best to your current status?

(Derived from BSA)

1. working (regardless of whether paid or not)
2. student / in education (BSA)
3. doing housework / looking after the home / looking after children or other persons (ECHP BSA)
4. unemployed, and actively looking for a job (BSA)
5. unemployed , wanting a job but not actively looking for a job (BSA)
6. retired
7. military service /community service
8. Permanently sick or disabled

The reply to this proposal of Erikson and Jonsson is as follows:

The comments suggest two separate questions, one on employment status and one on current status with regard to main activity. It is a good idea to be able to discern the student who work part-time etc. but this is not really achieved with the questions proposed. One basic problem is whether we want to know the relative amount of time people spend in different economic activities or whether we want to know the relative importance for people's income: one option is to leave it to the respondent to determine the main activity, another is to judge for ourselves. The latter is perhaps a more attractive alternative, but can only be achieved by using time as a standard. Thus, it is one good alternative, among others, to ask respondents how many hours per week they spend in (a limited number of) different economic activities. This will enable researchers to compare the whole pattern of economic activities of European citizens also in a time period when combining different kinds of activities may become more common. One major obstacle in ascertaining the current economic activity is the issue of absence of leave from employment (mainly for caring for children or for studying), which in some countries is of great importance.

Kirstine Kolsrud comments on this argument:

Our argument was to allow the respondents to have "multiple status" (working and studying etc) as well as obtaining the information on their subjective placement of their **main** activity. The now suggested set of questions, with yes/no answers for all eight listed activities, will give the respondents the possibility of multiple activities (employed and doing housework etc), and the information on part time-full time is also included. However, compared to the two-question approach we suggested, we lose the information on what the respondents regard as their main activity. This could be very important. Imagine the situation where a respondent answers yes to being employed part time, yes to working in family firm/farm, and yes to doing housework. There would certainly be a need for the respondents own evaluation of what is his/hers main activity. The problem is acute since the "doing housework" is so general most of us would have that as at least a second activity. Apart from the loss of main activity status, we also miss the option of being a student/studying.

We do understand Erikson and Jonsson's point about researchers vs. respondents determining their main activity, but in order to let the researcher fully be able to determine the respondents main activity, a measure the respondents time spent at the various economic activities would be necessary.

We do, however, regard this to be beyond the scope of the core questionnaire. If that is the case we will argue that our proposal with to separate questions is second best. For as long as we record both the employment status, and the hours worked the researcher can still decide for herself/himself if the respondent is mainly a student or mainly working, regardless of what the respondent regards herself/himself mainly to be. For those who consider the respondents own evaluation of main status to be of importance (and our experience is that researchers do ask for this) we would have that information as well.

Therefore, our suggestion is to ask two separate questions, one dealing with employment status (Q9 above) and one dealing with current status with regard to main activity (Q17). The working student has then the opportunity to choose whether his/her main activity is working or studying and we would still have the information of him/her being gainfully employed.

### 2.2.2 *Extension of the measurement of current status of the respondent* by Ron Lesthaeghe

Many survey questionnaires contain questions about the current status of respondents with respect to household position, marital status, employment position, memberships etc. Demographically, many such current status positions may affect either only a fraction of the population or, alternatively, constitute transient states with only short durations. In either instance, the numbers of respondents found in such situations are small. Conversely, there are also states that are rather “absorbing”, i.e. lasting for a long time and catching large numbers of the population. In cross-sectional surveys, few respondents are then found in the rarer or the more temporary states, whereas large numbers are located in the long lasting or the more common states. This produces great unevenness of frequencies over categories, particularly in random samples (unstratified).

The second problem with questions restricted to current status is that earlier life course experiences are glossed over. Such experiences, often pertaining to household formation, health or employment trajectories, have a non-negligible impact on the further evolution of the life course or on the respondents’ value orientations. It is therefore essential that earlier life course markers are being recorded. This furthermore allows for a breaking up of current status categories with a high incidence into a more diversified set of smaller and more meaningful categories depending on the occurrence or non-occurrence of such life course markers.

Complete information on life course evolutions can only be recorded through “histories”, i.e. the full record of all moves over states (full couple formation history, full employment history, full migration history etc.). This is the fief of demographers and event-history analysis. The collection of such data is entirely beyond the scope of most other surveys. However, the problem can still be remedied via the simple “ever” question in which the respondent is solely asked whether or not a particular life course marker has been experienced. Yet, such simple but crucial information is often lacking, despite the fact that its collection requires little interview time.

As a consequence, I would propose a few “ever” questions for the core questionnaire of the ESS. It may be that some are already incorporated, but since I do not have anything to go by, I have taken the liberty of producing a short set in the next section.

#### Ever-questions for household formation and other matters

The minimum set pertains to the experience of home leaving, cohabitation, marriage, divorce & separation, and repartnering. A larger set also includes other relevant life course markers.

- Suggested questions for all respondents (no skips or probes)
- a) Have you ever experienced any of the following events during your life? (if currently experiencing: answer yes)
- |  |     |    |
|--|-----|----|
| 1. Living by yourself, away from parents and without partner                 | Yes | No |
| 2. Living with a partner without being married (= cohabitation)              | Yes | No |
| 3. Experienced a divorce or a separation following marriage or cohabitation? | Yes | No |

4. Experienced the formation of a new household as the outcome of a second or later marriage/cohabitation (repartnering)? Yes No
- b) How would you describe your current household position or living arrangement? (circle one)
1. Living with my parents most of the time;
  2. Living alone most of the time, away from parents and without partner;
  3. Living together with a partner without marriage (= cohabitation, free union);
  4. Living with a husband or wife in a marriage;
  5. Living apart from a partner, but regularly exchanging visits with this partner in our homes (=LAT)
- c) How many children, irrespective of age, are currently living with you in the same household (circle 1)
- 0 children  
1  
2  
3  
4  
5 or more
- d) What is your official marital status? (circle 1)
- single                  married                  divorced                  widowed

Note: do not use skips for any of the above. Everything can be answered by "Yes" or "No" or can be circled by all respondents. That way, no errors can be committed (in the Dutch 1999 EVS-questionnaire on PC, ever questions were misprogrammed and the married couples did not get the ever-cohabited question! Similar error in Flemish NEG0 III of the 1980s!)

- If there is more room, the following would also do (other markers):

- a) Have you ever experienced any of the following events during your life?
1. A divorce or separation of your parents Yes No
  2. A period of home leaving as the result of a conflict with your parents Yes No
  3. A period during which you had a temporary separation from your partner or spouse as a result of a quarrel? Yes No
  4. A period of unemployment longer than 3 months Yes No
  5. A period without income or a period with an income reduction by more than a third (33%)? (pertains to both own income or overall household income)
  6. A period of serious illness (or handicap following an accident) lasting longer than 6 months Yes No

- Memberships: same logic  
Many respondents may not currently be a member of any voluntary organisation, but have the experience of such a membership earlier in their lives. In fact, current memberships may not exceed 2 to 5% (cfr. EVS 1999 for a set of associations), but ever-membership is likely to be a multiple of this.

Hence the questions:

1. Have you ever been a member of one or more of the following types of associations?  
[Take EVS 1999 list] Yes            No
2. Have you ever done voluntary work for one or more of the following types of associations?  
[same EVS 1999 list] Yes            No

Possibly “ever-member” questions may find their place in one of the modules.

### 2.2.3 Comment on measurement of education by Ineke Stoop

Ineke Stoop suggested to extend the section on education with questions on Life Long Learning on the basis of the following arguments.

In modern societies life long learning has a social as well as an economic rationale. The social rationale refers to the need to promote a more active participation in decision making, an increased sharing of values and cultural diversities and a higher degree of social cohesion. The economic rationale is reflected in the need to continuously update skills and the changing composition of skills demanded by the labour market. Life long learning can have a big impact on society and the economy and on the individuals within the society.

Life long learning encompasses all *purposeful* learning activities, whether *informal* or *formal*, undertaken on an *ongoing* basis with the aim of *improving knowledge, skills and competences*. Life long learning is promoted and measured by different organisations, in different countries and via different programmes. Many gaps in information exist, measuring life long learning has a relatively short history, definitions differ and the need for information constantly evolves.

The *Eurostat Task Force on measuring life long learning* has recently tried to take stock of all existing and planned data collections, measurement instruments and policy needs and to present them in an integrated manner. The Task force agreed that purposeful learning could be divided into three categories: formal education, non-formal education and informal learning. *Formal education* refers to (ISCED97) the system of schools, colleges and other educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people. Formal education is generally measured in education statistics and, at individual level, in surveys via questions on educational level and current type of formal schooling younger people are involved in.

*Non-formal education* is generally less extensively measured in surveys. This comprises "any organized and sustained 'other' educational activities that cater to all persons of all ages". Vocational education and training is a major part of non-formal education, but non-formal education can also be followed for private purposes (foreign language courses, computer courses followed for private purposes).

*Non-formal education* to intentionally organised events in an institutional setting. *Informal learning* goes without this institutional setting and comprises all activities characterized by a relatively low level of organization aimed at increasing knowledge or skills. Examples are computer based learning modules, visiting cultural events.

Formal education is incorporated in the ESS by a series of questions as part of socio-economic background variables. It can be argued that in our society, both for economic and social reasons, non-formal education and informal learning should be added as part of these background variables. One problem, however, is the measurement. Whereas tested instruments are available to measure formal education, non-formal education and informal learning have been measured incompletely and in different ways in different countries. Attempts to inventory question blocks on the subject by the Taskforce mentioned above have led to extensive sets of questions that differ for different countries and even then do not cover all aspect of life long learning.

After inspecting several questionnaires on the subject the best alternative seems to be a set of questions that have been used in the German Time Use Survey 2001 which is still underway

(cf. Annex 4 of the Final Report of the Task Force Measuring Lifelong Learning) (thanks to Walter Hörner, Statistisches Bundesamt, Education Statistics).

- Non-formal vocational learning

Did you participate in any of the following learning activities aimed at enhancing your professional/vocational capabilities:

- taught courses, seminars, lectures
- attending non-taught learning events, such as workshops, (scientific) exhibitions, etc.

- Non-formal general learning

Did you participate in any of the following learning activities aimed at improving societal participation/integration (active citizenship) or supporting personal development:

- taught courses, seminars, lectures
- attending non-taught learning events, such as workshops, (scientific) exhibitions, etc.

- Informal learning

Did you make use of any of the following learning instruments for either vocational, societal or personal purposes:

- learning within self-organised (informal) groups of people (friends, colleagues, ...)
- self-learning by making use of different media, such as...
- printed material (books, magazines, ...)
- computer (e.g. CD-ROM-based learning)
- Internet (online learning, 'webucation')
- television/video, radio (broadcasting).

### 2.2.4 Pre-pilot proposals by Kirstine Kolsrud and Knut Kalgraf-Skjåk

A core demographics section was drawn up by the CCT (led by NSD), based on the advice of Erikson and Jonsson, who subsequently commented on the draft questionnaire section. At this stage, the section was somewhat longer than the 40 item count allocated to it. Based on the discussion in the Erikson and Jonsson paper, we included a possible priority of the items; P1 (highest), P2 and P3 (lowest). What we show here are the draft versions (not necessarily pilot versions) of the questions which were taken into the pilot (rather than those items removed pre-pilot).

#### Household grid

The 'household' had to be clearly defined, in a way which made sense in all participating countries. In the draft NSD presented the household grid as it was suggested by Erikson and Jonsson, asking for advice from other CCT members.

#### Example of household grid

	<i>Relation</i>	<i>Sex</i>	<i>Born</i>		<i>Moved together</i>	
			<i>Year</i>	<i>Month</i>	<i>Year</i>	<i>Month</i>
Person 1		Man Woman				
Person 2		Man Woman				
Person 3		Man Woman				
Person 4		Man Woman				
etc.						

Relation: Information in household grid include different codes for

1. wife/husband,
2. unmarried cohabitant
3. common child,
4. own child (with a partner not currently in the household),
5. partner's child,
6. son/daughter-in-law,
7. own parent,
8. parent-in-law,
9. grandparent,
10. sibling,
11. sister/brother-in-law,
12. niece/nephew,
13. grandchild,
14. other relative,
15. other

#### Legal status

NSD also proposed a separate question on the respondents' legal/marital status.

What is your marital status?	<b>P1</b>
1. married	
2. widowed	

- |  |
|--|
| 3. divorced<br>4. separated<br>5. single/married |
|--|

### Domicile

Erikson and Jonsson approved of the proposed question (below). The categories are taken from the ISSP Standard background variables. The intent with this question is to get a self assessed indicator on the degree of urbanity of the respondents' local community. NSD recommend the ISSP categories since they include "suburbs or outskirts of a big city" as a category, and they distinguish between "living on a farm, or home in the country", and "living in a small village".

How would you describe the type of community you live in? ( ISSP)	<b>P1</b>
CARD	
1. a big city	
2. the suburbs or outskirts of a big city	
3. a town or a small city	
4. a country village	
5. a farm or home in the country	

### Education

The proposed questions were NSD operationalisations of Erikson and Jonssons' discussion of classification of education. Erikson and Jonsson approved the questions.

EDUCATIONAL LEVEL (I)	P1
What is the highest level of education you have attained? (Country specific categories)	
EDUCATIONAL LEVEL (II)	
(Slightly modified ISCED-97)	
Derived. Highest level of education. Derived from Q 1.3.3	
0. Not completed primary (compulsory) education	
1. Primary education (end of compulsory education)	
2. Lower secondary education	
3. Upper secondary education,	
4. Post secondary, non-tertiary education	
5. First stage of tertiary education (not leading directly to an advanced research qualification)	
6. Second stage of tertiary education (leading to an advanced research qualification)	
EDUCATIONAL DIRECTION	P1
(Level 2,3 or 4 in Derived. NB! adapt to fit country specific categories)	
Is your education of a general or vocational direction?	
1. General	
2. Vocational	
FIELD OF EDUCATION	P1

ISCED-97

In what field (of study) is your highest education?

CARD

0. General programmes
1. Education
2. Humanities and art
3. Social Sciences, Business and Law
4. Science, Mathematics and Computing
5. Engineering, Manufacturing and Construction
6. Agriculture and Veterinary
7. Health and Welfare
8. Welfare
9. Unknown

YEARS OF EDUCATION

P1

How many years of full-time education have you undertaken?

(Reported in full-time equivalents, including compulsory/mandatory years of schooling)

Number of years \_\_\_\_\_

### Employment status

**What is your present employment status?**

P1

CARD

- |   |              |
|---|--------------|
| 1. in paid work (include work for family business, farm etc)                      | => go to Q11 |
| 2. on leave of absence from paid work<br>(studying/training, parental leave etc.) | => go to Q8  |
| 3. Not working for pay, or in a family business/farm                              | => go to Q9  |

Most surveys (ECHP, CITIZENSHIP, ISSP, BSA) use some pre-defined number of hours of work per week to classify respondents as "in paid work/employed" or not. The number of hours does, however, vary from survey to survey (from 1 (LFS) to 8, 10 and 15 (Citizenship)) NSD suggested, in accordance with the Labour Force Survey, to use one hour per week as the lower limit for when the respondent can be categorized as in paid work. This low limit will provide the users of the ESS dataset with (increased) flexibility when it comes to determining the respondents economic position.

**Have you ever had a paid job?**

P1

- |        |              |
|--------|--------------|
| 1. Yes | => go to Q10 |
| 2. No  | => go to Q31 |

**When were you last in a paid job?**

P1

Year \_\_\_\_\_

Professional status

In your main job are/were you...	P1
1. an employee	=> go to Q14
2. self-employed	=> go to Q12
3. working for a family business	=> go to Q14

How many employees (if any) do you have?	P1
number of employees	

Permanency of main job

Is/was your main job a .....	P1
permanent job, or work contract of unlimited duration (ref. Labour Force Survey)	
temporary job, or work contract of limited duration (ref. Labour Force Survey)	

Economic sector

In your main job, which type of organisation/company do/did you work for? (BSA)	P1
CARD	
1. Private sector firm or company	
2. Nationalised industry or public corporation	
3. Other public sector employer (country specific examples like in BSA: Central govt., Civil Service, Govt. agency, Local authority, Local Educ Auth., Universities, Health authority, NHS hospitals, NHS Trusts, GP surgeries, Police, Armed forces)	
4. Charity, voluntary sector, non-profit organisations, NGOs	

Establishment size

How many people are employed at your at your workplace?	P2
---	----

Autonomy

To what extent will you say you can organize your own work? (NES) P1

1. to a large extent
2. to some extent
3. very little
4. not at all

### Authority

In your main job, do/did you directly supervise, or are/were you directly responsible for the work of any other people? ( BSA) P1

1. yes => go to Q20
2. no => go to Q21

Q 1.3.20 How many people are/were you directly responsible for? P1

### Working hours

How many hours do/did you normally work a week in your main job (BSA) P1  
(include any paid or unpaid overtime, work done from home, preparation (teachers), on average for those who work shift, on-off weeks)

(Record down to half hour ( ALLBUS 98)

\_\_\_\_\_hours

### Occupation

What is/was the name or title of your main job? P1

In your main job, what kind of work do/did you do most of the time?

\_\_\_\_\_

In coding occupation NSD suggested using the 4-digit ISCO88 (the latest EU-version). Coding of a standard of such detail requires well **trained** interviewers. They must be familiar with the standard to ensure they get sufficient information from the respondents.

### Industry

What does/did the firm/organisation you work/worked for mainly make or do? (LFS, EUROBAROMETER EB56.1) P1

Erikson and Jonsson refer to the ISIC rev3 as the natural first choice for ESS. However, according to Statistics Norway, EU has decided to use the NACE rev1 as its standard. NACE

is also the most used standard within EFTA countries, and NSD therefore suggested the use of 2-digit NACE standard to be the ESS choice.

### Second job

Do you have a second paid job?	P1
1. Yes	=> go to Q29
2. No	=> go to Q30

### Economic position/main activity

Which of these descriptions applies to your current status? CARD (multiple response allowed)	P1
And which of the descriptions describes your current situation <i>best</i> ? KEEP CARD (one answer only)	P1
1. in paid work (employee, self-employed, working for a family business)	
2. in education (not paid for by employer, including on vacation ref.BSA)	
3. unemployed and actively looking for a job	
4. unemployed, wanting a job but not actively looking for a job	
5. permanently sick or disabled (ref BSA, ISSP)	
6. retired	
7. in community or military service (ref. ECHP)	
8. doing housework, looking after children or other persons (ECHP)	
(9. other)	

Economic position seeks to distinguish between people who are in the labour force (economically active) and those who are not (economically inactive). A further aim is then to assign people/respondents to various subgroups among the two broad categories (economically active and economically inactive.) The usual aim of classification by economic position is to assign the respondents to **one** category only (Roger Thomas: <http://qb.soc.surrey.ac.uk/topics/economic/economintro.htm>.)

This convention is a simplification and requires pre-defined “rules” to sort out people who fit into several categories. Alternatively the categories must be set up so that it is not possible to fit into several categories. The result can then instead be that respondents do not fit into any category, or the categories themselves become too complex in order to accommodate “all possible combinations”.

To avoid the problem of respondents fitting into several categories NSD suggested asking the respondents what they considered to be their **main** activity. However, Erikson and Jonsson pointed out in their answer and comments in section 1.2.1 of this paper, that they would like to judge for themselves as to what is the respondents main activity/economic position is. The question is how can we achieve this? Erikson and Jonsson refer to the problem of "whether we want to know the relative amount of time people spend in different economic activities, or whether we want to know the relative importance of people's income." Both of these alternatives would the way NSD see this, require a rather lengthy investigation into the respondents sources of income, or alternatively how they spend their time. NSD considered both these alternatives to be beyond the scope of this part of the ESS.

In order to accommodate the researchers in deciding what is the respondents economic position, NSD suggested the following:

- Treat any paid job of 1 hour a week or more as working (Q7)
- Ask for full time /part time job(Q 21)
- Ask for normal working hours a week (Q22)
- Ask for the respondents annual wage/salary(Q30)
- Ask all respondents (also those working) for their **current** activities (Q31)
- Ask all respondents (also those working) for their **main activity**(Q32)

Collectively, this information will allow the researcher to judge for herself what should be the respondents economic position. The question of the respondents' subjective main activity provides the researcher with a choice as to whether the respondents' own evaluation of main activity, or the information on employment status, number of hours worked, etc. defines the respondents' economic position.

This proposal includes all the information Erikson and Jonsson achieve with their suggested questions, with the addition of the self assessed main activity.

### Income

What is your annual income before tax? (count all sources, pensions, social benefits, supplementary income, and interest/dividends)	P2
---	----

### Questions for partner/spouse

What is her/his present employment status?	P1
CARD	
1. in paid work (include work for family business, farm etc)	=> go to Q37
2. on leave of absence from paid work (studying/training, parental leave etc.)	=> go to Q37
3. Not working for pay, or in a family business/farm	=> go to Q35

Has she/he ever had a paid job?	P3
1. Yes	=> go to Q36
2. No	=> go to Q39
When were she/he last in a paid job? years	P3

### Occupation

What is/was the name or title of her/his main job?	P1
--	----

title

In her/his main job, what kind of work does/did you she/he most of the time?

Economic activity

Which of these descriptions applies to her/his current status? P1  
 CARD (multiple answers allowed)  
 And which of the descriptions describes her/his current situation *best*? P1  
 KEEP CARD (one answer only)

1. in paid work (employee, self-employed, working for a family business)
2. in education (not paid for by employer, including on vacation ref.BSA)
3. unemployed and actively looking for a job
4. unemployed, wanting a job but not actively looking for a job
5. permanently sick or disabled (ref BSA, ISSP)
6. retired
7. in community or military service (ref. ECHP)
8. doing housework, looking after children or other persons (ECHP)
- (9. other)

Questions about respondent's parents

Father's occupation at 15

When you were 15 years old, did your father have a job? P1

What was the name or title of your father's job?

title

What kind of work did he most of the time?

Mother's occupation at 15

When you were 15 years old, did your mother have a job? P1

What was the name or title of your mother's job?

title

What kind of work did she most of the time?

Father's education level

EDUCATIONAL LEVEL (I)

What is/was your father's highest level of education?

**P1**

EDUCATIONAL LEVEL (II)  
(Slightly modified ISCED-97)

Highest level of education. Derived

0. Not completed primary (compulsory) education
1. Primary education (end of compulsory education)
2. Lower secondary education
3. Upper secondary education,
4. Post secondary, non-tertiary education
5. First stage of tertiary education (not leading directly to an advanced research qualification)
6. Second stage of tertiary education (leading to an advanced research qualification)

Mother's education level

EDUCATIONAL LEVEL (I)

P1

What is your mother's highest level of education?

EDUCATIONAL LEVEL (II)  
(Slightly modified ISCED-97)

Highest level of education.

0. Not completed primary (compulsory) education
1. Primary education (end of compulsory education)
2. Lower secondary education
3. Upper secondary education,
4. Post secondary, non-tertiary education
5. First stage of tertiary education (not leading directly to an advanced research qualification)
6. Second stage of tertiary education (leading to an advanced research qualification)

### 2.2.5 Central Co-ordinating Team selection of items for pilot

Comprehensive proposals were made for the demographic variables for the ESS core. The level of our comments reflected the extensive work which has already been done.

#### Household grid and marital status

The main points arising were –

We favoured a standard definition of household, not one which may differ between nations.

With regards the relationship question, asking about the parenthood of children (current/past partners) may be sensitive in certain cases and therefore a short list of relationships to the respondent was favoured.

We provided an example of a household grid which puts people along the top and codes down the side, making it easier to code relationships. There should be no limit to the number of people about whom information is collected. The grid should be as large as possible, with an instruction to the interviewer to continue on a separate sheet if necessary (in PAPI).

*Descending age order ----->*

<b>Person</b>	<b>01 (respondent)</b>	<b>02</b>	<b>03</b>	<b>04 (etc.)</b>
<b>Name</b>				
<b>Sex</b>				
Male	1	1	1	1
Female	2	2	2	2
<b>Year born</b>				
<b>Relationship</b>				
Partner/wife/ Husband/cohabite e		1	1	1
Son/daughter		2	2	2
Etc.				
Etc.				

For marital status, we favoured a question which incorporated cohabitation. We suggested the following –

CARD Can I just check, which of these applies to you at present?

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

### Economic position/employment

It was felt that some of the employment questions would benefit from slight alterations to the wording. However, at that stage, we concentrated on substantive points, leaving question wording changes to the next stage.

In order to obtain a clear picture of the respondent's status, and to make it simpler for them, we needed to ask the more detailed economic status questions (Q31 and Q32) at the beginning of this section.

The current Q7 will pick up anyone working for an hour or more in the last week (using the LFS definition), regardless of how they describe their current status. We suggested therefore:

Can I just check, did you do any paid work (of an hour or more) in the last seven days?

We proposed an additional question on union membership (both as a useful dependent and independent variable), along the lines of –

Are you a member of a trade union or staff association? Code one or both

*Yes, union*

*Yes, staff association*

*No*

### Partner's and parents' occupation/class

We did not feel that we had enough space or budget to include up to four full sets of occupation questions (and their codings). So we propose to ask a truncated, pre-coded form of occupation grouping for both partner and parents.

### Life-long learning

Questions on this topic were still under review, but we consider for the moment that there are only two pressing questions that need to be asked on this subject, as follows

1. Have you during the last twelve months taken any course or attended any lecture or conference to improve your knowledge or skills for work?

*Yes*

*No*

2. And have you in the last twelve months taken any course or attended any lecture or conference to improve your knowledge or skills **not** connected with work?

*Yes*

*No*

### Formative experiences

Following advice from Professor Ron Lesthaeghe, a member of the SAB, we included a small number of “have you ever?” questions as important independent variables to explain a wide number of the dependent variables already included. Again we did not have space for many.

- (if not currently cohabiting)*
1. Can I just check, have you ever lived with a partner without being married to them?

Yes

No

- (if not currently divorced or separated)*
2. Have you ever experienced a divorce or separation following a marriage?

Yes

No

- (if no children currently in household)*
3. Have you ever had any children or step-children of your own living in your household?

Yes

No

{Lifetime experience of unemployment, crime and religious identification are already included earlier in the questionnaire}

### 2.2.6 Post-pilot discussions

One of the main issues post-pilot was the extent to which the demographics section of the pilot questionnaire was over length. Discussions between the CCT and with Erikson and Jonsson resulted in the following items being cut from the demographic core. Whilst all were seen as desirable, they were not essential in comparison with the remaining items.

#### Cut post-pilot:

- ◆ Field of highest qualification and whether vocational or general
- ◆ Private versus public sector occupation
- ◆ Level of stress at work
- ◆ Second jobs
- ◆ Likelihood of losing a job and ease of finding a new one
- ◆ Past experiences of living in poverty
- ◆ Partner's occupational industry and contracted hours

However, there were a small number of items that had not been included in the pilot questionnaire which were seen as essential. Questions were developed on these for the core questionnaire –

#### Income

We sought advice from Vijay Verma (adviser to the European Community Household Panel) as to the best way to succinctly collect information on household income. He suggested questions which had been used on the ECHP and been shown to work well across EU countries, producing responses generally consistent with the information coming from more complex question sequences in ECHP, with low item non-response. They consisted of a lead-in question that reminded respondents of all possible sources of income, plus a question on monthly household income using banded income brackets.

We slightly amended the ECHP questions. In order to minimise interview time, we asked for the main source of income, rather than ask separately about each possible source. We also provided respondents with the opportunity to give weekly, monthly or yearly income, so cover the different wage structures in different countries. Thus the final questions asked were –

CARD Please consider the income of all household members and any income which may be received by the household as a whole. What is the **main** source of income in your household?

Wages or salaries

Income from self-employment or farming

Pensions

Unemployment/redundancy benefit

Any other social benefits or grants

Income from investment, savings, insurance or property

Income from other sources

CARD Using this card, if you add up the income from **all** sources, which letter describes your household's total **net** income? If you don't know the exact figure, please give an estimate. Use the part of the card you know best: weekly, monthly or annual income.

(Income bands allocated a random letter for respondents to use, rather than have to cite amount.)

### Mother's and father's occupation

Erikson and Jonsson argued strongly for the inclusion of mother's and father's education plus occupation during the respondent's childhood. It was therefore decided to include summary occupation questions (education questions were already included in the pilot questionnaire). It was not feasible to ask participating countries to collect and code potentially two more occupations to ISCO (as well as respondent and partner). However, it was recognised that some analysts may want this level of information. A pragmatic compromise was reached whereby (uncoded) text information was collected on parents' occupations (which could be later coded to ISCO by analysts) and a summary question was asked about parents' occupation based on ns-sec, a self-coded social class system. The following questions were therefore added for both respondent's mother and father.

### Father's Occupation

**F46** *When you were 14, did your father work as an employee, was he self-employed, or was he not working then?*

<i>Employee</i>	1	<b>GO TO F48</b>
<i>Self-employed</i>	2	<b>ASK F47</b>
<i>Not working</i>	3	<b>GO TO F51</b>
<i>(Father died/absent<sup>5</sup> when respondent was 14)</i>	4	
<i>(Don't know)</i>	8	<b>GO TO F49</b>

**F47** *How many employees did he have?*

<i>None</i>	1
<i>1 to 24</i>	2 <b>GO TO F49</b>
<i>25 or more</i>	3
<i>(Don't know)</i>	8

**ASK IF FATHER EMPLOYED (code 1 at F46)**

<sup>5</sup> "Absent": not living in same household.

**F48** *Did he have any responsibility for supervising the work of other employees?*

Yes	1
No	2
(Don't know)	8

**ASK IF FATHER WORKING OR DON'T KNOW – CODES 1, 2 or 8 at F46**

**F49** *What was the name or title of his main job?*

**WRITE IN**

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**F50** CARD 62 Which of the descriptions<sup>6</sup> on this card best describes the sort of work he did when you were 14.

<p><b>Traditional professional occupations</b> such as: accountant – solicitor – medical practitioner – scientist – civil/mechanical engineer</p>	01
<p><b>Modern professional occupations</b> such as: teacher – nurse – physiotherapist – social worker – welfare officer – artist – musician – police officer (sergeant or above) – software designer</p>	02
<p><b>Clerical and intermediate occupations</b> such as: secretary – personal assistant – clerical worker – office clerk – call centre agent<sup>7</sup> – nursing auxiliary – nursery nurse</p>	03
<p><b>Senior manager or administrators</b> (usually responsible for planning, organising and co-ordinating work and for finance) such as: finance manager – chief executive</p>	04
<p><b>Technical and craft occupations</b> such as: motor mechanic – fitter – inspector – plumber – printer – tool maker – electrician – gardener – train driver</p>	05
<p><b>Semi-routine manual and service occupations</b> such as: postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant</p>	06
<p><b>Routine manual and service occupations</b> such as: HGV<sup>8</sup> driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter/waitress – bar staff</p>	07
<p><b>Middle or junior managers</b> such as: office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican</p>	08
(Don't know)	88

<sup>6</sup> Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact [translate@zuma-mannheim.de](mailto:translate@zuma-mannheim.de).

<sup>7</sup> A call centre is also known as a telephone shop. It can take many forms: a CATI shop for interviewing, a Customer Service centre with phone operators where customers call with questions and concerns, or a telemarketing centre. An agent is a person who answers (or initiates) live (telephone) communications on behalf of a company or client.

<sup>8</sup> "HGV" = Heavy Goods Vehicle

Mother's Occupation

**F52** When you were 14, did your mother work as an employee, was she self-employed, or was she not working then?

Employee	1	GO TO F54
Self-employed	2	ASK F53
Not working	3	GO TO F57
(Mother died/absent when respondent was 14)	4	
(Don't know)	8	GO TO F55

**F53** How many employees did she have?

None	1		
1 to 24	2		GO TO F55
25 or more	3		
(Don't know)	8		

**ASK IF MOTHER EMPLOYED (code 1 at F52)**

**F54** Did she have any responsibility for supervising the work of other employees?

Yes	1
No	2
(Don't know)	8

**ASK IF MOTHER WORKING OR DON'T KNOW - CODES 1, 2 or 8 at F52**

**F55** What was the name or title of her main job?

**WRITE IN**

---

**F56 CARD 64** Which of the descriptions on this card best describes the sort of work she did when you were 14.

**Traditional professional occupations**  
 such as: accountant – solicitor – medical practitioner –  
 scientist – civil/mechanical engineer 01

**Modern professional occupations**  
 such as: teacher – nurse – physiotherapist – social worker –  
 welfare officer – artist – musician –  
 police officer (sergeant or above) – software designer 02

<b>Clerical and intermediate occupations</b> such as: secretary – personal assistant – clerical worker – office clerk – call centre agent <sup>9</sup> – nursing auxiliary – nursery nurse	03
<b>Senior manager or administrators</b> (usually responsible for planning, organising and co-ordinating work and for finance) such as: finance manager – chief executive	04
<b>Technical and craft occupations</b> such as: motor mechanic – fitter – inspector – plumber – printer – tool maker – electrician – gardener – train driver	05
<b>Semi-routine manual and service occupations</b> such as: postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant	06
<b>Routine manual and service occupations</b> such as: HGV <sup>10</sup> driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter/waitress – bar staff	07
<b>Middle or junior managers</b> such as: office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican	08
(Don't know)	88

---

<sup>9</sup> A call centre is also known as a telephone shop. It can take many forms: a CATI shop for interviewing, a Customer Service centre with phone operators where customers call with questions and concerns, or a telemarketing centre. An agent is a person who answers (or initiates) live (telephone) communications on behalf of a company or client.

<sup>10</sup> "HGV" = Heavy Goods Vehicle

### 2.3 Final selection of questions for Round 1

The final set of questions asked was as follows:

- F1** Including yourself, how many people – including children – live here regularly as members of this household?

**WRITE IN NUMBER:**

(Don't know) 88

**IN GRID, COLLECT DETAILS OF RESPONDENT (F2/F3 ONLY), THEN OTHER HOUSEHOLD MEMBERS (F2 to F4), IN DESCENDING ORDER OF AGE.**

**FOR EASE, IT MAY BE USEFUL TO ADD THE NAMES OR INITIALS OF EACH HOUSEHOLD MEMBER WHERE INDICATED**

- F2** CODE SEX

- F3** And in what year were you/ was he/she born? (Don't know = 8888)

- F4 CARD 51** Looking at this card, what relationship is he/she to you?

Descending age order -----&gt;

Person	01 (respondent)	02	03	04	05	06
<b>OPTIONAL: First Name or initial</b>						
<b>F2 Sex</b>						
Female						
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
Husband/wife/partner						
Son/daughter (inc. step, adopted, foster, child of partner)						
Parent, parent-in-law, partner, parent, step parent						
Other relative						
Other non-relative						
(Don't know)						

Descending age order -----&gt;

Person	07	08	09	10	11	12
<b>OPTIONAL: First Name or initial</b>						
<b>F2 Sex</b>						
Male						
Female						
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
Husband/wife/partner						
Son/daughter (inc. step, adopted, foster, child of partner)						
Parent, parent-in-law, partner, parent, step parent						
Other relative						
Other non-relative						
(Don't know)						

**F5 CARD 52** Which phrase on this card best describes the area where you live?

- |  |   |
|--|---|
| A big city                             | 1 |
| The suburbs or outskirts of a big city | 2 |
| A town or a small city                 | 3 |
| A country village                      | 4 |
| A farm or home in the countryside      | 5 |
| (Don't know)                           | 8 |

[Country-specific question and codes for coding into ISCED 97]

**F6 CARD 53** What is the highest level of education you have achieved? Please use this card.

- |   |    |
|---|----|
| No qualifications                                 | 01 |
| CSE grade 2-5/GCSE grades D-G or equivalent       | 02 |
| CSE grade 1/O-level/GCSE grades A-C or equivalent | 03 |
| A-level, AS-level or equivalent                   | 04 |
| Degree/postgraduate qualification or equivalent   | 05 |
| Other ( <b>WRITE IN</b> ) _____                   | 06 |
| (Don't know)                                      | 88 |

**ASK ALL**

**F7** How many years of full-time education have you completed?  
[To be reported in full-time equivalents, including compulsory/mandatory years of schooling]

**WRITE IN:**    
(Don't know) 88

**F8a CARD 54** Using this card, which of these descriptions applies to what you have been doing for the last 7 days?

**PROMPT** Which others?

**CODE ALL THAT APPLY**

**IF MORE THAN ONE CODED AT F8a**

**F8b CARD 54 AGAIN:** And which of these descriptions best describes your situation (in the last seven days)?

**F8a**

**F8b**

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01	01
in <u>education</u> , even if on vacation (not paid for by employer)	02	02
<u>unemployed</u> and actively looking for a job	03	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04	04
permanently <u>sick or disabled</u>	05	05
<u>retired</u>	06	06
in <u>community or military service</u>	07	07
doing <u>housework, looking after children or other persons</u>	08	08
(other	09	09)
(Don't know	88	88)

**ASK IF NOT IN PAID WORK AT F8a. THOSE IN PAID WORK (CODE 01), GO TO F12.**

**F9** Can I just check, did you do any paid work  
(of an hour or more) in the last seven days?

Yes	1	<b>GO TO F12</b>
No	2	<b>ASK F10</b>
(Don't know)	8	

**F10** Have you ever had a paid job?

Yes	1	<b>ASK F11</b>
No	2	<b>GO TO F25</b>
(Don't know)	8	

**F11** In what year were you last in a paid job?

**WRITE IN YEAR:**

(Don't know) 8888

**INTERVIEWER: If Respondent currently in work (at F8a or F9), ask F12 to F24 about current job; if not in paid work but had a job in the past (1 at F10), ask F12 to F24 about last job**

**F12** In your main job are/were you... **READ OUT**

an employee	1	<b>GO TO F14</b>
self-employed	2	<b>GO TO F13</b>
working for your own family's business	3	<b>GO TO F14</b>

(Don't know) 8

**F13** How many employees (if any) do/did you have?

**WRITE IN number of employees:**     **GO TO F15**

(Don't know) 8888

**ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (CODES 1,3,8 AT F12)**

**F14** Do/did you have a work contract of ..... **READ OUT**

unlimited duration 1

or, limited duration 2

(Don't know) 8

**ASK ALL WORKING/PREVIOUSLY WORKED**

**F15** Including yourself, about how many people are/were employed at the place where you usually work/worked? **READ OUT**

- ...under 10 1
- ...10 to 24 2
- ...25 to 99 3
- ...100 to 499 4
- or, 500 or more? 5
- (Don't know) 8

**F16** In your main job, do/did you have any responsibility for supervising<sup>11</sup> the work of other employees?

Yes	1	<b>ASK F17</b>
No	2	<b>GO TO F18</b>
(Don't know)	8	

**F17** How many people are/were you responsible for?

**WRITE IN:**

(Don't know) 8888

**ASK ALL WORKING/PREVIOUSLY WORKED**

**F18** To what extent can/could you organise your own work? Can you...**READ OUT**

- ...to a large extent 1
- ...to some extent 2
- ...very little 3
- ...or not at all? 4
- (Don't know) 8

**F19** What are/were your total 'basic' or contracted hours each week (in your main job), excluding any paid and unpaid overtime?

**WRITE IN HOURS:**

(Don't know) 888

<sup>11</sup> "Supervising": intended in the sense of both monitoring and being responsible for the work of others.

**F20** Regardless of your basic or contracted hours, how many hours do/did you normally work a week (in your main job), including any paid or unpaid overtime.

**WRITE IN HOURS:**

(Don't know) 888

**F21** What is/was the name or title of your main job?  
**WRITE IN**

\_\_\_\_\_

**F22** In your main job, what kind of work do/did you do most of the time?  
**WRITE IN**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F23** What training or qualifications are/were needed for the job?  
**WRITE IN**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F24** What does/did the firm/organisation you work/worked for mainly make or do? **WRITE IN**

\_\_\_\_\_  
\_\_\_\_\_

**[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]**

**ASK ALL**

**F25** Have you ever been unemployed and seeking work for a period of more than three months?

Yes	1	<b>ASK F26</b>
No	2	<b>GO TO F28</b>
(Don't know)	8	

**F26** Has any of these periods lasted for 12 months or more?

Yes	1
No	2
(Don't know)	8

**F27** Have any of these periods been within the past 5 years?

Yes	1
No	2
(Don't know)	8

**ASK ALL**

**F28** Are you or have you ever been a member of a trade union or similar organisation? **PROMPT IN RELATION TO PRECODES**

Yes, currently	1
Yes, previously	2
No	3
(Don't know)	8

**F29 CARD 55** Please consider the income of all household members and any income which may be received by the household as a whole. What is the **main** source of income in your household? Please use this card.

Wages or salaries	01
Income from self-employment or farming	02
Pensions	03
Unemployment/redundancy benefit	04
Any other social benefits or grants	05
Income from investment, savings, insurance or property	06
Income from other sources	07
(Refused)	77
(Don't know)	88

**F30 CARD 56** Using this card, if you add up the income from **all** sources, which letter describes your household's total **net** income? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income.

J	01
R	02
C	03
M	04
F	05
S	06
K	07
P	08
D	09
H	10
U	11
N	12
(Refused)	77
(Don't know)	88

**F31 CARD 57** Which of the descriptions on this card comes closest to how you feel<sup>12</sup> about your household's income nowadays?

Living comfortably on present income	1
Coping on present income	2
Finding it difficult on present income	3
Finding it very difficult on present income	4
(Don't know)	8

<sup>12</sup> "Feel": 'describe', 'view' or 'see'.

**F32 CARD 58** If for some reason you were in serious financial difficulties and had to borrow money to make ends meet<sup>13</sup>, how difficult<sup>14</sup> or easy would that be? Please use this card.

Very difficult	1
Quite difficult	2
Neither easy nor difficult	3
Quite easy	4
Very easy	5
(Don't know)	8

**ASK ALL**

**F33 INTERVIEWER CODE:**

RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER AT F4  
DOES NOT

1	<b>ASK F34</b>
2	<b>GO TO F45</b>

**F34 CARD 59** What is the highest level of education your husband/wife/partner has achieved? Please use this card.

Not completed primary (compulsory) education	01
Primary education or first stage of basic education	02
Lower level secondary education or second stage of basic education	03
Upper secondary education	04
Post-secondary, non tertiary education	05
First stage of tertiary education (not leading directly to an advanced research qualification)	06
Second stage of tertiary education (leading directly to an advanced research qualification)	07
(Don't know)	88

<sup>13</sup> "To make ends meet": cover the costs of everything you need to pay.

<sup>14</sup> Easy or difficult in any sense.

**F35a CARD 60:** Which of the descriptions on this card applies to what he/she has been doing for the last 7 days? **PROMPT** Which others? **CODE ALL THAT APPLY**

**ASK IF MORE THAN ONE CODED AT F35a**

**F35b CARD 60 AGAIN:** And which of the descriptions on this card *best* describes his/her situation (in the last 7 days)?

	F35a	F35b
in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01	01
in <u>education</u> , even if on vacation (not paid for by employer)	02	02
<u>unemployed</u> and actively looking for a job	03	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04	04
permanently <u>sick or disabled</u>	05	05
<u>retired</u>	06	06
in <u>community or military service</u>	07	07
doing <u>housework, looking after children or other persons</u>	08	08
(other	09	09)
(Don't know	88	88)

**ASK IF NOT IN PAID WORK AT F35a. IF IN PAID WORK (CODE 01), GO TO F37**

**F36** Can I just check, did he/she do any paid work (of an hour or more) in the last 7 days?

Yes	1	<b>ASK F37</b>
No	2	<b>GO TO F45</b>
(Don't know)	8	

**ASK IF PARTNER IN PAID WORK AT F35a OR F36**

**F37** What is the name or title of his/her main job?  
**WRITE IN**

---

**F38** In his/her main job, what kind of work does he/she do most of the time? **WRITE IN**

---



---

**F39** What training or qualifications are needed for the job?  
**WRITE IN**

---



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[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]

**F40** In his/her main job is he/she... **READ OUT**

an employee  
self-employed  
working for your family business  
(Don't know)

1	<b>GO TO F42</b>
2	<b>ASK F41</b>
3	<b>GO TO F42</b>
8	

**F41** How many employees (if any) does he/she have?

**WRITE IN NUMBER:**

--	--	--	--

(Don't know) 8888

**ASK IF PARTNER IN PAID WORK AT F35a OR F36**

**F42** In his/her main job, does he/she have any responsibility for supervising the work of other employees?

Yes  
No  
(Don't know)

1	<b>ASK F43</b>
2	
8	<b>GO TO F44</b>

**F43** How many people is he/she responsible for?

**WRITE IN NUMBER:**

(Don't know) 8888

**ASK IF PARTNER IN PAID WORK AT F35a OR F36**

**F44** How many hours does he/she normally work a week (in his/her main job)? Please include any paid or unpaid overtime.

**WRITE IN HOURS:**

(Don't know) 888

**ASK ALL**

**F45 CARD 61** What is the highest level of education your father achieved? Please use this card.

Not completed primary (compulsory) education	01
Primary education or first stage of basic education	02
Lower level secondary education or second stage of basic education	03
Upper secondary education	04
Post-secondary, non tertiary education	05
First stage of tertiary education (not leading directly to an advanced research qualification)	06
Second stage of tertiary education (leading directly to an advanced research qualification)	07
(Don't know)	88

**F46** When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

Employee	1	<b>GO TO F48</b>
Self-employed	2	<b>ASK F47</b>
Not working	3	<b>GO TO F51</b>
(Father died/absent <sup>15</sup> when respondent was 14)	4	
(Don't know)	8	<b>GO TO F49</b>

<sup>15</sup> "Absent": not living in same household.

**F47** How many employees did he have?

None	1	<b>GO TO F49</b>
1 to 24	2	
25 or more	3	

(Don't know) 8

**ASK IF FATHER EMPLOYED (code 1 at F46)**

**F48** Did he have any responsibility for supervising the work of other employees?

Yes	1
No	2
(Don't know)	8

**ASK IF FATHER WORKING OR DON'T KNOW – CODES 1, 2 or 8 at F46**

**F49** What was the name or title of his main job?  
**WRITE IN**

---

**F50 CARD 62 Which of the descriptions<sup>16</sup> on this card best describes the sort of work he did when you were 14.**

<b>Traditional professional occupations</b>	
<i>such as:</i> accountant – solicitor – medical practitioner – scientist – civil/mechanical engineer	01
<b>Modern professional occupations</b>	
<i>such as:</i> teacher – nurse – physiotherapist – social worker – welfare officer – artist – musician – police officer (sergeant or above) – software designer	02
<b>Clerical and intermediate occupations</b>	
<i>such as:</i> secretary – personal assistant – clerical worker – office clerk – call centre agent <sup>17</sup> – nursing auxiliary – nursery nurse	03
<b>Senior manager or administrators</b>	
(usually responsible for planning, organising and co-ordinating work and for finance)	
<i>such as:</i> finance manager – chief executive	04
<b>Technical and craft occupations</b>	
<i>such as:</i> motor mechanic – fitter – inspector – plumber – printer – tool maker – electrician – gardener – train driver	05
<b>Semi-routine manual and service occupations</b>	
<i>such as:</i> postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant	06
<b>Routine manual and service occupations</b>	
<i>such as:</i> HGV <sup>18</sup> driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter/waitress – bar staff	07
<b>Middle or junior managers</b>	
<i>such as:</i> office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican	08
(Don't know)	88

<sup>16</sup> Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact [translate@zuma-mannheim.de](mailto:translate@zuma-mannheim.de).

<sup>17</sup> A call centre is also known as a telephone shop. It can take many forms: a CATI shop for interviewing, a Customer Service centre with phone operators where customers call with questions and concerns, or a telemarketing centre. An agent is a person who answers (or initiates) live (telephone) communications on behalf of a company or client.

<sup>18</sup> "HGV" = Heavy Goods Vehicle

**ASK ALL**

**F51 CARD 63** What is the highest level of education your mother achieved? Please use this card.

Not completed primary (compulsory) education	01
Primary education or first stage of basic education	02
Lower level secondary education or second stage of basic education	03
Upper secondary education	04
Post-secondary, non tertiary education	05
First stage of tertiary education (not leading directly to an advanced research qualification)	06
Second stage of tertiary education (leading directly to an advanced research qualification)	07
(Don't know)	88

**F52** When you were 14, did your mother work as an employee, was she self-employed, or was she not working then?

Employee	1	<b>GO TO F54</b>
Self-employed	2	<b>ASK F53</b>
Not working	3	<b>GO TO F57</b>
(Mother died/absent when respondent was 14)	4	
(Don't know)	8	<b>GO TO F55</b>

**F53** How many employees did she have?

None	1	
1 to 24	2	<b>GO TO F55</b>
25 or more	3	
(Don't know)	8	

**ASK IF MOTHER EMPLOYED (code 1 at F52)**

**F54** Did she have any responsibility for supervising the work of other employees?

Yes	1
No	2
(Don't know)	8

**ASK IF MOTHER WORKING OR DON'T KNOW - CODES 1, 2 or 8 at F52**

F55 What was the name or title of her main job?

**WRITE IN**

**F56 CARD 64** Which of the descriptions on this card **best** describes the sort of work she did when you were 14.

**Traditional professional occupations**

*such as:* accountant – solicitor – medical practitioner –  
scientist – civil/mechanical engineer 01

**Modern professional occupations**

*such as:* teacher – nurse – physiotherapist – social worker –  
welfare officer – artist – musician –  
police officer (sergeant or above) – software designer 02

**Clerical and intermediate occupations**

*such as:* secretary – personal assistant – clerical worker –  
office clerk – call centre agent<sup>19</sup> – nursing auxiliary – nursery nurse 03

**Senior manager or administrators**

(usually responsible for planning, organising and co-ordinating  
work and for finance)  
*such as:* finance manager – chief executive 04

**Technical and craft occupations**

*such as:* motor mechanic – fitter – inspector – plumber – printer –  
tool maker – electrician – gardener – train driver 05

**Semi-routine manual and service occupations**

*such as:* postal worker – machine operative – security guard –  
caretaker – farm worker – catering assistant –  
receptionist – sales assistant 06

**Routine manual and service occupations**

*such as:* HGV<sup>20</sup> driver – van driver – cleaner – porter – packer –  
sewing machinist – messenger – labourer – waiter/waitress –  
bar staff 07

**Middle or junior managers**

*such as:* office manager – retail manager – bank manager –  
restaurant manager – warehouse manager – publican 08

(Don't know) 88

<sup>19</sup> A call centre is also known as a telephone shop. It can take many forms: a CATI shop for interviewing, a Customer Service centre with phone operators where customers call with questions and concerns, or a telemarketing centre. An agent is a person who answers (or initiates) live (telephone) communications on behalf of a company or client.

<sup>20</sup> "HGV" = Heavy Goods Vehicle

**ASK ALL**

**F57** During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?

Yes	1
No	2
(Don't know)	8

**F58 CARD 65** Could I ask about your current legal marital status? Which of the descriptions on this card applies to you?

Married	01 <b>ASK F59</b>
Separated (still legally married)	02
Divorced	03
Widowed	04 <b>GO TO F61</b>
Never married	05
(Refused	77)
(Don't know)	88

**F59** Are you currently living with your husband/wife?

Yes	1 <b>GO TO F62</b>
No	2
(Refused	7) <b>ASK F60</b>
(Don't know)	8

**F60** Are you currently living with another partner?

Yes	1 <b>GO TO F63</b>
No	2
(Refused	7) <b>GO TO F62</b>
(Don't know)	8

**F61** Are you currently living with a partner?

Yes	1 <b>GO TO INSTRUCTION ABOVE F63</b>
No	2
(Refused	7) <b>ASK F62</b>
(Don't know)	8

**F62** Have you ever lived with a partner without being married to them?

Yes 1  
 No 2  
 (Refused 7)  
 (Don't know) 8

**ASK ALL MARRIED, SEPARATED OR WIDOWED (CODES 1,2, OR 4) AT F58.  
 OTHERS GO TO F64.**

**F63** Have you ever been divorced?

Yes 1  
 No 2  
 (Refused 7)  
 (Don't know) 8

**ASK ALL**

**F64 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:**

RESPONDENT HAS CHILDREN LIVING AT HOME  
 (CODE AT F4)

1	<b>GO TO NOTE BELOW</b>
2	<b>ASK F65</b>

DOES NOT

**F65** Have you ever had any children of your own, step-children, adopted children, foster children or a partner's children living in your household?

Yes 1  
 No 2  
 (Don't know) 8