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The Euromodule
A New Instrument for
Comparative Welfare Research

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Abstract

As Europe is growing together politically and economically, the international perspective is becoming more and more important in social reporting and welfare research. Are there strong differences in the objective living conditions and the subjective well-being between European nations? Do the Europeans enjoy the same quality of society all over Europe? To answer questions like these empirically, research teams from 19 nations have set up a research initiative. As a result of this cooperation the *Euromodule* came into being, a survey instrument for a European welfare comparison. By now, data from Germany, Hungary, Slovenia, Spain, Sweden, and Switzerland are available. In this paper the conception and development of the *Euromodule* are described. In an extensive appendix, the *Euromodule* master questionnaire and other central materials are documented.*

Mit dem politischen und wirtschaftlichen Zusammenwachsen Europas ist der Blick über nationale Grenzen hinaus von besonderem Interesse für die Sozialberichterstattung und die Wohlfahrtsforschung. Wie stark unterscheiden sich die objektiven Lebensbedingungen und das subjektive Wohlbefinden der Europäer? Wie steht es um die „soziale Qualität“ der europäischen Gesellschaften? Um solche Fragen empirisch beantworten zu können, haben sich Wohlfahrtsforscher aus 19 Nationen zu einem Netzwerk zusammengeschlossen. Ergebnis dieser Kooperation ist das *Euromodul*, ein Umfragebaustein für einen europäischen Wohlfahrtsvergleich. Inzwischen liegen erste Daten aus Deutschland, Schweden, der Schweiz, Slowenien, Spanien und Ungarn vor. In diesem Beitrag werden die Entwicklung und Konzeption des Euromoduls vorgestellt. In einem umfangreichen Anhang werden die Kooperationspartner genannt sowie Fragebogen und technische Standards dokumentiert.

* We are grateful to Uschi Gerlach for doing the language check.

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1 Development and Conception of the *Euromodule*

How the *Euromodule* Came into Being

The *Euromodule* is a research initiative of European researchers engaged in the field of social reporting and quality of life. The aim of this initiative is to strengthen efforts to monitor and systematically analyze the current state of affairs and the changes in living conditions and quality of life in Europe in a comparative perspective. Due to several developments, these issues gained importance in recent years. First of all, in many European countries, due to the “crisis of the welfare state” there is a lot of controversy about the “state of the nation” and citizens’ welfare. There is growing public interest in how well people are doing in a period of ongoing modernization and globalization, and how extensive disparities and social exclusion can be avoided. This renewed public interest is also stimulated on the European level. As a result of European integration, comparable information about living conditions in single member states is of great interest. In the Maastricht treaty, several objectives related to individual welfare, quality of social relations, the combat against poverty and exclusion as well as the convergence of living conditions within Europe are given high priority by the European Union (EU). Another development is the transformation of the former socialist countries. For obvious political reasons, monitoring their progress on the road from state socialism to democratic capitalism is an important topic for years to come, especially for those countries heading to access the EU within the next years. These developments are highlighting the increasing demand for a comparative European welfare research. In this paper, the development and conceptual approach of the *Euromodule* research network are described.

In 1996, the Research Unit “Social Structure and Social Reporting” at the Social Science Research Center Berlin (WZB) and the Social Indicators Department at the Survey Research Centre Mannheim (ZUMA) had started an initiative to develop a European Welfare Survey. In summer 1996, the WZB and ZUMA groups invited a number of colleagues from the social indicators and quality-of-life communities, but also from statistical offices, to discuss

the feasibility of such a project. The response was far better than expected. Research teams from 19 countries – West European as well as East European countries – participated in three meetings in Berlin.

In 1998, the concept of a European Welfare Survey as one of several projects which were part of a TSER application (‘Targeting Socio-Economic Research Programme’) titled “*Towards a European System of Social Reporting and Welfare Measurement*” was submitted. The addressee of this application was the European Commission. The expert advice given by the European Commission about the TSER application was positive in large parts. During further negotiations, however, it became clear that Brussels would recommend to concentrate on those parts of the TSER project which aimed at taking stock of already existing statistics from government institutions or other sources - official and nonofficial. Thus, money was raised to carry out three subprojects under the title “EuReporting. Towards a European System of Social Reporting and Welfare Measurement“: (1) European System of Social Indicators (EUSI), (2) Access to Comparative Official Microdata, and (3) Stocktaking of Comparative Databases in Survey Research. The project is coordinated by the Social Indicators Department at ZUMA, Mannheim, and carried through in collaboration with researchers from several European countries.*

Under these circumstances, the initiative quickly agreed not to follow the most ambitious idea of establishing full-fledged welfare surveys in many countries, which would have demanded a huge amount of central funding. Instead, at another meeting in 1998 they agreed to follow a stepwise, bottom-up strategy by establishing a smaller version of the originally planned European Welfare Survey. The revised idea was to develop a set of basic questions which could be implemented in different types of ongoing surveys in the participating countries. This set of basic questions - called **Euromodule** - was composed in intensive discussions considering a variety of interests. In its prototype version it consists of core questions plus core standard demography consuming approximately 25 minutes of interviewing time; and of optional questions of approximately 20 minutes. The idea was to run the *Euromodule* in as many countries as possible. So far, it has been carried out in six countries: in Sweden, Slovenia, Germany, Hungary, Switzerland, and Spain. The decentralized way the initiative is organized is very similar to the way the International Social Survey Programme or other international cooperations are organized. The initiative is coordinated by the Research Unit “Social Structure and Social Reporting” at the WZB under the heads of Wolfgang Zapf and Roland Habich. But there is no central funding - each country team which is interested in running the *Euromodule* has to raise funds by themselves.

* The description of the projects and bibliographies are available on the following website: <http://www.zuma-mannheim.de/data/social-indicators/eureporting>.

Goals and Objectives

The common interest of the participants in the *Euromodule* network is to gain comparative data about welfare and quality of life. The initiative stands in the tradition of the social indicators movement, which enjoyed its takeoff in the late 1960s and during the 1970s. The most practical and visible output of this movement has been and still is social reporting. “Social reports are social policy analyses with the clear-cut question if objective living conditions and subjective well-being, and beyond individual dimensions if the quality of society has improved” (Zapf 2000: 8). Examples for such comprehensive social reports in Western Europe are *Social Trends* in Great Britain (since 1970), the French *Données sociales* (since 1973), the *Social and Cultural Reports of the Netherlands* (since 1974), and the German *Datenreport* (since 1983). In Eastern Europe, Hungary recently started its series of *Social Reports* on Hungary (for an overview of social reporting activities and the social indicator movement in Europe, see Habich/Noll 1994, Berger-Schmitt/Jankowitsch 1999). Many of these social reporting activities have been and still are joint activities from national offices of statistics and social scientists. Another line of activities can be found at the supranational level of international organizations (cf. Vogel 1994, Zapf 2000). The OECD, the United Nations, Eurostat and other organizations gave rise to a multitude of social reports and a lot of continued periodic publications. Moreover, these organizations produced huge compendia of social indicators for world regions or the world as a whole themselves, mainly consisting of aggregated data at the level of nation states.

During its takeoff, the social indicators movement had a strong inclination to compare nations. The Social Indicator Development Programme of the OECD, for example, was launched with the objective of generating a comprehensive body of data for social indicators common to all OECD countries (OECD 1982, 1986). A cross-national perspective was also followed by the 1972 pioneering survey directed by Erik Allardt, the Comparative Scandinavian Welfare Survey. This survey described various dimensions of welfare in Finland, Sweden, Norway and Denmark (see Allardt et al. 1972, Allardt 1981). The *Euromodule* ties on to this cross-national research tradition. The use of social surveys is seen as the preferred method for studying living conditions and subjective well-being. As aggregated figures often used in social reporting (most of all in reports published by supranational organizations) can not be related to individuals, microdata stemming from surveys are the best opportunity to understand the distribution of welfare within a society, the

relationship between different life domains, and the way quality of life is connected to socio-demographic characteristics. Survey research offers the possibility to combine individual living conditions and subjective characteristics - and it also has proved to be a flexible tool for comparative welfare research across nations.

The *Euromodule* can fill a gap in European comparative social reporting and social structure analysis. International surveys that already exist are either primarily dedicated to political opinions, or they cover only indicators for few selected life domains, or they are hardly accessible to scientific analysis. Though concepts such as life satisfaction or happiness are included in surveys like the Eurobarometer and the World Value Survey, they only appear as single indicators. With regard to the European Community Household Panel (ECHP), Eurostat has initiated and harmonized national household surveys. The main focus of the ECHP, however, is on labour market and financial situation and therefore covers only some areas of life. Moreover, the data are rather expensive for secondary analysis, they are no longer sufficiently up to date for many research questions and limited to the member states of the EU. Within the *Euromodule* project also non-EU-countries such as Switzerland, Turkey and a couple of Central and Eastern European countries do participate. Thus a number of additional cross-national comparisons have become possible.

The aims of the *Euromodule* research initiative can be described as follows:

- strengthening efforts to monitor and systematically analyze the current state of and changes in living conditions and quality of life in – as many as possible - European countries.
- providing comparative representative survey data dealing with several aspects of quality of life and individual welfare.
- bringing together different national traditions of welfare research, which we regard as complementary rather than conflicting.
- using the competence and knowledge of the national teams to provide thorough and meaningful interpretation of the data.
- providing accurate assessments of the quality of life for policy makers.
- improving the public's understanding of welfare development.

Welfare Concepts and Conceptualizations

The *Euromodule* initiative considers the development of welfare to be part of the processes of social change which are judged according to socially highly valued aims. The underlying premise is that welfare is a concept which applies not only to the rich West European countries, but also to less modernized countries. Although there are different opinions of what the right notion and conceptualization of welfare is – even within Western Europe – *quality of life* is “the most widely recognised and the most frequently used framework for analysing the welfare development of a society” (Berger-Schmitt/Noll 2000: 8). It is a multidimensional concept which encompasses both material and immaterial, objective and subjective, individual and collective aspects of welfare. In principle, the *Euromodule* combines three kinds of welfare concepts: objective living conditions, subjective well-being, and (perceived) quality of society.

During the 1970s and 1980s, the understanding of welfare was an “individualistic” one. Quality of life was conceptualized mainly as individual welfare or welfare of households (cf. Noll 2000). Components of this individual welfare are not only good objective living conditions, but subjective well-being either. *Objective living conditions* have been and still are prominent in the Scandinavian approach as well as in the above-mentioned Social Indicator Development Programme of the OECD (under the term “social concerns”). In the tradition of level-of-living research, welfare is defined as “the individual’s command over resources through which the individual can control and consciously direct his living conditions” (Erikson 1993: 72/73). Living conditions are measured in a variety of life domains: income, housing, education, family, work, and so on, some of them representing resources or capabilities, others outcomes or ends, and some of them both (e.g. income). The theoretical assumption of this objectivist approach is that there are so-called basic needs and that satisfying these basic needs determines people’s well-being (see Zapf et al. 1987). This approach was very influential for comparative social reporting, especially the Social Indicator Programme of the OECD, started in 1970 and closed in 1986 (cf. OECD 1973, 1977, 1982).

Subjective well-being emphasizes another perspective, closely related to the socio-psychological approach. It is often associated with the Anglo-Saxon – mainly American – research tradition of mental health. Although American researchers also use objective indicators when assessing quality of life, there is a long-standing tradition to analyze

subjective well-being, which “is concerned with individual’s subjective experience of their lives. The underlying assumption is that well-being can be defined by people’s conscious experiences – in terms of hedonic feelings or cognitive satisfactions” (Diener/Suh 1997: 199). Or, as Campbell (1972: 422) had stated it: “Quality of life must be in the eye of the beholder”. Life satisfaction, pleasant affect and unpleasant affect are interrelated, but separable components of subjective well-being. That is, it includes not only positive feelings and experiences, but also negative affective experiences like anxieties and worries.

During the 1970s, there was an intensive discussion within the scientific community about which concept might be the more appropriate one. Nowadays, there is a mainstream consensus that objective living conditions and subjective evaluations are actually just two sides of one coin. Subjective evaluations of personal life circumstances can relate to life as a whole as well as to different life domains, like e.g. work or income. This underlines the complementary nature of the two approaches, objective welfare measurement, and subjective well-being. In the *Euromodule* survey, both approaches have “equal rights”. The main idea is to collect objective as well as subjective indicators in order to focus on their constellation. This combined approach has been used in several survey projects, e.g. in the above-mentioned Scandinavian Welfare Survey, and the German welfare research. The German Welfare Survey, which was initiated in 1978 and has been replicated several times since then (recently in 1998), is one of the central surveys for continuous observation of the German society (Habich 1996, Habich/Noll/Zapf 1999). This branch of welfare research combines the Swedish approach with its socio-political focus and the socio-psychological approach of the American tradition. Welfare and quality of life are thus influenced by the constellation of objective living conditions and subjective well-being. “Quality of life can be understood as ... good living conditions that go along with positive subjective well-being” (Zapf 1984: 23, own translation).

Another aspect of welfare which is included in the *Euromodule* is “quality of society”. As human beings, our personal development and opportunities to a large extent depend on the “liveability” (Veenhoven 1996, 1997) of the society we live in. In recent years, new concepts of welfare emerged, highlighting specific aspects of the *societal* components of welfare, namely social cohesion, social exclusion, and social capital (cf. Noll 2000, Berger-Schmitt/Noll 2000). These concepts refer to the quality of a given society, i.e. the quality of relations among the members of society and the binding effects of these relations, the rupture of the relationship between individual and society due to new forms of poverty, and the feelings of mutual commitment and trust created by common values and norms. The

Table 1: Taxonomy of welfare concepts

	Objective	Subjective
Individual level	Objective living conditions (e.g. income)	Subjective well-being (e.g. income satisfaction)
Societal level	Quality of society (e.g. income distribution)	Perceived quality of society (e.g. perceived strength of conflicts between rich and poor)

Euromodule also has included some of these concepts in its program, although it has not been possible to cover all these dimensions with a broad range of questions. Those characteristics of society and its central institutions which may have a positive or negative influence on individual welfare are subsumed under the term “quality of society”. When these characteristics are evaluated by the population, we speak of the *perceived* quality of society. The different aspects of welfare covered by the *Euromodule* are illustrated in table 1. The *Euromodule* can be used as a uniform instrument to investigate these aspects in a representative fashion.

The *Euromodule* questionnaire

In June 1998 and January 1999 two meetings were arranged at the WZB, where the participants agreed on a common core questionnaire (“Master Questionnaire”) and on methodological standards for carrying out the project. The result of this international cooperation is the “*Euromodule*”. Its conceptualization is closely related to the German Welfare Survey. Beyond the “classic” concept of welfare research, more recent concepts regarding the societal quality have influenced the choice of indicators.

Table 2: Indicators used in the *Euromodule*

<p>Objective living conditions</p> <ul style="list-style-type: none"> • housing • household composition • social relations (also *) • participation • standard of living • income • health • education and work • personal environment and safety 	<p>Subjective well-being</p> <ul style="list-style-type: none"> • domain satisfactions (see left column) • general life satisfaction • happiness • anxieties and anomia • subjective class position • importance of various life domains* • optimism/pessimism for various social concerns* • evaluation of the own living conditions*
<p>(Perceived) quality of society</p> <ul style="list-style-type: none"> • social conflicts • trust in other people • degree of achievement of public goods (freedom, security, social justice)* • living conditions in various European countries in comparison to the own country* • preconditions for social integration* 	
<p>Background variables (so far as not included in objective living conditions)</p> <ul style="list-style-type: none"> • age • gender • type of community • marital status • employment status • occupation (current / former) 	

* = optional part

The questionnaire consists of a core part and an optional part. The core part, which is obligatory for all participating countries, focuses on central life domains and their subjective evaluation: housing, composition of the household, social relations, participation, standard of living, income, health, work, education, personal environment and safety. Thus, private social concerns are covered as well as public ones. Moreover, well-established global measures of subjective well-being (life satisfaction, happiness, anomia, anxiety) as well as some aspects of the quality of society are included. A set of socio-demographic

background variables is obligatory for all countries and should be asked in a uniform fashion, as far as possible. In the optional part, more detailed questions are available, which can be additionally asked if sufficient financial resources are at hand. This optional part offers supplementary questions, in particular regarding the quality of society, for instance the issue of social integration. In addition there are included questions regarding the individual level, e.g. the importance of various life domains for well-being or the evaluation of personal living conditions. The main indicators are listed in table 2.

As the *Euromodule* is planned as a “slim” survey apt to be attached to omnibus surveys, each life domain could be covered only by a few indicators. The intention was to cover as many social concerns as possible, rather than ascertain in-depth data for a few concerns. With regard to the measurement of the standard of living, however, a more detailed and time-consuming unit was developed. Following earlier British and German studies (Townsend 1979, Gordon/Pantazis 1997, Andreß 1999), a list of 19 commodities and activities was drawn up, which serve as indicators for the achieved living standard of the respondents. Additionally, information is gathered about the respondents’ notion of a decent standard of living. This gives the researcher the opportunity to explore not only cross-national differences in material well-being, but also differences in the definitions of “acceptable” and “unacceptable” living conditions. The emphasis on material living conditions is justified by the wide range of economic power which the participating countries command, from “rich” Switzerland to “poor” Turkey, and by the vital political and public interest in processes of social exclusion and poverty.

The *Euromodule* may be carried out as a stand-alone survey as well as part of a multi-purpose survey. Till now it has been carried out in six countries: in Germany, Hungary, Slovenia (all in 1999), Spain, Sweden, and Switzerland (all in 2000). In 2001 Italy and Turkey will follow. A section of the *Euromodule* has been carried out in Poland in 2000.

Other countries participating in the research network are Belgium, Denmark, Finland, France, Great Britain, the Netherlands, Norway, Austria and the Czech Republic; at least some of them are still looking for an opportunity to run the *Euromodule*. Although the initiative is a European enterprise, the idea of comparative welfare research has also attracted interest from outside Europe: in 2000, South Korea has joined the network and it will probably carry out the survey in 2001. The South Asian “tiger state” will be an interesting extra-European case of comparison. In addition, the *Euromodule* project cooperates with the NORBALT project, a “level-of-living” survey in the Baltic countries

directed by the Norwegian FaFo Institute. Another interesting opportunity for comparative research could turn out from the project “Living conditions, lifestyles and health” in eight former Soviet countries, coordinated at the Institute for Advanced Studies, Austria. This survey dealing with the changing (and often declining) quality of life in the successor states of the Soviet Union has adapted some parts of the *Euromodule* questionnaire. Thus, the data of the *Euromodule* facilitates international comparisons as to the level of welfare, the relationship between different dimensions of welfare and the social situation of certain groups of people in various European societies, which differ in their level of modernization, the type of welfare state, and political traditions.

Outlook

In April 2000, another conference took place where the first comparative results were presented. The participants agreed that for the time being the documentation of the data as well as their harmonization and management should be coordinated and carried out by the Social Structure and Social Reporting Department at the WZB. The harmonization of the data and the integration into a common database is an important step to enable comparative research. Part of this package is the *Euromodule* codebook. This technical documentation gives an overview on the wording of the questions and the coding of the answers and offers unweighted marginals and means for all variables, broken down by countries. Furthermore, the national studies are described by giving information on fieldwork data, the principal investigators, sample type, fieldwork methods and institute, the context of the *Euromodule* questionnaire, sample size, response rates, weighting and national population characteristics. The participants of the network have agreed to exchange the *Euromodule* data within the network for the next two years. From 2003 on, the data base will be shared with the broader scientific community.

Table 3: *Euromodule*-timetable

	1997		1998		1999		2000		2001		2002		2003	
Conception	X	X	X											
Development of questionnaire				X	X									
Data collection						X	X	X	X	X				
Data management							X	X	X	X	X			
Codebook and table collection							X	X	X	X	X			
Data analysis								X	X	X	X	X	X	
Publication								X	X	X	X	X	X	
Conferences			X		X		X			X		X		X

With data from eight countries by mid 2001, the *Euromodule* got off to a good start. With this enterprise, the research initiative hopes to contribute to social reporting in Europe and to a deeper understanding of the state of affairs of the nations and the mood of their population. However, several larger European countries are still missing, e.g. France and Great Britain. We cordially invite our European colleagues to join the project and fill the white spots on the *Euromodule* map. Besides a broader geographical coverage, the repetition of the surveys is envisaged within the next years. This might add another perspective, the perspective of comparisons over time. And it might provide a good opportunity for newcomers to join. A repetition would be another milestone for establishing the *Euromodule* as a continuous enterprise in the long run.

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2 Appendix: Key Documents

D1 Cooperating Partners

D2 Technical Standards

D3 Questionnaire

D1 Cooperating Partners

No.	Country	Research Group
1	Austria	Dr. C. Haerpfer, Prof. K. Müller <i>IHS Institute for Advanced Studies, Vienna</i>
2	Belgium	Dr. I. Marx <i>Centrum voor Social Beleid, University Antwerpen</i>
3	Czech Republic	Prof. J. Vecernik <i>Academy of Sciences of the Czech Republic, Prague</i>
4	Denmark	Dr. J. Bonke <i>Danish National Institute of Social Research, Copenhagen</i>
5	Finland	Dr. M. Lindqvist <i>Statistics Finland, Helsinki</i>
6	France	Dr. L. Chauvel <i>Institut d'Etudes Politiques Observatoire Sociologique du Changement, Paris</i>
7	Germany	Prof. W. Zapf, Dr. R. Habich <i>Social Science Research Center Berlin (WZB)</i> Dr. H.-H. Noll <i>ZUMA, Mannheim</i>
8	Great Britain	Dr. D. Gordon <i>University of Bristol</i>
9	Hungary	Prof. Zs. Spéder <i>Demographic Research Institute, Hungarian Statistical Office, Budapest</i>
10	Italy	Prof. A. Martinelli, Dr. N. Pasini <i>University of Milano</i>
11	Netherlands	Prof. R. Veenhoven <i>Erasmus University Rotterdam</i>
12	Norway	Dr. T. Moum <i>Dept. of Behavioural Sciences in Medicine, Oslo</i>

13	Poland	Prof. W. Adamski <i>Polish Academy of Science, Warsaw</i>
14	Slovenia	Prof. N. Tos <i>University of Ljubljana</i>
15	South Korea	Prof. Doh C. Shin <i>University of Missouri at Columbia, U.S.A.</i>
16	Spain	Prof. S. del Campo <i>University of Madrid</i>
17	Sweden	Prof. J. Vogel <i>Statistics Sweden, Stockholm</i> Dr. B. Halleröd <i>Umea University, Umea</i>
18	Switzerland	Prof. Ch. Suter <i>ETH Zürich</i>
19	Turkey	Prof. Ayata, Dr. Y. Özcan <i>University of Ankara</i>

D2 Technical Standards

Euromodule Towards a European Welfare Survey

Part I: Some Rules for Methodological and Technical Issues

1. Population Universe

National surveys will have to meet certain standards of comparability in terms of the population universe: In this respect, the national surveys are supposed to be representative surveys for the whole population rather than for specific population groups. The survey shall cover the whole adult population from at least 18 years upwards. There will be no general rule whether non-national residents are to be included or not.

Details about the population universe and deviations from general rules must be documented properly.

2. Sample Design

In terms of sample design the minimum requirement will be to accept only random samples and not to allow quota sampling.

Details of the sample design have to be documented properly for each survey.

3. Sample Size

Concerning sample size it would be preferable to aim at a sample size of about 2000 respondents per country. However an effective sample size of 1000 respondents should be the absolute minimum requirement.

4. Socio-Demographic Variables to be Included

See Questionnaire.

Because of the consequences in terms of comparability, deviations from the agreed upon socio-demographic variables should be avoided as far as possible. If there will be any deviations, they need to be explained and documented in detail. The occupation of respondents should be coded according to ISCO 1988, the educational level according to ISCED after data collection by the national teams (see additional sheets).

5. Other Information to be Collected Within National Surveys

In order to know which kind of information (for example information about the interviewer, interview situation, sample unit etc.) other than the Euromodule itself and the set of socio-demographic variables we can expect to be collected within the national surveys, each participant is kindly requested to provide us with a respective list of variables which are routinely used in his national survey.

6. Questionnaire Translation

The comparability of data collected depends to a large degree on the comparability and equivalence of question wordings. Therefore each participant is requested to put special emphasis on the quality of translation of the original English language master questionnaire. Whenever possible, the application of quality assurance procedures like back translation is highly recommended.

Each participant is kindly asked to provide us with the translation of the Euromodule-Questionnaire in his national language in due time before fielding.

7. Question Ordering

To avoid ordering effects questions need to be asked in an identical order across all national surveys (see Euromodule-Master-Questionnaire).

If for particular reasons deviations from the compulsory succession of questions are unavoidable, this needs to be documented in detail.

In addition, the exact placement of the Euromodule questions within the questionnaire shall be documented in case they are part of a larger survey.

8. Field Work - Interviewing

Interviewing: As far as interviewing - techniques are concerned, there is agreement that as a general rule face to face interviews are required, either paper and pencil or CAPI. The agreed upon Euromodule-Questionnaire has been designed for face to face interviews. Telephone or mail surveys are considered to be not appropriate in order to guarantee comparability, since the questionnaire will have to be adapted for respective techniques. Anyhow we do not want to lose any country because of technical reasons.

If there will be any deviations from this general rule, detailed information will be necessary.

Timing of Surveys: For obvious reasons possibilities to synchronize time periods of data collection are very weak. We ask each participant to let us know about the possibilities and preferences to conduct the survey in his country.

9. Documentation Requirements

In order to be able to check for and evaluate comparability each participant is requested to provide all kinds of relevant information about his national survey carried out. This information shall include - for example - national questionnaires, field reports, information about the field organization etc..

10. Data Management Requirements

Decisions about data management requirements - as for example checking and cleaning of national data sets, integration of national data sets, structure of a common data set - have to be taken in due time.

11. Data Dissemination and Rules of Access

As a general rule, all data collected within the Euromodule Network shall be made accessible in due time and shall be shared among those participants, who are running the Euromodule in their national surveys and give access to these data.

Euromodule

Technical Standards

Part II: Methodological and Technical Questionnaire ("Implementation Questionnaire")

PLEASE WRITE IN THE NAME OF

YOUR COUNTRY:

AND

PRINCIPAL INVESTIGATOR(S):

A. General

0. How do you assess the opportunities for running the Euromodule in your country?

- Definitely planned for _____ (year, quarter)
- Good opportunities for _____ (year), but not yet positively decided
- Implementation uncertain

1. How will the Euromodule be fielded in your country?

- As an individual survey (that is, the Euromodule will be the whole survey)
- As part of a larger survey

B. Sampling

2. Is your sample designed to be representative of the entire adult population of your country?

Yes

No

3. Are any groups like non-national residents excluded from, or under-represented in, your sample design?

Non-national residents excluded/under-represented

Other (Please write in: _____)

4. What is the lower age cut-off for your sample?

_____ (Please write in)

5. Is there any upper age cut-off for your sample

Yes (please write in: _____)

No

6. What is the planned achieved sample size?

_____ (Please write in)

7. What is the expected response rate?

_____ (Please write in)

8. Is your sampling method a probability or random sampling method?

Yes (that is, with no 'quota controls' at any stage)

No, other (please write in): _____

C. Fieldwork

9. How will the Euromodule questions be fielded?

- Face-to-face -> Question 10
- Self-completion (postal)
- Phone

10. If Euromodule questions fielded face-to-face.

- Paper and Pencil
- Computer Assisted Personal Interview (CAPI)

11. What is the most likely timing of your survey?

Fielding will probably start _____ Year _____ Month

D. Questionnaire

12. Are there any parts of the Euromodule-Questionnaire which will not be fielded in your survey?

- No
- Yes -> Question 13

13. If any parts of the Euromodule-Questionnaire are not fielded, please specify which.

Core Part

Question No.:

Optional Part

Question No.:

14. Which kind of information is routinely collected in your survey about interviewers, interview situation, sample unit etc.

(Please attach list of variables)

E. Data Management

15. Will your data be deposited in a national Social Science Archive?

Yes

No

D3 Questionnaire

Housing																																			
1	<p>How many rooms has your apartment/your house? I mean, without kitchen, bathroom, corridor, storage rooms, and sublet rooms.</p> <p>Number of rooms: _____, _____,</p>																																		
2	<p>How is your apartment equipped? Does it have the following amenities?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">yes</th> <th style="width: 15%; text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a) A separate kitchen</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) A bath or shower</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) An indoor flushing toilet</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d) Hot running water</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e) Central heating or electric storage heaters</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>f) A place to sit outside, e.g. balcony, terrace or garden</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		yes	no	a) A separate kitchen	<input type="checkbox"/>	<input type="checkbox"/>	b) A bath or shower	<input type="checkbox"/>	<input type="checkbox"/>	c) An indoor flushing toilet	<input type="checkbox"/>	<input type="checkbox"/>	d) Hot running water	<input type="checkbox"/>	<input type="checkbox"/>	e) Central heating or electric storage heaters	<input type="checkbox"/>	<input type="checkbox"/>	f) A place to sit outside, e.g. balcony, terrace or garden	<input type="checkbox"/>	<input type="checkbox"/>													
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3	<p>Please tell me, which item on this list applies to the housing conditions of your household? (show list)</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 60%;">o renter of an apartment,</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>o renter of a house,</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>o own or family owned apartment,</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>o own or family owned house</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>o other?</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	o renter of an apartment,	<input type="checkbox"/>	o renter of a house,	<input type="checkbox"/>	o own or family owned apartment,	<input type="checkbox"/>	o own or family owned house	<input type="checkbox"/>	o other?	<input type="checkbox"/>																								
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4	<p>Please tell me, by means of this list, how satisfied you are - all in all - with your apartment or house?</p> <p>In case you are completely satisfied, please answer "10". If you are completely dissatisfied, please answer "0". If you are neither completely satisfied nor completely dissatisfied, please choose one of the options between "1" and "9".</p> <p>(show scale)</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: right; padding-right: 10px;">10</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td style="padding-left: 10px;">= completely satisfied</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">9</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">8</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">7</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">6</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">5</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">4</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">3</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">2</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">1</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">0</td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 10px; width: 10px;"></td> <td style="padding-left: 10px;">= completely dissatisfied</td> </tr> </tbody> </table>	10		= completely satisfied	9			8			7			6			5			4			3			2			1			0		= completely dissatisfied	
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Household Composition and Demography		
5	<p>The next questions refer to your household. How many people live in your household including yourself? We mean everyone who lives here normally even if he/she is absent at the moment, e.g. in the hospital or on vacation. Please also include the children.</p> <p>Number:</p> <p>(excluding paid employees and persons who pay for rent)</p>	
6	<p>How many of them are under 18 years?</p> <p>Number:</p>	
7	<p>Gender</p> <p><input type="radio"/> male <input type="checkbox"/></p> <p><input type="radio"/> female <input type="checkbox"/></p>	
8	<p>In which year are you born?</p> <p>.....year</p>	
9	<p>Were both your parents <country> citizens when you were born?</p> <p><input type="radio"/> both <country> citizens <input type="checkbox"/></p> <p><input type="radio"/> one non-<country> <input type="checkbox"/></p> <p><input type="radio"/> both non-<country> <input type="checkbox"/></p>	
10	<p>Did you vote in the last general parliamentary election?</p> <p><input type="radio"/> yes <input type="checkbox"/></p> <p><input type="radio"/> no <input type="checkbox"/></p> <p><input type="radio"/> no right to vote <input type="checkbox"/></p>	
11	<p>Type of Community</p> <p><input type="radio"/> large city <input type="checkbox"/></p> <p><input type="radio"/> suburb of large city <input type="checkbox"/></p> <p><input type="radio"/> middle-size city <input type="checkbox"/></p> <p><input type="radio"/> small city <input type="checkbox"/></p> <p><input type="radio"/> village <input type="checkbox"/></p> <p><input type="radio"/> rural area <input type="checkbox"/></p> <p>(filled up by interviewer, according to the classification of national polling)</p>	

Social relations																																			
12	<p>Are you currently a member of an organisation or association? Please look at this list and tell me if you are a member of a:</p> <table border="0"> <thead> <tr> <th></th> <th>yes</th> <th>no</th> </tr> </thead> <tbody> <tr> <td>a) trade union</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b) political party</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c) neighbourhood association</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d) environmental association</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>e) charity association</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>f) church related association</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>g) cultural group like music or theatre group</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>h) sports club or leisure club</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>i) other</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>j) not a member of any organisation or association?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		yes	no	a) trade union	<input type="checkbox"/>	<input type="checkbox"/>	b) political party	<input type="checkbox"/>	<input type="checkbox"/>	c) neighbourhood association	<input type="checkbox"/>	<input type="checkbox"/>	d) environmental association	<input type="checkbox"/>	<input type="checkbox"/>	e) charity association	<input type="checkbox"/>	<input type="checkbox"/>	f) church related association	<input type="checkbox"/>	<input type="checkbox"/>	g) cultural group like music or theatre group	<input type="checkbox"/>	<input type="checkbox"/>	h) sports club or leisure club	<input type="checkbox"/>	<input type="checkbox"/>	i) other	<input type="checkbox"/>	<input type="checkbox"/>	j) not a member of any organisation or association?	<input type="checkbox"/>	<input type="checkbox"/>	
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13	<p>Thinking now of close friends – not your husband, or wife, or partner, or family members – but people you feel fairly close to. Do you have a close friend with whom you can discuss intimate and important matters?</p> <p>o Yes <input type="checkbox"/></p> <p>o No <input type="checkbox"/></p>																																		
14	<p>And how many close friends do you have?</p> <p>..... number of friends</p>																																		
15	<p>How often do you contact your close friends?</p> <p>o Nearly daily <input type="checkbox"/></p> <p>o At least once a week <input type="checkbox"/></p> <p>o At least once a month <input type="checkbox"/></p> <p>o Infrequently <input type="checkbox"/></p>																																		
16	<p>Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?</p> <p>o Most people can be trusted <input type="checkbox"/></p> <p>o Can't be too careful <input type="checkbox"/></p>																																		

17	<p>In all countries there are differences or even conflicts between different social groups. In your opinion, how much conflict is there between...</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="text-align: center; width: 12.5%;">very strong</th> <th style="text-align: center; width: 12.5%;">strong</th> <th style="text-align: center; width: 12.5%;">only weak</th> <th style="text-align: center; width: 12.5%;">no conflicts</th> </tr> </thead> <tbody> <tr> <td>a) poor and rich people?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) the unemployed and people with jobs?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) Management and workers?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d) young people and older people?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e) men and women?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>f) <Germans> and immigrants?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>0 very strong conflicts 0 strong conflicts 0 only weak conflicts 0 no conflicts</p>		very strong	strong	only weak	no conflicts	a) poor and rich people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) the unemployed and people with jobs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Management and workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) young people and older people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) men and women?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) <Germans> and immigrants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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18	<p>At present, are you...</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">0 single</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: right;">19</td> </tr> <tr> <td>0 married and living with your spouse</td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td style="text-align: right;">20</td> </tr> <tr> <td>0 married but separated from your spouse</td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td style="text-align: right;">19</td> </tr> <tr> <td>0 widowed</td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td style="text-align: right;">19</td> </tr> <tr> <td>0 or divorced?</td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td style="text-align: right;">19</td> </tr> </tbody> </table> <p>(only record actual marital status)</p>	0 single		<input type="checkbox"/>		19	0 married and living with your spouse		<input type="checkbox"/>		20	0 married but separated from your spouse		<input type="checkbox"/>		19	0 widowed		<input type="checkbox"/>		19	0 or divorced?		<input type="checkbox"/>		19											
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19	<p>Do you live with a partner?</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">• Yes</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> <tr> <td>0 No</td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td></td> </tr> </tbody> </table>	• Yes		<input type="checkbox"/>			0 No		<input type="checkbox"/>																												
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0 No		<input type="checkbox"/>																																			

Standard of Living

20 There are different views/opinions about what one needs for a decent living. What is your opinion: What items on this list should every household in your country be able to afford? What could be renounced, what is desirable but not necessarily needed, and what is absolutely necessary?

- could be renounced
- desirable
- necessary

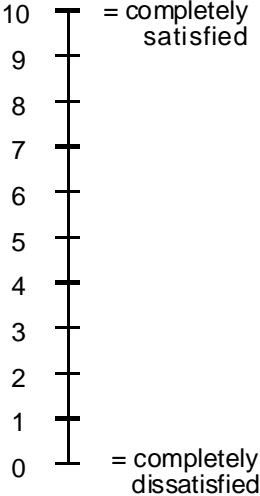
(show list)

could be desirable necessary
renounced

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) An apartment in which every household member has his own room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) WC and bath or shower in the apartment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Garden, balcony or terrace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) One week vacational travel per year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| o) Dishwasher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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(* give amount in national currency, around 5% of the national average net household income)

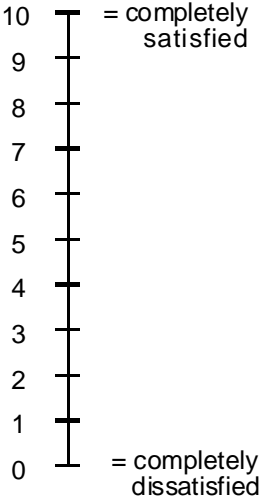
21	<p>Now if you consider your own living conditions, what do you have or can do? What don't you have or can't do because you cannot afford it? What don't you have or do out of other reasons?</p> <p> <input type="radio"/> I have or do it <input type="radio"/> I can not afford it <input type="radio"/> I don't have or don't do it out of other reasons </p> <p>(show list)</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">I have or do it</th> <th style="text-align: center;">I can not afford it</th> <th style="text-align: center;">I don't have or do it out of other reasons</th> </tr> </thead> <tbody> <tr> <td>a) An apartment in which every household member has his own room</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) WC and bath or shower in the apartment</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> 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22	<p>If you were asked to choose one of these five names for your social class, which would you say you belong to?</p> <p> <input type="radio"/> lower class <input type="checkbox"/> <input type="radio"/> working class <input type="checkbox"/> <input type="radio"/> middle class <input type="checkbox"/> <input type="radio"/> upper middle class <input type="checkbox"/> <input type="radio"/> upper class <input type="checkbox"/> </p>	
23	<p>What is about your standard of living? I mean goods and services which one can buy like housing, cloth, food, cars, vacation, travel. How satisfied are you, overall, with your standard of living?</p>	

Income		
24	<p>Would you please tell me, what the monthly net income of your household is. I mean the total income of all household members, after deduction of taxes and contributions. Please do not forget additional incomes, like for instance housing or child allowances.</p> <p><currency></p>	
25	<p>(If refused, emphasize anonymity, and show list with income categories, country specific)</p> <p>reference number</p>	
26	<p>If you compare your household's present financial situation to that of one year ago, would you say the situation today has...</p> <p> <input type="radio"/> Clearly improved <input type="checkbox"/> <input type="radio"/> Improved somewhat <input type="checkbox"/> <input type="radio"/> Remained the same <input type="checkbox"/> <input type="radio"/> Deteriorated somewhat <input type="checkbox"/> <input type="radio"/> Clearly deteriorated? <input type="checkbox"/> </p>	
27	<p>Is your household able to make ends meet...</p> <p> <input type="radio"/> with great difficulty, <input type="checkbox"/> <input type="radio"/> with some difficulty, <input type="checkbox"/> <input type="radio"/> fairly easily, <input type="checkbox"/> <input type="radio"/> very easily? <input type="checkbox"/> </p>	
28	<p>Taking everything into account, how satisfied are you with your household income? Please use the scale from 0 to 10.</p> <div style="text-align: right; margin-top: 20px;"> <p>10 — = completely satisfied</p> <p>9 —</p> <p>8 —</p> <p>7 —</p> <p>6 —</p> <p>5 —</p> <p>4 —</p> <p>3 —</p> <p>2 —</p> <p>1 —</p> <p>0 — = completely dissatisfied</p> </div>	

Education and Work

33	<p>What educational degree do you have? Please tell me only the highest general educational degree you have.</p> <p>.....</p> <p>(Educational degrees, country specific, to be coded afterwards according to ISCED; see additional sheet)</p>	
34	<p>How satisfied are you with your education?</p> <div style="text-align: right; margin-right: 50px;"> <p>10 — = completely satisfied</p> <p>9 —</p> <p>8 —</p> <p>7 —</p> <p>6 —</p> <p>5 —</p> <p>4 —</p> <p>3 —</p> <p>2 —</p> <p>1 —</p> <p>0 — = completely dissatisfied</p> </div>	
35	<p>Now we have some questions concerning your occupation. Are you currently working for pay either</p> <p>0 full-time, <input type="checkbox"/></p> <p>0 part-time, <input type="checkbox"/></p> <p>0 or are you only occasionally employed, <input type="checkbox"/></p> <p>0 are you not employed at all, <input type="checkbox"/></p> <p>0 or are you in military service? <input type="checkbox"/></p>	<p>42</p> <p>44</p>
36	<p>Please classify your present occupational status</p> <p>.....</p> <p>list occupational status (see end of core part)</p>	

37	Please name your present job (ISCO classification)	
38	What type of professional education or training is usually necessary for the job that you do? (show list) <input type="checkbox"/> no vocational education or particular training <input type="checkbox"/> no vocational education, but fairly lengthy training at the workplace <input type="checkbox"/> no vocational education, but certain courses <input type="checkbox"/> vocational training, non-university <input type="checkbox"/> university education	
39	How many hours do you normally work per week? hours per week	
40	Taking everything into consideration, how satisfied or dissatisfied are you with your present job? Please use the scale from 0 to 10.	

41	<p>In case you would lose your present job, how difficult would it be to find an equivalent job?</p> <p>o easy <input type="checkbox"/></p> <p>o difficult <input type="checkbox"/></p> <p>o practically impossible <input type="checkbox"/></p>	46
42	<p>On this list you find several reasons for not being employed. What applies best to your current situation:</p> <p>o retired <input type="checkbox"/></p> <p>o early retirement <input type="checkbox"/></p> <p>o permanently disabled, sick <input type="checkbox"/></p> <p>o in school, university <input type="checkbox"/></p> <p>o retraining <input type="checkbox"/></p> <p>o unemployed <input type="checkbox"/></p> <p>o homemaker <input type="checkbox"/></p> <p>o others <input type="checkbox"/></p>	
43	<p>Have you ever been employed?</p> <p>o yes <input type="checkbox"/></p> <p>o no <input type="checkbox"/></p>	49
44	<p>Please classify your last occupational status</p> <p>.....</p> <p>list occupational status (see end of core part)</p>	
45	<p>Please name your last job?</p> <p>.....</p> <p>(ISCO classification)</p>	
46	<p>Have you ever experienced spells of unemployment during the last five years?</p> <p>o yes <input type="checkbox"/></p> <p>o no <input type="checkbox"/></p>	49
47	<p>How often have you been unemployed during the last five years?</p> <p>..... (number of spells)</p>	
48	<p>In the last five years, how often have you been unemployed for more than 6 month?</p> <p>..... (number of long-term spells)</p>	

Personal Environment and Personal Safety

49	<p>Overall, how satisfied are you with the neighbourhood in which you live? Please use again this scale (0-10).</p> <div style="text-align: right; margin-right: 50px;"> <p>10 ——— = completely satisfied</p> <p>9 ———</p> <p>8 ———</p> <p>7 ———</p> <p>6 ———</p> <p>5 ———</p> <p>4 ———</p> <p>3 ———</p> <p>2 ———</p> <p>1 ———</p> <p>0 ——— = completely dissatisfied</p> </div>																
50	<p>How safe do you feel if you are walking around in this area at night? Do you feel</p> <p>o very safe, <input type="checkbox"/></p> <p>o rather safe, <input type="checkbox"/></p> <p>o rather unsafe, <input type="checkbox"/></p> <p>o very unsafe? <input type="checkbox"/></p>																
51	<p>Have you yourself during the last 12 months been subjected to any of the following incidents?</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">yes</th> <th style="width: 20%; text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a) get things stolen</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) be harassed or threatened</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) get sexual molested</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d) be beaten and hurt</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		yes	no	a) get things stolen	<input type="checkbox"/>	<input type="checkbox"/>	b) be harassed or threatened	<input type="checkbox"/>	<input type="checkbox"/>	c) get sexual molested	<input type="checkbox"/>	<input type="checkbox"/>	d) be beaten and hurt	<input type="checkbox"/>	<input type="checkbox"/>	
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52	<p>And now generally speaking, how satisfied are you with the public safety? Please tell me again by help of this list (0 to 10).</p> <div style="text-align: right; margin-right: 50px;"> <p>10 ——— = completely satisfied</p> <p>9 ———</p> <p>8 ———</p> <p>7 ———</p> <p>6 ———</p> <p>5 ———</p> <p>4 ———</p> <p>3 ———</p> <p>2 ———</p> <p>1 ———</p> <p>0 ——— = completely dissatisfied</p> </div>																										
53	<p>Please think about the place where you live now. I mean the immediate neighbourhood of your apartment. Do you have</p> <p>o very many, o some, o not so many, o or no reasons at all to complain about the following problems:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%; text-align: center;">very many</th> <th style="width: 15%; text-align: center;">some</th> <th style="width: 15%; text-align: center;">not so many</th> <th style="width: 15%; text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a) noise,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) air pollution,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) lack of access to recreation areas or greensward,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e) water quality?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		very many	some	not so many	no	a) noise,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) air pollution,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) lack of access to recreation areas or greensward,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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54	<p>And how satisfied are you, generally speaking, with the environmental situation in our country ? Please use the scale from 0 to 10.</p>	

Indicators of Subjective Well-Being (Global Measures)

55	<p>Now I want to read to you several statements dealing with general problems of life. Please tell me, by help of this list, if you</p> <p>0 completely agree, 0 somewhat agree, 0 somewhat disagree, 0 or not agree at all with the statement:</p>																																				
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56	<p>What do you mean, how satisfied are you at present with your life in general?</p> <div style="text-align: right; margin-right: 50px;"> <p>10 — = completely satisfied</p> <p>9 —</p> <p>8 —</p> <p>7 —</p> <p>6 —</p> <p>5 —</p> <p>4 —</p> <p>3 —</p> <p>2 —</p> <p>1 —</p> <p>0 — = completely dissatisfied</p> </div>	
57	<p>Taking all things together, how would you say things are these days – would you say you are</p> <p><input type="radio"/> Very happy <input type="checkbox"/></p> <p><input type="radio"/> Pretty happy <input type="checkbox"/></p> <p><input type="radio"/> Not too happy <input type="checkbox"/></p> <p><input type="radio"/> Very unhappy these days? <input type="checkbox"/></p>	

List occupational status

Country specific, German example:

- 10 Unskilled worker
- 11 Semi-skilled worker
- 12 Skilled worker
- 13 Foreman in manual work
- 14 Master craftsman
- 21 Non-manual employee, low qualification
- 22 Non-manual employee, medium qualification
- 23 Non-manual employee, high qualification
- 24 Managing position
- 30 Civil servant, lower level
- 31 Civil servant, medium-level
- 32 Civil servant, higher level
- 34 Military service
- 40 Farmer
- 50 Professional
- 53 Self-employed
- 56 Helping family member
- 60 Apprenticeship
- 64 Trainee

List main occupation of respondent (ISCO)

Legislators, senior officials and managers

- 11. Legislators and senior officials
- 12. Corporate managers
- 13. General managers

Professionals

- 21. Physical, mathematical and engineering science professionals
- 22. Life science and health professionals
- 23. Teaching professionals
- 24. Other professionals

Technicians and associated Professionals

- 31. Physical and engineering science associate professionals
- 32. Life Science and health associate professionals
- 33. Teaching associate professionals
- 34. Other associate professionals

Clerks

- 41. Office clerks
- 42. Customer services clerks

Service workers and shop and market sales workers

- 51. Personal and protective service workers
- 52. Models, sales persons and demonstrators

Skilled agricultural and fishery workers

- 61. Market-oriented skilled agricultural and fishery workers
- 62. Subsistence agricultural and fishery workers

Craft and related trade workers

- 71. Extraction and building trade workers
- 72. Metal, machinery and related trade workers
- 73. Precision, handicraft, printing and related trade workers
- 74. Other craft and related trades workers

Plant and machine operators and assemblers

- 81. Stationary-plant and related operators
- 82. Machine operators and assemblers
- 83. Drivers and mobile-plant operators

Elementary occupations

- 91. Sales and services elementary occupations
- 92. Agricultural, fishery and related labourers
- 93. Labourers in mining, construction, manufacturing and transport

Armed forces

. armed forces

97. no occupation

98. don't know

. Inapplicable

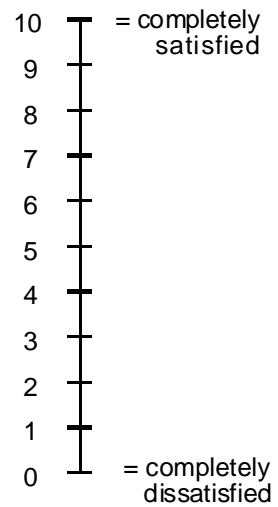
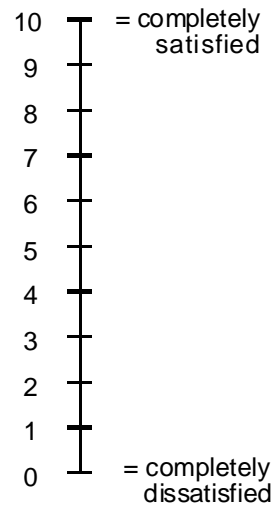
Note: The respondent's main occupation is the job at which the respondent spends most of the time or if the respondent spends an equal amount of time on two jobs, it is the one from which the respondent earns the most money. For a respondent who is currently working, code current occupation. For a respondent who is retired or not currently working, code last occupation.

Coding conventions shall employ the first two-digits of 1988 ISCO / ILO International Standard Classification of Occupations Code from the International Labour Office, CH-1211, Geneva 22, Switzerland.

Quality of Society

58	<p>What do you mean? In what degree the following freedoms, rights, life-chances and securities are realized in <country>? Are they...</p> <p> <input type="radio"/> fully realized, <input type="radio"/> rather realized, <input type="radio"/> rather not realized or <input type="radio"/> not at all realized? </p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">fully rea- lized</th> <th style="text-align: center;">rather rea- lized</th> <th style="text-align: center;">rather not rea- lized</th> <th style="text-align: center;">not at all rea- lized</th> </tr> </thead> <tbody> <tr> <td>a) Freedom of political participation</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) Freedom to choose for yourself your occupation</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: 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59	<p>What do you mean? Will today's young generation compared with their parents later have a higher, a lower or the same standard of living?</p> <p> <input type="radio"/> higher standard of living, <input type="radio"/> lower standard of living, <input type="radio"/> same standard of living, </p>																																																																							

60	<p>How satisfied are you with the health insurance, unemployment insurance, and the pension insurance fund in <country>, what is generally called the "social security system"?</p>	
61	<p>Taking everything into account, how satisfied are you with the democratic institutions in our country? Please use the scale from 0 to 10.</p>	



62

The living conditions among European countries differ quite a lot today, and we would like to get your personal evaluation. Please use these ladders, where the highest field represents very good living conditions and the lowest field stands for very bad living conditions.

(show ladders)

- a) First, the <Federal Republic of Germany>. Where on this ladder would you classify the living conditions in <Germany>.
- b) In comparison to < Germany>, where on the second ladder would you classify the living conditions in Poland?
- c) Where on the third ladder would you classify the living conditions in France?
- d) ... in Italy?
- e) ... in Spain?
- f) ... in the Netherlands?
- g) ... in Switzerland?
- h) ... in Hungary?
- i) ... in Sweden?

	<Germany> (a)	Poland (b)	France (c)	Italy (d)	Spain (e)	The Netherlands (f)	Switzerland (g)	Hungary (h)	Sweden (i)
very good living conditions									
very bad living conditions									

63	Please show how much you agree or disagree with each statement:					
	0	strongly agree				
	0	agree				
	0	disagree				
	0	strongly disagree				
		strongly agree	agree	dis- agree	strongly disagree	
	a)	Nobody takes care of what happens to the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)	People are usually selfish and want to misuse the other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)	If I do good to somebody, I can hope he/she will treat me well similarly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

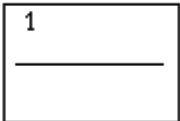
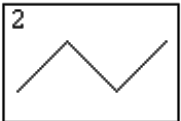
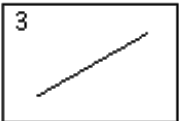

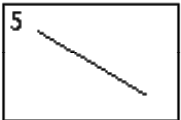
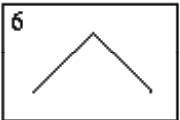
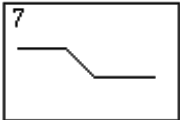
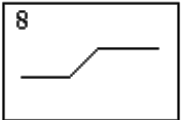
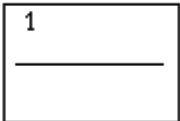
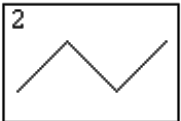
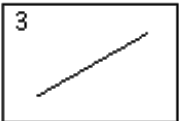

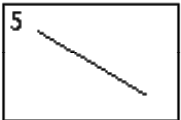
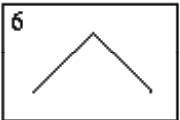
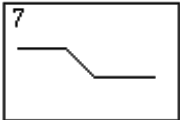
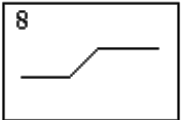
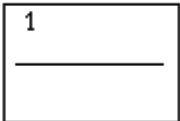
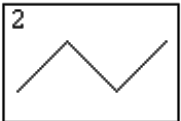
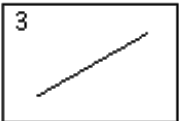

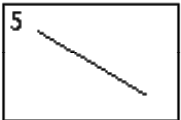
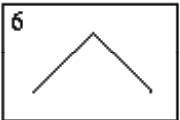
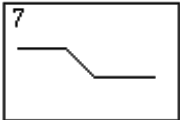
Exclusion and Integration

64	One may have the feeling to be integrated and included into normal social life or to be rather excluded. In your view how important are the following items for being integrated and included into social life. Are they					
	0	very important,				
	0	important,				
	0	not so important,				
	0	or unimportant?				
		very im- por- tant	im- por- tant	not so im- por- tant	un- im- por- tant	
	a)	To be in a respectable occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)	Not to be restricted or handicapped in one's working capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)	To be able to operate a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d)	To master a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e)	To have a driver's license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f)	To have an occupational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g)	To have friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h)	Not to have chronic illness or handicaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i)	To have one's own family and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j)	To engage in voluntary activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k)	To engage in political activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l)	To have a higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m)	To have the <German> citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n)	To have one's own personal income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65	<p>Considering your contacts with other people – friends, relatives and people at your workplace – which of these statements fit your situation:</p> <p><input type="checkbox"/> I never feel lonely</p> <p><input type="checkbox"/> Sometimes I feel lonely, but I don't see that as a problem</p> <p><input type="checkbox"/> Sometimes I feel lonely, and generally I would like to associate more with other people than I am doing now</p> <p><input type="checkbox"/> I often feel lonely</p> <p><input type="checkbox"/> I always feel lonely</p>	
66	<p>Are your parents or one of your parents still alive?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	68 67
67	<p>Do you have children?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	69 70
68	<p>a) How often do you see or visit your parents or one of your parents?</p> <p><input type="checkbox"/> They/she/he live in the same household</p> <p><input type="checkbox"/> Daily</p> <p><input type="checkbox"/> At least several times a week</p> <p><input type="checkbox"/> At least once a week</p> <p><input type="checkbox"/> At least once a month</p> <p><input type="checkbox"/> Several times a year</p> <p><input type="checkbox"/> Less often</p> <p>b) And how often do you talk on the phone with your parents or one of your parents?</p> <p><input type="checkbox"/> They/she/he live in the same household</p> <p><input type="checkbox"/> Daily</p> <p><input type="checkbox"/> At least several times a week</p> <p><input type="checkbox"/> At least once a week</p> <p><input type="checkbox"/> At least once a month</p> <p><input type="checkbox"/> Several times a year</p> <p><input type="checkbox"/> Less often</p>	70

71	<p>And now let us talk about your personal future with respect to the next two to three years. I am going to read you several different aspects and would like you to tell me whether you are...</p> <p> <input type="radio"/> optimistic, <input type="radio"/> more optimistic than pessimistic, <input type="radio"/> more pessimistic than optimistic, <input type="radio"/> pessimistic about them: </p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">opti- mistic</th> <th style="width: 10%; text-align: center;">more opti- mistic than pessi- mistic</th> <th style="width: 10%; text-align: center;">more pessi- mistic than opti- mistic</th> <th style="width: 10%; text-align: center;">pessi- mistic</th> </tr> </thead> <tbody> <tr> <td>a) further development of your income,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) (if employed) security of your job,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) development of your cost of living (clothing, rent etc.),</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d) the environmental situation of where you live,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e) your opportunities of political influence,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>f) your opportunities to promote in your occupational career?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		opti- mistic	more opti- mistic than pessi- mistic	more pessi- mistic than opti- mistic	pessi- mistic	a) further development of your income,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) (if employed) security of your job,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) development of your cost of living (clothing, rent etc.),	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) the environmental situation of where you live,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) your opportunities of political influence,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) your opportunities to promote in your occupational career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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73	<p>The areas of life which we have talked about so far might be of different importance for the well-being and satisfaction of people. Please tell me for the following areas if they are</p> <p> <input type="radio"/> very important, <input type="radio"/> important, <input type="radio"/> not very important, <input type="radio"/> unimportant </p> <p>for your well-being and satisfaction:</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">very important</th> <th style="width: 15%;">important</th> <th style="width: 15%;">not very important</th> <th style="width: 15%;">unimportant</th> </tr> </thead> <tbody> <tr> <td>a) work,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b) family,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c) income,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d) love and affection,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>e) influence on political decisions,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>f) successful career,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>g) leisure time,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>h) faith,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>i) health,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>j) protection of natural environment,</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>k) protection against crime.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		very important	important	not very important	unimportant	a) work,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) family,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) income,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) love and affection,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) influence on political decisions,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) successful career,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) leisure time,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) faith,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) health,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) protection of natural environment,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k) protection against crime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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