2003 Home Office Citizenship Survey: 
*People, Families and Communities*

Technical Report

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### 1 Introduction

This report describes methodology of the 2003 Home Office Citizenship Survey. The 2003 Citizenship Survey was the second in a biennial series which started in 2001. The Citizenship Surveys are designed to provide information for the Home Office’s Aim Seven Community Policy evidence base.

The design of the 2003 survey was very similar to that of the 2001 survey. The main difference was that the 2003 survey included interviews with young people age 11 to 15 and children aged 8 to 10. Other differences were minor and are noted in the relevant section.

The report covers the following features of the methodology:

- Sample design and selection (chapter 2)
- Questionnaire development (chapter 3)
- Fieldwork (chapter 4)
- Response (chapter 5)
- Data management (chapter 6)
- Weighting (chapter 7)
- Sampling errors (chapter 8)

The findings for the survey of adults are presented in an accompanying volume.¹ The findings for the survey of children and young people will be published *(HO to complete)*

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¹ Reference to main report
2 Sampling

2.1 Sample of adults

The sample of adults was designed to be representative of people aged 16 or over living in private households in England and Wales. It was also designed to provide sufficient numbers from the main non-white minority ethnic groups to permit analyses by ethnicity. The sample had two components:

- **Core sample**: a nationally representative achieved sample of 9,600 people aged 16 or over.

- **Boost sample**: an achieved sample of 4,600 minority ethnic adults aged 16 or over.

Sections 2.1.1 and 2.1.2 give an overview of the sampling procedure for the core and boost samples. Each stage is then amplified in subsequent sections. Section 2.4 discusses the sample design for the samples of children and young people.

2.1.1 Core sample: outline of sampling procedure

The Core sample was selected from the small user postcode address file (PAF) as follows:

1. **A stratified sample of postcode sectors was selected**
   The core sample was drawn in two parts: stratum A where fewer than 10% of households were headed by someone from minority ethnic groups and stratum B where 10% or more households were headed by people from minority ethnic groups. In stratum A, sectors were selected with probability proportional to the number of delivery points in the sector. In stratum B, sectors were selected with probability proportional to a size measure based on the minority ethnic density of the sector.

2. **A sample of addresses was selected**
   Within the sampled sectors in stratum A, a systematic random sample of 30 addresses was selected. This provides a self-weighted sample in which each address has an equal chance of selection. Within the sampled sectors in stratum B, a variable number of addresses was selected such that the combined sector and address sampling probabilities resulted in each address having the same chance of selection.

3. **One household was selected**
   At addresses containing more than one eligible household, the interviewer randomly selected one for interview using a systematic procedure.

4. **One adult was selected**
   At addresses containing more than one person aged 16 or over, the interviewer randomly selected one for interview, again using a systematic procedure.

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2 The National Statistics classification of ethnic groups data has five groups at the higher level: White, Mixed, Asian or Asian British, Black or Black British, Chinese or other ethnic group. For the purposes of the Citizenship Survey "Minority ethnic" covered all non-white groups.
2.1.2 Minority ethnic boost sample: outline of sampling procedure

The boost sample of minority ethnic adults was achieved by two methods:

1. *Focused enumeration*: two addresses to the left and to the right of each core sample address were screened for the presence of minority ethnic adults.

2. *High concentration boost*: an additional sample of addresses was drawn from postcode sectors in which 18% or more households were headed by someone from a minority ethnic group. These addresses were screened by interviewers for the presence of minority ethnic adults.

The boost sample was further divided into two major strata:

- **High Bangladeshi stratum**: sectors in which 10% or more people were of Bangladeshi origin. All 16 sectors in this stratum were selected. This design was used to increase the number of Bangladeshi respondents for the analysis.
- **Low Bangladeshi stratum**: sectors in which fewer than 10% of people were of Bangladeshi origin. A sample of sectors was selected with probability proportional to a size measure based on the estimated number of households headed by a minority ethnic adult.

Within the sampled Low Bangladeshi sectors, a variable number of addresses was selected such that the combined sector and address sampling probabilities resulted in each address having an equal chance of selection. The selection of a variable number of addresses was designed to reduce the variability in the number of eligible addresses in a sector.

The focused enumeration sample has the advantage that it includes minority ethnic adults living in areas with a low concentration of such people and helps to reduce the variability in the sample weights. However, the drawback is that it generates fewer eligible people than the boost sample.

2.2 Selection of primary sampling units (PSUs)

2.2.1 Preparation of sample frame

The PSUs consisted mainly of single postal sectors. Small sectors were grouped with neighbouring sectors to ensure that no PSU contained fewer than 500 delivery points. As is standard practice on ONS surveys, addresses which have been selected on any ONS PAF-based survey in the previous three years are removed prior to sampling.

2.2.2 Core sample of adults

The PSUs were then divided into two strata according to the estimated number of households in the sector headed by someone from a minority ethnic group, based on 1991 Census data:\(^3\).

- **Stratum A**: fewer than 10% of households in the PSU\(^4\) were headed by someone from a minority ethnic group;

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\(^3\) The 1991 Census was used to estimate the density of minority ethnic households as the 2001 data for small areas were available in time for this survey.
Stratum B: 10% or more households were headed by people from minority ethnic groups.

**Stratum A procedures**

Within each Government Office region, the PSUs in stratum A were divided in four approximately equal-sized substrata according to the proportions of household heads in socio-economic groups 1-5 and 13 (Professional, Employers and Managers and Intermediate non-manual occupations). Within each of these four substrata, the PSUs were ranked according to the male unemployment rate in the sector.

A systematic random sample of 463 PSUs was then selected with probability proportional to the number of delivery points in the PSU.

**Stratum B procedures**

Within each Government Office region, the PSUs in stratum A were divided into three approximately equal-sized substrata according to the proportions of household heads in socio-economic groups 1-5 and 13 (Professional, Employers and Managers and Intermediate non-manual occupations). Within each of these three substrata, the PSUs were ranked according to the male unemployment rate in the sector.

A systematic sample of 167 PSUs was then selected with probability proportional to a measure of size based on the estimated number of households in the sector headed by someone from a minority ethnic group ($e$ in the formula below):

$$\text{Size measure} = (2.5928e + 0.623) \times \text{DP (delivery point) count for sector}.$$  

The measure was calculated so as to minimise the variation between sectors in the number of interviews achieved. The achieved sample is more likely to vary in stratum B because more of the Focused Enumeration addresses were eligible.

2.2.3 **High concentration boost sample of adults**

The sample frame for the high concentration boost sample consisted of PSUs in which 18% or more households in the sector were headed by someone from a minority ethnic group (based on the 1991 Census). These PSUs were divided in two strata.

**High Bangladeshi stratum**

This stratum contained the PSUs in which 10% or more people in the PSU were of Bangladeshi origin (based on the 1991 Census). There were 16 such PSUs in total and all were included in the sample.

**Low Bangladeshi stratum**

PSUs in the Low Bangladeshi stratum were divided into two approximately equal-sized substrata according to the proportions of household heads in socio-economic groups 1-5 and 13 (Professional, Employers and Managers and Intermediate non-manual occupations). Within these two substrata, the PSUs were ranked according to the male unemployment rate in the sector.

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4 Where small sectors were amalgamated with larger sectors, the number of minority ethnic adults is based on the number in the largest sector.
A systematic sample of 110 PSUs was selected with probability proportional to a measure of size based on the estimated number of households in the sector headed by someone from a minority ethnic group \((e)\) in the formula below:

Size measure = \(e \times DP\) count for sector.

### 2.3 Selection of addresses for the samples of adults

#### 2.3.1 Core sample stratum A

In each PSU, 30 addresses were selected using a random start and a fixed interval. In total, 13,890 addresses were selected.

#### 2.3.2 Core sample stratum B

In each PSU, \(n\) addresses were selected using a random start and fixed interval; \(n\) was calculated as:

\[
 n = \frac{16}{2.5928 \times e + 0.623}
\]

where \(e\) was the estimated number of households in the sector headed by someone from a minority ethnic group. In total, 2,226 addresses were selected.

On average, we estimated that this formula would yield about 16 achieved interviews per PSU. However, the actual numbers achieved were expected to be very variable because the estimates of the ethnic minority population were out of date, a random sample of addresses is drawn and response rates varied between sectors.

#### 2.3.3 High concentration boost sample

In each PSU, \(n\) addresses were selected using a random start and fixed interval; \(n\) was calculated as:

\[
 n = \frac{50}{e}
\]

where \(e\) was the estimated number of households in the sector headed by someone from a minority ethnic group. In total, 2,711 addresses were selected for the high Bangladeshi stratum and 18,529 for the low Bangladeshi stratum.

On average, we estimated that the formula would yield about 21 achieved interviews per PSU but, as noted above, this was expected to vary considerably from sector to sector.

#### 2.3.4 Selection of addresses from overlapping PSUs

It was possible for the same PSU to be selected in both stratum B of the core sample and the high minority ethnic boost sample. In such cases, both address samples were selected in one pass through the frame. The selected addresses were then assigned randomly to the two samples.

#### 2.3.5 Selection of addresses for focused enumeration (FE) sample

Interviewers were instructed to identify two addresses on each side of the sampled core address (i.e. four addresses per core address) for screening. Detailed instructions were given for identifying the adjacent addresses in different circumstances (see Interviewer instructions.)
in Appendix A). In identifying the FE addresses, interviewers were told to exclude, as far as possible, addresses which did not contain a private household (e.g. empty property).

In a few instances it was not possible for the interviewer to identify four adjacent addresses (for example, because the core address was in a rural area). Thus the total number of FE addresses issued was slightly less than four times the set core sample size.

Focused enumeration screening procedures are described in section Appendix A.

2.3.6 Issued sample sizes

The issued number of PSUs and addresses for the core and boost samples and the minimum and maximum cluster sizes are shown in Table 2.1.

Table 2.1

2.3.7 Selection of households

When the address contained only one eligible household, the interviewer proceeded to list eligible adults for sampling. Where there was more than one eligible household, the interviewer listed all households containing eligible adults and selected one for interview. The sampling procedure used was designed to give each household at multi-household addresses an equal chance of selection over the sample as a whole (see Appendix A for details).

2.3.8 Selection of adults

At eligible households in the core sample, interviewers listed all adults aged 16 or over normally resident there.
At eligible households in the boost and FE samples, interviewers listed all adults aged 16 or over normally resident there who considered themselves to be from a non-white ethnic group. (Details of the screening procedure are given in Appendix A)

2.3.9 Differences from 2001 sample

There were some small differences between the 2001 and 2003 samples:

1. In the core sample in 2003, 30 addresses were selected in each PSU; in 2001 the number was 32. This was designed to make the interviewer load slightly easier in 2003 and make a slight reduction to the clustering effect, thereby improving precision.

2. Core sample stratum A stratification groups were slightly different. In 2001, PSUs were divided into three groups according to their population density, prior to further division into three SEG strata making nine substrata in all. In 2003, PSUs were grouped into four substrata according to SEG without prior grouping by population density. This change was made because we placed more emphasis on the SEG than population density as this had been shown to be the most effective for the General Household Survey (GHS)\(^5\).

\(^5\) "Designing surveys using variances calculated from Census data", Bruce, Lound, Elliot, National Statistics Methodology Series, NSM26, 2001
3. Core sample stratum B was not stratified by SEG in 2001.

4. The boost sample in 2003 was stratified by SEG of the household head and male unemployment rate; in 2001 there was no stratification.

5. For the FE sample in 2003, interviewers listed four adjacent addresses; in 2001 they listed six. This change is likely to increase, proportionately, the yield of eligible cases in 2003 because respondents are likely to provide better information about their nearer neighbours. It also reduces the clustering effect from neighbours giving similar types of answer.

These differences will not affect the comparability of the data from the 2001 and 2003 surveys.

2.3.10 Comparison of minority ethnic adults in Core and Focused enumeration samples

The sample of addresses for the FE sample was generated by selecting a fixed number of addresses adjacent to each core sample address. This produces a nationally representative sample of addresses for screening. Assuming the selection procedures used by interviewers were unbiased, the FE sample should provide a nationally representative sample of minority ethnic adults. There may, however, be differences between the respondents in the core and FE sample because the latter depends on the accuracy of proxy information which will often be based on visual judgements.

Table 2.2 compares the characteristics of minority ethnic adults in the Core and FE samples. The two largest differences are on ethnicity. The proportion of people from ‘other’ ethnic backgrounds, who are probably the most difficult to identify visually, was higher in the core than the FE sample (17% and 8%). The other main difference was in the proportion of black Africans, six per cent in the core sample compared with 14 per cent in the FE sample. The reason for this is not known. It did not occur in 2001 so it may simply be sampling variation.

Table 2.2

2.4 Samples of children and young people

For the 2003 survey, the Home Office also required samples of children and young people. These samples were new for 2003. The samples consisted of:

*Children aged 8-10* sampled from households containing and eligible adult; and

*Young people aged 11-15*, also sampled from households containing an eligible adult.

2.4.1 Selection procedure for children and young people

At households containing an eligible adult (i.e. any adult aged 16 or over in the core sample or any minority ethnic adult in the boost sample), interviewers listed all children aged 8 to 15 in the household. Children and young people were eligible for the boost sample irrespective
of their ethnicity. A Kish grid was then used to select one child or young person for interview.

This design is economic in that the child and young person samples are generated from the adult sample. It also yields larger numbers of minority ethnic children than would a nationally representative sample. However, the corollary of this is that relatively large weights are needed to restore equal selection probabilities for analyses based on the whole samples.
3 Questionnaire design and development

The 2003 Citizenship Survey included three questionnaire modules:

- Adults aged 16 or over;
- Young people aged 11-15; and
- Children aged 8-10.

3.1 Design of the adult questionnaire

About a half of the questions in the adult questionnaire had been included in the 2001 Survey and the remainder were new questions. Two stages of testing were undertaken:

Cognitive testing
In-depth interviews were carried out in by three trained cognitive interviewers in November 2002. In total, 18 interviews were conducted with a range of people in different age, sex and ethnic groups. The interviewers focused mainly on probing new questions and on some general issues. The survey included a number of long showcards and we needed to test respondent’s ability to digest all the information. This was particularly important since the survey included minority ethnic adults for some of whom English was not the main language.

Pilot testing
A full dress-rehearsal pilot was carried out in December 2002. Interviews were carried out with 96 adults in 10 areas. About a half of the areas had a relatively high percentage of ethnic minority groups and interviews were achieved with 33 non-white respondents. The respondents were a mix of men and women in different age groups and different social classes. The pilot tested both the questionnaire and the field procedures, including the identification of addresses for the focused enumeration sample and the doorstep selection of one adult for interview.

3.2 Design of the children and young persons’ questionnaire

These modules were developed and tested in two stages alongside the testing of the adult questionnaire.

Cognitive testing
In-depth interviews were carried out with nine children aged 8 to 13 from households in which an adult was interviewed. In general, similar questions were asked of younger and older children since, ideally, comparisons would be made between them.

Pilot Testing
One child or young person was interviewed at each of the 96 households included in the pilot study which contained a child aged 8 to 15, 30 interviews in total. In addition, the three interviewers who were involved in the cognitive testing carried out further in-depth questioning with a small number of children following their pilot interview.

We were aware that children’s abilities were likely to vary considerably and this was one of the main challenges of the development work. The main purpose of the test was to determine whether the concepts used in the questions were understandable to children of different ages and from different ethnic groups. The main findings and the changes adopted for the main stage are discussed below.
Suitability of questions for different age groups
It was originally envisaged that the children’s module would be addressed to 8-11 year olds and the Young Person’s module would be addressed to 12-15 year olds. The cognitive testing indicated that a more appropriate split would be 8-10 and 11-15, which corresponds with the move from junior to secondary education. Within the 11-15 age-group, some questions were be filtered to exclude 11 year olds (for example, questions about global issues of concern and racial prejudice were considered too complex for this age group). The results also showed that the Children’s module would need to have much more simply-worded questions than the Young Person’s module and that some concepts would need to be omitted completely (for example, questions on racial prejudice).

Desire to give the ‘correct answer’
Some children, particularly in the younger age groups, viewed the interview as a test and frequently asked the interviewer whether they had given the ‘right’ answer. To counteract this, interviewers repeatedly stressed that there were no ‘right’ answers and that it was their opinion that was required. They also reassured the children that it was perfectly acceptable to say that they did not know the answer to a question and the showcards all included a ‘Don’t know’ category.

In a similar vein, there was also a tendency to report the ‘approved’ behaviour. For example, young children reported providing more help around the house than older children. These questions were redesigned to collect the information more indirectly by asking who did various chores.

Showcards
Showcards were reduced in number and length as far as possible. Only two cards were used on the Children’s module. For the young people, topic headings were added to the showcards to help them remember the context of the questions while they browsed to select their answers. Interviewers read out the categories when children had difficulty.

Length of interview
Interviews were restricted to 20 minutes for 8-10 year olds and 30 minutes for 11-15 year olds.

3.3 Content of the adult questionnaire

The adult questionnaire consisted of the following modules:

Family networks
Household and family composition, contact with relatives, help and support given to, and received from, relatives, help and advice given to parents.

Social capital
Identification with country and local areas, perceptions of neighbourhood, contacts with friends and neighbours, community cohesion, diversity of friendships, institutional trust.

Active communities
Participation in civic affairs, provision of help through a group (formal volunteering), provision of help as an individual (informal volunteering), receipt of help from non-relatives, financial donations.

Racial prejudice and discrimination
Perceptions of racial prejudice, views about discrimination by public sector organisations, experience of discrimination at work, religious practice.
**Rights and responsibilities**
Views about rights and responsibilities people actually have, and should have.

**Classificatory data**
Educational qualifications, economic activity status and occupation of respondent and Household Reference Person, income of respondent (and partner), tenure, whether has a longstanding illness, caring responsibilities, media exposure, access to private transport.

### 3.4 Content of the Young Person questionnaire
The Young Person’s questionnaire included the following modules:

**Social capital**
Views about the neighbourhood, contacts with friends, membership of clubs, diversity of friendships, institutional trust.

**School and home**
Enjoyment of school, safety, involvement in household decision making

**Active communities**
Influencing political decisions, voting, help given at home/to relatives and non-relatives as an individual, membership of clubs, unpaid help given through groups, transport used.

**Racial prejudice**
Perceptions of racial prejudice, views about discrimination by public sector organisations, experience of discrimination, religious practice.

**Young people in society**
Problems facing young people, political engagement, issues of concern.

**Values**
Views about the acceptability of committing different offences.

### 3.5 Content of the Child questionnaire
The children’s questionnaire included the following modules:

**Social capital**
Enjoyment of living in the neighbourhood, safety, contacts with friends.

**School and home**
Enjoyment of school, safety.

**Values**
Views about the acceptability of committing different offences.

**Active communities**
Involvement in household chores, membership of clubs, unpaid help given through groups, transport used.

Copies of all questionnaires are in Appendix D.
4 Fieldwork

Fieldwork was carried out by trained interviewers from the ONS general field force. About 400 interviewers worked on the survey. The interviews were carried out between February 20th and September 30th 2003.

4.1 Briefings

Before starting work on the survey, all interviewers were given a full day personal briefing by ONS research and field staff. The briefing covered:

- **Background to the survey**: objectives of the research, use of the data (presented by a Home Office representative), sample design.

- **Field procedures**: particularly focused enumeration (including an exercise), and sampling one adult and child; handling interviews with children and young people, use of translators.

- **The questionnaires**: handling the more complex questions (including shuffle cards at the questions on groups).

4.2 Contact procedures

*Advance letters*

All addresses in the core sample were sent a letter outlining the purpose of the survey, how the sample was selected and the importance of participation. The letter explained that all the information provided would be treated in confidence by ONS and Home Office Research staff and that it would be presented in such a way that no individual could be identified.

Letters were not posted to addresses in the focused enumeration or minority ethnic boost samples because the majority would not be eligible for the survey. However, interviewers handed out letters to eligible people.

*Purpose leaflets*

Leaflets expanding on the points covered in the letter were left with respondents, usually at the end of the interview.

Copies of the letter and leaflet are in Appendix B and C respectively.

*Translations*

For respondents living in Wales, the advance letter was written in English on one side and Welsh on the reverse. Interviewers carried spare copies of the letter in the seven most common minority ethnic languages.
4.3 Screening procedures

Focused enumeration (FE) sample

Interviewers were instructed to identify two addresses on either side of each core sample address in their quota. Then, usually at the end of the interview with the core sample respondent, they asked whether the FE addresses contained anyone from a non-white minority ethnic group. If the respondent was confident that there was no eligible person present at the address, the interviewer did not call. In all other cases, the interviewer attempted to make contact to carry out the screening. If the sampled respondent at the core address did not take part in the survey, the interviewer still attempted to screen all the FE addresses.

Very precise instructions were given about the identification of the FE addresses. These are included in the interviewers’ instructions in Appendix A. Likewise, the screening question was printed on a showcard and interviewers were instructed to use only the wording specified (see Appendix A).

High concentration boost sample

Interviewers screened each sampled address in the boost sample using the same screening question as for the FE sample (see Appendix A).

4.4 Interview procedures

Interviews with non-English speakers

When the respondent had limited English, a translator was sought. Translators were used for a half or more of the questions in five per cent of interviews. In these cases, the translator was usually another member of the household (67%). Professional translators were used in a few cases (5%). Showcards were available in the seven most common languages.

Interviews with children and young people

Interviewers sought permission from a parent before attempting to interview the sampled child. Often the parent had already been interviewed and hence the interviewer had had the opportunity to establish some rapport with the parent. This helped to reassure parents about the subject matter and the interviewer’s credentials.

Ideally, children were interviewed alone so that they would not be inhibited by the presence of parents or siblings. However, if parents preferred to be present, this was accepted. The questions on committing offence, where it was judged that children might feel pressured in the presence of other people, were asked in a self-completion form (children used the interviewer’s laptop). Parents were present in over a half (58%) of interviews with young people (aged 11-15) and in about three-quarters (78%) of interviews with children (aged 8-10).
4.5 Interview length

The average lengths of interview were:
Adults: 52 minutes
Young People: 26 minutes
Children: 16 minutes
5 Response rates

5.1 Sample of adults

Table 5.1 shows the response for adults in the Core sample. Of the 16,117 sampled addresses, 8% did not contain a private household, for example, they were empty or used only for business purposes. The response rate based on the remaining in-scope 14,758 addresses was 64%. At 11% of addresses, there was no contact with any adult (7%) or with the sampled person (4%) and 24% were refusals, mainly from the selected adults (13%). Outside London, regional response rates ranged from 62% in the North East to 70% in Yorkshire and Humberside. As is usual in social surveys, the rate in London was lower, 53%, reflecting the difficulty of making contact with households in London.

Table 5.1 and 5.2

Table 5.3 shows the response rate for adults in the Focused enumeration sample. The number of issued (i.e. enumerated) addresses, 64,468, was four times the number of cores addresses (because two addresses either side of the core address were sampled). At 90% of these addresses it was established that there was no non-white adult present (based on definite reports from adults at the core address or by the interviewer calling at the FE address). For three per cent of enumerated addresses, the interviewer was not able to identify the FE address, usually because there was no address within reasonable distance of the core address. For a further three per cent, it was not possible to establish whether the address contained an eligible person.

The remaining 2,945 (5%) addresses constitute the in-scope sample, that is they were known to contain eligible adults. Of these, 62% were interviewed, 14% were not contacted and 24% refused to participate. These rates are very similar to those achieved in the core sample of adults.

Table 5.3

Table 5.4 shows the response rate for the High concentration boost sample of adults. Of the 21,426 addresses issued, 47% contained no non-white adult and 10% were ineligible because the address contained no private household. For a further 18% of addresses, the interviewer was unable to establish whether the address contained an eligible person, usually because there was no contact with any adult in the household.

The remaining 5,315 addresses constitute the in-scope sample, that is they contained eligible adults. Of these, 52% were interviewed, 21% were not contacted and 27% refused to participate. This is a lower response rate than among the FE sample. A high proportion of the boost sample addresses were in London were, as mentioned earlier, contact rates tend to be low.

5.2 Sample of children and young people

Tables 5.5 to 5.7 show the response rates for the Child and Young Person samples selected from the Core, Focused enumeration and High concentration boost samples.
The core sample included 1,713 addresses which contained an adult and an eligible child/young person (aged 8 to 15). Interviews were achieved with 88%; 9% were not contacted and 3% refused to take part.

Table 5.5

The Focused enumeration sample included 561 addresses which contained an eligible (i.e. non-white) adult and an eligible child/young person (aged 8 to 15). Interviews were achieved with 83%; 3% were not contacted and 14% refused to take part.

Table 5.6

The High concentration boost sample included 874 addresses which contained an eligible (i.e. non-white) adult and an eligible child/young person (aged 8 to 15). Interviews were achieved with 84%; 4% were not contacted and 12% refused to take part.

Table 5.7

In total, from the three samples combined, interviews were achieved with 1,032 children aged 8 to 10 and 1,666 young people aged 11 to 15.
6 Data management

6.1 Editing

All range and consistency checks were carried out in the interviewer as part of the CAPI (Computer Assisted Personal Interview) program.

6.2 Coding of occupation and socio-economic class

Occupation details were collected for the respondent and the household reference person (HRPs) where this was not the respondent. Occupations were coded by to the Standard Occupational Classification (SOC2000). This was carried out by interviewers after the interview using a computer-assisted coding process. The National Statistics Socio-economic Classification (NS-SEC) was derived automatically using an algorithm based on occupation, employment status and size of establishment.

6.3 Derived variables

A list and specifications for the main derived variables are given in Appendix E.

The following geo-demographic variables were added to the data:

Government Office Region
Local authority and ward
ACORN classification
Rural/non-rural
Percentage of households headed by someone from a non-white minority ethnic group
Index of Multiple Deprivation for England
Index of Multiple Deprivation for Wales

In order to preserve the confidentiality of respondents, most of these variables are only available to the organisations covered by the statement of confidentiality given to respondents in the advance letter (ONS and Home Office researchers).

6.4 Data files

The following files were produced for analysis:

1. Responding adults
   This file contains 1 record for each adult interviewed.
   The combined sample has 14057 records (unweighted).
   The core sample has 9,486 records (unweighted).

2. Household file
   This file contains 1 record for each person in the household box for cases with responding adults and/or responding children and young people.
   The file contains 37,892 records (unweighted).
3. **Family file**  
This file contains 1 record for each family unit in the household for cases with responding adults and/or responding children and young people.  
The file contains 15,977 records (unweighted).

4. **Child and young person file**  
This file contains 1 record for each child and young person interviewed.  
The file contains 2,698 records (unweighted).
7 Weighting the survey

7.1 Weights

Five weights were calculated for the Citizenship Survey:

- A household weight for the core sample
- An adult weight for the core sample
- A household weight for the combined core and minority ethnic boost sample
- An adult weight for the combined core and minority ethnic boost sample
- A child/young person weight

7.2 Calculation of core sample weights

The core sample weights were calculated as follows:

1. An address sampling weight was calculated
   As discussed in chapter two, the core sample was drawn in two parts: stratum A where fewer than 10% of households were headed by someone from minority ethnic groups and stratum B where 10% or more households were headed by people from minority ethnic groups. To compensate for the slightly different chances of selection for stratum A and B, an address sampling weight was calculated which divided the number of population delivery points by the set sample size.

2. A non-response weight was calculated
   The software package AnswerTree\(^6\) (using the CHAID algorithm)\(^7\) was used to identify which characteristics were significant in distinguishing between responding and non-responding households. The analysis was based on all eligible addresses. The independent variables included in the analysis were type of area (Acorn\(^8\)), Government Office Region and the percentage of minority ethnic households in the area.\(^9\) The categories on these characteristics were combined by the program to produce 19 weighting classes with different response rates.

   Response rates for each of the weighting classes were weighted by the address sampling weight. The non-response weight was the reciprocal of the weighted address response rate.

3. A responding address weight was calculated
   The address sampling weight was multiplied by the non-response weight to produce the responding address weight.

---

\(^6\) AnswerTree is a package available from SPSS (see SPSS.com).
\(^7\) CHAID is an acronym that stands for Chi-squared Automatic Interaction Detection. CHAID uses chi-squared statistics to identify optimal splits or groupings of independent variables in terms to predict the outcome of a dependent variables, in this case response.
\(^8\) The Acorn classification is a means of classifying areas according to various Census characteristics devised by CACI Limited (see www.caci.co.uk)
\(^9\) This measure was based on the percentage of households in the postal sector headed by someone from a minority ethnic group, based on the 1991 Census.
4. A responding household weight was calculated
To compensate for the selection of one household at multi-household addresses, the responding address weight was multiplied by the number of households at the address.

5. A responding adult weight was calculated
To compensate for the selection of one adult per household, the responding household weight was multiplied by the number of adults in the household.

6. The responding household and adult weights were weighted to population totals
The household and adult weights were calibrated to population totals, broken down by age group by sex (using Government Actuary Department figures\(^{10}\)) and by Government Office Region (using ONS 2000-based projections for 2003)\(^{11}\).

7. The grossed household and adult weights were scaled
The grossed weights were scaled down to equal the actual number of households and adults interviewed.

7.3 Calculation of combined sample weights
The combined sample (i.e. the combined core and minority ethnic boost samples) weights were calculated as follows:

1. An address sampling weight was calculated
Within the combined sample, addresses selected from stratum A and stratum B and those selected from the high and low Bangladeshi strata of the minority ethnic sample had different chances of selection. Within these groups, addresses containing white and minority ethnic adults had different probabilities of selection. This produces eight groups each with different address selection probabilities.

Table 7.2 shows for addresses in these eight groups, their possible routes into the sample and their probability of selection. As can be seen from the table, the probability of inclusion was determined by all the ways the individual could have been sampled, not just how they happened to be sampled on this occasion. The address selection probability was computed by summing the probabilities for all of the samples the address could have been selected for. The probability of address selection for each group was calculated as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>The number of addresses in the set sample was divided by the number of delivery points in the population (see Table 7.1).</td>
</tr>
<tr>
<td>Focused enumeration</td>
<td>Two addresses either side of the core address were screened. The core sample address selection probabilities in Table 1 were therefore multiplied by four.</td>
</tr>
<tr>
<td>Low Bangladeshi stratum</td>
<td></td>
</tr>
</tbody>
</table>

---

\(^{10}\) See gad.gov.uk

\(^{11}\) To maintain consistency with 2001, the population totals included the non-private household population.
The number of addresses in the set sample was divided by the number of delivery points in the population.

**Table 7.3**

*High Bangladeshi stratum*

There were 16 sectors in this stratum and all were included in the sample. The address selection probability was therefore determined by the address sampling rate within each sector. The probabilities of selection ranged from 0.0326 to 0.2458.

For the focused enumeration and minority ethnic boost samples, the addresses had to be screened first in order to establish whether there were any non-white adults living at the address. Only where contact was made was it possible to determine eligibility and in some cases obtain an interview. The responding adult weight was therefore calculated in two stages:

- A contacted adult weight
- An interview response weight

These stages are described below:

2. *An address contact weight was calculated*

AnswerTree was used to identify the characteristics associated with an interviewer making contact at an address and establishing eligibility. All addresses containing a private household were included in the analysis. The independent variables used for the analysis were: type of area (Acorn), Government Office Region, percentage of minority ethnic households in the area and sample type, which distinguished between the core, focused enumeration and minority ethnic boost samples. The program produced 64 weighting classes with different contact rates.

Since the eligibility of focused enumeration and minority ethnic boost addresses that were not contacted was not known, it was not possible to calculate address sampling weights for non-respondents. Unweighted contact rates were therefore produced for each of the weighting classes. The reciprocal of the contact rate was then used as the contact weight.

3. *A contacted address weight was calculated*

The address sampling weight was multiplied by the contact weight to produce the contacted address weight.

4. *A contacted household weight was calculated*

The contacted address weight was multiplied by the number of eligible households at the address. (For core addresses, all households were eligible. At the focused enumeration and minority ethnic boost addresses, only households containing non-white adults were eligible)

5. *A contacted adult weight was calculated*

The contacted household weight was multiplied by the number of eligible adults in the household. (Within core households all adults were eligible. In focused enumeration and minority ethnic boost households, only non-white adults were eligible)

6. *An interview response weight was calculated*
AnswerTree was again used, this time to identify the characteristics associated with obtaining an interview. The analysis was based on addresses that were contacted and established as eligible. The independent variables included in the analysis were: type of area (Acorn), Government Office Region, percentage of minority ethnic households in the area and sample type. The program produced 21 weighting classes with different response rates.

Again unweighted response rates were produced for each of the weighting classes. The reciprocal of the response rate was then used as the interview response weight.

7. **A responding adult weight was calculated**
   The contacted adult weight was multiplied by the interview response weight to produce the responding adult weight.

8. **The responding adult and household weights were weighted to population totals.**
   The household and adult weights were grossed to population totals, broken down by age group by sex (using Government Actuary Department figures) and by Government Office Region (using ONS 2000-based projections for 2003).

9. **The grossed household and adult weights were scaled**
   The grossed weights were scaled down to sum to the actual number of households and adults interviewed.

### 7.4 Calculation of child/young person weight

The child/young person weight was calculated as follows:

1. **The combined sample contacted household weight was added to the child/young person data**
   As discussed in chapter two, children and young people were sampled from households containing an eligible adult (i.e. any adult in the core sample and any minority ethnic adult in the boost sample). All children and young people were eligible for the survey, irrespective of their ethnicity and whether or not an interview was achieved with an eligible adult. The contacted household weight for the combined sample thus accounted for the different address selection probabilities, address non-contact rates and the sampling of one household per address, at addresses where a child or young person was sampled. (See section 7.3, stages 1 to 4).

2. **A contacted child/young person weight was calculated**
   To compensate for the selection of one child or young person per household, the contacted household weight for the combined sample was multiplied by the number of children/young people aged 8 to 15 in the household.

3. **A non-response weight was calculated**
   AnswerTree was used to identify the characteristics associated with obtaining an interview with a child/young person. The analysis was based on addresses that contained an eligible adult and a child/young person. The independent variables included were: age and sex of child/young person, marital status of household reference person (HRP), ethnic origin of HRP, household size and number of 8 to 15 year olds in the household. Marital status of HRP was the only significant predictor of response. The program produced three weighting classes with different response rates.
Response rates for each of the weighting classes were weighted by the contacted child/young person weight. The non-response weight was the reciprocal of the weighted child/young person response rate.

4. A responding child/young person weight was calculated
The contacted child/young person weight was multiplied by the non-response weight to produce the responding child/young person weight.

5. The responding child/young person weight was grossed to population totals
The responding child/young person weight was grossed to population totals, broken down by age (in single years 8 to 15) by sex and by Government Office Region, using ONS 2000-based projections for 2003.

6. The grossed child/young person weight was scaled
The grossed weight was scaled down to sum to the actual number of children/young people interviewed.

7.5 Application of weights during analysis

The technical report for the 2001 Citizenship Survey reported that the effective sample sizes of weighted core sample estimates were generally larger than those of weighted combined (core and boost) sample estimates for selected variables. For this reason it was decided to use the combined sample only for estimates requiring the extra sample numbers – i.e. for breakdowns by ethnic group and sub-groups predominantly found amongst ethnic minority groups (e.g. minority religious groups). All other estimates were based upon the core sample only. The same approach was used for the 2003 analysis.

In summary this means using the five supplied weights in the circumstances specified below.

Table 7.4
8 Standard errors

Tables in this chapter present estimates for standard errors for key variables discussed in the main report,\textsuperscript{12} taking into account the complex sample design of the survey.

8.1 Sources of error in surveys

Survey results are subject to various sources of error. The total error in a survey estimate is the difference between the estimate derived from the data collected and the true value for the population. The total error can be divided into two main types: systematic and random error.

Systematic error

Systematic error, or bias, covers those sources of error which will not average to zero over repeats of the survey. Bias may occur, for example, if a certain section of the population is excluded from the sampling frame, because non-respondents to the survey have different characteristics to respondents, or if interviewers systematically influence responses in one way or another. Substantial efforts have been made to avoid systematic errors.

Random error

An important component of random error is sampling error, which is the error that arises because the estimate is based on a random sample rather than a full census of the population. The results obtained for any single sample may, by chance, vary from the true values for the population but the variation would be expected to average to zero over many repeats of the survey. The amount of variation depends on both the size of the sample and the sample design.

Random error may also result from other sources such as variations in respondents’ interpretation of the questions, or variations in the way different interviewers ask questions. Efforts are made to minimise these effects through pilot work and interviewer training. The impact of both this random variation and the sampling error is reflected in the standard errors presented here.

8.2 Standard errors for complex sample designs

The Citizenship Survey uses a multi-stage stratified sample design. In considering the reliability of estimates, standard errors calculated on the basis of a simple random sample design\textsuperscript{13} will not reflect the true variation because of the complex sample design. The two-stage sample of addresses can lead to a substantial increase in standard error if the households or individuals within primary sampling units (PSUs)\textsuperscript{14} are relatively homogenous but the PSUs differ from one another with respect to the survey variables. Stratification tends to reduce standard error and is of most advantage where the stratification factor is strongly related to the characteristics of interest on the survey.

\textsuperscript{12} Reference to main report.
\textsuperscript{13} A simple random sample design is one in which all possible combinations of a given size are equally probable.
\textsuperscript{14} PSUs are postcode sectors or grouped small sectors.
8.3 Calculating standard error

Because the size of the standard error depends on how the characteristic of interest is spread within and between the PSUs and strata, this is taken into account in the way data are grouped in order to calculate the standard error. For the Citizenship Survey, the weighting for different sampling probabilities (i.e. the minority ethnic boost sample and the sub-sampling of adults and children within households) and different response rates also increase the size of the standard errors compared with an equal probability sample of the same size, particularly as in this case, there is considerable variations in the size of the weights.

The method for estimating a standard error sums the squared differences (in the characteristic of interest) between totals for adjacent PSUs. The ordering of PSUs reflects the ranking of postal sectors on the stratifiers used in the sample design in order to capture the benefit of stratification.

This method explicitly allows for the fact that the percentages and means are ratios of two survey estimates: the number with the characteristic of interest is the numerator (y) and the sample size is the denominator (x), both of which are subject to random error. The formula used to estimate the variance of a ratio estimator (r, where r=y/x) is shown below.

\[ \text{var } (r) = \frac{1}{x^2} \left[ \text{var}(y) + r^2 \text{var}(x) - 2r \text{cov}(y,x) \right] \]

Var (r) is the estimate of the variance of the ratio, r, expressed in terms of \( \text{var}(y) \) and \( \text{var}(x) \) which are the estimated variances of y and x, and \( \text{cov}(y,x) \) which is their estimated covariance. The resulting estimate is only valid if the denominator is not too variable.15

8.4 Design factor (deft)

The design factor, or deft, is the ratio of the standard error of an estimate to the standard error that would have resulted had the survey design been a simple random sample of the same size. The size of the design factor varies between survey variables according to the degree to which a characteristic is clustered within PSUs, or is distributed between strata, and the impact of the weighting. For a single variable the size of the factor also varies according to the size of the subgroup on which the estimate is based and on the distribution of the subgroup between PSUs and strata. Design factors below 1.0 show that the complex sample design improved on the estimate that would have expected from a simple random sample, probably due to the benefits of stratification. Design factors greater than 1.0 show less reliable estimates than might be gained from a simple random sample, due to the effects of clustering and weighting.

The standard error of a proportion (p) based on a simple random sample multiplied by the deft gives the standard error of a complex design.

15 This variability can be measured by the coefficient of variation of x, denoted by \( cv(x) \), which is the standard error of x expressed as a proportion of x

\[ cv(x) = \frac{\text{se}(x)}{x} \]

It has been suggested that the ratio estimator should not be used if the \( cv(x) \) is greater than 0.2.
\[ se(p) = deft \times se(p)_{srs} \]

Where:
\[ se(p)_{srs} = \sqrt{(p(100-p)/n)} \]

The formula to calculate the standard error of the difference between two percentages for a complex sample design is:
\[ se(p_1-p_2) = \sqrt{[deft_1^2 \left( p_1(100-p_1)/n_1 \right) + deft_2^2 \left( p_2(100-p_2)/n_2 \right)]} \]

where \( p_1 \) and \( p_2 \) are observed percentages for the two subsamples and \( n_1 \) and \( n_2 \) are the subsample sizes.

The standard error and defts for selected survey estimates from the adult survey are shown in tables 8.1 to 8.15. Tables 8.16 to 8.30 show standard errors and defts for selected survey estimates from the children and young people’s survey. For variables not given in the tables, the standard error can be calculated by choosing a deft for a similar variable that has been shown and using the formula for \( se(p) \) above.

### 8.5 Confidence intervals

The estimate produced from a sample survey will rarely be identical to the population value, but statistical theory allows us to measure the accuracy of any survey result. The standard error can be estimated from the values obtained for the sample and allows the calculation of confidence intervals which indicate the range of random variation in the survey estimates.

It is common when quoting confidence intervals to refer to the 95% confidence interval around a survey estimate. This is calculated at 1.96 times the standard error on either side of the estimated percentage or mean since, under a normal distribution, 95% of values lie within 1.96 standard errors of the mean value. If it were possible to repeat the survey under the same conditions many times, 95% of these confidence intervals would contain the population values.

The 95% confidence interval for the difference between two percentages is then given by:
\[
(p_1-p_2) +/- 1.96 \times se(p_1-p_2)
\]

If this confidence interval includes zero then the hypothesis that the two proportions are the same and the observed difference is due to chance alone is not rejected. If the interval does not include zero then it is unlikely (less than 5% probability) that the observed difference could have occurred by chance and this constitutes a ‘significant difference’ at the 95% confidence level.

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16 The precise formula uses \( n-1 \) as the denominator but this equates to \( n \) in large samples.
8.6 Standard errors for the 2003 Citizenship Survey

The standard errors were calculated on weighted data using STATA.\textsuperscript{17} As mentioned earlier, weighting for different sampling probabilities and different response rates results in larger sampling errors than for an equal-probability sample without weights. However, using population totals to control for differential non-response tends to lead to a small reduction in the errors. The method used to calculate the sampling errors correctly allows for the inflation in the sampling errors caused by the first type of weighting but, in treating the second type of weighting in the same way as the first, incorrectly inflates the estimates further. Therefore the standard errors and defts presented are likely to be slight over-estimates.

As mentioned earlier, Tables 8.1 to 8.15 show the standard error and defts for selected survey estimates from the adult survey\textsuperscript{18}. For most measures, these were based on the core sample as this provides more robust estimates than the combined core and minority ethnic boost sample. Standard errors for variables related to ethnicity (for example, whether respondents had friends from different ethnic groups to them) and for estimates for ethnic subgroups were based on the combined sample. Tables 8.16 to 8.30 show the standard error and defts for selected survey estimates from the children and young people’s sample.


18 There are some slight differences between the percentages quoted in Tables 8.1 to 8.15 and those in the main report because of rounding. Tables in the main report were produced in SPSS which, unlike STATA, rounds the numerator and denominator before dividing.
9 Appendices

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B  Advance letter
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Appendix A: Interviewer instructions
2003 People, Families and Communities Survey

Interviewers’ Instructions: Mainstage, March 2003

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2. Survey design
3 Survey Documentation
4 The Quotas.
5. Address lists and advance letters
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7 Multi-occupied addresses
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10. Interviewing children and young people
11. Adult Questionnaire
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   Contacts with relatives
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12. Child and Young Person Questionnaires
    General
    Show cards
1. Background

The Home Office has asked ONS to carry out the second round of the People, Families and Communities Survey. This study is designed to find out about the role individuals and families play in their local community – their views about their neighbourhood, their involvement in voluntary activity, their contacts with relatives and friends, perceptions of racial prejudice and experience of racial discrimination. The information collected will be used by the Home Office to help them plan new initiatives to build stronger families and communities.

The HO has some specific objectives that they have to meet. The survey will help them assess how they are progressing towards meeting these:

- To promote a just and tolerant society (Questions on Race, Rights and responsibilities)
- To increase public participation and confidence in the democratic process, including increasing the confidence of ethnic minority groups (Questions on Civic participation and trust)
- To help achieve a healthy voluntary sector and community sector and an effective partnership between it and Government (Questions on Voluntary activity and the neighbourhood)
- To support the development of strong and stable families (questions on Family contacts and advice for parents)

At the end of the survey, the results will be published in a report and summaries will be available on the Home Office website.

Home Office’s use of data from the 2001 Citizenship Survey

It always takes time for major policy changes as a result of research evidence. But data from the 2001 People, Families and Communities Survey is already feeding into the development of new initiatives and helping to shape Government policy. A few examples:

- As a result of data on the help and support that family networks can provide, the Home Office now focuses much more on helping family members in supporting parenting and providing advice to parents (e.g. a telephone helpline for parents has been set up in some areas)
• Data on parents’ use of, and opinions on, various sources of help and advice in parenting is directing the development of new initiatives to support and assist parents.

• The 2001 survey identified particularly low levels of community participation among people from certain minority ethnic groups. As a result of this, expenditure to promote community participation is being increasingly focused on groups with low participation levels.

• Data from the 2001 survey has fed directly into the new policy area of community cohesion. This has resulted in a large amount of expenditure in certain localities, targeted towards initiatives to build cohesive communities.

• Satisfaction with neighbourhood is a key to encouraging community participation and cohesion – and vice versa. Data from the 2001 survey on people’s opinions of their neighbourhoods is shaping initiatives to make neighbourhoods more enjoyable places to live.

• Data on racial prejudice and discrimination from the 2001 survey has informed policies in a range of public sector organisations perceived as having particular problems with racial prejudice and discrimination.

These are rather unspecific for use on the doorstep. If people ask how the data will help them, you could say that the government will be giving funds to improve areas and the survey will help to show what is needed and where. For example, by giving grants and other support to groups like Neighbourhood Watch and other community groups.

Also, use the results summary from the 2001 survey to show how the results are presented.

Suggestions for ways of introducing the survey on the doorstep are given in section 9.

2. Survey design

The survey was introduced in 2001 and is being repeated every two years. The British Market Research Bureau (BMRB) carried out the first survey.

Like the 2001 survey, the sample for the 2003 People, Families and Communities Survey sample has two components:

• 10,000 interviews with a representative sample of adults aged 16+ living in England and Wales. Addresses will be selected from the Postcode Address File (PAF)
• An additional 5,000 interviews with people who are Black, Asian, Chinese or from any other non-white group. These interviews will be achieved by:
  • Screening addresses adjacent to the main sample address - the Focused Enumeration or FE sample, and
  • a boost sample obtained via a doorstep sift in areas with a large non-white population (18% or more) – The NW Boost sample.
In addition, we will be carrying out interviews with about 1,100 children aged 8-10 years and 1,700 young people aged 11-15 years. These samples are new for 2003.

3 Survey Documentation

Address List

A5 address sheets
1 per core address/NW boost address
1 per FE case

Advance letter*

Purpose leaflet*

Doorstep screening card (A1) – white, A5 size

Prompt cards
Adult – cream*
Child/Young Person – yellow and pink

Shuffle card pack – cream, A6 size*

Multi-household selection sheets

Interviewer Instructions

Testing the Questionnaire note

Summary of results from 2001 survey

Documents marked (*) will be available translated into
Bengali
Gujerati
Hindi
Punjabi
Urdu

Please contact the Field Office to request translations once you have confirmed which language(s) you need.

4 The Quotas

There are two types of quota, core quotas with focused enumeration and the non-white boost quotas.

Core quotas with focused enumeration.

There are two types of core quotas. **Type A** – consist of 30 PAF addresses. At all addresses, only one adult (aged 16 or over) will be interviewed. Where there are two or more adults in the household, one must be randomly
selected. Similarly, where there is more than one child aged 8 – 15 you will select one, at random, for interview. We explain later how to do these selections.

**Type B** – have a variable set quota size (7-18). These areas have a higher proportion of non-white households (based on data from the 1991 Census), so we expect more additional households to be found through focused enumeration.

**Focused enumeration** or screening for additional non-white households.
This is a method used to increase the number of respondents who are of a non-white ethnic group. In a random survey only a small proportion of respondents would be from non-white groups.

At addresses in the core sample (A+B), you will need to:
1. Identify the two addresses on either side of the core address (4 in total)
2. Screen these addresses to establish whether they contain a non-white adult. Wherever possible you ask the screening question at the core address.
3. At each FE address containing a non-white adult, select one eligible adult and, where possible, one child and attempt to interview them.

**Non-white boost quotas**
You will be issued with a greater number of addresses. The number issued is variable (59-274) as it depends on the % of non-white population in the area.
1. You need to contact all these addresses, and ask a responsible adult at each address the screening question in order to establish if the household contains any non-white adults.
2. Only when you identify an eligible household will you need to select an eligible non-white adult in the household for interview.
3. You should also select one eligible child (any ethnicity), where possible.
4. There is NO focused enumeration at these addresses.

**Length of interview**
It is anticipated that the adult questionnaire will last around **60 minutes** although some may be longer or shorter depending on how the respondent answers the questions. The children and young persons’ interviews will each last about 30 minutes.

**5. Address lists and advance letters**

**Lists and A5 sheets**

You will receive an A4 address listing and a set of A5 address pages for your quota of ‘core’ addresses and NW boost addresses. Additionally you will receive pages to use for the FE addresses.

**Advance letters**
1. Core addresses - you will be supplied with unsealed, pre-packed advance letters. The new version of the letter has a space for you to enter your name at the bottom. You should plan your quota in batches and despatch advance letters for groups of addresses. You should send them to arrive a day or two before you plan to call on the addresses. If preferred you can add a short personal note - following the Field guidelines on notes in advance of your first call.
2. FE Sample addresses and NW boost quotas – will not receive an advance letter. FE
addresses will not be approached if you have been told that it does not contain an eligible adult. If you find out that an address contains eligible adults, it is a good idea to put a copy of the advance letter through their letter-box. You will be supplied with spare letters. NW boost addresses are approached in person to ask the screening question. If necessary you can hand over a copy of the advance letter and/or purpose leaflet.

6 Focused enumeration

This section describes how you should identify the additional four addresses for non-white screening in Core quotas. Always try to identify the likely additional four addresses before calling on the Core address.

Identifying the four addresses

The additional four addresses are the two addresses to the left of the Core address and the two addresses to the right of the Core address. Left and right are relative to you standing in front of the address looking towards it.

It is limited to two addresses on either side as respondents at the Core address are more likely to know about the people who live closest to them. If you cannot obtain contact with the Core address, you may call on the adjacent address and inquire of them the ethnic composition of the other three additional addresses. (These are still determined by reference to the Core address.)

This general rule is easy when dealing with conventional houses, however it will be more complex when dealing with blocks of flats, converted houses and other buildings with complex arrangements. The majority of your addresses however should be straightforward.

Example A:

```
2 to the left (**2) 1 to the left (**1) Core address (**0) 1 to the right (**4) 2 to the right (**5)
```

a Avenue

Ineligible screened addresses

The normal rules of ineligibility (vacant, non-residential etc) apply to the neighbouring addresses but in a slightly different way to usual. Rather than being counted as an ineligible part of the sample, they are instead excluded. In such cases, you should proceed to the next address until you have identified two residential addresses on either side of the Core address.
For example, if the address two to the right is the household’s second home and they do not live there regularly you should exclude it and proceed to the next house which now becomes address two to the right instead.

- **Pass by gaps between residential dwellings.** Such gaps may be open tracts of land, farmland, undeveloped land or derelict/building sites.
- **Do not count business addresses**, unless there is a resident household living there.
- **Do not count institutions**, unless there is a private household that considers it to be their main or only address.

The neighbouring addresses can only be coded ineligible on two counts: either (1) when none of the residents are members of Minority Ethnic Groups, or (2) when you have been instructed by the Field Office not to interview.

**Example B:**

<table>
<thead>
<tr>
<th>2 to the left</th>
<th>1 to the left</th>
<th>Core address</th>
<th>Derelict</th>
<th>1 to the right</th>
<th>2 to the right</th>
</tr>
</thead>
<tbody>
<tr>
<td>(<strong>2</strong>)</td>
<td>(<strong>1</strong>)</td>
<td>(<strong>0</strong>)</td>
<td>(Ignore)</td>
<td>(<strong>4</strong>)</td>
<td>(<strong>5</strong>)</td>
</tr>
</tbody>
</table>

Acacia Avenue

**Complicated situations**

Not all addresses will be adjoining let alone adjacent to each other. You will often come across situations when another road may lie between the addresses in the sampled road.

You should never cross a road when selecting the four neighbouring addresses. If you come to a road junction, you must always go round the corner. (People will often know the people with gardens close together or who live back-to-back.)

If it is simply a footpath or alleyway that lies between addresses, you should ignore it unless it is the only means of access to addresses that lie along or beyond it.

**Cul-de-Sacs and deadends**

Following the same rule for road junctions, if you are in a cul-de-sac or come to the end of the road, you should continue around the end of the street and then with the buildings on the opposite side.

A deadend is where there is some barrier (such as a wall or fence) that cuts across the whole road impedes any progress by vehicle or on foot. Vehicular gates in the road or bollards that solely stop traffic do not constitute a deadend.
Neighbouring addresses lying some distance from each other

You should always follow the general rule of continuing along the road (unless you come to a junction) even if you come across gaps in the houses. In rural areas, these gaps may be farmland or woodland. In urban areas, these gaps may be industrial estates or commercial areas. Whatever the case, you must continue following the road until you come to the next address.

If the distance between addresses is excessive (such as a half-mile) you should contact the Field Office for advice before proceeding.

Courtyards and circular layouts

For addresses that are organised in a circle or around a courtyard,
- **right** is moving in a clockwise direction,
- **left** is moving in an anti-clockwise direction.

Blocks of flats

Rules governing flats are generally the same as those governing houses. Each floor should be treated as if they were separate streets.

In flats, the additional four addresses are the two flats to the left of the core address flat and the two flats to the right of the core address flat. Left and right are again relative to you standing in front of the flat looking towards it.

You should not necessarily be guided by the numbering of the flats but simply by their relative position to each other.

If the floor takes the form of a courtyard or corridor,
- **right** is moving in a clockwise direction
- **left** is moving in an anti-clockwise direction.

Similarly, go along the corridor, round corners, at dead-ends go to flats opposite. Simply pass by lifts, stairwells, and balconies, and continue to the next flat.

Always keep on the same floor until all flats on that floor have been exhausted. Do not go to another floor until you have completely covered the level you are on. (This may result in some of your "left hand" addresses being to the right of the Core address or vice versa.)
Example D (floor plan):

<table>
<thead>
<tr>
<th></th>
<th>&lt;Ignore&gt;</th>
<th>&lt;Ignore&gt;</th>
<th>2 to the left (**)2</th>
<th>1 to the left (**)1</th>
<th>Core Address (**)0</th>
<th>1 to the right (**)4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corridor</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td></td>
<td>2 to the right (**)5</td>
</tr>
</tbody>
</table>

If there are not two to the right and two to the left, go as far as you can and then next call on the nearest addresses on the same floor.

Example E (floor plan):

<table>
<thead>
<tr>
<th>1 to the left (**)1</th>
<th>Core Address (**)0</th>
<th>1 to the right (**)4</th>
<th>2 to the right (**)5</th>
<th>2 to the left (**)2</th>
<th>&lt;Ignore&gt;</th>
<th>&lt;Ignore&gt;</th>
<th>&lt;Ignore&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corridor</td>
<td>Balcony</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Moving between floors

There may not always be sufficient flats on a single floor, and therefore you will need to move to another floor to screen the full number of addresses.

When moving between floors, the general rule is

- **right** is moving **up** a floor
- **left** is moving **down** a floor.

When moving between floors, you should start at the flat immediately above or below the core address. From this address, progress to the next adjacent flat moving in the same direction as you used on the previous floor. If there is no adjacent address in this direction, instead take the next available address on that floor.

The same rule applies to maisonettes.

Example F (side elevation):

<table>
<thead>
<tr>
<th>Stairs</th>
<th>1 to the left (**)1</th>
<th>Core Address (**)0</th>
<th>1 to the right (**)4</th>
<th>2 to the right (**)5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stairs</td>
<td>2 to the left (**)2</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
</tr>
</tbody>
</table>
**Before moving between buildings**

Flats within a block always take precedence over flats or houses outside the block. Therefore if there are no more flats or floors in the correct direction to which you can move, you should utilise other remaining flats left in the block other than those already screened to the left and right of the core address.

**Example G (side elevation):**

<table>
<thead>
<tr>
<th></th>
<th>Stairs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
</tr>
<tr>
<td></td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
<td>&lt;Ignore&gt;</td>
</tr>
<tr>
<td></td>
<td>&lt;Ignore&gt;</td>
<td>2 to the right (**5)</td>
<td>1 to the right (**4)</td>
</tr>
<tr>
<td></td>
<td>2 to the left (**2)</td>
<td>1 to the left (**1)</td>
<td>Core Address (**0)</td>
</tr>
</tbody>
</table>

1. There are two flats to the left of the Core address, they are designated first and second on the left.
2. There are no flats to the right of the Core address, so the first to the right is the flat above the Core address.
3. There are no flats to the right of the first on the right, so the next nearest address on that floor becomes the second to the right (even though they are leftward to each other).
**Moving between buildings**

If all flats within the block have been screened, and you need to move from the block the following rules apply.

**MOVING LEFT:**

- If the core address flat is on lowest floor, the next address to the left is the nearest building to the left of the front entrance of the block of flats.
- If the next address to the left is also a block of flats, start with the top right-hand flat in the block. From this flat, work leftwards and downwards in the block.

**MOVING RIGHT:**

- If the flat is on the uppermost floor, the next address to the right is the nearest building to the right of the front entrance of the block of flats.
- If the next address to the right is also a block of flats, start with the bottom left-hand flat in the block. From this flat, work rightwards and upwards in the block.

**Example H (side elevation):**

<table>
<thead>
<tr>
<th></th>
<th>1 to the left (**1)</th>
<th>Core Address (**0)</th>
<th>1 to the right (**4)</th>
<th>2 to the left (**2)</th>
<th>&lt;Ignore&gt;</th>
<th>&lt;Ignore&gt;</th>
<th>&lt;Ignore&gt;</th>
<th>2 to the right (**5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REMEMBER:

The four addresses will not necessarily have consecutive numbers, it is proximity to the core address that is important, and they may even be in different streets if you have to go round corners.

Once you have identified the four addresses, you should note the address details on your A5 sheet for the core address. This will enable you to refer to these additional addresses when you make contact at your core address.

Once you have identified the four addresses you cannot change them or use substitutes, even if you see or are told about a non-white person at another address.

Outcome coding for Focused Enumeration addresses
Please code the outcome at the time you make contact with the address (not at the time you identify the FE address or when the respondent at the core address tells you about it). So, for example, if you identified the household at 11 High St as first to the left but the house had become empty by the time you called, you would discount this as an FE address (because it is ineligible) and choose another to replace it. If the original household had moved but been replaced with another eligible household, you would attempt to interview the new household.

In rare cases, it is possible that an identified address will be the same as one of the Main Sample addresses that you have been issued. If this is the case, you should use code 62 (Hhold already sampled for CTZ).

If you have been unable to identify the address for screening, you should use code 63 (No FE address exists).

Swapping serial numbers for FE addresses
If you have to make a change in the classification of an FE address, it does not matter if the serial number on the laptop no longer matches the expected location. Thus, in the above example, you may have interviewed at 13 High St as second to the left (serial number 012). When you subsequently discover that 11 High St is empty, 13 should, in theory, become first to the left (011). Don’t worry about this. Enter data for number 15 in serial number 011 and make a note at NOTETOHQ. We are asking you to enter the address details for all eligible FE addresses so we will know which address goes with each serial number.

Asking about the identified addresses
When you make contact with the main sample address you should ask about the ethnic origin of the people living at the four additional FE addresses you have identified. This should be done EVEN IF YOU DO NOT ACHIEVE AN INTERVIEW AT THE MAIN ADDRESS. Exactly when you ask is up to you – ideally it would be at the end of the interview at the main address. However, if there is clearly going to be a delay in interviewing the selected respondent, don’t leave it until just before the end of the fieldwork period to ask the screening questions – you can ask them of anyone in the household. You will need time to follow up any eligible non-white addresses while you are still working in the area.
The question you should ask is printed on the white A5 card A1. Please ask the question EXACTLY as it is printed. Note that it is an opinion question:

*We are keen to ensure that the survey represents all ethnic groups. Could I check, is there anyone aged 16 or over normally living at (…each FE address) who is Black, Asian, Chinese or from any other Non-White group.

**IF RESPONDENT IS UNSURE**
*Is there anyone aged 16 or over living at this address / the address mentioned in any of the groups listed in the box on this card?*
Offer Showcard A1

If there is any doubt about what you are told, or if the information is refused at the core address, or if you do not make contact at the core address, you must then seek further details from the adjacent addresses.

### 7 Multi-occupied addresses

This section describes how to handle divided addresses and addresses which contain more than one household. The divided address procedure is the standard for ONS surveys. The multi-household procedure is not standard.

**Non-divided addresses**

The PAF is generally accurate, however the Post Office has no automatic procedure in place to amend the data apart from feedback received from its employees and users of the file.

Occasionally, what was originally a single dwelling will have subsequently been divided into more than one dwelling, such as in the conversion of Victorian houses into separate flats.

As a result you may find sometimes that one or more parts of an address may be missing from your address list. (Similarly, you may find addresses that no longer exist or which never existed.)

Most addresses are listed only once on your address list; such addresses are referred to as non-divided addresses. At these you will usually find only one household to interview.

There are however two exceptions to this – (1) where there is more than one household at the address on the list, and (2) where there is a separate unlisted flat or building with the same number as the listed address.

**Non-divided addresses: more than one household at address**

*For example, students living together in a single house where each room is a bed-sitter unit.*

- List all households on a multi-household sheet provided by the Field Office.
- Follow the appropriate multi-household procedure to determine which household to interview.
Non-divided addresses: separate flat/building with same number

For example, listed address is "2 Belgrave Street," whereas in reality you find "Upper Flat, 2 Belgrave Street" and "2A Belgrave Street."

- Telephone Sampling to confirm that the separate flat or building is not included on the PAF. (This is to safeguard against the address having more than one chance of selection.)
- If separate flat or building is included on the PAF, do not interview there.
- If separate flat or building is not included on the PAF, complete a multi-household sheet and follow appropriate procedure to determine which household to interview.

Divided addresses

There are two types of divided address that will appear on your address list. Both will be highlighted on the list by the use of a box whose border is composed of asterisks (***).

Boxed part only

If the instruction "BOXED PART ONLY" is shown, and there is only one household at the address, interview at that household. If there is more than one household at the address, follow the appropriate multi-household procedure.

You should not check to see if there are any unlisted parts at the address.

For example:

```
* 003  23A CHURCH LANE         *         NR3 1BP 2
*****************************************
DIVIDED ADDRESS BOXED PART ONLY
*****************************************
23 CHURCH LANE
```

In this example, you would interview only at 23a Church Lane only. You should not interview at 23 Church Lane.

Boxed part only and any parts not listed on address list

If the instruction "BOXED PART ONLY AND ANY PARTS NOT LISTED ON ADDRESS LIST" is shown, first check to see if there are any additional parts that are not listed. If you find any parts that are not listed, check with Sampling that they are not listed on the PAF. Next list on the multi-household form (1) the boxed part and (2) any additional parts found that are not shown on the address list, and then follow the appropriate multi-household procedure.

If there are no unlisted parts of the address, you should interview the household at the address in the boxed part only. Similarly, if there is more than one household at this address, you should follow the multi-household procedure.
For example:

In this example, you find not only 10 Town Lane (which is boxed) but also Flats 1 to 4. On your Multi-household sheet, list 10 Town Lane and also Flats 2 and 4. (Flats 1 and 3 are excluded as they are listed on the address list.) Next, follow the multi-household procedure.

**Multi-household selection procedure**

The term "multi-household address" relates to an address with more than one household present.

Most sampled addresses contain just one household. However, you may occasionally encounter a multi-household address. This might occur if the sampled address is divided into flats that are not separately listed on the PAF. About 2% of addresses are multi-occupied.

CTZ is similar to the Omnibus Survey, in that it only requires the selection of one household per address. There is only one type of multi-household form to be used on this survey.

Pads of these forms are available from the Field Office. The pads comprise a series of four different sheets – A, B, C, and D.

At each address, you should try to find out how many households are present at your first call. If the address contains more than one household you should apply the following procedure.

- Remove the topmost sheet from your multi-household selection pad. (It is important that you use sheets in strict order, as the four different sheets ensure that all households get an equal probability of selection.)
- Write on the top of the sheet (front) the serial number of the address concerned.
- **CORE** addresses- talk to a responsible adult at the address, and then list in column 2 **all** the households living there at your first call. Remember to include all flats/bed-sitters that are known including those that you know or suspect to be empty. Ineligible address such as business or derelict accommodation should be excluded from your listing.
- **FE and NW BOOST addresses** - talk to a responsible adult at the address, and then list in column 2 **all the eligible** households living there at your first call. **Do not** include those you know to be empty or that you know do not contain a non-white adult.

- **Listing procedure:**
  - If the address is a block of numbered flats, you should simply list them in numerical or alphabetical order, starting with flats 1, 2, 3 … or A, B, C …
  - If the address consists of unnumbered flats or bed-sitters, whether in a purpose-built block or converted house, you should list the flats in a systematic way – starting from
the front left-hand side of the property with the lowest floor and working in a clockwise direction on each floor. For example, if the address contained eight households, four on each floor, list them starting with the flat immediately on your left entering the main door.

⇒ If the address is marked as a "Divided Address" on the address list, you should only list the households at those parts at which you have been instructed to interview.

⇒ Remember: FE and NW boost areas ONLY LIST ELIGIBLE HOUSEHOLDS.

- Once all such households are listed, circle the number in Column 4 on the last line completed. This number is the household at which you should interview.
- Circle the selected household in Column 1, and interview at this household. Whichever the number of the household on the sheet, the household selected is always household 1 for the purposes of the Blaise questionnaire program.
- Once the interview is completed – or the case is finalised – enter the final outcome code in Column 5.

Example:

<table>
<thead>
<tr>
<th>H/hold No.</th>
<th>DESCRIPTION OF HOUSEHOLDS</th>
<th>No. of h/hlds found at address</th>
<th>Interview at Household</th>
<th>Outcome Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Front left Gd Flr bed-sitter 1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Back &quot; &quot; &quot; 2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>&quot; Right Gd Flr Flat 3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>&quot; &quot; Flr &quot; 4</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

Completed multihousehold forms must be returned to the Field Office at the end of the month and in serial number order.

8. Doorstep selection procedure

CTZ only selects one adult and where possible one child for interview. The criteria for eligibility for selection differs depending on whether you are at a ‘core’ address or a ‘FE/NW boost sample’ address.

Core addresses
You will be supplied with an A5 address sheet for the core address.

- You should follow the procedure set out on the sheet to list all adults aged 16 and over and all children aged 8 – 15. List in age order, starting with the eldest. There are separate grids for listing adults and children. Note that you do not need to ask for each person’s age. Simply ask who is oldest, who is next oldest, etc. This is less likely to give offence.
• Then, making sure that you use the correct selection box on the A5 sheet according to the number of eligible adults/children in the household, select one adult (and one child) for interview. Please make sure you use the selection box appropriate for the number of eligible children.

**FE and NW boost addresses**

**FE addresses** - You will be supplied with A5 sheets for 4 additional addresses. These sheets are numbered according to their physical position around the core address (see section 9. Laptop Issues for details)

**NW boost addresses** – you have an A5 sheet for each address issued to you.

• Ask on the doorstep

  ‘Is there anyone aged 16 or over normally living at this address / the address mentioned who is Black, Asian, Chinese or from any other Non-White group?’

  You are also provided with a card (A1) which you can offer the respondent if they are unsure what you mean. This lists ethnic categories as a guide.

• You only need to complete the doorstep selection procedure at any of the four FE addresses, or NW boost addresses, where you have confirmed there is at least one eligible adult.

• Using the sheet you should list all adults in age order (starting with the eldest) at the address who consider themselves to be Black, Asian, Chinese. Mixed Race or of any other Non-White group.

• Then, making sure that you use the correct selection box select an adult in the same way as at the core address. It is the total number of eligible adults that determines which box you use; this is not necessarily the same as the total number of adults in the household.

**All children aged 8 – 15** in the screened address are eligible, regardless of ethnicity. You select one for interview in the same way as for the core address, but please make sure you use the selection grid appropriate for the number of eligible children.

**Address sheets for FE addresses**

We suggest that you only take out the address sheets for the core addresses and leave the FE address lists at home. When you have identified the FE addresses, you can record the numbers on the back of the core address list in a grid. Eg

<table>
<thead>
<tr>
<th>Left</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>24</td>
</tr>
<tr>
<td>2nd</td>
<td>22</td>
</tr>
</tbody>
</table>

You would then need to list the eligible people in your notebook and use the core address grids for selecting the adult (and child). This is OK because the same selection grid is used for all core and FE addresses.
9. Introducing the Survey

General points

As with other Government surveys, there is no obligation to take part in the People, Families and Communities Survey. However should use every encouragement to get as many respondents as possible to take part. In particular, try to pick up any doubts or worries they may have about taking part, and respond to those points.

All the addresses in the Core sample will have been written to in advance. Additionally you are supplied with purpose leaflets to leave with respondents. You can use these as an aid to gaining co-operation as well as leaving after an interview. The letter and leaflet have been designed to answer respondents’ questions and encourage them to take part. The interviewers in the 2001 survey used the ‘jigsaw’ in the purpose leaflet as an analogy to explain how each selected person is needed to build up the complete picture of the population.

The letter explains clearly:

- the reason for the survey and its importance to the Government,
- the importance of the sample being representative,
- the results are presented in a form from which no-one can be identified,
- that the respondent can use the telephone number provided in the letter if they want to know more about the survey.

Doorstep selling points

- Keep your introduction SIMPLE – a one-liner given convincing is usually best.
- Keep it LOCAL (eg about your neighbourhood/local area) – you don’t want to get involved in a political debate!
- DON’T MENTION ‘CITIZENSHIP’
Citizenship is a very broad word and increasingly it is associated with concepts of nationality and legal citizenship which may antagonise or worry some respondents. If you are talking to a young person aged 11-15, you can mention the Citizenship lessons that they will be having at school. Otherwise, please don’t mention ‘Citizenship’ at any stage in the interview.

Here are some suggestions for selling points:

- We are asking for people’s views about their neighbourhood (ALL)
- We are interested in support for families and help for parents bringing up children (PARENTS)
- You have probably seen a lot of changes in the neighbourhood (ELDERLY)
- Surveys don’t always represent the views of all sections if the population so we are making a special effort to ensure that respondents from ethnic minority groups are included (NON-WHITE)
• We are interested in people’s views about racial prejudice and whether they have experienced discrimination (NON-WHITE)

• Refer to jigsaw in leaflet
  Every individual has a unique view. If we don’t talk to you, our information will be incomplete – we can’t replace you with someone else (POTENTIAL REFUSALS)

The leaflet contains additional information about the survey, the confidentiality of the information provided and why people should take part.

You will be provided with some spare documents that you can use to reassure or persuade respondents, in case they do not recall receiving the original letter.

For interviewers working in Wales - all main addresses will have been sent a letter that has a Welsh translation on the reverse and Welsh purpose leaflets are available.

Once you have gained the respondent's co-operation, try to ensure that you can carry out the interview in private. You could say that there is quite a lot of reading out for you to do, and you need to be able to concentrate. However, when it is unavoidable, you are permitted to conduct the interview with others present.

**Timing appointments**

When you introduce the survey to respondents, explain that the interview usually takes about 60 minutes. It can take longer in some cases so bear this in mind when making appointments and do not book them too close together. Do not start any interviews after 8pm in the evening, unless the respondent has indicated that they are happy to continue beyond 9p.m. if necessary. The child and young person’s interview will take 20 – 30 minutes. The preferred option is for you do the child after the adult interview.

**Approaching elderly and vulnerable respondents**

Particular care needs to be taken when approaching elderly or other vulnerable respondents, especially if they are living alone. Elderly people are more likely than others to be suspicious about being approached by someone they do not know to take part in a survey.

When you make contact with an elderly or vulnerable respondent, you should always hand over your ID card and allow them plenty of time to study it. You should not put pressure on the respondent to take part there and then if they are hesitant. Instead, you should provide further information about your credentials and offer to come back another time.

There are a number of things you can do to reassure elderly or vulnerable respondents. You should refer to the letter that they have received and if necessary show them a copy to assist their recall. It is also a good idea to provide the leaflet upfront and encourage the respondent to check with the office if they are concerned.

Elderly respondents may prefer to speak to a family member before they agree to take part, in which case you should offer to come back another time, perhaps when someone else is there. Leave a letter or appointment card with the respondent so that they can show this to someone else and contact you when they feel comfortable about taking part. Even if an elderly
respondent is happy to take part, their children may be concerned when they hear about the interview, so it is a good idea to leave something for the respondent to show them.

**Interviewing people with limited English**

If the selected respondent has limited English, you are allowed to use another person to interpret, provided such a person will be appropriate (e.g. a close relative). However, this does not mean that the interview can be done by proxy – the selected person MUST be present during the interview and be observed to answer the questions themselves.

The prompt cards are available in the main Asian languages. Use your language card to establish which language is spoken. (Call the Field Office if you need a/another card) If you are using an interpreter for one of these languages, you should give the respondent a set of prompt cards in the appropriate language, so that they can read the items on the card, which will speed up the interview. This avoids the interpreter having to translate and read out long lists of possible answers at the showcard questions.

**Maximising response among Asian respondents**

The following notes may assist in approaching Asian respondents, i.e. Indian, Pakistani and Bangladeshi.

- For Muslims, Friday afternoons between 12 – 2pm is the time people prepare to visit the mosque for communal prayers. If you are working in an area with a large Muslim community, it may be difficult to secure an interview on a Friday afternoon.
- The interview with a respondent with difficulty understanding English may well be longer than a conventional interview. Time should be allowed for reiterating and elaborating upon meanings and understandings of questions and answers.
- In some interviews with female respondents there may be no eye contact. This should not be seen as a lack of interest on the part of the respondent, but a reflection that eye contact with people outside of the immediate family may be considered a ‘disrespectful’ act.
- It is advisable for interviewers not to shake the hand of a respondent of the opposite gender as a gesture of thanks or greeting, as it may be construed as a culturally inappropriate act (unless instigated by the respondent).
- For the sake of agreeing to participate in an interview, a female respondent may insist that a member of the family, e.g. child is present. This is because cultural rules may require that another person is present when someone is interviewed by a member of the opposite sex.
- There is no offence in politely refusing hospitality, e.g. tea, food.
- There is no cultural requirement for the interviewer to remove shoes, unless the room is used for prayer purposes, in which case the respondent will indicate. This will be on very rare occasions. However, it may be polite to ask, especially if it is muddy or wet outside.

- In persuading Black African and Caribbean respondents to participate in the interview, it may help to re-stress issues of confidentiality. You should also strongly stress that without the respondents’ participation across this study, we will not get a true picture of their community.
- It is important to recognise that African and Caribbean communities are not a homogeneous group, despite a tendency in the past to refer to them as Afro-Caribbean. Do not use this term, or fall into the trap of thinking that the communities have the same culture and attitudes.
- Almost without exception, African and Caribbean respondents will find the use of the word ‘coloured’ totally inappropriate and even offensive. It is far better to refer to ‘black’ people as opposed to ‘coloured’ people.
- You are very unlikely to come across many African respondents outside of the predominant concentrations across Inner London Boroughs.
- Though Caribbean respondents are predominantly concentrated across the major conurbations, since 1991 there has been evidence to suggest increased dispersion of Caribbean communities, away from central localities. Expect to generate some interviews across these ‘non traditional’ localities.
- Don’t feel nervous that African and Caribbean respondents may feel reluctant to speak to someone who is not from the same ethnic background. Experience suggests that apart from language skills, same race is less important than your ability to undertake an interview in a professional way.

Introducing the non-white boost samples

You can also use these points when asking about, or approaching, FE addresses

Why are we boosting the number of non-white respondents?

The Home Office is interested at looking at the experiences and views of different types of people and different types of communities - for example, men and women; young and old people; urban and rural;

As part of this it is important to look at the behaviour and attitudes of people from different ethnic groups and cultural backgrounds. In a random survey, only a very small proportion of respondents will be from non-white groups. Therefore, we are increasing the number of interviews that we conduct with non-white respondents using a special screening process. This process is being carried out on top of the main sampling exercise to give us sufficient interviews with these respondents.

You may be asked challenging questions at the doorstep.

You are being racist by looking for non-white people
There is nothing racist about finding out about the different experiences and circumstances of different groups in the population. This can only be done by talking to them, and that is why we need your help in identifying where they live.
You are spying on people
We are being very open about this research. People will be informed of the research and will have details of who to contact about any aspect of the research. The results will not identify any individual or household.

Why are you excluding white people from this process?
We are not excluding them. White people are in the majority in this survey, because about 95% of the population are white. So it is not necessary to carry out a special exercise to find white people. In fact, we will be interviewing around 10,000 white people in the study.

What will you do with the information I give?
It will only be used for research purposes, and your identity and what you say will not be disclosed to anybody.

10. Interviewing children and young people

The young person questionnaire applies to selected youngsters in the 11 to 15 age range. It is a shortened version of the adult questionnaire, omitting some sections altogether (eg contacts with family) and with shorter versions of other sections. It also includes a brief self-completion section for which the young person is asked to take the laptop and answer the questions themselves. The young person interview should take about 30 minutes.

The child questionnaire applies to children aged 8 to 10 years. It is shorter than the young person’s interview (about 15 to 20 minutes) and many of the questions have been modified to make them meaningful to this age group. The child questionnaire also includes a self-completion section. You should find that telling the child/young person that they will have a chance to answer questions on the laptop is a useful selling point.

Once you have completed the household box and entered the person number of the selected child, the Blaise programme will automatically create a questionnaire for the appropriate age group.

Obtaining consent

At eligible households with children in the 8 to 15 age range, you will have selected one child for interview using the Kish grid. Before you can go ahead and interview the child, you will obviously need the permission of the parent. In most cases this will be straightforward, as your adult interview is likely to be with either the mother or the father of the child. The best way to proceed will therefore be to do the adult interview first, and then explain that you would like to ask similar questions (but fewer of them!) of the selected child. Ideally, you would then be able to go straight on to interview the child, although in some cases you will need to arrange a separate appointment for a convenient time.

Occasionally, it may be more sensible to do the child interview first. If, for example, you have made the appointment to interview Mum at 4pm, and the child will be going round to a friend’s house later, Mum may suggest you see the child first. In such cases, you will need to
do the initial part of the interview with the adult (collecting the household box and relationship grid information and asking questions about the household reference person if Mum is not the HRP). You will then be able to access the child interview via the parallel blocks and then come back to the adult interview.

If the adult interview is not with the child’s parent (eg the selection has fallen on the child’s 18 year old brother) you will need to check with the child’s parent that is OK for you to interview the child. You then have the option of interviewing the child first or the adult sibling first – but again you will not be able to access the child interview until you have completed the household box.

**NB** Navigating through the different sections of the interview is much more straightforward if the selected adult is interviewed first. We therefore recommend that you do the adult interview before the child interview wherever possible. This, of course, is also preferable in terms of public relations. Pilot experience was that parents often encouraged the child to take part, once they had done their own interview.

**Introducing the survey to children and young people**

For the 8 –10 age group, a simple introduction mentioning that you will be asking about friends, school, where they live and what they do in their spare time worked well at the pilot stage. It is also worth mentioning that there will be some questions for them to answer themselves on the laptop, which is always an attraction.

For the 11-15 age group, the introduction can be similar, with perhaps more emphasis on the fact that we are interested in the views of young people and how much say they feel they have in the things that affect them. Many of this age group will be having Citizenship lessons at school, so relating the survey to this may be useful.

**Arranging the interview**

The interview with the child or young person, as with the adult, includes a number of asterisked questions where you are seeking opinions. To avoid parents or other household members butting in and telling the child what they ought to be saying, ideally you would see the child on their own. Older children will anyway probably prefer not to have their parents around when they are being interviewed. With the younger age group, the child may want the reassurance of the parent’s presence when they see you, and parents may feel they want to be present at the interview. This is perfectly acceptable, but you should explain that it is the child’s views you would like, and gently dissuade the parent from answering for the child.

At the end of the child and young person’s interview there are some factual (non-asterisked) questions asking about the child or young person’s participation in groups and clubs. At this section, if the parent is in the room and reminds the youngster of additional activities, you can of course, include this factual information.

At the end of the child/young person interview, you will be coding whether other people were present at the interview, so we will be able to make some assessment of how far this affected the data.
Police Notification

The Home Office have notified all the Chief Constables in the areas where the study is taking place. We are not requiring you to check-in with the Police Station in your area, however if you feel it appropriate – particularly as you will be asking to interview a child- you can report to the Police Station.

You should report to the Duty Officer and explain that you will be working in the area. You can give an outline of the study but you should NOT disclose any of the addresses on your list.

Ask the Duty Officer to record your visit in the Day Book, have a copy of the advance letter stamped and signed as evidence of your visit. Note the Duty Officers name and when your visit was recorded in the Day Book. You can give this information to any respondent who wants to check that you have indeed reported to the Police Station. Check what phone number you should give to anyone who wants to check.
11 Adult questionnaire

Structure

- Household Box
- Selection of adult (and child respondent)
- Health and employment
- Contacts with relatives
- Advice for parents
- Views about the neighbourhood and local area
- Contacts with friends
- Participation in political decisions and local affairs
- Voluntary activity:
  Formal (help given through a group)
  Informal (help given and received by individuals)
  Financial support
- Racial prejudice and discrimination
- Religious affiliation
- Rights and responsibilities
- HRP’s employment and tenure
- Respondent’s employment (if not HRP)
- Qualifications
- Income

Cards
The cards for the adult questionnaire are cream. There are quite a lot of long cards and there are Shuffle cards in the Voluntary work section. You will have to read out the answer categories if people have poor reading skills/language difficulties.

Make sure that you give people the chance to digest all the information on the card and probe for any other answers after their initial response.
Household Box

VERY VERY IMPORTANT!

You should enter people in the household box in the same order as on the doorstep selection form; in particular, people of the same age must be in the same order. Otherwise the computer selection of the adult (and child) respondent will not match the doorstep selection.

At FE addresses you will only be listing the non-white household members on the doorstep selection form. If there are also white people in the household, you will need to add these to the household box on the laptop. You will also need to add any children aged under 8. You can add the extra adults and children wherever you like. They will not affect the computer selection of respondents.

Do not forget to enter any children under 8 (and Non-White adults) in the household box

There are some differences from the standard household box:

Marital status (Marstat):
We want to distinguish between first and subsequent marriages. Read out the prompt with the two married categories. If the respondent simply says 'married', check whether this is a first or second marriage

Age
Accept estimates. We are not asking date of birth.

Ethnic origin (Heth, Hcult)
This may be more detailed than on other surveys. As always, it is an opinion question. Those who select one of the ‘other’ codes are asked what they consider their cultural background to be at Hcult.
Note that, at FE and NW boost addresses, the computer will count as eligible any adult coded 4-14 at Heth (ie anything other than a White group) – as you should have done on the doorstep listing.

Country of birth (Hcoba-Hcobc)
If the respondent’s COB is not in the precoded list, code as ‘Other’ (997) at Hcoba and then write in the name of the country at Hcobb. A coding frame will appear showing the appropriate code (provided your spelling is reasonably accurate!) Select this by pressing ENTER and the code will appear at Hcobc.

If you have used the computer assisted coding frame, the code(s) you select will be added to the existing precodes for subsequent people in the household. You can just enter this code at Hcoba if other people have the same country of birth.

Person number of adult respondent (Adresp)
The computer will list all eligible adults in the household. Enter the person number of the adult selected for interview from the list on the screen.

- Core addresses: All persons aged 16 or over will be listed
• NW Boost and FE addresses: All non-white persons aged 16 or over will be listed (NWBoost area numbers start with 2; FE area numbers start with 1 and the last digit of the address is 1-5).

The computer will check that you have selected the right person. If you can easily interview the person selected by the computer then do so. In most cases, it will be difficult to change respondents and **you can continue interviewing the person you selected on the doorstep.**

**WrgAdx, WrgAds**

There are several legitimate reasons why you may have selected a different person from the computer on the doorstep. If, when you do the household box on the laptop, you discover extra eligible people who were not mentioned on the doorstep, you should enter them on the laptop. Conversely, if you discover that someone you listed on the doorstep is not a household member, you should omit them from the laptop household box. This will probably mean that the person selected as the respondent by the computer is not the same as the one you chose on the doorstep. This is OK. Suppress the check and enter the reason for different selection (code 1). Then continue interviewing the respondent that you chose.

Another possibility is that you have listed household members on the doorstep in a different order to the list on the laptop, in which case enter code 2 at WrgAdX.

If the household box members that you enter on the doorstep are *exactly the same* as those listed on your doorstep selection sheet, and are *in the same order* on both, the computer should choose the same respondent as you. If you find that the computer makes a different selection and you do not know why, and if this happens more than once, you are probably doing something wrong! Ring the field office for advice before approaching another address. Do not discontinue an interview because your selected respondent differs from the computer selection. The aim is to make a random selection so, as long as your error is a mistake, it will not bias the results.

We shall be monitoring the number of occasions when the interviewer’s selection differs from the computer selection so if you are having problems please contact the field office for advice.

**Person number of Child/Young Person respondent (Chresp)**

The computer will display the person numbers of the eligible children/young people, ie, those aged 8-15. Enter the person number of the selected child/young person from the list.

Again the computer will check your selection. If you have not yet made any arrangements for the child interview, follow the computer selection. Otherwise, continue with your selection but contact the field office if your selection differs from the computer selection and you do not know why.

**CWgAdx, CWgAds**

As with the adult selection, you are asked to enter the reason for choosing a different child/young person to the computer selection.

Note that you must enter a number at Adresp and Chresp even if you know that you will not be able to the adult or child.
**Who to interview first (Whofirst)**

If you have selected both an adult and a child/young person for interview, you are asked who you are going to interview first. You should normally interview the selected adult before the child/young person. If, in exceptional circumstances, you need to interview the child first, you will need to negotiate your path through the questionnaire using the parallel block function (see General instructions above). The order of the blocks is displayed at $X_{orderCh}$ and $X_{orderYp}$. There are instructions at the end of each of these blocks telling you where to go next.

**Health and Caring responsibilities (Dill – Dill3)**

These questions ask about the health of the respondent and whether they have any caring responsibilities. They are asked early in the interview so that you can handle subsequent questions about social and voluntary activities tactfully.

**Work status (DworkA-DworkC)**

We check here whether the respondent is working as an employee, or has worked, or looked for work as an employee. These questions are used as filters for later questions in the Giving and Race sections which are asked only of employees.

**Contacts with relatives**

This section looks at respondents’ contacts with children living away from home and with relatives outside the household. The HO is interested in the extent to which parents have contact with children from previous relationships and contacts within extended families. They also want to know about the usefulness of different sources of advice for parents.

**Fnonres**

Follow the standard rules for dealing with children at boarding school, ie, children under 16 who are away at boarding school would be counted in the household box and not recorded at Fnonres.

**Fconnr, FconUK**

In 2001, respondents were asked whether they had regular contact with different types of relatives. For 2003, we have extended both questions to identify the location of the relatives – within half an hour's travel and further away but still in the UK (using the respondent’s normal means of travel). Relatives outside the UK are excluded.

The question covers the respondent’s relatives (who are still alive) and do not live in the respondent’s household. If a respondent has more than one relative in a category, you just code that category. E.g. If s/he has two brothers and a sister, you just code ‘13. Brother or sister (including adopted)’.

Include in-laws and prompt the informant if they do not mention any (and are married/cohabiting).

Please ensure the respondent looks carefully at the showcard as it is easy to miss a relative. If, at a subsequent question, you find out about a relative who has been missed, do not try to backcode – there is a danger that you will delete all the entries you have made if you try to add someone.
Sometimes people describe relationships incorrectly, for example, someone they refer to as their ‘brother’ may actually be a cousin or even a non-relative (Asian families sometimes refer to more distant relations as brothers). You will have to accept the terms given. Although inaccurate genealogically, the answers probably reflect the ‘closeness’ of the relative and this is relevant.

**Sources of advice for parents**

The HO has an over-arching responsibility for children and is specifically responsible for issues relating to bringing up children – such as discipline, bullying, truanting, etc. These questions examine the informal and formal sources of advice for parents.

These questions are asked only of parents of natural/step/foster children aged under 16. This includes parents of non-resident children.

**Finfo**

The notes below describe some of the less familiar organisations listed at Finfo.

**ParentLine Plus telephone helpline:** ParentLine Plus is a UK registered charity, which offers support to anyone parenting a child - the child's parents, stepparents, grandparents and/or foster parents. ParentLine Plus runs a free phone helpline; courses for parents, develops innovative projects and provides a wide range of information for parents on subjects ranging from youngsters’ temper tantrums to schooling issues.

**National Family and Parenting Institute:** The NFPI is a new independent charity set up to work with parents and to enhance family life. It aims to:

- Help provide better financial support for families, especially working families to ensure children’s needs are met;
- Strengthen support for marriage and encouraging stable adult relationships;
- Help families with children cope with the pressures of balancing work and home;
- Improve services and support for parents, especially in children’s early years; and
- Target approaches to serious problems such as domestic violence, juvenile offending and teenage pregnancy.

**Youth Offending Team:** Youth Offending Teams were established by the Government in April 2000 to tackle youth offending. Each team has representatives from the Probation Service, Police, Education, Social Services, and Health departments working together.

Youth Offending Teams attempt to prevent youngsters from committing crimes. They attempt to help them understand:

- What the effects their offence has on the victim, themselves and their family;
- What they need to do to stop offending
- How they can help to put things right, and

How other people (including their parents or others who are important to them) can help.

They also provide a special programme of support, activity and advice to offenders designed to help youngsters stop offending, help them find different things to do and to put right some of the harm they have done.
**Child and Adolescent Mental Health Services:** child guidance clinics and services providing psychiatric and counseling services to children and their families including family therapy etc.

**Fsatis**
HO need a summary question to measure their performance in providing support to parents. This question was used last year and they wish to repeat it this year. We know that there were quite a lot of DKs in 2001. It is an opinion question so if you don’t get an answer immediately, repeat the question and if there is still no answer code DK.

**Fiwant, Fiwhat, Fiwho**
These questions aim to establish the areas on which more advice is needed and for which age-groups.

*If respondents answer ‘Teenagers’ at Fiwho, probe and then code 4 and/or 5.*

**Views about the neighbourhood and social contacts**
These questions look at people’s views about their neighbourhood and local community. The information will be used to measure how well the HO is meeting its objective of building strong communities. The section also covers people’s social contacts. The information will help us to measure how socially active they are which contributes to a measure of community well-being.

Most of the questions in this section are opinion questions so you cannot expand on their meaning. You can repeat the questions once. Then use the DK precode (or keys if there are no precodes) if the respondent has still not answered in the terms of the precodes.

We ask about two types of area – the neighbourhood and the local area:

- ‘Neighbourhood’ is undefined. If people query the meaning, say that it is whatever they understand by the term. This approach has been used successfully in other surveys.

- ‘Local area’ is defined as within 15-20 minutes walking distance. Cognitive testing suggests that people interpret the neighbourhood as their street or block, but it varies. For most people, the local area will be bigger than the neighbourhood but, for a few, it could be the same. This does not matter.

**Srespect**
Applies only if there are some people in the local area from a different ethnic group (Setharea = Not the same).

**Smeet**
Code 3 includes children’s place of study
Use code 10 rather than code 6 for youth clubs.
Participation in Civic affairs

Like the social capital questions, the information collected here feeds into the overall measure of community well-being. The assumption is that people who participate actively in local and national affairs help to strengthen their community and the country as a whole.

PactUK

We are interested in contact that people have had over issues of public concern rather than purely personal matters. However, it does not matter if the respondent personally benefits from any action as long as there is a wider benefit to the community as well. So, for example, complaining to the council about an unlit street lamp or derelict car would count but things like complaints about council tax or housing repairs would be excluded.

Poffen

Poffen refers to the activities mentioned at PactUK and Prally. Note that each separate contact (letter, phone call, petition etc) counts as one occasion even if it was about the same issue.

There are several frequency questions like this (Fgpoft, Funoft). Home Office uses it as part of a composite measure of active participation so prefer not to change it. However, the choice of answers is not appropriate for many of the activities which tend to be sporadic – for example, you might take part in a campaign against a new road and do several of the activities of interest. In such cases, use code 4 ‘Other’ and ask about, or record, the number of times the activities have been carried out in the last 12 months.

Paffloc

If you need to define ‘local area’, use the previous definition of 15-20 minutes walking distance.

RNdQ – PTcncl

The order of these questions is randomised so the questions will appear in a different order each time you ask them.

Voluntary activity

One of the HO’s targets is to increase the proportion of people who do some kind of voluntary work. This section looks at respondents’ involvement in formal and informal voluntary activity, the receipt of unpaid help and financial contributions to charities. All the questions relate to help provided to, or by, people who are NOT relatives and who are not paid for their assistance (apart from expenses).

Fgroup, Funpd

We ask first about any groups, clubs or organisations that people have been involved with and then whether they have given unpaid help to a group – defined as ‘formal voluntary’ work. The aim is to cast the net as wide as possible at the first question. so that we don’t miss anyone giving unpaid help as part of a group.

The scope of Fgroups is deliberately broad – we cover ‘taking part in, supporting or helping a group’. The respondent is given a set of ‘shuffle’ cards (so-called because you shuffle them
before you present them to the respondent). The cards list the subject areas in which the groups may fall with some examples of each. **Explain to the respondent that they are simply examples and that their group may not be listed.**

**Handling the shuffle cards**
1. Shuffle the cards
2. Hand out to the respondent – one at a time of you think this helps. If the respondent’s reading skills are poor, you will have to read out the content.
3. Ask the respondent to select the cards which best describe the activity that they have taken part in. If an activity falls into more than one category, give priority to the shuffle card with the lowest number. One card can represent more than group.
4. Ask the respondent to keep the cards that they have selected and retrieve the others.
5. Check that the groups they have selected are ones that they have been involved with in the last 12 months.
6. Code Fifgp as ‘yes’ if they have selected one or more cards and then code the categories at Fgroups.

**Fgroup**
- The categories are listed in priority order on the laptop. As explained at (3), if a group straddles two or more categories, choose the first one listed.
- The activities should have some connection with a group or organisation but this need not be a formal group. The activities could be carried out alone.
- Several examples on the cards mention helping as this is of particular interest but any kind of participation counts.
- Membership of clubs and organisations counts, even if no activity is involved.
- Exclude financial help and activities for which they were paid (apart from expenses)
- We want the respondent to think about all the groups that they are involved in so that when we ask about unpaid help at Funpd they will not miss anything. Therefore, if you or the respondent are unsure about whether something counts, include it.

The glossary at the end of the adult questionnaire instructions gives additional examples of what is covered by each category.

**Funpd**
Funpd is asked of all who chose a card at Fgroups. Use the shuffle cards to remind respondents about groups that they have been involved with and then check whether they have done any other unpaid activities for a group, club or organisations. Note that generally help out at school is coded as ‘Other practical help’ but specific activities supporting school should be coded to the relevant category.

**FgpType**
Respondents need to think about all the groups, clubs or organisations they are involved with and code the relevant sector(s). If the group you are coding is covered by more than one
sector, code what the respondent/you consider to be the main sector or, if you can’t decide, code the first that applies.
Note that local groups with no formal status should be coded as voluntary and community sector.

It is the sector of the group or organisation that the respondent helps, not the end-beneficiary or the people they are doing it with, which should be coded.
Examples:
1. If a respondent is helping a prison visiting charity, you would code as Voluntary/Community sector, for the charity organisation (not Public sector, for the end-beneficiary -the prisoner in prison).
2. If a respondent is part of a work-based group writing letters for Amnesty, you would code Voluntary/Community sector, for the charity organisation (not Public or Private for the work based group)
3. If a respondent is a volunteer driver for a patient service organised by a hospital, you would code Public sector for the hospital.

We know that some people have difficulty with this, particularly in distinguishing between public and voluntary sectors. The information is important to the HO so help the respondent if you can.

**Findgp**
The most popular sources are on the card at Findgp. Less common sources are listed at Find2g which comes up when you code ‘other’ at Findgp.

**Find2g**
*TimeBank:* a Government scheme to encourage volunteering. People apply to TimeBank (in writing, over the phone or by email) and pledge to give a certain amount of time to volunteering, specifying the type of thing they are interested in. TimeBank then put you in touch with a local volunteer placing agency or suggest local voluntary groups that you might be interested in contacting.

*Millennium Volunteers:* The Millennium Volunteers project, with funds of £48 million, is specifically designed to promote volunteering by young people.

**Ihlp**
This question covers unpaid help provided by the respondent acting as an individual (not a member of a group or organisation) to someone who is not a relative. Include payment in kind (eg babysitting circles) and help for which expenses are paid.

**Hrecvol**
Here we ask about unpaid help received from either an individual (not a relative) or a group.

**RndQ: HRStat1-Hrstat4**
These are statements presented in randomised order asking respondents how they feel about receiving unpaid help.
Giving

This section completes the voluntary activity questions by looking at donations to charity. We are interested in financial contributions which includes buying products from charity shop or catalogues but not donating goods, prizes, etc.

Groups
Note that code 8 covers buying raffle or lottery tickets but excludes the National Lottery.

Givamt
Only include financial contributions here. Do not count goods bought.

Racial prejudice and discrimination

The promotion of racial equality is a key HO objective. They have several targets related to promoting racial harmony and racial equality which the survey is designed to monitor.

Rwhom, Rwhol
The groups listed include both ethnic and religious groups. There is no card because we want to see how the respondent describes the groups. Ask ‘Anyone else’ once only at these questions.

Rdis01-Rdis16
We are asking people to give their general perception of how they would be treated by each of the organisations. It does not matter if they have no direct experience of the organisation. However, we are aware that some people are reluctant to express opinions about organisations of which they have no experience. As is usual practice with opinion questions, if you do not get an answer initially, repeat the question and then code ‘Don’t know’ if the respondent is still unwilling to give a view.

Rhowrs, Rhowbr
These questions apply if the respondent answers ‘Worse’ / Better’ to any of the previous questions. We are assuming that their expectations of who will be treated worse or better will be consistent across all organisations.
We are using a card here which just lists different racial groups (rather than religious groups as well ( as at Rwhom and Rwhol). We expect here that people will normally think just of ethnic groups.
Ask ‘Anyone else’ once only at these questions.

Rights and responsibilities

These questions were derived from answers to open questions in the 2001 survey.

Ifrans
Some of the concepts in this section are quite subtle and it would be difficult to ensure that translation into another language captured all the nuances. Therefore, if you are using a translator for the interview, code ‘Yes’ here and you will bypass these questions
*Ehave, Eshould*

The first question, *Ehave*, asks about rights that all people in the UK actually have. *Eshould* asks about rights that people *should* have.

*Estat1-5*

The order of these statements has been randomised so they can appear in any order.

**Classificatory data**

The last section covers various classificatory items including exposure to media, transport, economic activity status, occupation and qualifications.

*Mnatnew*

This is any national newspaper(s) they read. It might be a weekday or weekend paper.

*Mlocnew*

Include both free and paid for papers.

*MwkdAyTv, WwkendTv*

This is any TV channels. It includes commercial and BBC channels, terrestrial channels and satellite/cable/digital channels.
Household Reference Person (HRP) information
You can collect this information from the adult respondent (or any adult).

HRP’s employment data
This is standard information about HRP’s employment status and occupation.

The purpose of the first questions in this section is to determine the selected respondent’s work status in terms of the International Labour Organisation (ILO) definition of economic activity.
NOTE: The ILO definition is based on the respondents situation in the last week (week ending Sunday the [date]). You should make sure that your respondent is aware of the reference period when answering these questions.

Hwarking
You should take the respondent’s definition of whether or not they are in paid work but it must be paid.

“Paid work” at this question means ANY work for pay or profit done in the reference week. It is to be included, however little time is spent on it, so long as it is paid. For example, it includes Saturday jobs and casual work (e.g. baby-sitting, running a mail-order club, etc.). Some respondents may not regard baby-sitting, etc. to be “serious work”. Probe those to whom you feel this may apply (e.g. housewives with dependent children). Even the youngest respondents who have not yet left school may have a Saturday job, a paper round etc. It is correct for them to be recorded as doing paid work.

Self-employed people are considered to be working if they work in their own business, professional practice, or farm for the purpose of earning a profit even if the enterprise is failing to make a profit or is just being set up.

Training for nurses is now carried out under the Project 2000 scheme and as such, nurses on this scheme should be classed as students, like any student nurses you may encounter with more traditional arrangements.

Hscheme
In Great Britain the Department for Education and Employment (DfEE) no longer delivers training directly, or operates the training schemes. All training is now done through the Training and Enterprise Councils (TECs) in England and Wales, or the Local Enterprise Companies (LECs) in Scotland.

Hjbaway
If the respondent has been absent from their job for a long period (e.g. career break, long term sick etc.) only code ‘yes’ if there is definitely a job for them to return to.
In cases where the respondent is unsure whether they actually had a job the following points may be helpful:

For employees: a job exists if there is a definite arrangement between the employer and an employee for work on a regular basis (i.e. every week or every month) whether the work is full time or part time. The number of hours worked each week may vary considerably but as long as some work is done on a regular basis a job can be said to exist.
Long term absence from work: if the total absence from work (from the last day of work to the reference week) has exceeded six months then a person has a job only if full or partial pay has been received by the worker during the absence and they expect to return to work for the same employer (i.e. a job is available for them).

Career break: in some organisations employees are able to take a career break for a specified period and are guaranteed employment at the end of that period. If a respondent is currently on a career break they should be coded ‘yes’ here only if there is an arrangement, between the employer and employee, that there will be employment for them at the end of the break. This is not dependent upon them receiving payment from their employer during this time. The respondent’s opinion of whether they have a job to go back to should be taken.

Seasonal workers: in some industries (e.g. agriculture, forestry, fishing, types of construction, etc.) there is a substantial difference in the level of employment form one season to the next. Between “seasons” respondents in such industries should be coded ‘no’ at this question. (However, note that the odd week of sick leave during the working season would be treated like any other worker’s occasional absence and coded ‘yes’ here).

Casual workers: if a respondent works casually for an employer but has not worked for them during the reference week, they should be coded ‘no’ even if they expect to do further work for the employer in the future.

Hownbus, Hrelbus
There are people who may have answered ‘No’ at the paid work question (WRKING and JBAWAY) because they were ‘unpaid family workers’. These are people whose work contributes directly to a business, farm or professional practice owned or operated by themselves or a relative, but who receive no pay or profits (e.g. a wife doing her husband’s accounts). Although the individual concerned may receive no pay or profit, he or she directly contributes to the ‘business’ profit. For this reason we are interested in the work done by these people. 
NOTE: This only applies when the business is owned or operated by the individual themselves or a relative.
EXCLUDE unpaid voluntary work done for a charity, etc.

HLooked
All those who have looked for paid work, including those looking for vacation or casual work should be coded ‘Yes’.

In the case of those who have “looked for” a place on a government scheme the search should be active rather than passive. In other words, a respondent who has not approached an agency but who would consider a place if an agency approached him or her should be coded ‘no’. Looking in the papers for vacancies is an active form of search.

Hynact
Code the main reason if there is more than one. There is no predetermined definition of any of the categories at this question; you should accept the respondent’s answer.
DO NOT prompt the categories

Heverk
Exclude casual or holiday work


**Hindd**
You are not required to code Industry but you need sufficient detail to enable you to code occupation which sometimes requires information about the industry.

**Hocct**
You are required to code occupation so please make sure that you collect sufficient information to code it correctly.

**Hempno**
We are interested on the size of the local unit of the establishment where the respondent works. It is the total number of employees at the respondent’s workplace that we are interested in, not just the number employed within the particular section or department in which he/she works.

**Hftpwk**
This is the respondent’s definition of full time and part time.

**HRP’s tenure**
This question is asking for the formal legal tenure of the HRP's household. If you are not interviewing HRP, make sure that you collect HRP’s tenure and not that of the respondent

**Owners**
Only code people as mortgagees if they have a mortgage for buying their home. People who own their home with a lease are counted as owners. It does not matter that they pay ground rent. Code 1 if the respondent owns outright. Code 2 if the respondent is buying with a mortgage.

**Shared ownership**
Shared ownership means paying partly for a mortgage and partly rent so that, if the person moves, he/she will get some of the proceeds from the sale of the property, according to how much of the original cost has been paid off.

People with shared ownership arrangements are generally treated as owner-occupiers in the interview.

**Tied accommodation**
People in tied accommodation should be coded here as renters. Use Code 4 (‘rent it’) Code 5 (‘live here rent-free’), depending on whether or not they pay any rent. NOTE: People in tied accommodation are classified as private renters, irrespective of who they are renting from. Include people whose accommodation goes with their job, e.g. Church of England employees, caretakers, army personnel, council tenants whose accommodation goes with their job, some farmers.

**Rent free**
People who live rent free do not always regard themselves as doing so. For example, if the HRP is a widow living in a house bought by her son (in his name) who is living elsewhere, she should be coded as living rent-free even though she may regard herself as an owner-
occupier. Similarly, a household which is paying a contribution to upkeep but not a formal rent should be coded as rent-free. Care is therefore needed in dealing with such cases.

The following types of case have caused problems. The correct coding is in brackets:

- Someone living in a 'granny-flat' owned by her son in his name (private renter living rent-free).
- Someone living in the property of a deceased partner which is held in trust (private renter living rent-free).
- A divorcee living in the house owned solely by her ex-husband who no longer lives there (rent-free if owned only in partner's name; owner if the house is owned in the name of both partners).
- Sometimes informants think they live rent-free when they do not e.g. people on full benefit who do not pay any rent to the landlord themselves because housing benefit is paid directly by the DSS (rent).

**Respondent's employment data**

If the adult respondent is not the HRP, you will need to collect details of their economic status and occupation. You will also need to code the respondent’s occupation in the admin block. All the employment information is computed automatically for cases in which the respondent is the HRP.

**Respondent's qualifications**

We ask about both academic and vocational qualifications.

**Equals**

Because of the large ethnic minority sample, we are likely to get a relatively large number of people with Foreign qualifications. Please try to recode these to another category according to the level of the qualification. Otherwise, they are counted as a low level qualifications which will mean that are misrepresenting the attainment levels of some ethnic minority respondents.

**Income**

We are asking for the respondent’s gross income and the partner’s gross income if the respondent is married or cohabiting. They can give, weekly, monthly or annual amounts.
Recall

Recall2
We ask first about the office contacting the respondent again for checking purposes.

Givam1-3
If the respondent does not wish to give their name, do not press them.

FECheck
This is a reminder to check for any non-white adult at the three addresses either side of the address at which you are interviewing. This question appears only at core addresses in the main sample.
Glossary:  Voluntary activity module

FIELD OF INTEREST CATEGORIES FOR ADULT SHUFFLE PACK

Below are additional notes to help with assigning groups, clubs or organisations to the most appropriate category on the yellow shuffle cards.

1. CHILDREN'S EDUCATION / SCHOOLS
Include any organisation connected with children’s education from pre-school up to secondary education (including 6th forms in schools). Exclude anything above 6th form e.g. colleges of further education.

  e.g.
  Parent Teacher Associations (PTA).
  Education pressure group. Pre-school play group.
  School governor
  Helping at fairs/fetes/bazaars/other events
  Helping in school.
  Running pupils’ clubs, societies or school sports teams.
  Mentoring.
  Fund-raising.

2. YOUTH / CHILDREN’S ACTIVITIES (OUTSIDE SCHOOL)
Include any organisation (except schools and playgroups) which runs activities exclusively for the benefit of children under 16.

  e.g.
  Youth clubs
  Sports clubs
  Hobby or cultural groups for children etc.
  Running after-school pupils' clubs
  Youth activities e.g. Scouts, Guides, Boys/Girls Brigade, Duke of Edinburgh’s Award Scheme, summer camps etc.

3. EDUCATION FOR ADULTS
Include any organisation concerned with the education of people aged 16 or over (e.g. technical college, other college of further education, university or places of higher education)

  e.g.
  Evening classes or daytime classes – attending or teaching(unpaid) or organising.
  Mentoring
  Language learning/classes.
  Cultural groups.
  Students Union.
  College governor.
  Education pressure group etc.

4. SPORTS / EXERCISE – TAKING PART, COACHING OR ORGANISING
Include any type of sports or exercise club except those which are exclusively for children (see 2). Also include sports club committees and supporters’ clubs. The sport in question can be a team game or an individual sport (so long as it is done as part of a club eg swimming at a swimming club). It need not necessarily be competitive.

  Eg  Clubs or groups involving:
Fitness classes of various sorts (e.g. aerobics, keep fit, weight training etc.),
Gym membership
Outdoor pursuits such as mountaineering, hiking, sailing, riding, skiing, fishing.
Indoor sports e.g. snooker, pool, darts, bowls
Helping to organise sports clubs or activities
Providing transport
Coaching

5. RELIGION

e.g. Attending a place of worship (church, chapel, mosque, temple, synagogue etc.)
to worship, to help out, to receive religious teaching, etc.

Note that attending place of worship is relevant even if the respondent is not a formal
‘member’ of the religion/place of worship.

Also include:
Groups for evangelising or fund-raising
Groups to receive religious teaching, for instruction (e.g. Bible Study Group etc.)
Groups connected with running the place of worship (e.g. church council, church warden,
cleaning, flower arranging, Sunday / Saturday school, providing refreshments, church
choir etc.)
Groups based at or through the place of worship but for other purposes (e.g. church
women’s group, groups to help disabled or homeless etc.)

6. POLITICS

Any national or local political party. (Include membership, as well as activities such as
campaigning, canvassing, fund-raising etc.)
Serving as local councillor.
Do not include pressure groups which are independent of a political party e.g. CND,
Greenpeace. Do not include trade unions (see 15.)

7. THE ELDERLY

Any organisation which exists exclusively to help elderly people.
Self-help groups.
Local, national or international organisations/charities (e.g. Age Concern, Help the Aged etc.)
Informal groups for hospital visiting, home help, meals on wheels, befriending, representing,
transporting or representing the elderly, etc.
Pensioner’s clubs, clubs for the elderly (regardless of who runs them).

8. HEALTH, DISABILITY & SOCIAL WELFARE

Any organisation or group which exists to promote health and/or social welfare. This category
is very broad. It includes international organisations providing developmental assistance
or emergency relief (eg Oxfam, Save the Children etc.)

Health
Hospitals, nursing homes, mental health and crisis intervention, hospices or other terminal
care
Complementary medicine
HIV or AIDS related, alcohol and addiction services
Medical research
Health education and promotion
Local, national or international organisations
Self-help groups
Informal groups for hospital visiting, home help, transporting etc.

**Social welfare**
Social care services for children and families, people with learning disabilities, people with physical disabilities, homeless etc.
Carers’ associations
Refugees or asylum seekers
Respite care
Emergency relief
Advocacy; Citizens Advice Bureau or Volunteer Bureau.
Local or national or international organisations.
Self-help groups.
Informal groups for befriending, representing, transporting etc.

9. **SAFETY, FIRST AID**
Any group which exists to provide safety or first aid treatment or training, or to raise funds for such groups.
e.g. Red Cross, St. John Ambulance, Life Saving, RNLI
Mountain Rescue
Disaster relief or control

10. **THE ENVIRONMENT, ANIMALS**
Any groups which exist to benefit the environment or animals.
National organisations e.g. Friends of the Earth, Greenpeace, National Trust, Forestry Commission, RSPB, RSPCA, PDSA, Canine Defence League, Blue Cross etc.
Local conservation groups
Preservation societies
Amenity societies (for preservation of parks, monuments etc.).

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19 On the National Survey of Volunteering medical research charities were included under I. Safety, First Aid.
11. JUSTICE AND HUMAN RIGHTS
Any group concerned exclusively with justice and human rights, either for individuals:
(e.g. Legal Advice Centre, Victim Support, prison visiting or aftercare)
or more generally:
(e.g. Special Constable, Magistrate, national organisations - Amnesty International,
Liberty, Stonewall etc.
Justice and peace groups
Community or race relations.
Gay & lesbian groups.

12. LOCAL COMMUNITY OR NEIGHBOURHOOD GROUPS
Any group which exists to benefit people of the local community, but does not fit into any of the earlier codes.
e.g. Tenants’ / Residents’ Association; Neighbourhood Watch; community group; local pressure group; LETS scheme etc.

13. CITIZEN’S GROUPS
Any national or local group which does not fit into the above codes
e.g. Rotary Club, Round Table, Lion’s Club, Women’s Institute (WI), Freemasons, Women’s Royal Voluntary Service (WRVS), British Legion etc.

14. HOBBIES / RECREATION / ARTS
Any group connected with people’s interests other than those which fit into the above codes.
It must be a group, club or organisation not just a hobby they do on their own. Note that hobby groups exclusively for children under 16 go into code 2.

Hobbies – any groups, clubs, or organisations for hobbies
Eg.
Food and drink (e.g. wine tasting club),
Motoring (e.g. MG Club)
Reading (e.g. Book Circle),
Travel,
Crafts
Gardening
Indoor games (e.g. bridge, chess, computer games)
Cultural groups (e.g. local history).
Recreation – any groups, clubs, or organisations for recreation e.g. Social Club, Pub Quiz Team, Working Men’s Club, Bingo.

Arts – any groups, clubs, or organisations for the Arts e.g. theatres, museums, cinema, photography, opera, amateur dramatics, choir, orchestras, bands, music appreciation.

15. TRADE UNION ACTIVITY
Any national or local trade union. (Include membership, as well as activities such as attending meetings or rallies, writing letters, recruiting members).
**Children and Young Person Questionnaires**

**General**

Children aged 8 to 10 years have a 20-30 minute interview (Qchild)

Young people aged between 11 and 15 years have a 30 minute interview (Qyoungp)

**Show cards**

We have tried to minimise showcards for the children and young people. Children have just 2 cards (C1 and C2) and young people have 20 cards (Y1 to Y20). On some of the more complex showcards we have added a heading to help respondents. Both the children’s’ and young people’s cards are YELLOW.

**Reassuring children that there are no ‘wrong’ answers**

In the introductions we emphasise that this is NOT a test and that there are no right or wrong answers – this is repeated at a few questions where they may feel pressured to give ‘the right’ answer, for example, questions about whether certain actions are right or wrong. Interviewers should feel able to give this reassurance whenever they feel that the child/young person is reaching for the ‘right’ answer.

On questions where we are asking them to choose from a list if any apply, we have departed from usual practice by advising them in the question text that they can give the answer ‘none of these’. In these cases, ‘None of these’ also appears on the show card.

Because the age range is varied and the subject matter complex in parts, we have made ‘Don’t know’ a valid answer on questions where we think respondents may lack the experience or knowledge to give an answer. Where respondents appear to be struggling to choose an answer, interviewers can reassure them that they can say ‘Don’t know’. On questions where ‘don’t know’ is not shown as an answer category interviewers can still use <CTRL + K> to record ‘don’t know’ if they feel that respondents are unable to give a reliable answer. We very much want to avoid any respondents feeling pressurised into giving an answer if they are struggling.

**Filtering on some young people’s questions**

Some subject matters covered in the young person’s questionnaire were felt to be too complex for younger respondents. Questions about racial and religious discrimination, young people’s rights and problems facing Britain and the rest of the world are filtered for those aged 12 years and above.

**The interviews with children and young people**

Many of the questions asked of the young people are similar to those asked of adults. This is so that we can do some work comparing young people’s views with those of adults. The children’s questionnaire has required more adapting to make it suitable for this age group – there are fewer subjects covered and questions have been simplified.
The interviews cover the following subjects:

- Their neighbourhood
- Their friends
- Their school
- Whether they feel able to influence political decisions (young people only)
- Trust of organisations (young people only)
- Help with household chores (children only)
- Help given to family and others (young people only)
- Views about racial prejudice, experience of discrimination (12 yrs and above only)
- How they find out about things in the news
- Views about young people (12 yrs and above only)
- SELF-COMPLETION questions (reduced questions for children)
- Problems that worry some people (12 yrs and above only)
- Participation in clubs and group activities

**Neighbourhood**

**Young people**

As with adults, young peoples’ definition of ‘neighbourhood’ will vary from person to person. If respondents ask what we mean, interviewers should advise them that it is whatever they feel to be their neighbourhood.

**Children**

For the younger age group we ask about ‘this street/block’.

**Friends**

These questions are trying to measure how much social interaction they have with others. When we ask about ‘friends’ we are talking about social contacts with their peer group – children and young people of a similar age. They can include relatives their own age if they regard them as friends. The questions about the ethnicity of their friends measure whether they mix with people who are different to them.

**Giving help**

**Young people**

There are 2 questions asking whether young people give any help,
- in the home and to relatives,
- to other people (not relatives).

These are opinion questions so respondents can decide whether to include something or not. We have attempted to minimise over-reporting of help given by emphasising that the things listed are those which some young people ‘might’ do (so that they do not feel that they should
be doing something). Also, the text of the question advises them that can answer ‘none of these’.

Children
The pilot and cognitive testing showed that children were more likely to exaggerate the amount of help that they give in the home. Therefore, for the mainstage, children are asked four simple questions about who in the household usually,

- does the cooking?
- washes the dishes?
- makes the child’s breakfast in the morning?
- tidies the child’s bedroom?

The first item is highly unlikely to be the child respondent. We have included this so that children do not feel that we are trying to find out what they do in the home. We hope that this will minimise over-reporting. The answer categories are:

1. Usually respondent,
2. Usually other(s),
3. Shared between respondent and other(s).

The main interest is in the extent to which children in this age-group are taking responsibility for any tasks in the home, rather than whether they ever help with something. There is no showcard so interviewers will need to code it according to the child’s responses. For example, if the child says ‘Mum does it’ or ‘Mum and Dad do it’, use the code (2). Alternatively, if they say ‘Me and Mum do it’ or ‘Me and my sister do it’, then use code (3). Only use code (1) if the child says that they usually do the activity. If it is not clear which code is appropriate use <CTRL + K> to record as ‘Don’t know’.

Racial prejudice

Young people
These questions are filtered for young people aged 12 years and above.

Some respondents may have difficulty understanding what is meant by ‘racial prejudice’ or ‘discrimination’. We give a description of racial prejudice in the introduction to this section but the remaining questions are opinion questions so there is not much help that interviewers can give to respondents if they struggle with the questions. ‘Don’t know’ is a valid option on most questions where we anticipate it will be a common answer. At questions where ‘Don’t know’ is not displayed interviewers can still use <CTRL + K> to record as ‘Don’t know’.

Self-completion

There are a set of self-completion questions for both children and young people. Interviewers hand the laptop to the respondents so that they can give their answers honestly and in private. Pilot interviewers reported that this was a strong selling point for encouraging children and young people to participate in the survey.

We have included a test question at the beginning so that interviewers can give respondents some assistance to get started. Young people are first asked how much say they feel they have in their household. There are then a set of questions about whether it is okay to do certain
things, for example, dropping litter or smoking. Children are asked a reduced number of
questions. If respondents are unwilling or unable to complete the section on their own,
interviewers can ask the questions and enter the answers. If you need to do this, please remind
the respondent that they can answer ‘Don’t know’ if they don’t want to give an answer.

Don’t forget to press F2 to save your data before you pass over the laptop.

Clubs and groups

Young people
There are 2 questions about whether young people have participated in any clubs or groups at
their school (YpartA ) or in their free time (YpartB). The aim of these questions is to measure
their social interaction with others. Unlike the adult interview, there are no shuffle cards.
Instead we have a showcard. This is longer than we would ideally like but it allows us to
compare the answers with other surveys that have asked a similar question of young people,
and possibly with the adults interviewed. We have produced a list of examples (PINK CARD)
for interviewers to use if children do not understand any of the items on the showcard. The
question text advises them that interviewers can give examples if needed. These questions
are not opinion questions so interviewers can help respondents if they are unsure
whether to include something. Interviewers can also remind respondents that they can select
‘None of these’ if they haven’t done any of the things.

Children
Children are also asked about clubs at their school (Cinschl) and clubs in the evenings, at
weekends or during the school holidays (Cifclub). We only ask about the types of clubs in
relation to clubs mentioned at Cifclub. There is no showcard so interviewers need to obtain
descriptions of the types of clubs and then code to the most appropriate category on their on-
screen list. Again, these are not opinion questions so interviewers can help children if they are
not sure how to answer the question.

Barriers to participating in groups/clubs

Young people
There are 3 questions about the types of transport available and used by young people. These
are to measure whether the lack of a family car, or fear of using public transport, act as
barriers preventing young people from becoming more socially active.
Appendix B: Advance letter to respondents
Dear

I am writing to ask for your help with the People, Families and Communities Study.

The Office for National Statistics is carrying out this important study across England and Wales on behalf of the Home Office. The People, Families and Communities Study explores how people feel about their local community. The views and experiences collected will help the Government plan new initiatives to build stronger communities.

Your household has been selected at random and one of our interviewers will contact you in the near future to explain the study in more detail. We are seeking to interview one adult in each household selected. In order to understand how people of different ethnic groups feel about their community, in some areas the study is seeking additional households with one or more adults who are Black, Asian, Chinese or from another non-white group.

You may want to show this letter to other people in your household just in case an interviewer calls when you’re not at home. If you are busy when the interviewer calls they will be happy to call again. All our interviewers carry an official identification card that includes their photograph and the National Statistics logo as it appears at the top of this letter.

_All information given in the study will be treated in strict confidence by ONS and the Home Office. No information identifying you or your household will be passed to any other organisation without your consent._

It is important to the success of this study that everyone chosen takes part. In all our work we rely on people’s voluntary co-operation. If you would like to know more about the study or would like to get a message to an interviewer, please call (020) 7533 5465 at the Office for National Statistics.

Thank you in advance for your help.

Yours sincerely

Michaela Pink
Survey Manager
Appendix C: Purpose leaflet
People, Families and Communities Study

Carried out by the Social Survey Division of the Office for National Statistics on behalf of the Home Office

What is the People, Families and Communities Study?

The People, Families and Communities Study explores how people feel about their local community. The study results will be vital in informing Government policy.

Areas explored in the study include:

- individual and family life;
- your local neighbourhood and community;
- interests and activities you’re involved with and
- help people give to each other
- your rights and responsibilities

This is the second People, Families and Communities Study. Your household is one of 2,500 across England and Wales selected to take part. It is planned that the study will be repeated every two years to explore how communities change over time.

The study is being conducted by the Office for National Statistics on behalf of the Home Office. The Home Office is not only responsible for law and order but also for helping to build stronger communities. One of the Home Office’s key aims is to build a safe, just and tolerant society.

Why should YOU take part?

- Everyone has a contribution to make by taking part in the study.
- Without your unique views and experiences we will not have a true picture of the communities people live in.
- This is your opportunity to have a say in shaping the future of Britain.
Why has your household been chosen?

As it is not possible to ask everyone to take part in the study, a sample of addresses has been selected to represent the entire country. Your address is one of these and was selected at random from the list of private addresses held by the Post Office. At each address the people to be interviewed will be selected at random.

Although some people think they are not typical enough to be of any help in a survey, the community consists of many different types of people and we need to represent them all. We can’t substitute another address for yours as this would mean that the sample would not represent all households.

Is confidentiality guaranteed?

YES. All information given to us is strictly confidential to ONS and the Home Office.

No identifiable information about you or your household will be passed to other government departments, local authorities, other bodies, members of the public or press.

No individual will be identifiable from the findings. Your answers will be grouped with those of thousands of other people and will be completely anonymous.

What is the Office for National Statistics (ONS)?

ONS is the government department which gathers together and publishes a range of statistics about the society in which we live and about the economy.

The Office for National Statistics carries out the Census and many surveys throughout Great Britain which provide information on the cost of living, health, housing and many other matters of public interest.

Further information

If you would like further information about the People, Families and Communities Study, you can contact us by writing to:

People Families and Communities Study  
D1/14  
Social Survey Division  
Office for National Statistics  
1 Drummond Gate  
London  
SW1V 2QQ  
Telephone 020 7533 5465

You may wish to visit our website at www.statistics.gov.uk
Appendix D: Questionnaires

Adult Questionnaire
Child Questionnaire
Young Person Questionnaire
People, Families and Communities 2003

Questionnaire for interviewers

25/02/03
Adult questionnaire

ASK IF: BIDData.SEARCH (2)

Area
       (Area)
       1..999997

ASK IF: BIDData.SEARCH (2)

Address
       (Address)
       1..997
ASK ALWAYS:

SurvID
3-letter acronym for survey
STRING[3]

ASK ALWAYS:

SampYear
1997..2005

ASK ALWAYS:

SampMth
Sample month
1..12

ASK ALWAYS:

SampQtr
Sample quarter
(1) April to June
(2) July to September
(3) October to December
(4) January to March

ASK ALWAYS:

Attempt
Reissue indicator (2+)
1..7

ASK ALWAYS:

SSTRTreg
Stratifying region: SURVEY-SPECIFIC
1..97
ASK ALWAYS:

StaRegGB
Statistical region in GB
1..11

ASK ALWAYS:

GovRegGB
Government Office region in GB - TM to check with Charles
1..12

ASK ALWAYS:

ACORN
STRING[2]

ASK ALWAYS:

SLA
Local Authority code, new format
STRING[4]
ASK ALWAYS:

StartDat

ENTER DATE INTERVIEW WITH THIS HOUSEHOLD WAS STARTED

DATE

ASK ALWAYS:

DateChk

IS THIS:

(1) the first time you've opened this questionnaire
(2) or the second or later time?

(5) EMERGENCY CODE IF COMPUTER'S DATE IS WRONG AT LATER CHECK

ASK ALWAYS:

WhoHere

INTERVIEWER: ASK ADULT ONLY

Who normally lives at this address?···HELP <F9>

(1) PRESS <1> TO CONTINUE
ASK IF: In loop FOR LNames1 := 1 TO 16

Name

RECORD THE NAMES (OR A UNIQUE IDENTIFIER) FOR EACH MEMBER OF THE HOUSEHOLD

HELP<F9>

@/@@WHEN ALL HOUSEHOLD MEMBERS HAVE BEEN ENTERED, PRESS PgDn

STRING[12]

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE

Sex

^DMNAMES[LTHCompCnt]

(1) Male
(2) Female

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE

AgeIf

What was your age last birthday?

0..97

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE

AND: DVage >= 16

MarStat

ASK OR RECORD ^DMNAMES[LTHCompCnt]

Are you...HELP<F9>

CODE FIRST THAT APPLIES IF SAYS MARRIED, ASK: MAY I CHECK, IS THIS YOUR FIRST MARRIAGE

(1) single, that is, never married
(2) married and living with your husband/wife (FIRST MARRIAGE)
(3) married and living with your husband/wife (RE-MARRIED)
(4) married and separated from your husband/wife
(5) divorced
(6) or widowed?
ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE
   AND: DVage >= 16
   AND: DMHSIZE > 1
   AND: (MarStat <> Mar1Liv) AND (MarStat <> Mar2Liv)

LiveWith

ASK OR RECORD ^DMNAMES[LTHCompCnt]

May I just check, are you living with someone in the household as a couple?···HELP<F9>

   (1)  Yes
   (2)  No
   (3)  SPONTANEOUS ONLY - same sex couple

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE

Heth

SHOW CARD F1
^DMNAMES[LTHCompCnt]
[*]Please choose one answer from this card to indicate ^DMNAMES[LTHCompCnt]'s ethnic group and cultural background.
CODE ONE ONLY

   (1)  White British
   (2)  White Irish
   (3)  Any other White background
   (4)  Mixed White & Black Caribbean
   (5)  Mixed White & Black African
   (6)  Mixed White & Asian
   (7)  Mixed Other
   (8)  Asian/Asian British - Indian
   (9)  Asian/Asian British - Pakistani
   (10) Asian/Asian British - Bangladeshi
   (11) Asian/Asian British - Other Asian
   (12) Black/Black British - Caribbean
   (13) Black/Black British - African
   (14) Black/Black British - Other
   (15) Chinese
   (16) Any other ethnic group
ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE
AND: ((((Heth = WO) OR (Heth = MIXo)) OR (Heth = ASO)) OR (Heth = BLO)) OR (Heth = OETH)

Hcult

^DMNAMES[LTHCompCnt]
[*]Can I just check, what do you consider your/^DMNAMES[LTHCompCnt]'s cultural background to
be?
DO NOT PROMPT
CODE ALL THAT APPLY

SET [23] OF
(1) Afghan/Afghan Asian
(2) African
(3) American
(4) Arabic
(5) Asian
(6) British
(7) Caribbean
(8) English
(9) French
(10) Indian
(11) Iranian
(12) Iraqi
(13) Italian
(14) Japanese
(15) Kashmiri
(16) Korean
(17) Mauritian
(18) Phillipino
(19) Scottish
(20) Sri Lankan/Tamil
(21) Turkish
(22) Welsh
(23) Other

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE

HcobA

^DMNAMES[LTHCompCnt]
And in which country were you/was ^DMNAMES[LTHCompCnt] born?
IF RESPONDENT SAYS BRITAIN, PROBE FOR COUNTRY <HELP F9>

COMMON CODES:
1  England@|@|@| 14  Kenya@|@|@| 34  India
2  Wales@|@|@| 22  Ghana@|@| 56  Pakistan
4  Northern Ireland@|@| 23  Nigeria@|@|
3  Scotland@|@|@| 26  Jamaica@|@|
6  Irish Republic@|@| 33  Bangladesh@|@

OTHER HOUSEHOLD MEMBERS:
^Lcobb[1]@|@|@|LCobb[5]@|@|@|LCobb[9]@|@|LCobb[13]
^Lcobb[2]@|@|@|LCobb[6]@|@|@|LCobb[10]@|@|LCobb[14]
^Lcobb[3]@|@|@|LCobb[7]@|@|@|LCobb[11]@|@|LCobb[15]
^Lcobb[4]@|@|@|LCobb[8]@|@|@|LCobb[12]@|@|LCobb[16]

997  All other countries

1..997
ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE
   AND: HcobA = 997

HcobB

^DMNAMES[LTHCompCnt]
TYPE IN COUNTRY
STRING[40]

ASK IF: In loop FOR LTHCompCnt := 1 TO DMHSIZE
   AND: DVage >= 16
   AND: NOT (DMHSIZE = 1)

Hhldr

ASK OR RECORD ^DMNAMES[LTHCompCnt]
In whose name is the accommodation owned or rented?···HELP<F9>

(1) This person alone
(3) This person jointly
(5) NOT owner/renter

ASK ALWAYS:

AdResp

ENTER THE PERSON NUMBER OF THE SELECTED ADULT RESPONDENT

PLEASE NOTE THIS MUST BE THE NUMBER OF THAT PERSON ON THE HOUSEHOLD GRID
PART OF THIS QUESTIONNAIRE, NOT FROM YOUR HANDWRITTEN LIST

(1) ^RespName[1]
(2) ^RespName[2]
(3) ^RespName[3]
(4) ^RespName[4]
(5) ^RespName[5]
(6) ^RespName[6]
(7) ^RespName[7]
(8) ^RespName[8]
(9) ^RespName[9]
(10) ^RespName[10]
(11) ^RespName[11]
(12) ^RespName[12]
(13) ^RespName[13]
(14) ^RespName[14]
(15) ^RespName[15]
(16) ^RespName[16]
ASK IF: WrgAd = 1

WrgAdX

INTERVIEWER: ENTER REASON WHY WRONG ADULT SELECTED

(1)  Respondent gave different household composition on doorstep
(2)  Respondent gave different characteristics on doorstep
(3)  Order of people of same age listed on doorstep was different
(4)  Interviewer made mistake on doorstep selection
(5)  Other (specify)

ASK IF: WrgAd = 1 AND: WrgAdX = Oth

WrgAdS

INTERVIEWER: SPECIFY REASON FOR DIFFERENT SELECTION

STRING[60]

ASK IF: NumPer >= 1

ChResp

ENTER THE PERSON NUMBER OF THE SELECTED CHILD RESPONDENT

PLEASE NOTE THIS MUST BE THE NUMBER OF THAT PERSON ON THE HOUSEHOLD GRID PART OF THIS QUESTIONNAIRE, NOT FROM YOUR HANDWRITTEN LIST

(1)  ^RespName[1]
(2)  ^RespName[2]
(3)  ^RespName[3]
(4)  ^RespName[4]
(5)  ^RespName[5]
(6)  ^RespName[6]
(7)  ^RespName[7]
(8)  ^RespName[8]
(9)  ^RespName[9]
(10)  ^RespName[10]
(11)  ^RespName[11]
(12)  ^RespName[12]
(13)  ^RespName[13]
(14)  ^RespName[14]
(15)  ^RespName[15]
(16)  ^RespName[16]

ASK IF: CWrgAd = 1

CWrgAdX

INTERVIEWER: ENTER REASON WHY WRONG CHILD/YOUNG PERSON SELECTED

(1)  Respondent gave different household composition on doorstep
(2)  Respondent gave different characteristics on doorstep
(3)  Order of people of same age listed on doorstep was different
(4)  Interviewer made mistake on doorstep selection
(5)  Other (specify)
ASK IF: CWrgAd = 1
   AND: CWrgAdX = Oth

CWrgAdS

   INTERVIEWER:SPECIFY REASON FOR DIFFERENT SELECTION

   STRING[60]
ASK IF: QTHComp.NumHHldr > 1

HiHNum

You have told me that...jointly own or rent the accommodation. Which of you/Who has the highest income (from earnings, benefits, pensions and any other sources)?~HELP<F9>

ENTER PERSON NUMBER - IF TWO OR MORE HAVE SAME INCOME, ENTER 17

1..17

ASK IF: QTHComp.NumHHldr > 1 AND: HiHNum = 17

JntEldA

ASK OR RECORD

ENTER PERSON NUMBER OF THE ELDEST JOINT HOUSEHOLDER FROM THOSE WITH THE SAME HIGHEST INCOME

1..16

ASK IF: QTHComp.NumHHldr > 1 AND: (HiHNum = DONTKNOW) OR (HiHNum = REFUSAL)

JntEldB

ASK OR RECORD

ENTER PERSON NUMBER OF THE ELDEST JOINT HOUSEHOLDER

1..16

ASK ALWAYS:

HRP

THE HOUSEHOLD REFERENCE PERSON IS:

(^DVHRPNum) ^DMNAMES[DVHRPNum]

PRESS <1> TO CONTINUE

1..1
CTZ0303A.QTPart.QPart[]

Partner information

Ask if: In loop FOR LTPartCnt := 1 TO DMHSIZE

Partner

Has opposite sex partner

(1) Yes
(2) No

Ask if: In loop FOR LTPartCnt := 1 TO DMHSIZE

PartNo

Person number of opp. sex partner

1..17

Ask if: In loop FOR LTPartCnt := 1 TO DMHSIZE

SSPart

Has partner in household (same or opp. sex)

(1) Yes
(2) No

Ask if: In loop FOR LTPartCnt := 1 TO DMHSIZE

SSPNo

Person number of partner

1..17
ASK ALWAYS:

WhoSAMP

YOU HAVE SELECTED AN ADULT (and a child/ young person) FOR INTERVIEW

(1) PRESS <1> TO CONTINUE
CTZ0303A.QInter

Questionnaire block (for individual surveys)

**Ask if:** QSortCh.ChResp = RESPONSE

**WHOFIRST**

YOU SHOULD ALWAYS INTERVIEW THE ADULT FIRST UNLESS THIS IS NOT POSSIBLE. CODE WHO YOU WILL BE INTERVIEWING FIRST

(1) ADULT FIRST/ONLY
(2) CHILD AGED 8-10 FIRST/ONLY
(3) YOUNG PERSON AGED 11-15 FIRST/ONLY

**Ask if:** QSortCh.ChResp = RESPONSE
**And:** WHOFIRST = CHILD

**XorderCH**

INTERVIEWER: YOU SHOULD COMPLETE THE MODULES IN THIS ORDER:
QHRPINFO with an adult (HRP information)
QCHILD (Interview with child)
QADULT (Interview with adult if you can)
QEMPAD (Adult's employment and income if you can)
QRECALL

USE THE PARALLEL FIELDS (<CTRL + ENTER>) TO COMPLETE IN THE ABOVE ORDER.

STRING[1]

**Ask if:** QSortCh.ChResp = RESPONSE
**And:** WHOFIRST = YOUNG

**XorderYP**

INTERVIEWER: YOU SHOULD COMPLETE THE MODULES IN THIS ORDER:
QHRPINFO with an adult (HRP information)
QYOUNGP (Interview with young person)
QADULT (Interview with adult if you can)
QEMPAD (Adult's employment and income if you can)
QRECALL

USE THE PARALLEL FIELDS (<CTRL + ENTER>) TO COMPLETE IN THE ABOVE ORDER.

STRING[1]
CTZ0303A.QInter.QADULT

Questionnaire block for adult

ASK ALWAYS:

BegInt

THIS IS THE BEGINNING OF THE ADULT INTERVIEW WITH (^DMNAMES[LDM2])

PRESS <1> TO CONTINUE

1..1
ASK ALWAYS:

ADdate (D1)

INTERVIEWER ENTER DATE OF INTERVIEW WITH ADULT

DATE

ASK ALWAYS:

Dill (D2)

[*] Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do? IF ELDERLY ADD: Include any problems due to old age

(1) Yes
(2) No

ASK IF: DMHSIZE > 1

Dill2 (D3)

[*] May I check, is there anyone LIVING WITH YOU who is sick, disabled or elderly whom you look after or give special help to, other than in a professional capacity (for example, a sick or disabled (or elderly) relative/husband/wife/child/parent /friend, etc)?

CODE NO IF GIVES FINANCIAL HELP ONLY

(1) Yes
(2) No

ASK ALWAYS:

Dill3 (D4)

[*] Is there anyone NOT LIVING WITH YOU who is sick, disabled or elderly whom you look after or give special help to, other than in a professional capacity (for example, a sick or disabled (or elderly) relative/husband/wife/child/parent /friend, etc)?

CODE NO IF GIVES FINANCIAL HELP ONLY

(1) Yes
(2) No

ASK ALWAYS:

DworkA (D5)

Can I just check, do you have a paid job?

(1) Yes
(2) No
ASK IF: DworkA = Yes

DWorkA1 (D6)

Are you working as an employee or are you self-employed?

(1) Employee
(2) Self-employed

ASK IF: (DworkA = No) OR (DWorkA1 = Noempee)

DworkB (D7)

Have you had a paid job as an employee in the last five years?

(1) Yes
(2) No

ASK IF: (DworkA = No) OR (DWorkA1 = Noempee) AND: DworkB = No

DworkC (D8)

And have you looked for work as an employee any time in the last five years?

(1) Yes
(2) No

ASK ALWAYS:

DHwork (D9)

SHOWCARD F2
Who usually spends MOST time doing regular household activities in your home?

READ OUT ACTIVITIES IF NECESSARY:
COOKING, GROCERY SHOPPING, TIDYING AND CLEANING, WASHING, IRONING, GARDENING/DO-IT-YOURSELF AND HOME MAINTENANCE, LOOKING AFTER CARS AND BIKES, (LOOKING AFTER CHILDREN if parent)

(1) Respondent DOES MOST
(2) Other household member(S) DO MOST
(3) Shared equally between respondent and others
(4) Someone outside the household DOES MOST
ASK ALWAYS:

FIntro1

Now I would like to ask some questions about the members of your family who DON'T live here with you.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

FNonRes (F1)

Can I just check, DO YOU, personally, have any children, adopted children or step-children AGED UNDER 16, who do NOT normally live here with you (that is 4 or more nights per week)?

CHECK THAT RESPONDENT IS NOT INCLUDING PEOPLE ALREADY MENTIONED AS LIVING WITH THEM

DO NOT INCLUDE FOSTER CHILDREN

(1) Yes
(2) No

ASK IF: FNonRes = Yes

FNumRes (F2)

How many children, adopted children, or step-children do you have who are NOT living with you?

1..15

ASK IF: FNonRes = Yes

FConta (F3)

Do you have regular contact with the child/any of the children who do not live with you? By regular contact, I mean seeing (any of) them, speaking on the phone or sending letters, emails or text messages at least once a month.

CODE FIRST THAT APPLIES

(1) REGULAR CONTACT WITH ALL
(2) REGULAR CONTACT WITH SOME
(3) NO REGULAR CONTACT

ASK IF: FNonRes = Yes

AND: FConta = NoCon

FAnycon (F4)

And have you had any contact with them/any of them in the last year. That is, since ^DMDLYEAR?

(1) Yes
(2) No
ASK ALWAYS:

FIntro2

Now I would like to ask some questions about ALL the relatives who do not live with you and who you have REGULAR contact with. By regular contact, I mean contact at least ONCE A MONTH. That could mean seeing them, speaking on the phone or sending letters, emails or text messages.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

FConnr (F5)

SHOWCARD F3
First, thinking of relatives living nearby - I mean within 30 minutes travelling time. Which of these relatives do you have regular contact with at least once a month?
(If applicable) Please include your husbands/wifes/partners relatives

INTERVIEWER: TIME IS USING USUAL MODE OF TRANSPORT
CODE ALL THAT APPLY

SET [21] OF
(1) Mother (+ foster mother)
(2) Father (+ foster father)
(3) Step-mother
(4) Step-father
(5) Mother-in-law/Partner's mother
(6) Father-in-law/Partner's father
(7) Son aged 16 or over (+ adopted/foster)
(8) Daughter aged 16 or over (+ adopted/foster)
(9) Step-son/Step-daughter aged 16 or over
(10) Son-in-law/Daughter-in-law
(11) Brother (+ step/half/brother)
(12) Sister (+ step/half sister)
(13) Brother-in-law/Sister-in-law
(14) Grandchild (+ step/-in-law)
(15) Grandparent/ grandparent-in-law
(16) Cousin/ Second cousin/Cousin-in-law
(17) Uncle/Aunt(Uncle or Aunt-in-law)
(18) Nephew /Niece (Nephew /Niece-in'law)
(19) Ex-husband/Ex-wife/Ex-partner (+ separated)
(20) Other relative
(21) NONE OF THESE
ASK ALWAYS:

FConUK (F6)

SHOWCARD F3
Now thinking of the relatives living OVER 30 minutes travelling time away in the UK. Which relatives do you have regular contact with at least once a month.
CODE ALL THAT APPLY

SET [21] OF
(1) Mother (+ foster mother)
(2) Father (+ foster father)
(3) Step-mother
(4) Step-father
(5) Mother-in-law/Partner's mother
(6) Father-in-law/Partner's father
(7) Son aged 16 or over (+ adopted/foster)
(8) Daughter aged 16 or over (+ adopted/foster)
(9) Step-son/Step-daughter aged 16 or over
(10) Son-in-law/Daughter-in-law
(11) Brother (+ step/half/brother)
(12) Sister (+ step/half sister)
(13) Brother-in-law/Sister-in-law
(14) Grandchild (+ step/-in-law)
(15) Grandparent/ grandparent-in-law
(16) Cousin/ Second cousin/Cousin-in-law
(17) Uncle/Aunt(Uncle or Aunt-in-law)
(18) Nephew /Niece (Nephew /Niece-in'law)
(19) Ex-husband/Ex-wife/Ex-partner (+ separated)
(20) Other relative
(21) NONE OF THESE

ASK ALWAYS:

FIntro3

Now I would like you to think about ALL your relatives not living with you and any help that you have given them.
It does not matter whether or not they live near you or whether you have regular contact with them.

PRESS <1> TO CONTINUE

1..1
ASK ALWAYS:

FGive (F7)

SHOWCARD F3
[*]Thinking of ALL the relatives not living with you, HAVE YOU GIVEN any of them practical help or support in the LAST 12 MONTHS, that is, since ^DMDLYEAR. Please exclude financial help. CODE ALL THAT APPLY

SET [21] OF
(1) Mother (+ foster mother)
(2) Father (+ foster father)
(3) Step-mother
(4) Step-father
(5) Mother-in-law/Partner's mother
(6) Father-in-law/Partner's father
(7) Son aged 16 or over (+ adopted/foster)
(8) Daughter aged 16 or over (+ adopted/foster)
(9) Step-son/Step-daughter aged 16 or over
(10) Son-in-law/Daughter-in-law
(11) Brother (+ step/half/brother)
(12) Sister (+ step/half sister)
(13) Brother-in-law/Sister-in-law
(14) Grandchild (+ step/-in-law)
(15) Grandparent/ grandparent-in-law
(16) Cousin/ Second cousin/Cousin-in-law
(17) Uncle/Aunt(Uncle or Aunt-in-law)
(18) Nephew /Niece (Nephew /Niece-in'law)
(19) Ex-husband/Ex-wife/Ex-partner (+ separated)
(20) Other relative
(21) NONE OF THESE
ASK ALWAYS:

FReci (F8)

SHOWCARD F3
[*] And again, thinking of all the relatives who are not living with you, have any of them GIVEN YOU practical help or support in the LAST 12 MONTHS (since \^DMDLYEAR). Please exclude any financial help.
CODE ALL THAT APPLY

SET [21] OF
(1)  Mother (+ foster mother)
(2)  Father (+ foster father)
(3)  Step-mother
(4)  Step-father
(5)  Mother-in-law/Partner's mother
(6)  Father-in-law/Partner's father
(7)  Son aged 16 or over (+ adopted/foster)
(8)  Daughter aged 16 or over (+ adopted/foster)
(9)  Step-son/Step-daughter aged 16 or over
(10) Son-in-law/Daughter-in-law
(11) Brother (+ step/half/brother)
(12) Sister (+ step/half sister)
(13) Brother-in-law/Sister-in-law
(14) Grandchild (+ step/-in-law)
(15) Grandparent/ grandparent-in-law
(16) Cousin/ Second cousin/Cousin-in-law
(17) Uncle/Aunt(Uncle or Aunt-in-law)
(18) Nephew /Niece (Nephew /Niece-in'law)
(19) Ex-husband/Ex-wife/Ex-partner (+ separated)
(20) Other relative
(21) NONE OF THESE
ASK IF: \((\text{QTNumCh.QNumCh[LDM2].HasDep} = \text{Yes}) \text{ OR } (\text{FNonRes} = \text{Yes})\)

**FAdvi (F9)**

SHOWCARD F3

[*]And have you asked any of your relatives for advice or information on bringing up children in the LAST 12 MONTHS (since \(^\text{DMDLYEAR}\)).

PROBE FULLY

CODE ALL THAT APPLY

SET [21] OF

1. Mother (+ foster mother)
2. Father (+ foster father)
3. Step-mother
4. Step-father
5. Mother-in-law/Partner's mother
6. Father-in-law/Partner's father
7. Son aged 16 or over (+ adopted/foster)
8. Daughter aged 16 or over (+ adopted/foster)
9. Step-son/Step-daughter aged 16 or over
10. Son-in-law/Daughter-in-law
11. Brother (+ step/half/brother)
12. Sister (+ step/half sister)
14. Grandchild (+ step/-in-law)
15. Grandparent/ grandparent-in-law
17. Uncle/Aunt(Uncle or Aunt-in-law)
18. Nephew /Niece (Nephew /Niece-in'law)
19. Ex-husband/Ex-wife/Ex-partner (+ separated)
20. Other relative
21. NONE OF THESE

ASK IF: \((\text{QTNumCh.QNumCh[LDM2].HasDep} = \text{Yes}) \text{ OR } (\text{FNonRes} = \text{Yes})\)

**Fhelp (F10)**

SHOWCARD F4

I am going to show you a list of people who can give advice about bringing up children. Have any of these given you advice about your child(ren) in the last 12 months, that is, since \(^\text{DMDLYEAR}\)?

CODE ALL THAT APPLY

SET [13] OF

1. Doctor
2. Health Visitor/Nurse
3. Midwife
4. Social Worker
5. Religious leader or religious organisation
6. Teacher or lecturer
7. Parenting group or class/Parents and Toddlers/Playgroup/Pre-school group
8. Parentline Plus telephone helpline
9. Other telephone helplines
10. Voluntary/ Community organisations
11. Youth Offending Team
12. Child and Adolescent Mental Health Services
13. None of these
**ASK IF:** (QTNumCh.QNumCh[LDM2].HasDep = Yes) OR (FNonRes = Yes)  
AND: NOT (None IN Fhelp)

**FUse (F11)**

Did you find any of the information useful?

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

**ASK IF:** (QTNumCh.QNumCh[LDM2].HasDep = Yes) OR (FNonRes = Yes)  
AND: NOT (None IN Fhelp)  
AND: (Fhelp.CARDINAL > 1) AND (FUse = Yes)

**FMost (F12)**

SHOWCARD F4
Which sources did you find useful?  
CODE ALL THAT APPLY

SET [13] OF
(1) Doctor  
(2) Health Visitor/Nurse  
(3) Midwife  
(4) Social Worker  
(5) Religious leader or religious organisation  
(6) Teacher or lecturer  
(7) Parenting group or class/Parents and Toddlers/Playgroup/Pre-school group  
(8) Parentline Plus telephone helpline  
(9) Other telephone helplines  
(10) Voluntary/ Community organisations  
(11) Youth Offending Team  
(12) Child and Adolescent Mental Health Services  
(13) None of these

**ASK IF:** (QTNumCh.QNumCh[LDM2].HasDep = Yes) OR (FNonRes = Yes)

**FPref (F13)**

SHOWCARD F5
If you needed advice or information about bringing up children, which, if any, of these methods would you most prefer to use? Please choose only one.  
CODE ONE ONLY

(1) Speaking to someone face-to-face  
(2) Telephone helpline  
(3) TV or radio  
(4) Leaflets  
(5) Newspapers or Magazines  
(6) Books  
(7) Internet or website  
(8) OTHER  
(9) NO ADVICE NEEDED
**FSatis (F14)**

SHOWCARD F6

[*] Thinking about the amount and quality of advice and information that is currently available for parents about bringing up children, overall, how satisfied or dissatisfied are you with the advice and information available?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>2</td>
<td>Fairly satisfied</td>
</tr>
<tr>
<td>3</td>
<td>Fairly dissatisfied</td>
</tr>
<tr>
<td>4</td>
<td>Very dissatisfied</td>
</tr>
<tr>
<td>5</td>
<td>DON'T KNOW/CAN'T SAY</td>
</tr>
</tbody>
</table>

**FIwant (F15)**

Is there any advice or information on bringing up children that you would like?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

**FIwhat (F16)**

SHOW CARD F7

What topics would you like advice or information about?

PROBE TOPIC - AGE GROUP COVERED AT NEXT QN
CODE ALL THAT APPLY


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education provision (nursery, school, college)</td>
</tr>
<tr>
<td>2</td>
<td>Career development, jobs</td>
</tr>
<tr>
<td>3</td>
<td>Childcare (childminders, nannies)</td>
</tr>
<tr>
<td>4</td>
<td>Parenting skills /child development</td>
</tr>
<tr>
<td>5</td>
<td>Drugs</td>
</tr>
<tr>
<td>6</td>
<td>Other health issues (feeding, diet, smoking, drinking, sex)</td>
</tr>
<tr>
<td>7</td>
<td>Bullying /being bullied</td>
</tr>
<tr>
<td>8</td>
<td>Anti-social behaviour</td>
</tr>
<tr>
<td>9</td>
<td>Other behaviour problems (tantrums, truanting)</td>
</tr>
<tr>
<td>10</td>
<td>Sources of advice/how to access information</td>
</tr>
<tr>
<td>11</td>
<td>Other</td>
</tr>
</tbody>
</table>

**FIwhats (F17)**

INTERVIEWER: SPECIFY WHAT INFORMATION IS WANTED

STRING[100]
ASK IF: (QNumCh.QNumCh[LDM2].HasDep = Yes) OR (FNonRes = Yes)  
AND: F1want = Yes

F1who (F18)

Would you want information for a particular age group?

IF RESPONDENT USES DIFFERENT TERMS, PROBE AGE RANGE  
CODE ALL THAT APPLY

SET [7] OF
(1)  0-2/Babies/Toddlers  
(2)  3-4/Pre-school  
(3)  5-10/Primary school  
(4)  11-15/Secondary school  
(5)  16-19  
(6)  All ages/No age range specified  
(7)  Other
ASK ALWAYS:

SIntro1
Now I have some questions about the area that you live in. I am going to talk about a number of different places.

PRESS <1> TO CONTINUE

ASK ALWAYS:

SCounty (S1)
Can I just check first, what is the name of your local authority/London borough?

STRING[60]

ASK ALWAYS:

SIntro2
Now I would like you to tell me how strongly you feel you belong to each of the following areas.

PRESS <1> TO CONTINUE

ASK ALWAYS:

SBeneigh (S2)
SHOWCARD S1
[*] First, your neighbourhood?

(1) Very strongly
(2) Fairly strongly
(3) Not very strongly
(4) Not at all strongly
(5) Don’t know

ASK ALWAYS:

SBeLA (S3)
SHOWCARD S1
[*] The (local authority/London borough) area?

(1) Very strongly
(2) Fairly strongly
(3) Not very strongly
(4) Not at all strongly
(5) Don’t know
ASK ALWAYS:

SBeEng (S4)

SHOWCARD S1
[*]England/Wales?

(1) Very strongly
(2) Fairly strongly
(3) Not very strongly
(4) Not at all strongly
(5) Don't know

ASK ALWAYS:

SBeGB (S5)

SHOWCARD S1
[*]Britain?

(1) Very strongly
(2) Fairly strongly
(3) Not very strongly
(4) Not at all strongly
(5) Don't know

ASK ALWAYS:

Sintro3

The next few questions are about your neighbourhood.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

SLive (S6)

Roughly how many years have you lived in this neighbourhood?
INTERVIEWER: IF LESS THAN ONE YEAR CODE AS ZERO

0..99

ASK ALWAYS:

SEnjo (S7)

SHOWCARD S2
[*]Would you say that this is a neighbourhood that you enjoy living in?

(1) Yes, definitely
(2) Yes, to some extent
(3) No
BUILD: CTZ0303A.QInter.QADULT.Qsoccap

**ASK ALWAYS:**

SPull (S8)

SHOWCARD S3
[*] To what extent would you agree or disagree that people in this neighbourhood pull together to improve the neighbourhood.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) DON'T KNOW
(6) NOTHING NEEDS IMPROVING

**ASK ALWAYS:**

SSafe (S9)

SHOWCARD S4
[*] And how safe would you feel walking alone in this neighbourhood after dark?

IF NEVER WALKS ALONE, REPEAT QN AND EMPHASISE 'WOULD': How safe WOULD YOU FEEL if you were walking alone after dark?

(1) Very safe
(2) Fairly safe
(3) A bit unsafe
(4) Very unsafe
(5) NEVER WALKS ALONE AFTER DARK

**ASK ALWAYS:**

STrust (S10)

[*] Would you say that ....

RUNNING PROMPT

(1) MANY of the people in your neighbourhood can be trusted,
(2) SOME can be trusted,
(3) A FEW can be trusted,
(4) or that none of the people in your neighbourhood can be trusted?
(5) JUST MOVED HERE

**ASK ALWAYS:**

SLost (S11)

[*] Suppose you lost your (purse/wallet) with your address in it in the street in this neighbourhood. How likely is it that it would be returned to you with nothing missing? Would you say that it is ...

RUNNING PROMPT

(1) very likely,
(2) quite likely,
(3) not very likely,
(4) or not at all likely?
**ASK ALWAYS:**

**SLitt (S12)**

[*] Thinking back to the last time you saw someone drop litter in the street, what did you do...

RUNNING PROMPT

(1) asked that person to pick it up,
(2) thought about asking them to pick it up but decided not to,
(3) picked it up yourself,
(4) or did you ignore it?

**ASK ALWAYS:**

**SIntro4**

Now I would like to ask you some questions about your wider local area. I mean the area within 15-20 minutes walking distance.

PRESS <1> TO CONTINUE

1..1

**ASK ALWAYS:**

**STogeth (S13)**

SHOWCARD S5

[*] To what extent do you agree or disagree that this local area, within 15/20 minutes walking distance, is a place where people from different backgrounds get on well together?

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) DON'T KNOW
(6) TOO FEW PEOPLE IN LOCAL AREA
(7) ALL SAME BACKGROUNDS

**ASK ALWAYS:**

**SethArea (S14)**

[*] Now thinking about people in this local area (15/20 minutes walking distance). Are all the people in this local area of the same ethnic group as you or not?

(1) All the same
(2) Not the same
**ASK IF: SethArea = Diff**

**SRespect (S15)**

SHOWCARD S5
[*] And would you agree or disagree that this local area (15/20 minutes walking distance) is a place where residents respect ethnic differences between people?

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) DON'T KNOW

**ASK ALWAYS:**

**Smeet (S16)**

SHOWCARD S6
[*] In which of the following situations, if any, would you say you regularly meet and talk with people of a different ethnic origin to you?
CODE ALL THAT APPLY

SET [12] OF
(1) At local shops
(2) At work
(3) At a place of study (school, college, university)
(4) At a place of worship
(5) At relative's homes
(6) At restaurants, pubs, cinemas, community centres etc
(7) In your neighbourhood
(8) On buses or trains
(9) At sports or fitness activities
(10) At youth clubs
(11) At other places
(12) NONE

**ASK ALWAYS:**

**Sintro5**

Now I would like to ask you how often you see friends or neighbours socially.

PRESS <1> TO CONTINUE

1..1

**ASK ALWAYS:**

**SVisyou (S17)**

[*] How often do you have friends or neighbours round to your home? Is it...
RUNNING PROMPT
CODE FIRST THAT APPLIES

(1) at least once a week
(2) at least once a month
(3) or less often?
ASK ALWAYS:

Sout (S18)

[*] And how often do you go out socially with friends or neighbours? Is it...
EXCLUDE VISITS TO FRIENDS' HOMES
RUNNING PROMPT
CODE FIRST THAT APPLIES?

(1) at least once a week
(2) at least once a month
(3) or less often?

ASK ALWAYS:

Sintro6

Now some questions about your friends.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

SEduc (S19)

[*] Do all of your friends have similar educational qualifications to you or not?

(1) All the same
(2) Not the same
(3) DONT HAVE ANY FRIENDS

ASK IF: SEduc = Diff

Seducp (S20)

[*] What proportion of your friends have similar qualifications to you...
RUNNING PROMPT

(1) more than a half
(2) about a half
(3) or less than a half?

ASK IF: NOT (SEduc = NONE)

SRace (S21)

[*] And what about ethnic group. Are all your friends of the same ethnic group as you or not?

(1) All the same
(2) Not the same
(3) DONT HAVE ANY FRIENDS
**ASK IF**: NOT (SEduc = NONE)  
  **AND**: SRace = Diff

**Sracep (S22)**

[*] What proportion of your friends are from the same ethnic group as you...

**RUNNING PROMPT**

(1) more than a half  
(2) about a half  
(3) or less than a half?

**ASK ALWAYS:**

**Sneigh (S23)**

[*] Now thinking about people in your neighbourhood. Are all the people in your neighbourhood of the same ethnic group as you or not?

(1) All the same  
(2) Not the same

**ASK IF**: Sneigh = Diff

**Sneighp (S24)**

[*] What proportion of people in your neighbourhood are from the same ethnic group as you...

**RUNNING PROMPT**

(1) more than a half  
(2) about a half  
(3) or less than a half?
ASK ALWAYS:

PIntro1

Now thinking about whether you can influence political decisions and local affairs.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

PAcUK (C1)

SHOWCARD C1

In the last 12 months, that is since ^DMDLYEAR, have you contacted any of the people listed on the card? Please exclude contact with councillors or council staff for personal issues such as housing repairs, and contact through work.

CODE ALL THAT APPLY

SET [9] OF
(1) Local councillor
(2) Member of Parliament (MP)
(3) Public official working for local council
(4) Government official
(5) Elected member of the Greater London Assembly - including the Mayor of London
(6) Public official working for the Greater London Assembly
(7) Elected member of the National Assembly for Wales - including the First Minister
(8) Public official working for the National Assembly for Wales
(9) NONE OF THE ABOVE

ASK ALWAYS:

Prally (C2)

And in the last 12 months, that is, since ^DMDLYEAR, have you.... ///

INDIVIDUAL PROMPT

CODE ALL THAT APPLY

SET [4] OF
(1) Attended a public meeting or rally?
(2) Taken part in a public demonstration or protest?
(3) Signed a petition?
(4) NONE OF THE ABOVE
ASK IF: NOT ((None IN PActUK) AND (None IN Prally))

Poften (C3)

And about how often have you done this kind of thing/all the things you have mentioned (IE THINGS MENTIONED AT PActUK AND PRALLY) OVER THE LAST 12 MONTHS (since ^DMDLYEAR)? Would you say it was ....

RUNNING PROMPT
CODE FIRST THAT APPLIES
IF RESPONDENT CAN'T WORK OUT FREQUENCY CODE AS OTHER

(1) at least once a week,
(2) less than once a week but at least once a month,
(3) or less often?
(4) OTHER

ASK IF: NOT ((None IN PActUK) AND (None IN Prally))
AND: (Poften = Other) OR (Poften = Less)

Pofoth (C4)

ASK OR RECORD
About how many times in the last 12 months (since ^DMDLYEAR) have you done this kind of thing/all the things you have mentioned (IE THINGS MENTIONED AT PActUK AND PRALLY)
ENTER APPROXIMATE NO OF OCCASIONS IN LAST 12 MONTHS

0..99

ASK ALWAYS:

Pintro2

Please look at this card and tell me whether you agree or disagree with the following statements.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

PAffLoc (C5)

SHOWCARD C2
[*] Firstly, do you agree or disagree that you can influence decisions affecting your local area?

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
**ASK IF: Q Samp.Gor = 11**

**PaffWal (C6)**

SHOWCARD C2

[*] And affecting Wales?
(Do you agree or disagree that you can influence decisions)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

**ASK IF: Q Samp.Gor = 8**

**PAffLon (C7)**

SHOWCARD C2

[*] And affecting London?
(Do you agree or disagree that you can influence decisions)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

**ASK ALWAYS:**

**PAffGB (C8)**

SHOWCARD C2

[*] And affecting Britain?
(Do you agree or disagree that you can influence decisions)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

**ASK ALWAYS:**

**PIntro3**

Now I would like to ask a few questions about trust. Firstly, looking at this showcard, how much do you trust....

PRESS <1> TO CONTINUE

1..1
ASK IF: QDemo1.DWorkA1 = Empee

**PTEmp (C9)**

SHOWCARD C3

[*]Your employer.

(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all
"ASK IF: In loop FOR LQRndQ1 := 1 TO 2"

**PTPolc (Order randomised with PTCrt) (C10)**

SHOWCARD C3

[*]The police.

(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all

**PTCrt (Order randomised with PTPolc) (C11)**

SHOWCARD C3

[*]The Courts - that is, Magistrates and Crown Courts.

(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all

"ASK ALWAYS:

**PTParl (C12)**

SHOWCARD C3

[*]Parliament.

(Do you trust it a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all

"ASK IF: QSamp.Gor = 11"

**PTWal (C13)**

SHOWCARD C3

[*]And the Welsh Assembly.

(Do you trust it a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all
ASK IF: QSamp.Gor = 8

PTLon (C14)

SHOWCARD C3
[*] And the Greater London Assembly.
(Do you trust it a lot, a fair amount, not very much or not at all?)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A lot</td>
</tr>
<tr>
<td>2</td>
<td>A fair amount</td>
</tr>
<tr>
<td>3</td>
<td>Not very much</td>
</tr>
<tr>
<td>4</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

ASK ALWAYS:

PTCncl (C15)

SHOWCARD C3
[*] And your local council.
(Do you trust it a lot, a fair amount, not very much or not at all?)

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>A lot</td>
</tr>
<tr>
<td>2</td>
<td>A fair amount</td>
</tr>
<tr>
<td>3</td>
<td>Not very much</td>
</tr>
<tr>
<td>4</td>
<td>Not at all</td>
</tr>
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</table>

ASK ALWAYS:

PVote (C16)

Can I check, did you vote ...
INDIVIDUAL PROMPT CODE ALL THAT APPLY

SET [2] OF
<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td>in the last general election (national election)?</td>
</tr>
<tr>
<td>2</td>
<td>in the last local council election?</td>
</tr>
<tr>
<td>3</td>
<td>DID NOT VOTE IN EITHER ELECTION</td>
</tr>
<tr>
<td>4</td>
<td>NOT ELIGIBLE TO VOTE</td>
</tr>
</tbody>
</table>
ASK ALWAYS:

FIntro1

INTERVIEWER: READ OUT SLOWLY
I'd like you to think about any groups, clubs or organisations that you've been involved with during the last 12 months. That's anything you've taken part in, supported, or that you've helped in any way, either on your own or with others.
Please exclude giving money and anything that was a requirement of your job.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

Fintro2

In a moment I'll give you some cards.
Please pick out the ones which best describe any groups, clubs or organisations you've taken part in, supported or helped, over the last 12 months.
On each card are some examples, although what you do may not be on the cards.
HAND OUT SHUFFLE CARDS. HELP RESPONDENT IF NECESSARY
IF ANY ACTIVITY FALLS INTO MORE THAN ONE CATEGORY, CHOOSE FIRST ONE THAT APPLIES ON LIST

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

Fifgp (FO1)

INTERVIEWER: CODE IF THE RESPONDENT HAS SELECTED ANY CARDS.

(1) Has selected card(s)
(2) No cards selected
ASK IF: Fifgp = Cards

Fgroup (FO2)

INTERVIEWER: CODE ALL CARDS SELECTED.
LEAVE THESE CARDS SPREAD OUT IN FRONT OF RESPONDENT.
REMOVE ALL OTHER CARDS

SET [16] OF
(1) Children's education/ schools
(2) Youth / children's activities (outside school)
(3) Education for adults
(4) Sports / exercise (taking part, coaching or going to watch)
(5) Religion
(6) Politics
(7) The elderly
(8) Health, Disability and Social welfare
(9) Safety, First Aid
(10) The environment, animals
(11) Justice and Human Rights
(12) Local community or neighbourhood groups
(13) Citizens' Groups
(14) Hobbies / Recreation / Arts/ Social clubs
(15) Trade union activity
(16) Other

ASK IF: Fifgp = Cards

Funpd (FO3)

SHOWCARD V1
LEAVE SHUFFLE CARDS OF GROUPS INVOLVED WITH IN FRONT OF RESPONDENT
Now I would like you to look at this showcard.
In the last 12 months, that is, since ^DMDLYEAR, have you given UNPAID help to any groups, clubs or organisations in any of the ways shown on this card?
CODE ALL THAT APPLY

SET [13] OF
(1) Raising or handling money/taking part in sponsored events
(2) Leading the group/ member of a committee
(3) Organising or helping to run an activity or event
(4) Visiting people
(5) Befriending or mentoring people
(6) Giving advice/ information/ counselling
(7) Secretarial, admin or clerical work
(8) Providing transport/driving
(9) Representing
(10) Campaigning
(11) Other practical help (eg helping out at school, shopping)
(12) Any other help
(13) NONE OF THE ABOVE
**ASK IF:** Fifgp = Cards

AND: NOT (NONE IN Funpd)

**Funoft (FO4)**

SHOWCARD FORA
LEAVE SHUFFLE CARDS OF GROUPS INVOLVED WITH IN FRONT OF RESPONDENT

Overall, about how often over the last 12 months (since DMDLYEAR), have you generally done something to help this (these) group(s), club(s) or organisation(s).

Would you say ...

IF RESPONDENT CAN'T WORK OUT FREQUENCY CODE AS OTHER

RUNNING PROMPT

(1) at least once a week,
(2) less than once a week but at least once a month,
(3) or less often?
(4) OTHER

**ASK IF:** Fifgp = Cards

AND: NOT (NONE IN Funpd)

AND: (Funoft = Other) OR (Funoft = Less)

**FOthOFT2 (FO5)**

ASK OR RECORD

About how many times in the last 12 months have you helped this/these groups?

ENTER APPROXIMATE NO OF OCCASIONS IN LAST 12 MONTHS

0..99

**ASK IF:** Fifgp = Cards

AND: NOT (NONE IN Funpd)

**Funhrs (FO6)**

LEAVE SHUFFLE CARDS OF GROUPS INVOLVED WITH IN FRONT OF RESPONDENT

Now just thinking about the PAST 4 WEEKS.

Approximately how many HOURS have you spent helping this/these group(s), club(s) or organisation(s) in the past 4 weeks?

0..999

**ASK IF:** Fifgp = Cards

AND: NOT (NONE IN Funpd)

**Fgptyp (FO7)**

SHOWCARD V2
LEAVE SHUFFLE CARDS OF GROUPS INVOLVED WITH IN FRONT OF RESPONDENT

On this card are 3 different types of groups, clubs and organisations with examples of each type. Which one(s) best describe the group(s), club(s) or organisation(s) that you help?

LOOK AT EXAMPLES ON CARD AND HELP RESPONDENT IF NECESSARY

CODE ALL THAT APPLY

SET [5] OF

(1) Public sector
(2) Private sector
(3) Voluntary and community sector
(4) Other
(5) Don't know
**ASK IF:** Fifgp = Cards
**AND:** NOT (NONE IN Funpd)

**Findgp (FO8)**

SHOWCARD V3
LEAVE SHUFFLE CARDS OF GROUPS INVOLVED WITH IN FRONT OF RESPONDENT
How did you find out about opportunities to give unpaid help to this (these) group(s), club(s) or organisation(s)?
IF SOURCE NOT ON CARD, CODE AS OTHER AND ASK NEXT QN
CODE ALL THAT APPLY

SET [13] OF
(1) Through previously using services provided by the group
(2) From someone else already involved with the group
(3) Place of worship (church, mosque, synagogue or temple)
(4) School, college, university
(5) Doctor's surgery
(6) Promotional events / volunteer fair
(7) Employer's volunteering scheme
(8) Careers centre / careers fair
(9) Local events
(10) Local newspapers
(11) Teletext/Ceefax
(12) Friends or neighbours/Word of mouth
(13) Other

**ASK IF:** Fifgp = Cards
**AND:** NOT (NONE IN Funpd)
**AND:** Other IN Findgp

**Find2g (FO9)**

How did you find out about opportunities to give unpaid help to this (these) group(s), club(s) or organisation(s)?
CODE ALL THAT APPLY

SET [13] OF
(1) Citizen's Advice Bureau
(2) Community centre
(3) Library
(4) Hospital
(5) TimeBank
(6) Millennium Volunteers
(7) Volunteer bureau, council for voluntary service or other volunteer placing agency
(8) Local TV / radio
(9) National TV / radio
(10) National newspapers
(11) Internet / organisational website
(12) Yellow Pages/ telephone directory
(13) Other
ASK ALWAYS:

IIntro1

Now I want to ask you about any unpaid help you, as an individual, may have given to other people, that is apart from any help given through a group, club or organisation. This could be help for a friend, neighbour or someone else BUT NOT A RELATIVE.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

Ihlp (I1)

SHOWCARD V4

In the last 12 months, that is, since ^DMDLYEAR, have you done any of these things, UNPAID, for someone who was NOT A RELATIVE?

INCLUDE PAYMENT IN KIND/EXPENSES

CODE ALL THAT APPLY

SET [13] OF
(1) Keeping in touch with someone who has difficulty getting out and about (visiting in person, telephoning or e-mailing)
(2) Doing shopping, collecting pension or paying bills
(3) Cooking, cleaning, laundry, gardening or other routine household jobs
(4) Decorating, or doing any kind of home or car repairs
(5) Baby sitting or caring for children
(6) Sitting with or providing personal care (e.g. washing, dressing) for someone who is sick or frail
(7) Looking after a property or a pet for someone who is away
(8) Giving advice
(9) Writing letters or filling in forms
(10) Representing someone (for example in talking to a council official)
(11) Transporting or escorting someone (for example to a hospital or on an outing)
(12) Anything else
(13) NO HELP GIVEN IN LAST 12 MONTHS

ASK IF: NOT (NONE IN Ihlp)

IhlpOft (I2)

Over the past 12 months, that is, since ^DMDLYEAR, about how often have you done this kind of thing/all the things you have mentioned?

Would you say ...

IF RESPONDENT CAN'T WORK OUT FREQUENCY CODE AS OTHER

RUNNING PROMPT

(1) at least once a week,
(2) at least once a month,
(3) or less than often?
(4) OTHER
ASK IF: NOT (NONE IN Ihlp)
AND: (IhlpOft = Other) OR (IhlpOft = Less)

IOthOFT (13)

ASK OR RECORD
About how many times in the last 12 months (since ^DMDLYEAR) have you done this kind of
thing/these kind of things?
ENTER APPROXIMATE NO OF OCCASIONS IN LAST 12 MONTHS

0..99

ASK IF: NOT (NONE IN Ihlp)

Ihlphrs (14)

Now just thinking about the PAST 4 WEEKS.
Approximately how many HOURS have you spent doing `Text2 in the past 4 weeks?

0..999
ASK ALWAYS:

Hintro1

Now I would like to ask you about any unpaid help that you may have received.

STRING[1]

ASK ALWAYS:

HRecV (RE1)

SHOWCARD V4
In the last 12 months, that is, since ^DMDLYEAR, have you received any UNPAID help of the kind shown on the card. I mean help that you did not have to pay for from a group or a person WHO WAS NOT A RELATIVE.
CODE ALL THAT APPLY

SET [13] OF
(1) Keeping in touch with you because you have difficulty getting out and about (visiting in person, telephoning or e-mailing)
(2) Doing shopping, collecting pension or paying bills for you
(3) Cooking, cleaning, laundry, gardening or other routine household jobs for you
(4) Decorating, or doing any kind of home or car repairs for you
(5) Baby sitting or caring for your children
(6) Sitting with or providing personal care (e.g. washing, dressing) for you
(7) Looking after a property or a pet for you whilst you are away
(8) Giving advice to you
(9) Writing letters or filling in forms for you
(10) Representing you (for example in talking to a council official)
(11) Transporting or escorting you (for example to a hospital or on an outing)
(12) Anything else
(13) NO HELP RECEIVED IN LAST 12 MONTHS

ASK IF: NOT (NONE IN HRecV)

Hintro3

I am going to read out some things people have said about receiving unpaid help. Please tell me whether you personally agree or disagree with each one.

PRESS <1> TO CONTINUE

1..1
ASK IF: NOT (NONE IN HRecV)
AND: In loop FOR LQRndQ2 := 1 TO 4

HRStat1 (RE2)
SHOWCARD V5 (Order randomised)
[*] Receiving unpaid help makes me feel dependent.
(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

HRStat2 (RE3)
SHOWCARD V5 (Order randomised)
[*] I consider the person or people giving me help as my friends.
(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

HRStat3 (RE4)
SHOWCARD V5 (Order randomised)
[*] I am happy to receive this help, because I know that I would be happy to give it to someone else if I could.
(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

HRStat4 (RE5)
SHOWCARD V5 (Order randomised)
[*] I feel I am entitled to their help.
(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
This section deals with ways in which people can give to charity.

PRESS <1> TO CONTINUE

1..1

SHOW CARD V6

The card shows different ways in which people can give money to charity.

IN THE PAST 4 WEEKS, have you given any money to charity using these or any other method? Please exclude donating goods or prizes.

SET [13] OF
(1) Door-to-door collection
(2) Street collection
(3) Sponsorship
(4) Collection at church, mosque, other place of worship
(5) Shop counter collection
(6) Pub collection
(7) Collection at work
(8) Buying raffle tickets (NOT national lottery
(9) Buying goods from a charity shop or catalogue
(10) Direct debit, standing order, covenant or debit from salary
(11) Any other gifts of money
(12) Other method of giving
(13) DID NOT GIVE TO CHARITY

ABOUT HOW MUCH (ALTOGETHER) HAVE YOU GIVEN TO CHARITY IN THE LAST 4 WEEKS? (IF APPLICABLE: PLEASE EXCLUDE BUYING GOODS).

ENTER AMOUNT TO NEAREST £; ACCEPT ESTIMATES

0.9999
ASK IF: QDemo1.DWorkA1 = Empee

GEmpVol (G3)

Some employers have schemes for employees to help with community projects, or voluntary or charity organisations, or to donate money. Does your employer offer anything of this sort? IF YES, PROMPT: Is that a scheme for helping, for donating or both?

(1) Both helping and donating
(2) Scheme for helping only
(3) Scheme for donating only
(4) Neither
(5) Don't know

ASK IF: QDemo1.DWorkA1 = Empee
AND: ((GEmpVol = Help) OR (GEmpVol = Donate)) OR (GEmpVol = Both)

GDoempl (G4)

And can I just check, have YOU participated in any activities of this sort that were encouraged by your employer, in the LAST 12 MONTHS, that is, since ^DMDLYEAR? IF YES, PROMPT: Were you helping, or donating or both?

(1) Yes - helping only
(2) Yes - donating only
(3) Yes - BOTH helping AND donating
(4) No

ASK IF: QDemo1.DWorkA1 = Empee
AND: ((GEmpVol = Help) OR (GEmpVol = Donate)) OR (GEmpVol = Both)
AND: ((GDoempl = Help) OR (GDoempl = Donate)) OR (GDoempl = Both)

Goften (G5)

And about how often have you done this kind of thing OVER THE LAST 12 MONTHS, that is, since ^DMDLYEAR? Would you say it was .... RUNNING PROMPT IF RESPONDENT CAN'T WORK OUT FREQUENCY CODE AS OTHER

(1) at least once a week,
(2) less than once a week but at least once a month,
(3) or less often?
(4) OTHER

ASK IF: QDemo1.DWorkA1 = Empee
AND: ((GEmpVol = Help) OR (GEmpVol = Donate)) OR (GEmpVol = Both)
AND: ((GDoempl = Help) OR (GDoempl = Donate)) OR (GDoempl = Both)
AND: (Goften = Other) OR (Goften = Less)

Gofoth (G6)

ASK OR RECORD
About how many times in the last 12 months have you done this?
ENTER APPROXIMATE NO OF OCCASIONS IN LAST 12 MONTHS

0..99
ASK IF: QDemo1.DWorkA1 = Empee
   AND: ((GEmpVol = Help) OR (GEmpVol = Donate)) OR (GEmpVol = Both)
   AND: ((GDoempl = Help) OR (GDoempl = Donate)) OR (GDoempl = Both)

Gemphr (G7)

Now just thinking about the PAST 4 WEEKS.
Approximately how many HOURS have you spent helping through an employer scheme in the past 4 weeks?

0..999
ASK ALWAYS:

RIntr1

I am now going to ask you some questions about racial prejudice.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

Rprej1 (RA1)

[*] First, thinking about racial prejudice in Britain today, do you think that there is now....

RUNNING PROMPT

(1) less racial prejudice than there was FIVE YEARS AGO
(2) more than there was five years ago
(3) or about the same amount?
(4) DON'T KNOW/CAN'T SAY

ASK IF: Rprej1 = morenow

RHowM (RA2)

[*] Do you think that there is now MUCH more racial prejudice or just a LITTLE more than there was 5 years ago?

(1) Much more now
(2) A little more now
(3) Don't know/ Can't say
**ASK IF: Rprej1 = morenow**

**RWhoM (RA3)**

[*]Which groups do you think there is now MORE racial prejudice against, compared with five years ago.

DO NOT PROMPT
CODE ALL THAT APPLY

SET [13] OF
(1)  Asian people (Indian, Pakistani, Bangladeshi)
(2)  Black people (Caribbean, African)
(3)  Chinese people
(4)  White people
(5)  Mixed race people
(6)  Buddhists
(7)  Hindus
(8)  Jews
(9)  Muslims
(10)  Sikhs
(11)  Asylum seekers/Refugees
(12)  New immigrants
(13)  Other (specify)

**ASK IF: Rprej1 = morenow**

**AND: Other IN RWhoM**

**RwhomS (RA4)**

[*]INTERVIEWER SPECIFY GROUPS AGAINST WHOM THERE IS MORE PREJUDICE

STRING[100]

**ASK IF: Rprej1 = lessnow**

**RHowL (RA5)**

[*]Do you think that there is now MUCH less racial prejudice or just a LITTLE less than there was 5 years ago?

(1)  Much less now
(2)  A little less now
(3)  Don't know/ Can't say
**ASK IF: Rprej1 = lessnow**

**RWhol (RA6)**

[*] Which groups do you think there is now LESS racial prejudice against, compared with five years ago.

DO NOT PROMPT
CODE ALL THAT APPLY

SET [13] OF
(1) Asian people (Indian, Pakistani, Bangladeshi)
(2) Black people (Caribbean, African)
(3) Chinese people
(4) White people
(5) Mixed race people
(6) Buddhists
(7) Hindus
(8) Jews
(9) Muslims
(10) Sikhs
(11) Asylum seekers/Refugees
(12) New immigrants
(13) Other (specify)

**ASK IF: Rprej1 = lessnow**
**AND: Other IN RWhol**

**RwholS (RA7)**

[*] INTERVIEWER SPECIFY GROUPS AGAINST WHOM THERE IS LESS PREJUDICE

STRING[100]

**ASK ALWAYS:**

**Rprej2 (RA8)**

[*] And now I would like you to think about the situation in FIVE YEARS TIME. Do you think that in FIVE YEARS TIME there will be....

RUNNING PROMPT

(1) less racial prejudice than there is now
(2) more than there is now
(3) or about the same amount?
(4) DON'T KNOW/CAN'T SAY
ASK ALWAYS:

ROrg (RA9)

SHOWCARD R1
Please look at this card and tell me which of these organisations you have had any direct contact with OVER THE PAST FIVE YEARS as a member of the public.

CODE ALL THAT APPLY

SET [17] OF
(1) A local doctor's surgery
(2) A local school
(3) A council housing department or housing association
(4) A local council (apart from housing department)
(5) A private landlord or letting agent
(6) The Armed Forces
(7) An insurance company
(8) A bank or building society
(9) A Jobcentre
(10) The Courts (Magistrates Courts and Crown Court)
(11) The Crown Prosecution Service
(12) The Home Office (apart from through this survey)
(13) The Police
(14) The Immigration Authorities
(15) The Prison Service
(16) The Probation Service
(17) None of the above

ASK ALWAYS:

RIntr2

Now I would like to ask you whether you think different organisations treat people of all races equally or not. Imagine yourself as a member of the public using the services provided by the following organisations. How do you think they would treat YOU :- worse than people of other races, better than people of other races, or the same as people of other races? It doesn't matter if you have had no direct contact with the organisations, it's just your opinions I'm after.

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

RDIs01 (RA10)

SHOWCARD R2
[*]How do you think a local doctor's surgery would treat you :-
worse than people of other races, better than people of other races, or the same as people of other races?

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion
ASK ALWAYS:

RDis02 (RA11)
SHOWCARD R2
[*] A local school?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

ASK ALWAYS:

RDis03 (RA12)
SHOWCARD R2
[*] A council housing department or housing association?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

ASK ALWAYS:

RDis04 (RA13)
SHOWCARD R2
[*] A local council (apart from a housing department)?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

ASK ALWAYS:

RDis05 (RA14)
SHOWCARD R2
[*] A private landlord? :-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion
**ASK ALWAYS:**

**RDis06 (RA15)**

SHOWCARD R2
[*]The Armed Forces?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

**ASK ALWAYS:**

**RDis07 (RA16)**

SHOWCARD R2
[*]An insurance company?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

**ASK ALWAYS:**

**RDis08 (RA17)**

SHOWCARD R2
[*]A bank or building society?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion

**ASK ALWAYS:**

**RDis09 (RA18)**

SHOWCARD R2
[*]A Jobcentre?:-
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know/ no opinion
**ASK ALWAYS:**

**RDis10 (RA19)**

SHOWCARD R2

[*] The Courts - that is, Magistrates and Crown Courts? :-

(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

1. I would be treated worse than other races
2. I would be treated better than other races
3. I would be treated the same as other races
4. Don't know/ no opinion

**ASK ALWAYS:**

**RDis11 (RA20)**

SHOWCARD R2

[*] The Crown Prosecution Service? :-

(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

1. I would be treated worse than other races
2. I would be treated better than other races
3. I would be treated the same as other races
4. Don't know/ no opinion

**ASK ALWAYS:**

**RDis12 (RA21)**

SHOWCARD R2

[*] The Home Office? :-

(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

1. I would be treated worse than other races
2. I would be treated better than other races
3. I would be treated the same as other races
4. Don't know/ no opinion

**ASK ALWAYS:**

**RDis13 (RA22)**

SHOWCARD R2

[*] The Police? :-

(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

1. I would be treated worse than other races
2. I would be treated better than other races
3. I would be treated the same as other races
4. Don't know/ no opinion
**ASK ALWAYS:**

**RDis14 (RA23)**

SHOWCARD R2  
[*]The Immigration Authorities?:-  
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races  
(2) I would be treated better than other races  
(3) I would be treated the same as other races  
(4) Don't know/ no opinion

**ASK ALWAYS:**

**RDis15 (RA24)**

SHOWCARD R2  
[*]The Prison Service?:-  
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races  
(2) I would be treated better than other races  
(3) I would be treated the same as other races  
(4) Don't know/ no opinion

**ASK ALWAYS:**

**RDis16 (RA25)**

SHOWCARD R2  
[*]The Probation Service?:-  
(Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?)

(1) I would be treated worse than other races  
(2) I would be treated better than other races  
(3) I would be treated the same as other races  
(4) Don't know/ no opinion
ASK IF: (((((((((((((RDis01 = Better) OR (RDis02 = Better)) OR (RDis03 = Better)) OR (RDis04 = Better)) OR (RDis05 = Better)) OR (RDis06 = Better)) OR (RDis07 = Better)) OR (RDis08 = Better)) OR (RDis09 = Better)) OR (RDis10 = Better)) OR (RDis11 = Better)) OR (RDis12 = Better)) OR (RDis13 = Better)) OR (RDis14 = Better)) OR (RDis15 = Better)) OR (RDis16 = Better)

Rhowse (RA26)

[*]When you said that you would be treated BETTER than other races, which races were you thinking of?
Which races would be treated WORSE THAN YOU?

DO NOT PROMPT
CODE ALL THAT APPLY

SET [13] OF
(1) Asian people (Indian, Pakistani, Bangladeshi)
(2) Black people (Caribbean, African)
(3) Chinese people
(4) White people
(5) Mixed race people
(6) Buddhists
(7) Hindus
(8) Jews
(9) Muslims
(10) Sikhs
(11) Asylum seekers/Refugees
(12) New immigrants
(13) Other (specify)

ASK IF: (((((((((((((RDis01 = Better) OR (RDis02 = Better)) OR (RDis03 = Better)) OR (RDis04 = Better)) OR (RDis05 = Better)) OR (RDis06 = Better)) OR (RDis07 = Better)) OR (RDis08 = Better)) OR (RDis09 = Better)) OR (RDis10 = Better)) OR (RDis11 = Better)) OR (RDis12 = Better)) OR (RDis13 = Better)) OR (RDis14 = Better)) OR (RDis15 = Better)) OR (RDis16 = Better)

AND: Other IN Rhowse

RhowrS (RA27)

INTERVIEWER: RECORD WHICH 'OTHER' RACE(S) WOULD BE TREATED WORSE THAN THEM
EXCLUDE ANY ALREADY CODED

STRING[60]
ASK IF: (((((((((RDis01 = Worse) OR (RDis02 = Worse)) OR (RDis03 = Worse)) OR (RDis04 = Worse)) OR (RDis05 = Worse)) OR (RDis06 = Worse)) OR (RDis07 = Worse)) OR (RDis08 = Worse)) OR (RDis09 = Worse)) OR (RDis10 = Worse)) OR (RDis11 = Worse)) OR (RDis12 = Worse)) OR (RDis13 = Worse)) OR (RDis14 = Worse)) OR (RDis15 = Worse)) OR (RDis16 = Worse))

Rwhobtr (RA28)

[*] When you said that you would be treated WORSE than other races, which races were you thinking of? Which races would be treated BETTER THAN YOU?

DO NOT PROMPT
CODE ALL THAT APPLY

SET [13] OF
(1) Asian people (Indian, Pakistani, Bangladeshi)
(2) Black people (Caribbean, African)
(3) Chinese people
(4) White people
(5) Mixed race people
(6) Buddhists
(7) Hindus
(8) Jews
(9) Muslims
(10) Sikhs
(11) Asylum seekers/Refugees
(12) New immigrants
(13) Other (specify)

ASK IF: (((((((((((RDis01 = Worse) OR (RDis02 = Worse)) OR (RDis03 = Worse)) OR (RDis04 = Worse)) OR (RDis05 = Worse)) OR (RDis06 = Worse)) OR (RDis07 = Worse)) OR (RDis08 = Worse)) OR (RDis09 = Worse)) OR (RDis10 = Worse)) OR (RDis11 = Worse)) OR (RDis12 = Worse)) OR (RDis13 = Worse)) OR (RDis14 = Worse)) OR (RDis15 = Worse)) OR (RDis16 = Worse))

AND: Other IN Rwhobtr

RwhobtS (RA29)

INTERVIEWER: RECORD WHICH 'OTHER' RACE(S) WOULD BE TREATED BETTER THAN THEM
EXCLUDE ANY ALREADY CODED

STRING[60]

ASK IF: ((QDemo1.DWorkA1 = Empee) OR (QDemo1.DworkB = Yes)) OR (QDemo1.DworkC = Lkemp)

RDIsJob (RA30)

[*] May I check, in the last FIVE YEARS, have you been refused or turned down for a job?

(1) Yes
(2) No
(3) Don't know
ASK IF: ((QDemo1.DWorkA1 = Empee) OR (QDemo1.DworkB = Yes)) OR (QDemo1.DworkC = Lktemp) AND: RDisJob = Yes

RWhyJb (RA31)
SHOW CARD R3
[*] Do you think you were refused the job for any of the reasons on this card?
CODE ALL THAT APPLY

SET [8] OF
(1) your gender
(2) your age
(3) your race
(4) your religion
(5) your colour
(6) where you live
(7) DON'T KNOW
(8) NONE OF THE ABOVE

ASK IF: (QDemo1.DWorkA1 = Empee) OR (QDemo1.DworkB = Yes)

RDisPro (RA32)
[*] In the last FIVE YEARS, have you been treated unfairly at work with regard to promotion or a move to a better position?

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

ASK IF: (QDemo1.DWorkA1 = Empee) OR (QDemo1.DworkB = Yes) AND: RDisPro = Yes

RWhyPr (RA33)
SHOW CARD R3
[*] Do you think you were discriminated against because of...
CODE ALL THAT APPLY

SET [8] OF
(1) your gender
(2) your age
(3) your race?
(4) your religion?
(5) your colour?
(6) where you live
(7) DON'T KNOW
(8) NONE OF THE ABOVE

ASK ALWAYS:

RIntr3
Now I would like to ask you some questions about religion.
PRESS <1> TO CONTINUE
1..1
ASK ALWAYS:

RPastRel (RA34)

[*] Thinking first of your childhood, were you raised according to any particular religion?

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

ASK IF: RPastRel = Yes

RRelpas (RA35)

Which religion was that?

(1) Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
(2) Buddhism
(3) Hinduism
(4) Judaism (Jewish)
(5) Islam (Muslim)
(6) Sikhism
(7) Other religion

ASK ALWAYS:

RNowRel (RA36)

[*] Do you actively practise any religion now?

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

ASK IF: RNowRel = Yes

RRelNow (RA37)

Which religion is that?

(1) Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
(2) Buddhism
(3) Hinduism
(4) Judaism (Jewish)
(5) Islam (Muslim)
(6) Sikhism
(7) Other religion

ASK IF: (RNowRel = Yes) AND (QDemo1.DWorkA1 = Empee)

RRelHol (RA38)

Thinking of the last FIVE YEARS, have you sometimes required days off work if religious festivals or holidays fell on days when you should be at work?

(1) Yes
(2) No
(3) Don't know
Ask if: \( (R\text{Now}Rel = \text{Yes}) \text{ AND } (Q\text{Demo1.DWorkA1} = \text{Empee}) \) \\
\hspace{1cm} AND: \( R\text{RelHol} = \text{Yes} \)

**RHolAll (RA39)**

Has your employer usually allowed you to take time off for this purpose, either as paid or unpaid leave?

(1) Yes  
(2) No

Ask if: \( (R\text{Now}Rel = \text{Yes}) \text{ AND } (Q\text{Demo1.DWorkA1} = \text{Empee}) \)

**RPrayWk (RA40)**

Does your employer provide any facilities for prayer at work?

(1) Yes  
(2) No  
(3) Don't know
ASK ALWAYS:

Iftrans

INTERVIEWER: ARE YOU USING AN INTERPRETER? (IF SO, THIS SECTION WILL BE OMITTED)

(1) Yes
(2) No
Now some questions about the rights of people living in the UK. By rights I mean the things that people are entitled to if they live in this country.
First I will ask you about rights that you think you ACTUALLY have and then next the rights that you SHOULD have.

PRESS <1> TO CONTINUE

Which of the rights on this card do you think you ACTUALLY have as someone living in the UK?
CODE ALL THAT APPLY

To have access to free education for children
To have freedom of speech
To have freedom of thought, conscience and religion
To have free elections
To be looked after by the State if you cannot look after yourself
To be protected from crime
To be treated fairly and equally
To have free health-care if you need it
To have a job
NONE OF THE ABOVE

And which, if any, do you think you SHOULD have?
CODE ALL THAT APPLY

To have access to free education for children
To have freedom of speech
To have freedom of thought, conscience and religion
To have free elections
To be looked after by the State if you cannot look after yourself
To be protected from crime
To be treated fairly and equally
To have free health-care if you need it
To have a job
NONE OF THE ABOVE
EIntro2

Now I would like you to think about the responsibilities of people living in the UK. I mean the things that all people are obliged to do.

PRESS <1> TO CONTINUE

1..1

EResp (RI3)

SHOWCARD E2

[*] On this card are things which some people feel should be the responsibilities of every person living in the UK. Which, if any, do you feel should be the responsibility of everyone living in the UK?

CODE ALL THAT APPLY

SET [12] OF

(1) To obey and respect the law
(2) To behave morally and ethically
(3) To help and protect your family
(4) To raise children properly
(5) To work to provide for yourself
(6) To behave responsibly
(7) To vote
(8) To respect and preserve the environment
(9) To help others
(10) To treat others with fairness and respect
(11) To treat all races equally
(12) NONE OF THE ABOVE

EIntro3

Now I am going to read out some things that people have said about the rights and responsibilities of people living in the UK. I'd like you to tell me whether you agree or disagree with each one.

PRESS <1> TO CONTINUE

1..1
ASK IF: Iftrans = No
AND: In loop FOR LQRndQ3 := 1 TO 5

EStat1 (RI14)
SHOWCARD E3 (Order randomised)
[*]You can't demand rights as someone living in the UK without also accepting the responsibilities.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

Estat2 (RI15)
SHOWCARD E3 (Order randomised)

[*]Everyone is entitled to basic human rights, regardless of whether they are a good person or not.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

Estat3 (RI16)
SHOWCARD E3 (Order randomised)

[*]Some people take advantage of public services and benefits, without putting anything back into the community.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree

Estat4 (RI17)
SHOWCARD E3 (Order randomised)

[*]If everyone would mind their own business our society would be a better place.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
Estat5 (RI18)

SHOWCARD E3  (Order randomised)

[*] If everyone treated others as they would want to be treated themselves, our society would be a better place.

(1)  Definitely agree
(2)  Tend to agree
(3)  Tend to disagree
(4)  Definitely disagree
Now I would like to ask you for a few more details about yourself.

PRESS <1> TO CONTINUE

1..1

Do you regularly read any NATIONAL newspaper? By regularly I mean at least ONCE A WEEK.

(1) Yes
(2) No

And do you regularly read any LOCAL newspaper about your area? By regularly I mean at least ONCE A WEEK.

(1) Yes
(2) No

And do you regularly listen to any NATIONAL radio station? By regularly I mean on at least THREE days per week.

(1) Yes
(2) No

And do you regularly listen to any LOCAL radio station? By regularly I mean on at least THREE days per week.

(1) Yes
(2) No
ASK ALWAYS:

MWkdayTV (M5)
And how many hours of television do you normally watch on an ordinary day or evening during the week, that is, Monday to Friday?
CODE TO NEAREST HOUR.
IF NONE CODE 0.
0..24

ASK ALWAYS:

MWkEndTV (M6)
And thinking now about an ordinary weekend. How many hours of television do you normally watch IN TOTAL over the weekend, that is Saturday AND Sunday?
CODE TO NEAREST HOUR.
IF NONE CODE 0.
0.48

ASK ALWAYS:

MTrans (M7)
Can I check, do you or anyone else in your household at present, own or have continuous use of any car, van or motorbike?
CODE ALL THAT APPLY

SET [2] OF
(1)  Yes - car/van
(2)  Yes - motorbike/moped
(3)  No
CTZ0303A.QInter.QADULT (continued)

Questionnaire block for adult

**Ask If:** \((Q\text{Inter.WHOFIRST} = \text{CHILD}) \text{ OR } (Q\text{Inter.WHOFIRST} = \text{YOUNG})\)

**NowEMP**

Now PRESS <CTRL + ENTER> and go to the parallel block QEMPAD

STRING[1]
**CTZ0303A.QInter.QHRPINFO**

---

**ASK ALWAYS:**

**HRPStart**

THIS IS THE START OF THE QUESTIONS ABOUT THE HRP

PRESS <1> TO CONTINUE

1..1

---

**ASK ALWAYS:**

**DoHRP**

INTERVIEWER: YOU NOW NEED TO COLLECT THE INFORMATION ABOUT THE HRP.

THESE QUESTIONS MUST BE ANSWERED BY AN ADULT.

I have a few general questions about ^DMNAMES[LDMHRP].

(1) PRESS <1> TO CONTINUE

---

**ASK ALWAYS:**

**HWrking (H1)**

Did ^DMNAMES[LDMHRP] do any paid work in the 7 days ending Sunday the ^DMDLSUN, either as an employee or as self-employed?

(1) Yes
(2) No

**ASK IF: HWrking = No**

AND: (QTHComp.QHComp[LDMHRP].DVage < 63) OR ((QTHComp.QHComp[LDMHRP].DVage < 65) AND (QTHComp.QHComp[LDMHRP].Sex = Male))

---

**HScheme (H2)**

Was ^DMNAMES[LDMHRP] on a government scheme for employment training?

(1) Yes
(2) No

**ASK IF: HWrking = No**

AND: (LHRPILO1 = 1) OR (HScheme = No)

---

**HJbAway (H3)**

Did ^DMNAMES[LDMHRP] have a job or business that you were away from?

(1) Yes
(2) No
(3) Waiting to take up a new job/business already obtained
**ASK IF:** \( \text{HWrking} = \text{No} \)
\[ \text{AND:} (\text{LHRPILO1} = 1) \text{ OR (HScheme = No)} \]
\[ \text{AND:} (\text{HJbAway = No}) \text{ OR (HJbAway = Waiting)} \]

**HOwnBus (H4)**

Did \(^{\text{DMNAMES}}[\text{LDMHRP}]\) do any unpaid work in that week for any business that you own?

1. Yes
2. No

**ASK IF:** \( \text{HWrking} = \text{No} \)
\[ \text{AND:} (\text{LHRPILO1} = 1) \text{ OR (HScheme = No)} \]
\[ \text{AND:} (\text{HJbAway = No}) \text{ OR (HJbAway = Waiting)} \]
\[ \text{AND:} \text{HOwnBus = No} \]

**HRelBus (H5)**

...or that a relative owns?

1. Yes
2. No

**ASK IF:** \( \text{HWrking} = \text{No} \)
\[ \text{AND:} (\text{LHRPILO1} = 1) \text{ OR (HScheme = No)} \]
\[ \text{AND:} \text{HRelBus = No} \]
\[ \text{AND:} \text{HJbAway = No} \]

**HLooked (H6)**

Thinking of the 4 weeks ending Sunday the \(^{\text{DMDLSUN}}\), was \(^{\text{DMNAMES}}[\text{LDMHRP}]\) looking for any kind of paid work or government training scheme at any time in those 4 weeks?

1. Yes
2. No
3. Waiting to take up a new job/business already obtained

**ASK IF:** \( \text{HWrking} = \text{No} \)
\[ \text{AND:} (\text{LHRPILO1} = 1) \text{ OR (HScheme = No)} \]
\[ \text{AND:} (\text{HLooked = Yes}) \text{ OR (HLooked = Wait}) \text{ OR (HJbAway = Waiting}) \]

**HStartJ (H7)**

If a job or a place on a government scheme had been available in the week ending Sunday the \(^{\text{DMDLSUN}}\), would \(^{\text{DMNAMES}}[\text{LDMHRP}]\) have been able to start within 2 weeks?

1. Yes
2. No

**ASK IF:** \( \text{HWrking} = \text{No} \)
\[ \text{AND:} (\text{LHRPILO1} = 1) \text{ OR (HScheme = No)} \]
\[ \text{AND:} (\text{HLooked = Yes}) \text{ OR (HLooked = Wait}) \text{ OR (HJbAway = Waiting}) \]
HLKTime (H8)

How long was `DMNAMES[LDMPHRP] looking for paid work/a place on a government scheme?

(1) Not yet started
(2) Less than 1 month
(3) 1 month but less than 3 months
(4) 3 months but less than 6 months
(5) 6 months but less than 12 months
(6) 12 months or more

ASK IF: HWrking = No
 AND: (LHRPIL01 = 1) OR (HScheme = No)
 AND: (HLooked = No) OR (HStartJ = No)

HYInAct (H9)

What was the main reason `DMNAMES[LDMPHRP] did not seek any work in the last 4 weeks/would not be able to start in the next 2 weeks?

(1) Student
(2) Looking after the family/home
(3) Temporarily sick or injured
(4) Long-term sick or disabled
(5) Retired from paid work
(6) None of these

ASK IF: HWrking = No
 AND: (LHRPIL01 = 1) OR (HScheme = No)
 AND: (HLooked = No) OR (HStartJ = No)
 AND: HYInAct = Student

HStudent (H10)

Can I just check, is `DMNAMES[LDMPHRP] a full-time student at college or university?

(1) Yes
(2) No

ASK IF: DVHILO4a = EcInAct

HEverWk (H11)

ASK OR RECORD
Can I just check, has `DMNAMES[LDMPHRP] ever had a paid job?

(1) Yes
(2) No
ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

HIndD (H12)

^DMNAMES[LDMHRP]···CURRENT OR LAST JOB

What did the firm/organisation ^DMNAMES[LDMHRP] worked for mainly make or do (at the place
where ^DMNAMES[LDMHRP] worked)?

DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND
MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC

STRING[80]

ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

HOccT (H13)

DMNAMES[LDMHRP]····JOBTITLE···CURRENT OR LAST JOB

What was ^DMNAMES[LDMHRP]'s (main) job (^LMainJb2 ^DMDLSUN)?···HELP<F9>

STRING[30]

ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

HOccD (H14)

^DMNAMES[LDMHRP]···CURRENT OR LAST JOB

What did ^DMNAMES[LDMHRP] mainly do in his/her job?

RECORD SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB

STRING[80]

ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

HStat (H15)

^DMNAMES[LDMHRP]

Was ^DMNAMES[LDMHRP] working as an employee or were you self-employed····HELP<F9>?

(1) Employee
(2) Self-employed

ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

AND: HStat = Emp

HSVise (H16)

^DMNAMES[LDMHRP]

In ^DMNAMES[LDMHRP]'s job, did he/she have formal responsibility for supervising the work of
other employees?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:
- children, e.g. teachers, nannies, childminders
- animals
- security or buildings, e.g. caretakers, security guards.

(1) Yes
(2) No

**ASK IF:** (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

**AND:** HStat = Emp

**HSVisDES (H17)**

^DMNAMES[LDMHRP]
Please describe the type of responsibility ^DMNAMES[LDMHRP] has/had for supervising the work of other employees.

**INTERVIEWER:** PROBE FOR WHO AND WHAT IS BEING SUPERVISED

**STRING[100]**

**ASK IF:** (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

**AND:** HStat = Emp

**HEmpNo (H18)**

^DMNAMES[LDMHRP]
How many people worked for ^DMNAMES[LDMHRP]'s employer at the place where he/she worked? Were there...

**RUNNING PROMPT**

(1) ...1 to 24,
(2) 25 to 499,
(3) or 500 or more employees?

**ASK IF:** (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

**AND:** HStat = SelfEmp

**HSolo (H19)**

^DMNAMES[LDMHRP]
Was ^DMNAMES[LDMHRP] working on your own or did he/she have employees?

DMNAMES[LDMHRP]
How many people did ^DMNAMES[LDMHRP] employ at the place where he/she worked? Were there...

**RUNNING PROMPT**

(1) on own/with partner(s) but no employees
(2) with employees
ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)
   AND: HStat = SelfEmp
   AND: HSolo = WithEmp

HSENo (H20)
   ^DMNAMES[LDMHRP]
   How many people did ^DMNAMES[LDMHRP] employ at the place where he/she worked?
   Were there...

RUNNING PROMPT
(1) ...1 to 24,
(2)  25 to 499,
(3)  or 500 or more employees?

ASK IF: (QHRPILO.DVHILO3a = InEmp) OR (QHRPILO.HEverWk = Yes)

HFtPtWk (H21)
   (^DMNAMES[LDMHRP])
   In ^DMNAMES[LDMHRP]'s (main) job was he/she working...

RUNNING PROMPT
(1)  full time
(2)  or part time?
**CTZ0303A.QInter.QHRPINFO.QHRPJbHrsU**

**Hours worked in main job**

*ASK IF: QHRPILO.DVHilo3a = InEmp
   AND: ((QHRPILO.HWrking = Yes) OR (QHRPILO.HJbAway = Yes)) OR (QHRPILO.HScheme = Yes)*

**HUsuhr (H22)**

'^DMNAMES[LDMHRP]

Thinking of ^DMNAMES[LDMHRP]'s (main) job/ business, how many hours per week does he/she usually work - please exclude mealbreaks and overtime? HELP<F9>

0.00..97.00
ASK ALWAYS:

HTen1 (H23)

SHOWCARD T1

In which of these ways does ‘DMNAMES[LDMHRP] occupy this accommodation? ··· HELP<F9>

INTERVIEWER: MAKE SURE ANSWER APPLIES TO HRP (‘DMNAMES[LDMHRP])

(1) Own it outright
(2) Buying it with the help of a mortgage or loan
(3) Pay part rent and part mortgage (shared ownership)
(4) Rent it
(5) Live here rent-free (including rent-free in relative's/friend's property; excluding squatting)
(6) Squatting

ASK IF: (HTen1 = Rent) OR (HTen1 = RentF)

HTied (H24)

Does the accommodation go with the job of anyone in the household?

(1) Yes
(2) No

ASK IF: (HTen1 = Rent) OR (HTen1 = RentF)

HLLord (H25)

Who is ‘DMNAMES[LDMHRP]’s landlord... ··· HELP<F9>

CODE FIRST THAT APPLIES

(1) the local authority/council/New Town Development/ Scottish Homes?
(2) a housing association, charitable trust or Local Housing Company?
(3) employer (organisation) of a household member?
(4) another organisation?
(5) relative/friend (before you lived here) of a household member?
(6) employer (individual) of a household member?
(7) another individual private landlord?
ASK ALWAYS:

HEndInt

THIS IS THE END OF QUESTIONS ABOUT THE HRP
PRESS <1> TO CONTINUE

1..1

ASK IF: (QInter.WHOFIRST = CHILD) OR (QInter.WHOFIRST = YOUNG)

NowCHYP

Now Press <CTRL + ENTER> and go to the parallel block Qchild/QYoungP

STRING[1]
ILO Employment Status

**Ask If:** NOT (LDM2 = LDMHRP)

**Working (E1)**

^DMNAMES[LDM2]

Did you do any paid work in the 7 days ending Sunday the ^DMDLSUN, either as an employee or as self-employed? ···HELP<F9>

(1) Yes
(2) No

**Ask If:** NOT (LDM2 = LDMHRP) AND: Working = No

**SchemeET (E2)**

^DMNAMES[LDM2]

Were you on a government scheme for employment training?

(1) Yes
(2) No

**Ask If:** NOT (LDM2 = LDMHRP) AND: Working = No

**JbAway (E3)**

^DMNAMES[LDM2]

Did you have a job or business that you were away from?···HELP<F9>

(1) Yes
(2) No
(3) Waiting to take up a new job/business already obtained

**Ask If:** NOT (LDM2 = LDMHRP) AND: Working = No

**OwnBus (E4)**

^DMNAMES[LDM2]

Did you do any unpaid work in that week for any business that you own?···HELP<F9>

(1) Yes
(2) No
ASK IF: \(\neg (LDM2 = LDMHRP)\)
\hspace{1em} AND: Wrking = No
\hspace{1em} AND: (LILO1 = 1) OR (SchemeET = No)
\hspace{1em} AND: (JbAway = No) OR (JbAway = Waiting)
\hspace{1em} AND: OwnBus = No

RelBus (E5)

DMNAMES[LDM2]@/

...or that a relative owns?···HELP<F9>

(1) Yes
(2) No

ASK IF: \(\neg (LDM2 = LDMHRP)\)
\hspace{1em} AND: Wrking = No
\hspace{1em} AND: (LILO1 = 1) OR (SchemeET = No)
\hspace{1em} AND: RelBus = No
\hspace{1em} AND: JbAway = No

Looked (E6)

^DMNAMES[LDM2]

Thinking of the 4 weeks ending Sunday the ^DMDLSUN, were you looking for any kind of paid work or government training scheme at any time in those 4 weeks?···HELP<F9>

(1) Yes
(2) No
(3) Waiting to take up a new job/business already obtained

ASK IF: \(\neg (LDM2 = LDMHRP)\)
\hspace{1em} AND: Wrking = No
\hspace{1em} AND: (LILO1 = 1) OR (SchemeET = No)
\hspace{1em} AND: ((Looked = Yes) OR (Looked = Wait)) OR (JbAway = Waiting)

StartJ (E7)

^DMNAMES[LDM2]

If a job or a place on a government scheme had been available in the week ending Sunday the ^DMDLSUN, would you have been able to start within 2 weeks?

(1) Yes
(2) No

ASK IF: \(\neg (LDM2 = LDMHRP)\)
\hspace{1em} AND: Wrking = No
\hspace{1em} AND: (LILO1 = 1) OR (SchemeET = No)
\hspace{1em} AND: ((Looked = Yes) OR (Looked = Wait)) OR (JbAway = Waiting)
LKTime (E8)

\[^{\text{DMNAMES[LDM2]}}\]
How long \[^{\text{LILOTxt1}}\] looking for paid work/a place on a government scheme?

1. Not yet started
2. Less than 1 month
3. 1 month but less than 3 months
4. 3 months but less than 6 months
5. 6 months but less than 12 months
6. 12 months or more

\text{ASK IF: NOT (LDM2 = LDMHRP)}
\text{AND: Wrking = No}
\text{AND: (LILO1 = 1) OR (SchemeET = No)}
\text{AND: (Looked = No) OR (StartJ = No)}

YInAct (E9)

\[^{\text{DMNAMES[LDM2]}}\]
What was the main reason you did not seek any work in the last 4 weeks/would not be able to start in the next 2 weeks?···HELP<F9>

1. Student
2. Looking after the family/home
3. Temporarily sick or injured
4. Long-term sick or disabled
5. Retired from paid work
6. None of these

\text{ASK IF: NOT (LDM2 = LDMHRP)}
\text{AND: Wrking = No}
\text{AND: (LILO1 = 1) OR (SchemeET = No)}
\text{AND: (Looked = No) OR (StartJ = No)}
\text{AND: YInAct = Student}

Student (E10)

Can I just check, are you a full-time student at college or university?

1. Yes
2. No

\text{ASK IF: NOT (LDM2 = LDMHRP)}
\text{AND: DVITO4a = EcInAct}

EverWk (E11)

ASK OR RECORD
Can I just check, have you ever had a paid job?

1. Yes
2. No
CTZ0303A.QInter.QEMPAD.QMainJb

**IndD (E12)**

^DMNAMES[LDM2]···CURRENT OR LAST JOB

What did the firm/organisation you worked for mainly make or do (at the place where you worked)?

DESCRIPT FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND
MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC.

STRING[80]

**OccT (E13)**

What was your (main) job?

STRING[30]

**OccD (E14)**

^DMNAMES[LDM2]···JOBTITLE···CURRENT OR LAST JOB

What was your (main) job (^LMainJb2^DMDLSUN)?···HELP<F9>

RECORD SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB

STRING[80]

**Stat (E15)**

^DMNAMES[LDM2]

Were you working as an employee or were you self-employed···HELP<F9>?

(1) Employee
(2) Self-employed

**Ask If:** (QILO.DVILO3a = InEmp) OR (QILO.EverWk = Yes)
**And:** NOT (LDM2 = LDMHRP)
SVise (E16)

DMNAMES[LDM2]

In your job, did you have formal responsibility for supervising the work of other employees?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:
- children, e.g. teachers, nannies, childminders
- animals
- security or buildings, e.g. caretakers, security guards

(1) Yes
(2) No

ASK IF: (QILO.DVILO3a = InEmp) OR (QILO.EverWk = Yes)
AND: NOT (LDM2 = LDMHRP)
AND: Stat = Emp
AND: SVise = Yes

SViseDesc (E17)

^DMNAMES[LDM2]

Please describe the type of responsibility you have for supervising the work of other employees.

INTERVIEWER: PROBE FOR WHO AND WHAT IS BEING SUPERVISED

STRING[100]

ASK IF: (QILO.DVILO3a = InEmp) OR (QILO.EverWk = Yes)
AND: NOT (LDM2 = LDMHRP)
AND: Stat = Emp

EmpNo (E18)

^DMNAMES[LDM2]

How many people worked for your employer at the place where you worked? Were there...

RUNNING PROMPT

(1) ...1 to 24,
(2) 25 to 499,
(3) or 500 or more employees?

ASK IF: (QILO.DVILO3a = InEmp) OR (QILO.EverWk = Yes)
AND: NOT (LDM2 = LDMHRP)
AND: Stat = SelfEmp

Solo (E19)

^DMNAMES[LDM2]

Were you working on your own or did you have employees?

(1) on own/with partner(s) but no employees
(2) with employees
ASK IF: \((QILO.DVILO3a = \text{InEmp}) \text{ OR } (QILO.EverWk = \text{Yes})\)
\(\text{AND: NOT (LDM2 = LDMHRP)}\)
\(\text{AND: Stat = SelfEmp}\)
\(\text{AND: Solo = WithEmp}\)

SENo (E20)

^DMNAMES[LDM2]
How many people did you employ at the place where you worked? Were there...HELP<F9>

RUNNING PROMPT

(1) ...1 to 24,
(2) 25 to 499,
(3) or 500 or more employees?

ASK IF: \((QILO.DVILO3a = \text{InEmp}) \text{ OR } (QILO.EverWk = \text{Yes})\)
\(\text{AND: NOT (LDM2 = LDMHRP)}\)

FtPtWk (E21)

^DMNAMES[LDM2])
In your (main) job were you working:···HELP<F9>

RUNNING PROMPT

(1) full time
(2) or part time?

ASK IF: \((QILO.DVILO3a = \text{InEmp}) \text{ OR } (QILO.EverWk = \text{Yes})\)
\(\text{AND: QILO.DVILO3a = InEmp}\)

Otherjb (E22)

In the 7 days ending last Sunday, did you do any OTHER paid work or have any OTHER paid job or business in addition to the one you have just told me about?

(1) Yes
(2) No

ASK IF: \((QILO.DVILO3a = \text{InEmp}) \text{ OR } (QILO.EverWk = \text{Yes})\)
\(\text{AND: QILO.DVILO3a = InEmp}\)
\(\text{AND: Otherjb = Yes}\)

NumOthjb (E23)

How many paid jobs or businesses did you have altogether in the week ending last Sunday?

\(2..8\)
**ASK IF:** (QILO.DVILO3a = InEmp) OR (QILO.EverWk = Yes)

**AND:** QILO.DVILO3a = InEmp

**AND:** Otherjb = Yes

**Hrsothjb (E24)**

How many hours per week do you usually work in ^Text1?  
Please INCLUDE overtime but EXCLUDE mealbreaks.  
PROBE FOR ESTIMATE  
RECORD TO NEAREST HOUR

0..100
**CTZ0303A.QInter.QEMPAD.QJbHrsU**

**Hours worked in main job**

**ASK IF:** QILO.DVILO3a = InEmp  
**AND:** NOT (LDM2 = LDMHRP)  
**AND:** ((QILO.Wrking = Yes) OR (QILO.JbAway = Yes)) OR (QILO.SchemeET = Yes)

**Usuhr (E25)**

^DMNAMES[LDM2]

Thinking of your (main) job/ business, how many hours per week do you usually work - please exclude mealbreaks and overtime?···HELP<F9>

0.00..97.00
ASK IF: QTHComp.QHComp[LDM2].DVage < 70

Ifpqual (Q1)
Do you have any qualifications....

INDIVIDUAL PROMPT
CODE ALL THAT APPLY

SET [3] OF
(1) From school, college or university?
(2) Connected with work?
(3) From government schemes?
(4) No qualifications?

ASK IF: QTHComp.QHComp[LDM2].DVage < 70 AND: NOT (NoQuals IN Ifpqual)

IfEqual (Q2)
SHOW CARD Q1
Do you have any of the qualifications on this card?

(1) Yes
(2) No

ASK IF: QTHComp.QHComp[LDM2].DVage < 70 AND: NOT (NoQuals IN Ifpqual) AND: IfEqual = Yes

Equals (Q3)
SHOWCARD Q1
Which of these school or college examinations is the highest you have passed?
CODE HIGHEST QUALIFICATION

(1) Degree or equivalent/qualification above degree level
(2) GCE 'A'/'AS' level/Higher School Cert
(3) GCE 'O'Level Grades A,B,C/GCSE grades A,B,C/CSE Grd 1
(4) GCE 'O'level grades D,E,/GCSE grades D,E,/CSE Grd 2-5
(5) English School cert or matriculation
(6) Scottish Cert of Sixth Year Studies
(7) SCE/SLC/SUPE Higher Grade
(8) SCE Ordinary Grade A-C/Standard grd 1-2
(9) SCE Ordinary Grades D-E/Standard grd 3-6
(10) SLC/SUPE Lower or Ordinary
(11) Other qualifications above 'A' level but below degree
(12) Other or foreign qualifications
CODE TO LEVEL IF POSSIBLE
Ask if: QTHComp.QHComp[LDM2].DVage < 70

And: Not (NoQuals IN Ifpqual)

IfVqual (Q4)

Showcard Q2

And do you have any of the qualifications on this card?

(1) Yes
(2) No

Ask if: QTHComp.QHComp[LDM2].DVage < 70

And: Not (NoQuals IN Ifpqual)

And: IfVqual = Yes

Vquals (Q5)

Showcard Q2

Which qualifications do you have?

Code all that apply

Set [5] of:

(1) Recognised trade apprenticeship completed
(2) City and Guilds-Craft: Intermediate/Ordinary(Part 1)
(3) City and Guilds-Advanced: Final/Full tech(Part II or III)
(4) City and Guilds-cant say which
(5) BEC/TEC/BTEC/SCOTBEC/SCOTEC/SCOTVEC: National/General
(6) BEC/TEC/BTEC/SCOTBEC/SCOTVEC: Higher
(7) Ordinary National Cert/Dip (ONC/OND)
(8) Higher National Cert/Dip (HNC/HND)
(9) RSA/Pitman's secretarial or clerical
(10) Other clerical/commercial qual (eg typing, shorthand, book-keeping)
(11) NVQ/SVQ
(12) GNVQ/GSVQ
(13) Nursing qual
(14) Teaching qual (inc TEFL)
(15) Other vocational/pre-vocational qual

Ask if: QTHComp.QHComp[LDM2].DVage < 70

And: Not (NoQuals IN Ifpqual)

And: IfVqual = Yes

And: NVQ/SVQ IN Vquals

NVQlev (Q6)

What is the highest level of NVQ/SVQ that you have completed?

Write in level (1-5, don't know = 9)

1..9
ASK ALWAYS:

INCOME (IN1)

SHOWCARD M1
Please could you look at this card and tell me the letter of the group which represents your total income in the last 12 months, before any deductions for tax, etc. Please include income from earnings, self-employment, benefits, pensions, and interest from savings.

INTERVIEWER: CARD SHOWS WEEKLY, MONTHLY AND ANNUAL EQUIVALENT AMOUNTS

(1)  C Under £2,500
(2)  F £2,500 - £4,999
(3)  H £5,000 - £9,999
(4)  A £10,000 - £14,999
(5)  G £15,000 - £19,999
(6)  E £20,000 - £24,999
(7)  B £25,000 - £29,999
(8)  J £30,000 - £34,999
(9)  M £35,000 - £39,999
(10) D £40,000 - £44,999
(11) N £45,000 - £49,999
(12) K £50,000 - £74,999
(13) I £75,000 - £99,999
(14) L £100,000 or more
(15) S NO INCOME

ASK IF: (QTHComp.QHComp[LDM2].DVMarDF = Married) OR (QTHComp.QHComp[LDM2].DVMarDF = Cohab)

IncomeP (IN2)

SHOWCARD M1
And now could you tell me the letter of the group which represents your partner's total income in the last 12 months, before any deductions for tax, etc.

(1)  C Under £2,500
(2)  F £2,500 - £4,999
(3)  H £5,000 - £9,999
(4)  A £10,000 - £14,999
(5)  G £15,000 - £19,999
(6)  E £20,000 - £24,999
(7)  B £25,000 - £29,999
(8)  J £30,000 - £34,999
(9)  M £35,000 - £39,999
(10) D £40,000 - £44,999
(11) N £45,000 - £49,999
(12) K £50,000 - £74,999
(13) I £75,000 - £99,999
(14) L £100,000 or more
(15) S NO INCOME
ASK ALWAYS:

Aelse

[*]Is there anything else you would like to say about the topics we have talked about?

(1) Yes
(2) No

ASK IF: Aelse = Yes

Awhat

What is that? ENTER DETAILS

OPEN

ASK ALWAYS:

EndInt

THIS IS THE END OF THE ADULT INTERVIEW WITH ("DMNAMES[LDM2]"

PRESS <1> TO CONTINUE

1..1

ASK ALWAYS:

XWhoPres

INTERVIEWER: RECORD WHO WAS PRESENT DURING THE INTERVIEW
CODE ALL THAT APPLY

SET [4] OF

(1) No-one else in room during interview
(2) Child(ren) under 16
(3) Husband, wife, partner
(4) Other adult, including visitor

ASK IF: NOT (Noone IN XWhoPres)

XProxy

INTERVIEWER: DID SOMEONE ELSE ANSWER ANY OF THE QUESTIONS ON BEHALF OF THE RESPONDENT (I.E. PROXY RESPONSES)?

(1) Yes
(2) No
ASK IF: (QInter.WHOFIRST = CHILD) OR (QInter.WHOFIRST = YOUNG)

NowRECA

Now press <CTRL + ENTER> and go to the parallel block QRECALL

PRESS <1> TO CONTINUE

1..1
ASK ALWAYS:

ReCall2
That's the end of (your part/the main part) of the interview. May I just check...

Our work is very important, so my office likes to get in touch with a percentage of the people who have helped us, just to check that you are happy with the way we do things. Would it be OK for the office to contact you for this reason?

(1) Yes
(2) No

ASK IF: ReCall2 = Yes

GiveTel
Please may I have a telephone number, so we can contact you?

(1) Yes
(2) No
(3) No phone

ASK IF: ReCall2 = Yes
AND: GiveTel = Yes

TelNo

INTERVIEWER
RECORD TELEPHONE NUMBER

(*** must be STD code and number ***)

STRING[15]

ASK IF: ReCall2 = Yes

GivNam1
I just need to take some contact details down. First, can I have your surname.
ENTER SURNAME ONLY
IF RESPONDENT DOES NOT WANT TO GIVE NAME PRESS <ENTER> TO CONTINUE

STRING[60]
ASK IF: ReCall2 = Yes

**GivNam2**

And your first name?
ENTER FIRST NAME ONLY
IF RESPONDENT DOES NOT WANT TO GIVE NAME PRESS <ENTER> TO CONTINUE

STRING[60]

ASK IF: ReCall2 = Yes

**GivNam3**

ASK OR RECORD
IF RESPONDENT IS MALE ENTER 'MR'
Is that Miss, Mrs or Ms?
ENTER TITLE
IF RESPONDENT DOES NOT WANT TO GIVE TITLE PRESS <ENTER> TO CONTINUE

STRING[10]

ASK IF: (QSamp.Samp = 1) AND (QSamp.FEAD = 1)

**FEcheck**

INTERVIEWER: HAVE YOU CHECKED ABOUT ANY NON-WHITE ADULTS IN THE 2 ADDRESSES ON EACH SIDE OF THE CORE ADDRESS?

We are very keen to ensure that the survey represents all ethnic groups. So, could I check, is there anyone living at...(ADDRESSES) who is black, Asian, Chinese or from another non-white group?

PRESS <1> TO CONTINUE

1..1

ASK IF: (QInter.WHOFIRST = CHILD) OR (QInter.WHOFIRST = YOUNG)

**NowDone**

INTERVIEWER: YOU SHOULD NOW HAVE:
Collected the HRP information (QHRPINFO)
Interviewed the child or young person (QCHILDP/QYOUNGP)
Interviewed the adult if you can(QADULT)
Collected the adult's income (and occupation) details if you can (QEMPAD)

(COMPLETED BLOCKS ARE INDICATED + IN THE PARALLEL BLOCKS BOX)

If you have omitted any of these complete them now (or later) if possible.

If you have done all (that you can) you should now EXIT

1..1
CTZ0303A.QInter (continued)

Questionnaire block (for individual surveys)

**ASK IF:** QWHOINT.DVSELECT = ADChild

**ChilNow**

INTERVIEWER: YOU SHOULD NOW COMPLETE THE INTERVIEW WITH THE SELECTED CHILD (^DMNAMES[LDM5])

If you ARE interviewing ^DMNAMES[LDM5] NOW press <ENTER> to continue.

If you are NOT interviewing ^DMNAMES[LDM5] you can EXIT.

(Note: If you return to do the interview with ^DMNAMES[LDM5] you should interview using the parallel block QCHILD)

1..1
Child questionnaire

CTZ0303A.QInter.QChild

ASK IF: QWHOINT.DVSELECT = ADChild

Cstart

THIS IS THE START OF THE CHILD INTERVIEW WITH (^DMNAMES[LDM5])

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

Chdate (CH1)

INTERVIEWER ENTER DATE OF INTERVIEW WITH CHILD

DATE

ASK IF: QWHOINT.DVSELECT = ADChild

CIntro1

I am going to ask you some questions about your life, the sorts of things you do and what you think about things. We are asking lots of children the same questions and there are NO right or wrong answers to ANY of the questions.

All of the children we talk to will give different answers and I am only interested in knowing what YOU think about things.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

Cintro2

I would like to start by asking you some questions about this street/block.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

CEnjo (CH2)

[*]Would you say that you enjoy living in this street/block....

RUNNING PROMPT

(1) a lot,
(2) quite a lot,
(3) not very much,
(4) or not at all?
**ASK IF:** QWHOINT.DVSELECT = ADChild

CSafe (CH3)

[*]And how safe would you feel walking or playing ALONE in this street/block during the daytime? Would you feel...
RUNNING PROMPT

(1) very safe,
(2) or fairly safe
(3) or a bit unsafe
(4) or very unsafe
(5) NEVER GO OUT ALONE

**ASK IF:** QWHOINT.DVSELECT = ADChild
**AND:** (CSafe = BitUn) OR (CSafe = VUnsa)

CUnsaf (CH4)

[*]Why would you feel unsafe?
PROBE FULLY
CODE ALL THAT APPLY

SET [6] OF
(1) Stranger danger/abduction/kidnapping
(2) Children/teenagers/bullying
(3) Cars/traffic
(4) Dogs
(5) OTHER (SPECIFY)
(6) Don't know/Can't explain

**ASK IF:** QWHOINT.DVSELECT = ADChild
**AND:** (CSafe = BitUn) OR (CSafe = VUnsa)
**AND:** Other IN CUnsaf

CunsOth (CH5)

INTERVIEWER: PLEASE RECORD OTHER IF YOU CANNOT CODE TO ANY OF THE PRE-SET CODES

STRING[200]

**ASK IF:** QWHOINT.DVSELECT = ADChild

CGoout (CH6)

Do you ever go to the local shops or to a local park on your own?

(1) Yes
(2) No

**ASK IF:** QWHOINT.DVSELECT = ADChild

Cintro3

Now about your friends.

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADChild

CIFVisyo (CH7)
Do your friends ever come and play in your home or garden?  
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

(1) Yes  
(2) No

ASK IF: QWHOINT.DVSELECT = ADChild  
AND: CIFVisyo = Yes

CVisyuo2 (CH8)
How often do your friends play in your home or garden?  
At least once a week or less often?

(1) At least once a week  
(2) Less often

ASK IF: QWHOINT.DVSELECT = ADChild

CIFVisot (CH9)
And do you go and play in your friends' homes or gardens?  
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

(1) Yes  
(2) No

ASK IF: QWHOINT.DVSELECT = ADChild  
AND: CIFVisot = Yes

CVisOth2 (CH10)
How often do you play at your friends' (homes or gardens)?  
At least once a week or less often?

(1) At least once a week  
(2) Less often

ASK IF: QWHOINT.DVSELECT = ADChild

CIFout (CH11)
And do you ever do things with your friends outside of the home?  
This could mean going out places with them or just playing on the street.  
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)  
INCLUDES ANYTHING WHICH IS DONE WITH FRIENDS OUTSIDE OF THE HOME.  
PLAYING ON THE STREET, GOING TO THE PARK OR CLUBS, CINEMA, BOWLING, SPORTS EVENTS AND ACTIVITIES

(1) Yes  
(2) No
ASK IF: QWHOINT.DVSELECT = ADChild
AND: CIFout = Yes

Cout2 (CH12)
How often do you do things with your friends outside of the home?
At least once a week or less often?

(1) At least once a week
(2) Less often

ASK IF: QWHOINT.DVSELECT = ADChild
AND: CIFout = Yes

Caccom (CH13)
And when you meet up with friends to do things outside of the home, is there an adult with you.....
RUNNING PROMPT

(1) all of the time,
(2) some of the time,
(3) or is there never an adult with you?

ASK IF: QWHOINT.DVSELECT = ADChild

CIntro4
And now some questions about your school.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

Csch1 (CH14)
Would you say that you enjoy school....
RUNNING PROMPT

(1) a lot,
(2) quite a lot,
(3) not very much,
(4) or not at all?

ASK IF: QWHOINT.DVSELECT = ADChild

CSch2 (CH15)
And how safe do you feel when you are in school? Do you feel....
RUNNING PROMPT

(1) very safe,
(2) or fairly safe,
(3) or a bit unsafe
(4) or very unsafe
ASK IF: QWHOINT.DVSELECT = ADChild
AND: (CSch2 = BitUn) OR (CSch2 = VUnsa)

Csch3 (CH16)

[*] Why do you feel unsafe in school?
STRING[200]

ASK IF: QWHOINT.DVSELECT = ADChild

CSchCoun (CH17)

CODE OR ASK
Some schools have a school council. This is where pupils can make suggestions about how the school is
run or talk about problems in the school. Does your school have something like this?

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

ASK IF: QWHOINT.DVSELECT = ADChild

CAffsch (CH18)

[*] And thinking now about how your school is run.
Do you think that you have any say in how your school is run.

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

ASK IF: QWHOINT.DVSELECT = ADChild

CIntro6

Now some questions about your home. I'm going to give you some examples of jobs that are done in the
home and I'd like you to think about who USUALLY does those jobs.
They might be done by just one person or they might be shared between different people.

PRESS <1> TO CONTINUE

CWhoDo1 (CH19)

[*] Who usually does the cooking?

(1) Usually respondent
(2) Usually other(s)
(3) Shared between respondent and other(s)
ASK IF: QWHOINT.DVSELECT = ADChild

CWhoDo2 (CH20)

[*] Who usually washes the dishes?

(1) Usually respondent
(2) Usually other(s)
(3) Shared between respondent and other(s)

ASK IF: QWHOINT.DVSELECT = ADChild

CWhoDo3 (CH21)

[*] Who usually makes your breakfast in the morning?

(1) Usually respondent
(2) Usually other(s)
(3) Shared between respondent and other(s)

ASK IF: QWHOINT.DVSELECT = ADChild

CWhoDo4 (CH22)

[*] Who usually tidies your bedroom?

(1) Usually respondent
(2) Usually other(s)
(3) Shared between respondent and other(s)

ASK IF: QWHOINT.DVSELECT = ADChild

CIntro8

Now a change of subject. I am interested in how you find out about things that are happening in the news. There are lots of different ways that people find out what is happening in the news so there are no right or wrong answers.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

Cmedia (CH23)

Do you ever....
INDIVIDUAL PROMPT
CODE ALL THAT APPLY

SET [4] OF
(1) Read a newspaper?
(2) Listen to a radio news programme?
(3) Watch a television news programme?
(4) Look at news on the Internet?
(5) NONE
CTalk (CH24)

And have you ever talked to other people about things that have happened in the news?

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

CTkWho (CH25)

[*] Who did you talk to about things that had happened in the news?
PROBE FULLY
CODE ALL THAT APPLY

SET [5] OF
(1) Teachers
(2) Mum or dad
(3) Other family members
(4) Friends
(5) Other

CResp1

The next questions are about whether you think it is okay to do certain things. For these questions I will hand the computer to you so that you can answer the questions honestly yourself.
You can be completely honest because no-one will be able to see the answers that you give.

PRESS <1> TO CONTINUE

1..1

CResp2

SELF-COMPLETION SECTION
INTERVIEWER: PLEASE HAND THE LAPTOP TO THE RESPONDENT AND EXPLAIN WHAT TO DO

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADChild

Ctest (CH26)

This question is just to help you get used to answering the questions.

Do you like using computers?
PRESS 1 for YES
PRESS 2 for NO
PRESS 3 for DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

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

ASK IF: QWHOINT.DVSELECT = ADChild

CXOk1 (CH27)

If you found £5 pounds in school, would it be OK to keep it?
PRESS 1 for YES
PRESS 2 for NO
PRESS 3 FOR DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

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

ASK IF: QWHOINT.DVSELECT = ADChild

CXOk2a (CH28)

Is it OK to drop litter in the street?

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

ASK IF: QWHOINT.DVSELECT = ADChild

CXOK12 (CH29)

Is it OK to tell a teacher if someone is being bullied?

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

ASK IF: QWHOINT.DVSELECT = ADChild

CXOk3a (CH30)

Is it OK to tell lies to a teacher?

(1) Yes
(2) No
(3) Don't know
**ASK IF: QWHOINT.DYSELECT = ADChild**

**CXOK6b (CH31)**

Is it OK to tell a teacher if someone is breaking school rules?

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

**ASK IF: QWHOINT.DYSELECT = ADChild**

**CXOk3b (CH32)**

Is it OK to tell lies to a parent?

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

**ASK IF: QWHOINT.DYSELECT = ADChild**

**CXOk4 (CH33)**

Is it OK to cheat in exams or tests?

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

**ASK IF: QWHOINT.DYSELECT = ADChild**

**CXOk6a (CH34)**

Is it OK to break school rules?

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

**ASK IF: QWHOINT.DYSELECT = ADChild**

**CXOK11 (CH35)**

Is it OK to tell the Police if someone is breaking the law?

1. Yes
2. No
3. Don't know
ASK IF: QWHOINT.DVSELECT = ADChild

CINTER
THANKYOU.
THIS IS THE END OF THIS SECTION
PLEASE PASS THE COMPUTER BACK TO THE INTERVIEWER
PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADChild

CSelfC (CH36)
INTERVIEWER: PLEASE CODE WHETHER CHILD COMPLETED SECTION THEMSELVES

(1) Complete self-completion by child
(2) Section read and entered by interviewer

ASK IF: QWHOINT.DVSELECT = ADChild

CXWorst (CH37)
SHOWCARD C1
[*]Now I'd like you to look at this card and tell me which ONE of these things you think it would be
MOST wrong to do.
(There are no right or wrong answers, it is only your opinion that I'm interested in)
IF RESPONDENT HAS DIFFICULTY CHOOSING BETWEEN SOME ITEMS REASSURE THEM
THAT ANY ONE OF THOSE WILL BE OKAY
CODE DON'T KNOW IF STILL UNABLE TO DECIDE

(1) Keep ø5 that you found in school
(2) Drop litter in the street
(3) Tell lies to a teacher
(4) Tell lies to a parent
(5) Cheat in exams or tests
(6) Break school rules
(7) Don't Know/ can't decide

ASK IF: QWHOINT.DVSELECT = ADChild

CIntro5a
Now I'm going to ask you some questions about clubs and groups that you might have been involved
with.
PRESS <1> TO CONTINUE

1..1
**Ask if: QWHOINT.DYSELECT = ADChild**

**CInschl (CH38)**

First, thinking about clubs at your school. Do you go to ANY clubs or groups at your school? This could mean in school hours or after school or in the school holidays. 
**CODE ALL THAT APPLY**
**IF CHILD IS UNCLEAR, CODE WHICHEVER SEEMS MOST LIKELY**

SET [4] OF
(1) Yes - clubs in school hours
(2) Yes, after-school clubs
(3) Yes, in-school holiday clubs
(4) None of the above

**Ask if: QWHOINT.DYSELECT = ADChild**

**CIFClub (CH39)**

And, (apart from the clubs at your school) are there any other clubs or groups that you go to in the EVENINGS or at WEEKENDS or during the school HOLIDAYS? INCLUDES ANY ORGANISED GROUP ACTIVITIES WITH OTHER CHILDREN AND ADULT SUPERVISION

(1) Yes
(2) No

**Ask if: QWHOINT.DYSELECT = ADChild**
**AND: CIFClub = Yes**

**CClubs (CH40)**

What types of clubs do you go to (in the evenings/weekends/school holidays)? **CODE ALL THAT APPLY**

SET [13] OF
(1) School holiday playschemes
(2) Youth clubs (Cubs, Brownies etc)
(3) Sports clubs/teams
(4) Art, drama, dance or music clubs/groups
(5) Computer clubs/groups
(6) Religious groups or organisations
(7) Animal (Welfare) groups
(8) Safety, First Aid groups
(9) Environmental clubs/groups
(10) Political clubs/groups
(11) Human rights groups
(12) Voluntary groups helping people
(13) OTHER CLUBS/GROUPS

**Ask if: QWHOINT.DYSELECT = ADChild**
**AND: CIFClub = Yes**
**AND: Other in CClubs**

**CClubOth (CH41)**

INTERVIEWER: PLEASE DESCRIBE OTHER GROUP(S) THEY ATTEND IN THE EVENINGS/WEEKENDS/HOLIDAYS

STRING[200]
CDoMore (CH42)
[*] And would you LIKE to go to (more) clubs or groups in the evenings or at the weekend?

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

CSpon (CH43)
Sometimes children can do things to raise money for something. For example, they might do a sponsored run or a sponsored silence or something like that. Sometimes they do these things at school. Have you done anything to raise money for something?

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

CSponsc (CH44)
And was this organised by your school? IF DONE MORE THAN ONCE, CODE ALL THAT APPLY

1. Yes - organised by their school
2. NOT organised by school

Cintro9
We've nearly come to the end of the interview. I've got one last question about the types of transport you normally use to get around.

PRESS <1> TO CONTINUE

1..1

CTrans (CH45)
SHOWCARD C2
On this card are different types of transport that people might use. Which of these do YOU normally use if you are going somewhere in the evening or at the weekend? This could mean travelling on your own or with other people. CODE ALL THAT APPLY

1. Walking
2. Bus
3. Train
4. Car
5. Bike
**CTZ0303A.QInter.QChild**

**ASK IF: QWHOINT.DVSELECT = ADChild**

**CThank**

THIS IS THE END OF THE INTERVIEW.
Please thank the child.
PRESS <1> TO CONTINUE

1..1

**ASK IF: QWHOINT.DVSELECT = ADChild**

**CWhoin (CH46)**

INTERVIEWER: PLEASE RECORD WHO WAS PRESENT DURING THE INTERVIEW
CODE ALL THAT APPLY

SET [5] OF
(1) No-one else in room during interview
(2) Child's parent
(3) Child's sibling
(4) Other child(ren) under 16
(5) Other adult (not parent)

**ASK IF: QWHOINT.DVSELECT = ADChild**

**AND: NOT (Noone IN CWhoin)**

**CXProxy (CH47)**

INTERVIEWER: DID SOMEONE ELSE ANSWER ANY OF THE QUESTIONS ON BEHALF OF
THE RESPONDENT (I.E. PROXY RESPONSES)?

(1) Yes
(2) No

**ASK IF: QWHOINT.DVSELECT = ADChild**

**AND: NOT (Noone IN CWhoin)**

**AND: CXProxy = Yes**

**CWhoProx (CH48)**

INTERVIEWER PLEASE RECORD WHO ANSWERED ANY QUESTIONS FOR THE
RESPONDENT
CODE ALL THAT APPLY

SET [4] OF
(1) Child's parent
(2) Child's sibling
(3) Other child(ren) under 16
(4) Other adult (not parent)
ASK IF: QWHOINT.DVSELECT = ADChild

**CXDiff (CH49)**

INTERVIEWER: PLEASE RECORD WHETHER RESPONDENT HAD ANY DIFFICULTY UNDERSTANDING OR ANSWERING ANY PART OF THE QUESTIONNAIRE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>No difficulty</td>
</tr>
<tr>
<td>(2)</td>
<td>Some difficulty</td>
</tr>
<tr>
<td>(3)</td>
<td>A lot of difficulty</td>
</tr>
</tbody>
</table>

ASK IF: QWHOINT.DVSELECT = ADChild AND: QInter.WHOFIRST = CHILD

**CADulNow (CH50)**

INTERVIEWER: YOU NOW NEED TO COMPLETE THE INTERVIEW WITH THE SELECTED ADULT (`DMNAMES[LDM2]`). ARE YOU GOING TO INTERVIEW (`DMNAMES[LDM2]`)...

CODE FIRST WHICH APPLIES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Now</td>
</tr>
<tr>
<td>(2)</td>
<td>Later</td>
</tr>
<tr>
<td>(3)</td>
<td>Unable to interview</td>
</tr>
</tbody>
</table>

ASK IF: QWHOINT.DVSELECT = ADChild AND: QInter.WHOFIRST = CHILD

**CADulDo**

INTERVIEWER:

*IF (CADULNOW = NOW): ‘USE THE PARALLEL BLOCKS (<CTRL + ENTER>) TO ENTER QADULT’*

*IF (CADULNOW = LATER): ‘EXIT NOW AND USE PARALLEL BLOCKS (<CTRL + ENTER>) TO RE-ENTER’*

*IF (CADULNOW = NOTINT): ‘USE PARALLEL BLOCKS (<CTRL + ENTER>) TO COMPLETE QRECALL BEFORE YOU EXIT’*

(1) PRESS <1> TO CONTINUE
Young Person questionnaire

CTZ0303A.QInter (continued)

Questionnaire block (for individual surveys)

ASK IF: QWHOINT.DYSELECT = ADYoung

YounNow

INTERVIEWER: YOU SHOULD NOW COMPLETE THE INTERVIEW WITH THE SELECTED YOUNG PERSON (^DMNAMES[LDM5])

If you ARE interviewing ^DMNAMES[LDM5] NOW press <ENTER> to continue.

If you are NOT interviewing ^DMNAMES[LDM5] you can EXIT.

(Note: If you return to do the interview with ^DMNAMES[LDM5] you should interview using the parallel block QYOUNGP)

1..1
Ystart

THIS IS THE START OF THE YOUNG PERSON'S INTERVIEW WITH \DMNAMES[LDMS]

PRESS <1> TO CONTINUE

YPdate (Y1)

INTERVIEWER ENTER DATE OF INTERVIEW WITH YOUNG PERSON

DATE

YIntro

I am going to ask you some questions about your life, the sorts of things you do and what you think about things. We are asking lots of young people the same questions and there are NO right or wrong answers to ANY of the questions. All of the young people we talk to will give different answers and I am only interested in knowing what YOU think about things.

PRESS <1> TO CONTINUE

Yintro1

I would like to start by asking you some questions about your neighbourhood.

PRESS <1> TO CONTINUE

YEnjo (Y2)

SHOWCARD Y1
[*] Would you say that this is a neighbourhood that you enjoy living in?

(1)Yes, a lot
(2)Yes, a little
(3)No
(4)JUST MOVED HERE
(5)DON'T KNOW
ASK IF: QWHOINT.DVSELECT = ADYoung

YSafe (Y3)
SHOWCARD Y2
[*] And how safe would you feel walking ALONE in this neighbourhood during the daytime?
(1) Very safe
(2) Fairly safe
(3) A bit unsafe
(4) Very unsafe
(5) NEVER GO OUT ALONE

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: (YSafe = BitUn) OR (YSafe = VUnsa)

YUnsaf (Y4)
[*] Why would you feel unsafe?
PROBE FULLY
CODE ALL THAT APPLY

SET [5] OF
(1) Stranger danger/abduction/kidnapping
(2) Children/teenagers/bullying
(3) Cars/traffic
(4) Dogs
(5) OTHER (SPECIFY)

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: (YSafe = BitUn) OR (YSafe = VUnsa)
AND: Other IN YUnsaf

YunsOth (Y5)
INTERVIEWER: PLEASE RECORD OTHER IF YOU CANNOT CODE TO ANY OF THE PRE-SET CODES

STRING[200]

ASK IF: QWHOINT.DVSELECT = ADYoung

YGoot (Y6)
Do you ever go to the local shops or to a local park on your own?
(1) Yes
(2) No

ASK IF: QWHOINT.DVSELECT = ADYoung

YTrust (Y7)
[*] Would you say that ....
RUNNING PROMPT

(1) MANY of the people in your neighbourhood can be trusted,
(2) SOME can be trusted,
(3) A FEW can be trusted,
(4) or that none of the people in your neighbourhood can be trusted?
(5) JUST MOVED HERE
lost (Y8)

[*] Suppose you lost a bag with some money in it in this neighbourhood. And suppose it had your address in it. How likely is it that it would be returned to you with nothing missing? Would you say that it is...

RUNNING PROMPT

1. very likely,
2. quite likely,
3. not very likely,
4. or not at all likely?

intro2

Now some questions about your friends.

PRESS <1> TO CONTINUE

ifvisyo (Y9)

Do you ever have friends round to your home? I mean coming in to spend time in your home, not just calling for you.

(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

1. Yes
2. No

ifvisyo2 (Y10)

Do you have friends round ...

RUNNING PROMPT

CODE FIRST THAT APPLIES

(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

1. at least once a week,
2. at least once a month,
3. or less often?

ifvisot (Y11)

And do you ever go round to your friends' homes?

(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

1. Yes
2. No
YVisOth2 (Y12)
Do you go round to your friends' homes...
RUNNING PROMPT
CODE FIRST THAT APPLIES
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

(1)  at least once a week,
(2)  at least once a month,
(3)  or less often?

YIFOut (Y13)
And do you ever do things with friends outside of the home?
This could mean going out to places with them or just meeting up with them on the street.

INCLUDES ANYTHING WHICH IS DONE WITH FRIENDS OUTSIDE OF THE HOME
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

(1)  Yes
(2)  No

Yout2 (Y14)
Do you do things with friends outside of the home...
RUNNING PROMPT
CODE FIRST THAT APPLIES

INCLUDES ANYTHING WHICH IS DONE WITH FRIENDS OUTSIDE OF THE HOME
(INCLUDES RELATIVES OF A SIMILAR AGE IF THEY COUNT THEM AS FRIENDS)

(1)  at least once a week,
(2)  at least once a month,
(3)  or less often?

Yaccom (Y15)
And when you meet up with friends to do things outside of the home, is there an adult with you.....
RUNNING PROMPT

(1)  all of the time,
(2)  some of the time,
(3)  or is there never an adult with you
ASK IF: QWHOINT.DYSELECT = ADYoung

YRace (Y16)

[*] What about your friends' race or colour. Are all your friends the same race or colour as you or not?
CODE DONT KNOW IF ANY DIFFICULTY

(1) All the same
(2) Not all the same
(3) DONT KNOW
(4) DONT HAVE ANY FRIENDS

ASK IF: QWHOINT.DYSELECT = ADYoung
AND: YRace = Diff

Yracep (Y17)

[*] What proportion of your friends are from the same race or colour as you...
RUNNING PROMPT
CODE DONT KNOW IF ANY DIFFICULTY

(1) more than a half
(2) about a half
(3) or less than a half?
(4) DONT KNOW

ASK IF: QWHOINT.DYSELECT = ADYoung

Yintro1b

Now some questions about your school.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DYSELECT = ADYoung

Ysch1 (Y18)

Would you say that you enjoy school....
RUNNING PROMPT

(1) a lot,
(2) quite a lot,
(3) not very much,
(4) or not at all?

ASK IF: QWHOINT.DYSELECT = ADYoung

YSch2 (Y19)

And how safe do you feel when you are in school? Do you feel...
RUNNING PROMPT

(1) very safe,
(2) or fairly safe,
(3) or a bit unsafe
(4) or very unsafe
ASK IF: QWHOINT.DVSELECT = ADYoung
AND: (YSch2 = BitUn) OR (YSch2 = VUnsa)

Ysch3 (Y20)

[*] Why do you feel unsafe in school?

STRING[200]

ASK IF: QWHOINT.DVSELECT = ADYoung

ySchCoun (Y21)

CODE OR ASK
Can I just check.
Some schools have a school council. This is where pupils can make suggestions about how the school is run or talk about problems in the school. Does your school have something like this?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YIntro3

Now I would like to ask for your views about government. I am interested in how much say you feel you have and whether you feel you can change things.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

YActUK (Y22)

SHOWCARD Y3
Have you ever done any of the things on this card?
PROBE FULLY
CODE ALL THAT APPLY

SET [7] OF
(1) Attended a public meeting or rally
(2) Taken part in a public demonstration or protest
(3) Signed a petition
(4) Contacted a local councillor or Member of Parliament (MP)
(5) Contacted your local council about something affecting your neighbourhood
(6) Been involved with a school committee or club committee
(7) NONE OF THE ABOVE

ASK IF: QWHOINT.DVSELECT = ADYoung

Yintro4

Now thinking about whether you can influence decisions. Please look at this card and tell me whether you agree or disagree with the following statements.

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADYoung

YAffsch (Y23)

SHOWCARD Y4
[*] First, thinking about your school. Do you agree or disagree that you can influence decisions about how your school is run.

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YAffLoc (Y24)

SHOWCARD Y4
[*] And do you agree or disagree that you can influence decisions affecting your local area?

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YAffGB (Y25)

SHOWCARD Y4
[*] And affecting Britain? (Do you agree or disagree that you can influence decisions)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YVotage (Y26)

[ ]*Now I would like to ask some questions about voting.
At the moment, people can't vote in an election to choose the government until they are 18 years old. What age do you think is the right age to be allowed to vote?

1..99

ASK IF: QWHOINT.DVSELECT = ADYoung

YVote (Y27)

[*] Do you think that you will vote in a general election when you become 18 years old?

(1) Yes
(2) No
(3) Don't know
**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YVotAdlt (Y28)**
Have you ever gone with an adult when they went to vote in a general election?

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

**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YVotsch (Y29)**
Have you ever voted in any other type of election? Perhaps a school election or club election?

(1) Yes  
(2) No

**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YIntro5**
SHOWCARD Y5
Now I would like to ask a few questions about trust. Firstly, looking at this showcard, how much do you trust....

PRESS <1> TO CONTINUE

1..1

**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YTPolc (Y30)**
SHOWCARD Y5
[*] The police.  
(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot  
(2) A fair amount  
(3) Not very much  
(4) Not at all  
(5) Don't know

**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YTTTeac (Y31)**
SHOWCARD Y5
[*] Teachers.  
(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot  
(2) A fair amount  
(3) Not very much  
(4) Not at all  
(5) Don't know
ASK IF: QWHOINT.DVSELECT = ADYoung

YTPolt (Y32)
SHOWCARD Y5
[*]Politicians.
(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YTNews (Y33)
SHOWCARD Y5
[*]Newspapers.
(Do you trust them a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YTTV (Y34)
SHOWCARD Y5
[*]Television.
(Do you trust it a lot, a fair amount, not very much or not at all?)

(1) A lot
(2) A fair amount
(3) Not very much
(4) Not at all
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung

YIntro8
Now I want to ask you about any help you give in the home and any help you give to relatives who don't live with you.

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADYoung

YFam (Y35)

SHOWCARD Y6
[*] On this card are things that SOME young people might do in the home or for other relatives. If you don't do any of these things you can say 'NONE OF THESE'.
CODE ALL THAT APPLY

(1) Doing shopping for someone
(2) Cooking or helping to prepare family meals
(3) Cleaning, hoovering or gardening
(4) Washing or ironing clothes
(5) Decorating or repairs
(6) Baby sitting or caring for children
(7) Writing letters or filling in forms for someone who has problems reading or writing
(8) Taking care of someone who is sick
(9) Helping out in a family business
(10) Anything else
(11) NONE OF THESE

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: Other IN YFam

YFamOth (Y36)

INTERVIEWER: PLEASE DESCRIBE 'OTHER' ACTIVITY THEY DO
STRING[200]

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (NONE IN YFam)

YFamoft (Y37)

How often do you do this kind of thing/these kind of things? Would you say...
RUNNING PROMPT
CODE FIRST THAT APPLIES

(1) Every day,
(2) at least once a week,
(3) at least once a month,
(4) or less often?
(5) Other

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (NONE IN YFam)
AND: YFamoft = Other

Yfoften (Y38)

INTERVIEWER - CODE THE APPROXIMATE NUMBER OF TIMES ACTIVITIES DONE IN LAST 12 MONTHS

0..99
ASK IF: QWHOINT.DVSELECT = ADYoung

YIntro9

Now I want to ask you about any help you may have given to people who are NOT related to you. This could be help for a friend, neighbour or someone else.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

Yhlp (Y39)

SHOWCARD Y7
[*] Do you ever do any of these things for other people, apart from relatives?
PROBE FULLY
CODE ALL THAT APPLY
INTERVIEWER: CHECK THAT ACTIVITIES NOT FOR RELATIVES

SET [10] OF
(1) Doing shopping for someone
(2) Cooking or helping to prepare meals
(3) Cleaning, hoovering or gardening
(4) Washing or ironing clothes
(5) Decorating or repairs
(6) Baby sitting or caring for children
(7) Writing letters or filling in forms for someone who has problems reading or writing
(8) Taking care of someone who is sick
(9) Anything else
(10) NONE OF THESE

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (NONE IN Yhlp)

YhlpOft (Y40)

Do you do give some kind of help...
RUNNING PROMPT
CODE FIRST THAT APPLIES

(1) Every day,
(2) at least once a week,
(3) at least once a month,
(4) or less often?
(5) Other

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (NONE IN Yhlp)
AND: YhlpOft = Other

YOthOFT3 (Y41)

INTERVIEWER - CODE THE APPROXIMATE NUMBER OF TIMES ACTIVITIES DONE IN LAST 12 MONTHS

0..99
ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (NONE IN Yhlp)

Yifpaid (Y42)

And when you have given this help, have you ....
RUNNING PROMPT
(HELP TO NON-RELATIVES ONLY)

(1) always received money,
(2) or sometimes received money,
(3) or have you never received any money

ASK IF: QWHOINT.DVSELECT = ADYoung

Ynohlp (Y43)

SHOWCARD Y8
Now thinking about UNPAID help.
[*]Would any of these things make you more likely to give UNPAID help to other people (apart from your relatives)?
CODE ALL THAT APPLY

SET [8] OF
(1) If my friends were helping
(2) If I knew it would be good for my career
(3) If it would help me improve my skills or qualifications
(4) If someone could provide transport for me
(5) If someone who was already involved was there to help me get started
(6) If there was more information about the things I could do
(7) If I knew I could get my expenses paid
(8) NONE OF THESE

ASK IF: QWHOINT.DVSELECT = ADYoung

YPdwk (Y44)

Is there any (other) PAID work that you do regularly?
By regularly, I mean at least once a month

(1) Yes
(2) No

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: YPdwk = Yes

YPdwhat (Y45)

INTERVIEWER: PLEASE RECORD TYPE OF PAID WORK DONE
STRING[200]

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: YPdwk = Yes

ypDOFT (Y46)

And how often do you do this paid work. At least once a week or less often?

(1) At least once a week
(2) Less often
ASK IF: QWHOINT.DVSELECT = ADYoung
   AND: QTHComp.QHComp[LDM5].DVage > 11

YIntro10

I am now going to ask you some questions about racial prejudice.
By that I mean when people treat other people differently because of their race or colour.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung
   AND: QTHComp.QHComp[LDM5].DVage > 11

YPrej (Y47)

SHOWCARD Y9
[*] Looking at this card, can you tell me how much racial prejudice you think there is in Britain today?

(1) There is a lot of racial prejudice
(2) There is some racial prejudice
(3) There is no racial prejudice
(4) DON'T KNOW/CAN'T SAY

ASK IF: QWHOINT.DVSELECT = ADYoung
   AND: QTHComp.QHComp[LDM5].DVage > 11
   AND: (YPrej = Alot) OR (YPrej = Some)

YRWhoM (Y48)

[*] Which groups you think there is a lot/some racial prejudice against?
CODE ALL THAT APPLY

SET [14] OF
(1) Asian people (Indian, Pakistani, Bangladeshi)
(2) Black people (Caribbean, African)
(3) Chinese people
(4) White people
(5) Mixed race people
(6) Buddhists
(7) Hindus
(8) Jews
(9) Muslims
(10) Sikhs
(11) Asylum seekers/Refugees
(12) New immigrants
(13) Other (specify)
(14) Don't know/Can't explain
ASK IF: QWHOINT.DYSELECT = ADYoung
AND: QTHComp.QHComp[LDM5].DVage > 11
AND: (YPrej = Alot) OR (YPrej = Some)
AND: Other IN YRWhomS

YRWhomS (Y49)
[*] INTERVIEWER: PLEASE RECORD WHICH 'OTHER' GROUP THERE IS a lot/some RACIAL PREJUDICE AGAINST
DO NOT INCLUDE ANY CODED PREVIOUSLY
STRING[100]

ASK IF: QWHOINT.DYSELECT = ADYoung
AND: QTHComp.QHComp[LDM5].DVage > 11

YRprej2 (Y50)
[*] And now I would like you to think about the situation in FIVE YEARS TIME.
Do you think that in FIVE YEARS' TIME there will be....

RUNNING PROMPT

(1) less racial prejudice than there is now
(2) more than there is now
(3) or about the same amount?
(4) DON'T KNOW/CAN'T SAY

ASK IF: QWHOINT.DYSELECT = ADYoung
AND: QTHComp.QHComp[LDM5].DVage > 11
AND: NOT (YPrej = None)

YRexp (Y51)
[*] Have you ever been discriminated against because of your race or colour?

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

ASK IF: QWHOINT.DYSELECT = ADYoung
AND: QTHComp.QHComp[LDM5].DVage > 11
AND: NOT (YPrej = None)
AND: YRexp = Yes

Yrwhere (Y52)
[*] Did this happen to you....
RUNNING PROMPT

(1) when you were at school,
(2) when you were somewhere else,
(3) or both at school and somewhere else?
YIntr11

Now I would like to ask you whether you think the following organisations treat people of all races equally or not. Imagine yourself using the services provided by the following organisations. How do you think they would treat YOU :- worse than people of other races, better than people of other races, or the same as people of other races? It doesn't matter if you have had no direct contact with the organisations, it's just your opinions I'm after.

PRESS <1> TO CONTINUE

YRDis01 (Y53)

SHOWCARD Y10
[*]How do you think a local doctor's practice would treat you :- worse than people of other races, better than people of other races, or the same as people of other races? CODE DON'T KNOW IF ANY DIFFICULTY

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know

YRDis02 (Y54)

SHOWCARD Y10
[*]A local school?:- (Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?) CODE DON'T KNOW IF ANY DIFFICULTY

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know

YRDis13 (Y55)

SHOWCARD Y10
[*]The Police?:- (Would they treat you worse than people of other races, better than people of other races, or the same as people of other races?) CODE DON'T KNOW IF ANY DIFFICULTY

(1) I would be treated worse than other races
(2) I would be treated better than other races
(3) I would be treated the same as other races
(4) Don't know
Now I would like to ask you some questions about religion.
PRESS <1> TO CONTINUE

[1] Do you have a religion?

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

Which religion is that?

(1) Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
(2) Buddhism
(3) Hinduism
(4) Judaism (Jewish)
(5) Islam (Muslim)
(6) Sikhism
(7) Other religion

[1] Have you ever been discriminated against because of your religion?

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

Did this happen to you....
RUNNING PROMPT

(1) when you were at school,
(2) when you were somewhere else,
(3) or both at school and somewhere else?
Now I would like to ask you how you find out about things that are happening in the news. There are lots of different ways that people find out what is happening in the news so there are no wrong or right answers.

PRESS <1> TO CONTINUE

1..1

Ymedia (Y60)

In the last week, have you....

INDIVIDUAL PROMPT
CODE ALL THAT APPLY

SET [4] OF
(1) Read a newspaper?
(2) Listened to a radio news programme?
(3) Watched a television news programme?
(4) Looked at news on the Internet?
(5) NONE

Ydisc (Y61)

[*]Now I'd like to know whether you REGULARLY talk to other people about things that are happening in the news. By regularly, I mean at least ONCE a week.
Do you regularly discuss things that are happening in the news with ...

INDIVIDUAL PROMPT
CODE ALL THAT APPLY

SET [5] OF
(1) Teachers?
(2) Your mum or dad?
(3) Anyone else in your family?
(4) Your friends?
(5) Anyone else?
(6) NONE OF THE ABOVE

YXIntro1

Now some questions about young people today.

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADYoung  
AND: QTHComp.QHComp[LDM5].DVage > 11

YXag3 (Y62)

SHOWCARD Y11
I am going to read out some statements and I would like you to tell me how much you agree or disagree with them. Please choose and answer from the card.
[*]Young people are always treated like second-class citizens in shops and cafes (READ OUT IF NECESSARY) Do you agree strongly, agree, neither agree nor disagree, disagree or disagree strongly?)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung  
AND: QTHComp.QHComp[LDM5].DVage > 11

YXag4 (Y63)

SHOWCARD Y11
[*]Thinking about politics in particular, how much do you agree or disagree with the following statements?
None of our politicians are bothered about the problems facing young people today (READ OUT IF NECESSARY) Do you agree strongly, agree, neither agree nor disagree, disagree or disagree strongly?)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

ASK IF: QWHOINT.DVSELECT = ADYoung  
AND: QTHComp.QHComp[LDM5].DVage > 11

YXag5 (Y64)

SHOWCARD Y11
[*]There should be a way to give young people a voice in politics (READ OUT IF NECESSARY) Do you agree strongly, agree, neither agree nor disagree, disagree or disagree strongly?)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know
**ASK IF:** QWHOINT.DVSELECT = ADYoung AND: QTHComp.QHComp[5].DVage > 11

**YXag6 (Y65)**

SHOWCARD Y11
[*] Young people are just not interested in politics (READ OUT IF NECESSARY) Do you agree strongly, agree, neither agree nor disagree, disagree or disagree strongly?)

(1) Definitely agree
(2) Tend to agree
(3) Tend to disagree
(4) Definitely disagree
(5) Don't know

**ASK IF:** QWHOINT.DVSELECT = ADYoung AND: QTHComp.QHComp[5].DVage > 11

**YXUN (Y66)**

[*] Have you heard of the UN Convention on the Rights of the Child?

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

**ASK IF:** QWHOINT.DVSELECT = ADYoung AND: QTHComp.QHComp[5].DVage > 11 AND: (YXUN = No) OR (YXUN = DONTKNOW)

**YXUNexp**

This is an agreement between the countries of the United Nations that young people should be guaranteed certain rights, among them the right to express their views.

PRESS <1> TO CONTINUE

1..1

**ASK IF:** QWHOINT.DVSELECT = ADYoung

**YSAVE**

INTERVIEWER: NOW SAVE YOUR WORK BEFORE YOU START THE SELF-COMPLETION SECTION (F2).

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DVSELECT = ADYoung

YResp1

The next questions are about how much say you feel you have. Then there are some questions about whether you think it is okay to do certain things. For these questions I will hand the computer to you so that you can answer the questions honestly yourself. You can be completely honest because no-one will be able to see the answers that you give.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

YResp2

SELF-COMPLETION SECTION
INTERVIEWER: PLEASE HAND THE LAPTOP TO THE RESPONDENT AND EXPLAIN WHAT TO DO

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

ytest (Y67)

This question is just to help you to get used to answering the questions.

Do you like using computers?
PRESS 1 for A LOT
PRESS 2 for A LITTLE
PRESS 3 for NOT AT ALL
PRESS 4 for DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

(1) A lot
(2) A little
(3) Not at all
(4) Don't know
**ASK IF: QWHOINT.DVSELECT = ADYoung**

**YXfamdc (Y68)**

Thinking about your own family and decisions that are made in this household, would you say that your opinions are taken into account a lot, a little or not at all?

PRESS 1 for A LOT
PRESS 2 for A LITTLE
PRESS 3 for NOT AT ALL
PRESS 4 for DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

(1) A lot
(2) A little
(3) Not at all
(4) Don't know

**ASK IF: QWHOINT.DVSELECT = ADYoung**

**YXfmore (Y69)**

Do you think that your views on family decisions should be taken into account more, less or is it about right the way it is now?

PRESS 1 for MORE
PRESS 2 for LESS
PRESS 3 for ABOUT RIGHT
PRESS 4 for DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

(1) More
(2) Less
(3) About right
(4) Don't know

**ASK IF: QWHOINT.DVSELECT = ADYoung**

**YXOk1 (Y70)**

Do you think the following actions are OK?
If you found $5 pounds in school, would it be OK to keep it?
PRESS 1 for YES
PRESS 2 for NO
PRESS 3 for DON'T KNOW
THEN PRESS <ENTER> TO CONTINUE

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

**ASK IF: QWHOINT.DVSELECT = ADYoung**

**YXOk2a (Y71)**

Is it OK to drop litter in the street?

(1) Yes
(2) No
(3) Don't know
ASK IF: QWHOINT.DVSELECT = ADYoung

YXOK12 (Y72)
Is it OK to tell a teacher if someone is being bullied?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YXOk3a (Y73)
Is it OK to tell lies to a teacher?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YXOK6b (Y74)
Is it OK to tell a teacher if someone is breaking school rules?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YXOk3b (Y75)
Is it OK to tell lies to a parent?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YXOk4 (Y76)
Is it OK to cheat in exams or tests?

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

ASK IF: QWHOINT.DVSELECT = ADYoung

YXOk6a (Y77)
Is it OK to break school rules?

(1) Yes
(2) No
(3) Don't know
ASK IF: QWHOINT.DYSELECT = ADYoung

YXOk11 (Y78)

Is it OK to tell the Police if someone is breaking the law?

(1) Yes
(2) No
(3) Don’t know

ASK IF: QWHOINT.DYSELECT = ADYoung

YXOk8 (Y79)

Is it OK to buy alcohol to drink under the age of 18?

(1) Yes
(2) No
(3) Don’t know

ASK IF: QWHOINT.DYSELECT = ADYoung

YXOk10 (Y80)

Is it OK to smoke under the age of 16?

(1) Yes
(2) No
(3) Don’t know

ASK IF: QWHOINT.DYSELECT = ADYoung

YINTER

Thank you.
This is the end of these questions.
Please hand the computer back to the interviewer.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DYSELECT = ADYoung

YSelfC (Y81)

INTERVIEWER: PLEASE CODE WHETHER CHILD COMPLETED SECTION THEMSELVES

(1) Complete self-completion by child
(2) Section read and entered by interviewer
**YXWorst (Y82)**

SHOWCARD Y12
[*] Now I'd like you to look at this card and tell me which ONE of these things you think it would be MOST WRONG to do.  
(There are no right or wrong answers, it is only your opinion that I'm interested in)

IF RESPONDENT HAS DIFFICULTY CHOOSING BETWEEN SOME ITEMS REASSURE THEM THAT ANY ONE OF THOSE WILL BE OKAY
CODE DON'T KNOW IF STILL UNABLE TO DECIDE

(1) Keep ø5 that you found in school
(2) Drop litter in the street
(3) Tell lies to a teacher
(4) Tell lies to a parent
(5) Buy alcohol to drink if you were under 18
(6) Cheat in exams or tests
(7) Smoke if you were under 16
(8) Break school rules
(9) Don't Know/ can't decide

**YintroX**

Now I'd like to ask you about some things that might worry some young people.

PRESS <1> TO CONTINUE

1..1

**YWorry (Y83)**

SHOWCARD Y13
[*] Here is a list of things that some people worry about. Can you tell me whether you worry about any of these things? CODE ALL THAT APPLY

(1) Cruelty to animals
(2) Terrorist attacks in the World
(3) Wars taking place in the world
(4) Hunger in poor countries
(5) Pollution
(6) Crime in your town or village
(7) Drug-taking in your town or village
(8) Racial prejudice in your town or village
(9) Bullying
(10) Taking exams or tests at school
(11) NONE OF THESE
ASK IF: QWHOINT.DYSELECT = ADYoung
   AND: QTHComp.QHComp[LDM5].DVage > 11

YProtes (Y84)

SHOWCARD Y14
[*]If you felt very worried about something in Britain or somewhere else in the world, do you think you
would do any of the things on this card to try to change things?
Remember there are no right or wrong answers. If you wouldn't do any of the things here you can say
'none'.
CODE ALL THAT APPLY

SET [6] OF
(1) Go to a public meeting or rally
(2) Take part in a public demonstration or protest
(3) Sign a petition
(4) Contact a local councillor or Member of Parliament (MP)
(5) Join a group that was trying to change things
(6) NONE OF THESE

ASK IF: QWHOINT.DYSELECT = ADYoung

YIntro7A

INTERVIEWER: READ OUT SLOWLY
Now some questions about any clubs or groups you've been involved in the last 12 months.
In a minute, I am going to show you a card with some types of clubs or groups you might have been
involved with in the last year, that is, since ^DMDLYEAR.
I'm going to start with clubs or groups at your school.
If there are any that you don't understand I can help you with some examples.
INCLUDES PREVIOUS SCHOOL IF THEY HAVE CHANGED SCHOOLS WITHIN LAST YEAR

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DYSELECT = ADYoung

YPartA (Y85)

SHOWCARD Y15
In the last year, that is, since "DMDLYEAR, have you taken part in any of these clubs or groups AT YOUR SCHOOL? This could mean in school hours or after school or in the school holidays.
INCLUDES PREVIOUS SCHOOL IF CHANGED SCHOOLS WITHIN THE LAST YEAR
CODE ALL THAT APPLY

SET [19] OF
(1) School holiday playschemes
(2) Environmental clubs/groups
(3) Sports clubs/teams
(4) Political clubs/groups
(5) Debating clubs/groups
(6) School/student councils
(7) Computer clubs/groups
(8) Art, drama, dance or music clubs/groups
(9) Human rights groups
(10) Religious groups or organisations
(11) Youth clubs
(12) Student Union
(13) After-school clubs
(14) Groups for extra teaching or special lessons
(15) Animal (welfare) groups
(16) Voluntary groups helping people
(17) Safety, First Aid groups
(18) Local community or neighbourhood groups
(19) NONE OF THESE

ASK IF: QWHOINT.DYSELECT = ADYoung

YIntro7b

INTERVIEWER: READ OUT SLOWLY
Now I'd like you to think about any groups, clubs or organisations that you've been involved with OUTSIDE OF SCHOOL during the last 12 months. I mean things you've done in the evenings, or at weekends or in the school holidays.
CHECK THAT THEY DON'T REPEAT ANYTHING DONE AT THEIR SCHOOL

PRESS <1> TO CONTINUE

1..1
ASK IF: QWHOINT.DYSELECT = ADYoung

YPartB (Y86)

SHOWCARD Y16
In the last year, that is, since "DMDLYEAR, have you taken part in any of these clubs or groups
DURING THE EVENINGS OR WEEKENDS OR SCHOOL HOLIDAYS (apart from the things you told
me you had done at your school)
Remember, if there are any that you don't understand I can help you with some examples.
CODE ALL THAT APPLY

SET [16] OF
(1) School holiday playschemes
(2) Environmental clubs/groups
(3) Sports clubs/teams
(4) Political clubs/groups
(5) Debating clubs/groups
(6) Computer clubs/groups
(7) Art, drama, dance or music clubs/groups
(8) Human rights groups
(9) Religious groups or organisations
(10) Youth clubs
(11) Animal (welfare) groups
(12) Voluntary groups helping people
(13) Safety, First Aid groups
(14) Local community or neighbourhood groups
(15) OTHER CLUBS/GROUPS
(16) NONE OF THESE

ASK IF: QWHOINT.DYSELECT = ADYoung
AND: Other IN YPartB

YParothB (Y87)

INTERVIEWER: PLEASE RECORD 'OTHER' GROUPS INVOLVED WITH. EXCLUDE ANY
ALREADY LISTED AT PREVIOUS QUESTION

STRING[200]

ASK IF: QWHOINT.DYSELECT = ADYoung

YDomor (Y88)

SHOWCARD Y17
[*(]Do any of these things stop you from doing things/more things in groups IN YOUR FREE TIME?
PROMPT FULLY
CODE ALL THAT APPLY

SET [7] OF
(1) I have no way of getting to the clubs or groups
(2) There are no good groups or clubs locally
(3) I can't afford to join clubs
(4) I wouldn't feel safe travelling to and from clubs
(5) There are no clubs or groups that I'm interested in
(6) I'm too busy
(7) I don't want to
(8) I don't have time after my homework
(9) I am not allowed
(10) OTHER REASONS
(11) None of these
ASK IF: QWHOINT.DVSELECT = ADYoung

Yunpaid (Y89)

SHOWCARD Y18
Now I would like you to look at this showcard.
In the last 12 months, that is, since ^DMDLYEAR, have you given help to any groups, clubs or organisations in any of the ways shown on this card?
CODE ALL THAT APPLY
PROBE FULLY

SET [6] OF
(1) Collected or raised money for a group or club
(2) Taken part in a sponsored activity for a group or club
(3) Been part of a committee for a group or club
(4) Helped to organise or run an event
(5) Given any other help to a group or club
(6) NONE OF THESE

ASK IF: QWHOINT.DVSELECT = ADYoung

yintr14

We've nearly come to the end of the interview. I've got one last question about the types of transport you normally use to get around.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

YTrans (Y90)

SHOWCARD Y19
On this card are different types of transport that people might use. Which of these do YOU normally use if you are going somewhere in the evening or at the weekend? This could mean on your own or with other people.
CODE ALL THAT APPLY

SET [5] OF
(1) Walking
(2) Bus
(3) Train
(4) Car
(5) Bike
ASSK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (Bus IN YTrans) AND NOT (Train IN YTrans)

YNottr (Y91)
SHOWCARD Y20
Can I just check. You told me that you didn't normally use buses or trains. Is that because of any of the reasons on this card or is it for other reasons?
CODE ALL THAT APPLY

SET [7] OF
(1) No buses or trains near here
(2) Too expensive
(3) Timetables don't meet my needs
(4) I don't feel safe on buses/trains
(5) My family always uses the car
(6) I am not allowed
(7) OTHER REASON

ASK IF: QWHOINT.DVSELECT = ADYoung

YThank

THIS IS THE END OF THE INTERVIEW.
Please thank the child.

PRESS <1> TO CONTINUE

1..1

ASK IF: QWHOINT.DVSELECT = ADYoung

YXDiff (Y92)

INTERVIEWER: PLEASE RECORD WHETHER RESPONDENT HAD ANY DIFFICULTY UNDERSTANDING OR ANSWERING ANY PART OF THE QUESTIONNAIRE

(1) No difficulty
(2) Some difficulty
(3) A lot of difficulty

ASK IF: QWHOINT.DVSELECT = ADYoung

YWhoin (Y93)

INTERVIEWER: PLEASE RECORD WHO WAS PRESENT DURING THE INTERVIEW
CODE ALL THAT APPLY

SET [5] OF
(1) No-one else in room during interview
(2) Child's parent
(3) Child's sibling
(4) Other child(ren) under 16
(5) Other adult (not parent)
ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (Noone IN YWhoin)

YXProxy (Y94)

INTERVIEWER: DID SOMEONE ELSE ANSWER ANY OF THE QUESTIONS ON BEHALF OF THE RESPONDENT (I.E. PROXY RESPONSES)?

(1) Yes
(2) No

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: NOT (Noone IN YWhoin)
AND: YXProxy = Yes

YWhoProx (Y95)

INTERVIEWER: PLEASE RECORD WHO ANSWERED ANY QUESTIONS FOR THE RESPONDENT
CODE ALL THAT APPLY

SET [4] OF
(1) Child's parent
(2) Child's sibling
(3) Other child(ren) under 16
(4) Other adult (not parent)

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: QInter.WHOFIRST = YOUNG

YAdulNow (Y96)

INTERVIEWER: YOU NOW NEED TO COMPLETE THE INTERVIEW WITH THE SELECTED ADULT (^DMNAMES[LDM2]).
ARE YOU GOING TO INTERVIEW (^DMNAMES[LDM2])...
CODE FIRST WHICH APPLIES

(1) Now
(2) Later
(3) Unable to interview

ASK IF: QWHOINT.DVSELECT = ADYoung
AND: QInter.WHOFIRST = YOUNG

YAdulDo

INTERVIEWER: ^TEXTDO

(1) PRESS <1> TO CONTINUE
CTZ0303A.QHAdmin

Admin. block for single person surveys

ASK ALWAYS:

Thanks

THAT'S THE END OF THE INTERVIEW - THANK RESPONDENT

<CTRL> + ENTER TO LEAVE VIA QUIT BOX

(1) OR PRESS ENTER IF YOU WANT TO CONTINUE
CTZ0303A.QHAdmin.QOcc

Coding for each person

**ASK IF:** (((HStatus = NoContact) OR (HStatus = ContactOnly)) OR (HStatus = Start)) OR (HStatus = Admin)

**AND:** Complete or partial interview

**AND:** (QInter.QEMPAD.QILO.DVLO3a = InEmp) OR (QInter.QEMPAD.QILO.EverWk = Yes)

**SOCNow**

INTERVIEWER

DO YOU WANT TO DO OCCUPATION CODING FOR ^DMNAMES[LDM2]...:

(1) Now
(2) or later?
Appendix E: Derived Variables

1. List of derived variables

2. Specifications for complex household and family variables
1. Derived variables

Adult Respondent's file variables (1)

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Respondent's characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Rsex</td>
<td>Sex of respondent</td>
<td></td>
</tr>
<tr>
<td>Rmarstat</td>
<td>Legal marital status of respondent</td>
<td></td>
</tr>
<tr>
<td>Rmardf</td>
<td>De facto marital status of respondent</td>
<td></td>
</tr>
<tr>
<td>Rlivewith</td>
<td>If cohabiting</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sex and marital status</strong></td>
<td></td>
</tr>
<tr>
<td>Rheth</td>
<td>Ethnic origin of respondent</td>
<td></td>
</tr>
<tr>
<td>RHeth11</td>
<td>Respondent's ethnic origin - 11 categories - derived from Heth</td>
<td></td>
</tr>
<tr>
<td>RHeth4</td>
<td>Respondent's ethnic origin - 4 categories - Mixed not shown - derived from RHeth11</td>
<td></td>
</tr>
<tr>
<td>RHeth5</td>
<td>Respondent's ethnic origin - 5 categories - Mixed shown - derived from RHeth11</td>
<td></td>
</tr>
<tr>
<td>Rcult01-Rcult04</td>
<td>Cultural background of respondent</td>
<td></td>
</tr>
<tr>
<td>Rcob</td>
<td>Country of birth of respondent</td>
<td></td>
</tr>
<tr>
<td>Rcob9</td>
<td>Country of birth of respondent grouped</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Respondent's age</strong></td>
<td></td>
</tr>
<tr>
<td>Rage9</td>
<td>Age of respondent(16-24/25-44/35-44/45-54/55-64/65-74/75-84/85+)</td>
<td></td>
</tr>
<tr>
<td>Rage</td>
<td>Age of respondent</td>
<td></td>
</tr>
<tr>
<td>Rage6</td>
<td>Respondent's age - grouped - 6 categories</td>
<td></td>
</tr>
<tr>
<td>R2age6</td>
<td>Respondent's age 2 - grouped - 6 categories</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Respondent's age, sex and ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>REthage9</td>
<td>Respondent's ethnic origin and age - 9 groups - includes white, Asian and black only</td>
<td></td>
</tr>
<tr>
<td>RSxage12</td>
<td>Respondent's sex and age - 12 categories</td>
<td></td>
</tr>
<tr>
<td>RSexeth6</td>
<td>Respondent's sex and ethnic group - 6 categories - excluding mixed/chinese/other</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Respondent's qualifications</strong></td>
<td></td>
</tr>
<tr>
<td>Edlev</td>
<td>Highest qualification: 16-69 years'</td>
<td></td>
</tr>
<tr>
<td>Edlev1</td>
<td>'Highest qualification group 1:16-69 yrs'.</td>
<td></td>
</tr>
<tr>
<td>Edlev2</td>
<td>As edlev but includes 70+ as a category</td>
<td></td>
</tr>
<tr>
<td>Edlev3</td>
<td>As edlev1 but includes 70+ as a category</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Respondent's income</strong></td>
<td></td>
</tr>
<tr>
<td>Rincome</td>
<td>Respondent's gross income</td>
<td>Renames Dvrinc</td>
</tr>
</tbody>
</table>
Block: CTZ0303A.QHAdmin.QOcc

Pincome  Respondent's partner's gross income  Renames Pvrinc
RIncome8  Respondent's income - grouped - 8 categories

Respondent's Socio-economic class

Rnssec17  NSSec grouped into 17 categories
Rnssec11  NSSec grouped into 11 categories
Rnssec7  NSSec grouped into 7 categories
Rnssec4  NSSec grouped into 4 categories

Note: people unemployed for less than 1 year were not asked for last occupation so NS--Sec is missing for them

Respondent's economic status

RILO3a  In employment/Unemployed/Inactive  Renames DVilo3a
RILO4a  In employment/family worker/Unemployed/Inactive  Renames DVilo3a

Other classificatory variables

Rhhldr  If respondent owns/rents accommodation
Slive5  Length of residence in neighbourhood
Slive7  Length of residence in neighbourhood

Respondent's behaviour, views etc

Civic participation

Partic  Whether participated in any civic activity in last 12m
Regpc  Whether participated in REGULAR (monthly) civic activity in last 12m
Pcivfreq  Frequency of civic activity n last 12m (derived from poften and pofoth)
PAComb01-11  Combines Pactuk and Prally into one mult response var

Informal volunteering

AnyInvol  Whether given any informal voluntary help in last 12m
ReginVol  Whether given REGULAR (monthly) informal voluntary help in last 12m
Ivolfreq  Frequency of informal voluntary help given in last 12m (derived from IHlpoft and Iothoft)

Formal volunteering

Anyforvo  Whether given any formal voluntary help in last 12m
Regforvo  Whether given REGULAR (monthly) formal voluntary help in last 12m
Fvolfreq  Frequency of formal voluntary help given in last 12m (derived from Funoft and Fothoft2)
Employer supported volunteering

AnyEmpV  Whether gave voluntary help through employer scheme in last 12m
RegEmpv  Whether gave REGULAR voluntary help through employer scheme in last 12m
Gempfreq Frequency of giving voluntary help through employers scheme in last 12m (derived from Goften and Gofoth)

All activities

Regact  Whether engaged in ANY REGULAR (monthly) activity - civic, formal/informal volunteering (excl. employer schemes)

Social contacts

sifmeet  Whether regularly meet and talk with people of different ethnic origin to own

Contact with organisations

rctgp  Whether had direct contact with a local doctor's surgery in last 5y
retschl  Whether had direct contact with a local school in the last 5y
rethousg  Whether had direct contact with council housing dept or housing association in last 5y
retcncil  Whether had direct contact with a local council
retllord  Whether had direct contact with private landlord or letting agent in last 5y
retarmy  Whether had direct contact with the armed forces in last 5y
rctins  Whether had direct contact with an insurance company in last 5y
retbank  Whether had direct contact with a bank or building society in last 5y
retjobc  Whether had direct contact with a jobcentre in last 5y
retcrts  Whether had direct contact with the Courts in last 5y
reterwn  Whether had direct contact with the Crown Prosecution service in last 5y
rethousg  Whether had direct contact with the Home Office in last 5y
retpol  Whether had direct contact with the police in last 5y
rectimgn  Whether had direct contact with the immigration authorities in last 5y
rectprsn  Whether had direct contact with the prison service in last 5y
rectprob  Whether had direct contact with the probation service in last 5y
rectorg  Whether had direct contact with any org in last 5y

Parenting
chadvrel  Whether parents have asked any relative for advice on bringing up children'
chadvpro  Whether parents have asked organisations/professionals for advice on bringing up children'

### Characteristics of Household reference Person (HRP)

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hsex</td>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Hmarstat</td>
<td>Legal marital status</td>
<td></td>
</tr>
<tr>
<td>Hmardf</td>
<td>De facto Marital status</td>
<td></td>
</tr>
<tr>
<td>Hheth</td>
<td>Ethnic origin</td>
<td></td>
</tr>
<tr>
<td>Hrheth3</td>
<td>Ethnic origin - White/Asian/black &amp; others</td>
<td></td>
</tr>
<tr>
<td>HHcob</td>
<td>Country of birth</td>
<td></td>
</tr>
<tr>
<td>HHcob9</td>
<td>Country of birth - grouped</td>
<td></td>
</tr>
<tr>
<td>Hcult01-Hcult04</td>
<td>Cultural background</td>
<td></td>
</tr>
<tr>
<td>Hage9</td>
<td>Age of HRP(16-24/25-44/35-44/45-54/55-64/65-74/75-84/85+)</td>
<td></td>
</tr>
<tr>
<td>Hage</td>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Hprirn</td>
<td>If private renter</td>
<td>Renames DVilo3a</td>
</tr>
<tr>
<td>HILO3a</td>
<td>In employment/Unemployed/Inactive</td>
<td>Renames DVilo3a</td>
</tr>
<tr>
<td>HILO4a</td>
<td>In employment/family worker/Unemployed/Inactive</td>
<td></td>
</tr>
<tr>
<td>Hhhldr</td>
<td>If owns/rents accommodation</td>
<td></td>
</tr>
<tr>
<td>Hnssec17</td>
<td>NSSec grouped into 17 categories</td>
<td></td>
</tr>
<tr>
<td>Hnssec11</td>
<td>NSSec grouped into 11 categories</td>
<td></td>
</tr>
<tr>
<td>Hnssec7</td>
<td>NSSec grouped into 7 categories</td>
<td></td>
</tr>
<tr>
<td>Hnssec4</td>
<td>NSSec grouped into 4 categories</td>
<td></td>
</tr>
<tr>
<td>HtenLR</td>
<td>Owners/soc renters/Private renters</td>
<td></td>
</tr>
</tbody>
</table>

### Person, Family and Household level variables on the adult file

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Variable in 2001/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUH</td>
<td>Person number of FUH</td>
<td></td>
</tr>
<tr>
<td>FUHsex</td>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>FUHmarl</td>
<td>Legal marital status</td>
<td></td>
</tr>
<tr>
<td>FUHmarl</td>
<td>De facto Marital status</td>
<td></td>
</tr>
</tbody>
</table>
FUHeth  Ethnic origin
FUHcob  Country of birth
FUHage  Age
FSSex  Sex of same sex couples
FUT  family unit type
FCOB  COB composition of family members
NDCFU  No dependent children in FU
NNDCFU  No non-dep children in FU
Npersfu  No of person in Family unit
Fethgps  Ethnic group composition of FU
FPCCOb  COB of FU and partner
IfuhUK  If FUH born in UK
IFFUHAB  If FUH born outside UK

Respondent variables

Isdep  If is a dependent child
Isndep  If is a non-dependent child
Haschd  If has natural/step/foster child (of any age)
Hasdep  If has dependent child
Hasndep  If has non-dependent child
Nchild  No of natural/step/foster children (of any age)
Ndepc  No of dependent children
Nndepc  No of non-dependent children
nBaby  No of children under 1
NC Und5  No of children under 5
NC5to9  No of children 5-9
NC1015  No of children 10-15
NC1618  No of dependent children 16-18
NCund16  No of children under 16
Singpar  If single parent (has dep children and no partner)
Partner  If has opp sex partner
SSPart  If has same or opp sex partner
Partno  Person no of opp sex partner
SSPno  Person no of same or opp sex partner
Rfrom0-16  Relationship of person 01,02 etc to respondent

Household level variables

Dvhsiz  No of persons in hhold
Numadult  No of persons 16 or over in hhold
Numchild  No of persons < 16 in hhold
Numdepc  Number of dependent children in hhold
Numunits  No of family units in hhold
N0to4  No of persons aged 0 to 4 in hhold
N5to15  No of persons aged 5 to 15 in hhold
NDCHH  No dependent children in HH (same as numdepc)
NNDCDH  No non-dep children in HH
nallchd  Number of dep+non dep children in household
HHtypB  Hhold type B  
HHtypA  Hhold type A  
HHtypA3  Hhold type A3  
hhtypa4  Hhold type A4  
HFCCOB  COB composition of FUHs in hhold  
Hethgps  Ethnic group composition of hhold  
Nadlt60  No adults under 60 in hh  
Nadgt59  No adults 60 or over in hh  
Nfut1  No 1 person Fus in hh  
Nfutm  No multiperson Fus in hh  

* Dependent is defined as under 16 or (16-18, never married, no children, living with parent, excluding foster children)

Variables on the household box file (1 record for each person in hhold box)

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVage5</td>
<td>Age (0-15/16-34/35-54/55-74/75+)</td>
<td></td>
</tr>
<tr>
<td>DVage6</td>
<td>Age (0-15/16-24/25-44/45-64/65-74/75+)</td>
<td></td>
</tr>
<tr>
<td>DVAge9</td>
<td>Age (0-15/16-24/25-44/35-44/45-54/55-64/65-74/75-84/85+)</td>
<td>Copied to adult file&amp;renamed</td>
</tr>
<tr>
<td>Workage</td>
<td>Age 0-15/16-59(F)/64M 60+(F)/65+/M</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Partner</td>
<td>has opp sex partner</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>SSPart</td>
<td>has same or opp sex partner</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Partno</td>
<td>person no of opp sex partner</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>SSPno</td>
<td>person no of same or opp sex partner</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Isdep</td>
<td>Is a dependent child</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Isndep</td>
<td>Is a non-dependent child</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Haschd</td>
<td>has natural/step/foster child (of any age)</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Hasdep</td>
<td>has dependent child</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Hasndep</td>
<td>has non-dependent child</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Nchild</td>
<td>no of natural/step/foster children (of any age)</td>
<td>Copied to adult file</td>
</tr>
<tr>
<td>Ndepc</td>
<td>No of dependent children</td>
<td>Copied to adult file</td>
</tr>
</tbody>
</table>
Nndepc  no of non-dep children
nBaby  no of children under 1
NCund5  no of children under 5
NC5to9  no of children 5-9
NC1015  no of children 10-15
NC1618  no of dependent children 16-18
NCund16  no of children under 16
Singpar  If single parent (has dep children and no partner)
ReltoFUH  Relationship to FU head
Afam  family unit number
Hcob9  Country of birth of respondent grouped

* Dependent is defined as under 16 or (16-18, never married, no children, living with parent, excluding foster children)

Sample/area variables

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMP</td>
<td>Sample type (Core &amp;FE/Boost)</td>
<td></td>
</tr>
<tr>
<td>FEAD</td>
<td>If core or FE address</td>
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<td>SAMPTYP</td>
<td>Derived from samp - core/FE/NWBoost</td>
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<tr>
<td>GOR</td>
<td>Government Office region</td>
<td></td>
</tr>
<tr>
<td>GOR10</td>
<td>GOR - 10 categories (based on HO 2001 report)</td>
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</tr>
<tr>
<td>ACORN</td>
<td>Acorn</td>
<td>ONS/HO use only*</td>
</tr>
<tr>
<td>ACORN17</td>
<td>ACORN 17 groups</td>
<td>ONS/HO use only</td>
</tr>
<tr>
<td>SLA</td>
<td>Local authority code</td>
<td>ONS/HO use only</td>
</tr>
<tr>
<td>SSTRTTEG</td>
<td>Stratifying region</td>
<td>Same as GOR</td>
</tr>
<tr>
<td>RURAL2</td>
<td>If rural/non-rural</td>
<td>ONS/HO use only</td>
</tr>
<tr>
<td>PopD10</td>
<td>Population density (deciles)</td>
<td>ONS/HO use only</td>
</tr>
<tr>
<td>Empc10</td>
<td>% non-white in PSU (deciles)</td>
<td>ONS/HO use only</td>
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<tr>
<td><strong>ODPM Index of deprivation</strong></td>
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<tr>
<td>EDepD</td>
<td>England Index of Deprivation (deciles)</td>
<td>ONS/HO use only</td>
</tr>
<tr>
<td>EDepQ</td>
<td>England Index of Deprivation (quintiles)</td>
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239
<table>
<thead>
<tr>
<th>Dvname</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDepD</td>
<td>Wales Index of Deprivation (deciles)</td>
<td>&quot;</td>
</tr>
<tr>
<td>WDepQ</td>
<td>Wales Index of Deprivation (quintiles)</td>
<td>&quot;</td>
</tr>
<tr>
<td>EWDep</td>
<td>England Index of Deprivation (deciles) and Wales</td>
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</tr>
<tr>
<td>WEdepD</td>
<td>Wales Index of Deprivation (deciles) and England</td>
<td>&quot;</td>
</tr>
<tr>
<td>e1</td>
<td>England Index of multiple deprivation Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>e2</td>
<td>England Index of multiple deprivation Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>e3</td>
<td>England Income domain Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>e4</td>
<td>England Income domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>e5</td>
<td>England Employment domain Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>e6</td>
<td>England Employment domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>e7</td>
<td>England Health domain Score</td>
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<tr>
<td>e8</td>
<td>England Health domain Rank</td>
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</tr>
<tr>
<td>e9</td>
<td>England Education domain Score</td>
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<td>e10</td>
<td>England Education domain Rank</td>
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</tr>
<tr>
<td>e11</td>
<td>England Housing domain Score</td>
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</tr>
<tr>
<td>e12</td>
<td>England Housing domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>e13</td>
<td>England Access domain Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>e14</td>
<td>England Access domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>e15</td>
<td>England Child poverty index Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>e16</td>
<td>England Child poverty index Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>w1</td>
<td>Wales Index of multiple deprivation Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>w2</td>
<td>Wales Index of multiple deprivation Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>w3</td>
<td>Wales Income domain Score</td>
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<td>w4</td>
<td>Wales Income domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>w5</td>
<td>Wales Employment domain Score</td>
<td>&quot;</td>
</tr>
<tr>
<td>w6</td>
<td>Wales Employment domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>w7</td>
<td>Wales Health domain Score</td>
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<td>w8</td>
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<td>w9</td>
<td>Wales Education domain Score</td>
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<td>w11</td>
<td>Wales Housing domain Score</td>
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<td>w14</td>
<td>Wales Access domain Rank</td>
<td>&quot;</td>
</tr>
<tr>
<td>w15</td>
<td>Wales Child poverty index Score</td>
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</tr>
<tr>
<td>w16</td>
<td>Wales Child poverty index Rank</td>
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</table>

*Variables deleted on ESRC Archive files in order to preserve confidentiality.

### Serial number and Matching variables

<table>
<thead>
<tr>
<th>Dvname</th>
<th>Description</th>
<th>Comments</th>
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<tbody>
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<td>Area/quotas</td>
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<tr>
<td>Address</td>
<td>Address number</td>
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</tr>
<tr>
<td>Person</td>
<td>Person number</td>
<td></td>
</tr>
<tr>
<td>Afam</td>
<td>family unit number</td>
<td></td>
</tr>
</tbody>
</table>

### Matching variables
Partno  person number of respondent's partner
FUH  Person number of FUH
HRPnum  person number of HRP

HRPpart  person number of HRP's partner
Adresp  Person number of adult respondent
Chresp  Person number of child/yperson respondent
Relrsp  Relationship of child respondent to adult respondent

Hhold & family summary variables

Dvhsize  No of persons in hhold
Nounits  No of family units in hhold
Npersfu  No of person in Family unit

Children and Young Person Derived Variables

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Csex</td>
<td>Sex of respondent</td>
<td>Child variables</td>
</tr>
<tr>
<td>Cheth</td>
<td>Ethnic origin of respondent</td>
<td></td>
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<tr>
<td>CHeth11</td>
<td>Respondent's ethnic origin - 11 categories - derived from Heth</td>
<td></td>
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<tr>
<td>CHeth2</td>
<td>Respondent's ethnic origin - 2 categories - White/Non-white</td>
<td></td>
</tr>
<tr>
<td>CHeth5</td>
<td>Respondent's ethnic origin - 5 categories - Mixed shown -derived from RHeth11</td>
<td></td>
</tr>
<tr>
<td>Ccult01-Ccult04</td>
<td>Cultural background of respondent</td>
<td></td>
</tr>
<tr>
<td>Ccob</td>
<td>Country of birth of respondent</td>
<td></td>
</tr>
<tr>
<td>Ccob9</td>
<td>Country of birth of respondent grouped</td>
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</tbody>
</table>

Young Person variables

<table>
<thead>
<tr>
<th>DV name</th>
<th>Description</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Ysex</td>
<td>Sex of respondent</td>
<td>Young Person variables</td>
</tr>
<tr>
<td>Yheth</td>
<td>Ethnic origin of respondent</td>
<td></td>
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<tr>
<td>YHeth11</td>
<td>Respondent's ethnic origin - 11 categories - derived from Heth</td>
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</tr>
<tr>
<td>YHeth2</td>
<td>Respondent's ethnic origin - 2 categories - White/Non-white</td>
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<tr>
<td>YHeth5</td>
<td>Respondent's ethnic origin - 5 categories - Mixed shown -derived from RHeth11</td>
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<tr>
<td>Ycult01-Ycult04</td>
<td>Cultural background of respondent</td>
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<td>Ycob</td>
<td>Country of birth of respondent</td>
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<td>Ycob9</td>
<td>Country of birth of respondent grouped</td>
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</table>
Weight variables

<table>
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<th>Variables</th>
<th>Description</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td><strong>Core sample</strong></td>
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<tr>
<td>Wtchhds</td>
<td>Scaled: household</td>
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</tr>
<tr>
<td>Wtcinds</td>
<td>Scaled: adult</td>
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<tr>
<td></td>
<td><strong>Combined sample</strong></td>
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<td>wtfhghds</td>
<td>Scaled: household</td>
<td></td>
</tr>
<tr>
<td>wtfhinds</td>
<td>Scaled: adult</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Child and young person sample</strong></td>
<td></td>
</tr>
<tr>
<td>Wtchinds</td>
<td>Scaled child/young person</td>
<td></td>
</tr>
</tbody>
</table>
2. Specifications for Complex Family variables 2003

Variable name: Family Unit type
Variable label: FUT
Population: All families

1 'Married couple no children'
2 'Married couple & children'
3 'Lone married/cohabiting father & children'
4 'Single father & children'
5 'Widowed father & children'
6 'Divorced father & children'
7 'Separated father & children'
8 'Lone married/cohabiting mother & children'
9 'Single mother & children'
10 'Widowed mother & children'
11 'Divorced mother & children'
12 'Separated mother & children'
13 'One person only'
14 'Same sex cohabitees'
15 'Cohab couple, no children'
16 'Cohab couple & children'.

NOTE: Children can be any age but must be never-married and have no children of their own

Variable name: GENDER OF SAME SEX COUPLES
Variable label: FSSEX
Population: All same sex couples

1 'Male'
2 'Female'.

___________________________________________________________________________
Variable Label: Country of birth of Family head (FUH) and other family members
Variable name: FCOB
Population: all families

1. All family members born in UK
2. FUH was born in UK, 1 or more other persons born outside UK
3. FUH was born outside UK, 1 or more other persons born in UK
4. All persons born outside UK
5. Not known'.
Variable label: Whether family members are of the same ethnic group
Variable name: FETHGPS
Population: Families containing two or more persons

1 'Same White gp (all British/all Irish/all other white)
2 'Multiple White'
3 'White/Asian'
4 'White/Black'
5 'White/other'
6 'Same Black gp (all Caribbean/all African/all other black)
7 'Multiple Black'
8 'Same Asian gp (all Indian/all Pakistani/All Bangladeshi/all other Asian)
9  Multiple Asian
10 All Chinese/all other'
11 Chinese & other
12 Other combinations'
13 'Unknown'.

Variable label ‘Country of birth of family head, partner and children
Variable name: FPCCOB
Population: all families

Family Head born UK, Partner born UK:
1 No children
2 All children born UK
3 Children born UK and abroad
4 All children born abroad
Family Head born UK, Partner born Abroad OR vice versa
5 No children
6 All children born UK
7 Children born UK and abroad
8 All children born abroad
Family Head born Abroad, Partner born Abroad:
9 No children
10 All children born UK
11 Children born UK and abroad
12 All children born abroad
Family Head born UK, No partner:
13 No children
14 All children born UK
15 Children born UK and abroad
16 All children born abroad
Family Head born abroad, No partner:
17 No children
18 All children born UK
19 Children born UK and abroad
20 All children born abroad
Unspecified  
21-23 Family head born UK, Family head born abroad, Family head COB not known
Variable label: Household type A
Variable name: HhtypA
Population: all households

1"1 adult 16-59"
2"2 adults; both 16-59"
3"1,2 adults, 1,2 children 0-4"
4"1,2 adults, 1,2 children 5-15"
5"1,2 adults, 3+children 0-4"
6"3+ adults, 2+ children 0-4"
7"1,2 adults, 3+children 5-15"
8"3+ adults, 2+ children 5-15"
9"3+ adults, 1 children 0-4"
10"3+ adults, 1 children 5-15"
11"3+ adults, no children"
12"2 adults, 1 or both 60+"
13"1 adult 60+".

Variable label: Household type A3(GHS version)
Variable name: HhtypA3
Population: all households

1 - 1 Adult aged 16-59
2 - 2 Adults aged 16-59
3 - Small family : 1-2 persons aged 16 or over & 1-2 persons aged under 16
4 - Large family : 1 or more persons aged 16 or over & 3 or more persons aged under 16 OR
   3 or more persons aged 16 or over & 2 persons aged under 16
5 - Large adult hhd: 3 or more persons aged 16 or over with or without 1 person under 16
6 - 2 Adults, 1 or both aged 60 or over
7 - 1 Adult aged 60 or over
8 - Not stated

Variable label: Household type A4
Variable name: HhtypA4
Population: all households

1"1 adult 16-59"
2"2 adults 16-59"
3" 1 or more adults , youngest child 0-4"
4" 1 or more adults youngest child 5-15"
5"3 adults no children"
6"2 adults, 1 or 60+"
7"1 adult aged 60+".
Variable label: Household type B
Variable name: HhtypB
Population: all households

(FU = family unit)
1 '1 person'
2 '>1 person, all different FUs'
3 'Married couple, 0 child, 1FU'
4 'Cohab couple, 0 child, 1FU'
5 'Married/Cohab couple, 0 child, +1persFUs'
6 'Married couple, all dependent children, 1FU'
7 'Cohab couple, all dependent children, 1FU'
8 'Married couple, dependent + non-dependent children, 1FU'
9 'Cohab couple, dependent + non-dependent children, 1FU'
10 'Married couple, all non-dependent children, 1FU'
11 'Cohab couple, all non-dependent children, 1FU'
12 'Married/Cohab cple, all dependent children, +1persFUs'
13 'Married/Cohab cple, dependent + non-dependent children, +1persFUs'
14 'Married/Cohab cple, all non-dependent children, +1persFUs'
15 'Lone parent, all dependent children, 1FU'
16 'Lone parent, dependent + non-dependent children, 1FU'
17 'Lone parent, all non-dependent children, 1FU'
18 'Lone parent, all dependent children, +1persFUs'
19 'Lone parent, dependent + non-dependent children, +1persFUs'
20 'Lone parent, all non-dependent children, +1persFUs'
21 '>1 multiperson FUs, all dependent children'
22 '>1 multiperson FUs, dependent + non-dependent children'
23 '>1 multiperson FUs, all non-dependent children'
24 '>1 multiperson FUs, 0 child'
25 'Same Sex cple/Unknown'.

_________________________________________________________________________

Variable label: Household type B1
Variable name: HhtypB1
Population: all households

1 '1 person'
2 'Couple, no children'
3 'Couple with dependent children'
4 'Couple with non-dependent children'
5 'Lone parent with depch'
6 'Lone parent with nondepch'
7 '2 or more single person family units'
8 '2 or more multiple person family units'
9 'Same sex cple/Unknown'.

_________________________________________________________________________
Variable label: Whether household members are of the same ethnic group
Variable name: HETHGPS
Population: households containing two or more persons

1 'Same White gp (all British/all Irish/all other white)
2 'Multiple White'
3 'White/Asian'
4 'White/Black'
5 'White/other'
6 'Same Black gp (all Caribbean/all African/all other black)
7 'Multiple Black'
8 'Same Asian gp (all Indian/all Pakistani/All Bangladeshi/all other Asian)
11 Multiple Asian
12 All Chinese/all other'
12 Chinese & other
12 Other'
13 'Unknown'.

Variable labels: Country of birth of HRP/FUHs in Household.
Variable name: HFCCOB
Population: all households

1 'HRP born UK, ALL FUHs born UK'
2 'HRP born UK, 1 or more FUHs born outside UK'
3 'HRP born outside UK 1 or more FUHs born in UK'
4 'HRP born outside UK, ALL FUHs born outside UK
5 'Unknown'.
List of Showcards (Main Stage)

A1 Doorstep ethnicity show card

F1 HETH (Ethnic origin)

F2 Dwork (Who spends most time on housework etc)

F3 Fconnr, FconUK, Fgive, Freci, Fadv (Family members)

F4 Finfo, Fhelp, Fmost (Sources of advice about children)

F5 Fpref (Preferred mode of advice)

F6 Fsatis (satisfaction with advice etc)

F7 Fiwhat (what extra advice wanted)

S1 Sbeneigh - SbeGB (Attachment to n’hood etc)

S2 Senjoy (if likes n’hood)

S3 Spull (if n’hood pull together)

S4 Ssafe (If safe to walk)

S5 Stogether, Srespect (if different backgrounds get on, if respect ethnic differences)

S6 Mtg other people from different

C1 PactUK (contacting officials etc)

C2 Pafloc, pafGB, (influence decisions)

C3 RnDq – Ptcncl (trust qns)

V1 Funpd (Formal Vol work)

V2 Fgtyp (VW sector)

V3 Findgp (how found about VW)

V4 Ihlp, HrecV (Help given)

V5 (Rndq etc) Statements

V6 Ways of donating to charity

R1 Rorg Organisations

R2 Rdis01- If treated better

E1 Eright, Ehave, Rights

E2 Eresp (Responsibilities)

E3 RndQ etc (Statements)

Q1 Equals (Academic quals)

Q2 Vquals (Vocational quals)
White
1. British
2. Irish
3. Any other White background

Mixed
4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Any other Mixed background

Asian or Asian British
8. Indian
9. Pakistani
10. Bangladeshi
11. Any other Asian background

Black or Black British
12. Caribbean
13. African
14. Any other Black background

15. Chinese

16. Any other ethnic background
Who spends most time on:

Cooking, Grocery shopping, Cleaning, Washing, Ironing, Gardening, DIY, Home maintenance, Looking after cars and bikes, Looking after children

1. I do most

2. Someone else in the household does most

3. I share the work equally with someone else

4. Someone outside the household does most
PLEASE INCLUDE IN-LAWS and EX-PARTNERS

1. Mother (& foster mother)
2. Father (& foster father)
3. Step-mother
4. Step-father
5. Mother-in-law/Partner's mother
6. Father-in-law/Partner's father

7. Son aged 16 or over (& adopted/foster)
8. Daughter aged 16 or over (& adopted/foster)
9. Step-son/Step-daughter aged 16 or over
10. Son-in-law/Daughter-in-law

11. Brother (& step/half brother)
12. Sister (& step/half sister)

14. Grandchild (& step/in-law)
15. Grandparent (& -in-law)

16. Cousin/ Second cousin (Cousin-in-law)
17. Uncle/Aunt (Uncle/Aunt-in-law)
18. Nephew /Niece (Nephew /Niece-in-law)

19. Ex-husband/Ex-wife/Ex-partner (including separated husband/wife)

20. Other relative

21. None of these
1. Doctor

2. Health Visitor/Nurse

3. Midwife

4. Social Worker

5. Religious leader or religious organisation

6. Teacher or lecturer

7. Parenting group or class/Parents and Toddlers/Playgroup/Pre-school group

8. Parentline Plus telephone helpline

9. Other telephone helplines

10. Voluntary/Community organisations

11. Youth Offending Team

12. Child and Adolescent Mental Health Services

13. None of these
1. Speaking to someone face-to-face

2. Telephone helpline

3. TV or radio

4. Leaflets

5. Newspapers or Magazines

6. Books

7. Internet or website
1. Very satisfied
2. Fairly satisfied
3. Fairly dissatisfied
4. Very dissatisfied
1. Education provision (nursery, school, college)

2. Career development, jobs

3. Childcare (childminders, nannies)

4. Parenting skills /child development

5. Drugs

6. Other health issues (eg feeding, diet, smoking, drinking, sex)

7. Bullying /being bullied

8. Anti-social behaviour

9. Other behaviour problems (eg tantrums, truanting)

10. Sources of advice/how to access information

11. Other advice or information
1. Very strongly

2. Fairly strongly

3. Not very strongly

4. Not at all strongly
1. Yes, definitely

2. Yes, to some extent

3. No
1. Definitely agree

2. Tend to agree

3. Tend to disagree

4. Definitely disagree
1. Very safe

2. Fairly safe

3. A bit unsafe

4. Very unsafe
1. Definitely agree

2. Tend to agree

3. Tend to disagree

4. Definitely disagree
1. At local shops

2. At work

3. At a place of study (school, college, university)

4. At a place of worship

5. At relatives’ homes

6. At restaurants, pubs, cinemas, community centres etc

7. In your neighbourhood

8. On buses and trains

9. At sports or fitness activities

10. At youth clubs

11. At other places

12. None
1. Local councillor

2. Member of Parliament (MP)

3. Public official working for local council

4. Government official

LONDON

5. Elected member of the Greater London Assembly – including the Mayor of London

6. Public official working for the Greater London Assembly

WALES

7. Elected member of the National Assembly for Wales - including the First Minister

8. Public official working for the National Assembly for Wales

9. None of the above
1. Definitely agree

2. Tend to agree

3. Tend to disagree

4. Definitely disagree
1. A lot

2. A fair amount

3. Not very much

4. Not at all
1. Raising or handling money / taking part in sponsored events
2. Leading the group/ member of a committee
3. Organising or helping to run an activity or event
4. Visiting people
5. Befriending or mentoring people
6. Giving advice/ information/ counselling
7. Secretarial, admin or clerical work
8. Providing transport/driving
9. Representing
10. Campaigning
11. Other practical help (eg helping out at school, shopping)
12. Any other help (please describe)
13. None of the above
1. **Public sector**

   E.g.
   - Schools/colleges run by local authority
   - The National Health Service (NHS) – including
     - Hospital trusts /Doctors
     - Local Council services
     - Central Government Departments & Services
     - The Police
     - The Legal system
     - Prisons

2. **Private sector**

   E.g.
   - Your employer
   - Businesses
   - Companies

3. **Voluntary and community sector**

   E.g.
   - Charities
   - Voluntary & community groups / organisations
   - Other local groups / clubs / organisations
   - Religious organisations
1. Through previously using services provided by the group

2. From someone else already involved with the group

3. Place of worship (church, mosque, synagogue or temple

4. School, college, university

5. Doctor's surgery

6. Promotional events / volunteer fair

7. Employer's volunteering scheme

8. Careers centre / careers fair

9. Local events

10. Local newspapers

11. Teletext/Ceefax

12. Friends or neighbours/Word of mouth

13. Some other way
1. Keeping in touch with someone who has difficulty getting out and about (visiting in person, telephoning or e-mailing)

2. Doing shopping, collecting pension or paying bills

3. Cooking, cleaning, laundry, gardening or other routine household jobs

4. Decorating, or doing any kind of home or car repairs

5. Baby sitting or caring for children

6. Sitting with or providing personal care (e.g. washing, dressing) for someone who is sick or frail

7. Looking after a property or a pet for someone who is away

8. Giving advice

9. Writing letters or filling in forms

10. Representing someone (for example, in talking to a council official)

11. Transporting or escorting someone (for example, to a hospital or on an outing)

12. Anything else

13. No help in last 12 months
1. Definitely agree

2. Tend to agree

3. Tend to disagree

4. Definitely disagree
1. Door-to-door collection
2. Street collection
3. Sponsorship
4. Collection at church, mosque, other place of worship
5. Shop counter collection
6. Pub collection
7. Collection at work
8. Buying raffle tickets
9. Buying goods from a charity shop /catalogue
10. Direct debit, standing order, covenant or debit from salary
11. Any other gifts of money
12. Other method of giving
13. Did not give to charity in past 4 weeks
Contacted in last 5 years:

1. A local doctor’s surgery
2. A local school
3. A council housing department or housing association
4. A local council (apart from housing department)
5. A private landlord or letting agent
6. The Armed Forces
7. An insurance company
8. A bank or building society
9. A Jobcentre
10. The Courts (Magistrates Courts and Crown Court)
11. The Crown Prosecution Service
12. The Home Office (apart from through this survey)
13. The Police
14. The Immigration Authorities
15. The Prison Service
16. The Probation Service
17. None of the above
R2

1. I would be treated worse than other races
2. I would be treated better than other races
3. I would be treated the same as other races
4. I don't know
1. Your gender

2. Your age

3. Your race

4. Your religion

5. Your colour

6. Where you live

7. None of the above
1. To have access to free education for children
2. To have freedom of speech
3. To have freedom of thought, conscience and religion
4. To have free elections
5. To be looked after by the State if you cannot look after yourself
6. To be protected from crime
7. To be treated fairly and equally
8. To have free health-care if you need it
9. To have a job
10. None of the above
1. To obey and respect the law

2. To behave morally and ethically

3. To help and protect your family

4. To raise children properly

5. To work to provide for yourself

6. To behave responsibly

7. To vote

8. To respect and preserve the environment

9. To help others

10. To treat others with fairness and respect

11. To treat all races equally

12. None of the above
1. Definitely agree

2. Tend to agree

3. Tend to disagree

4. Definitely disagree
1. Own outright

2. Buying with the help of a mortgage or loan

3. Pay part rent and part mortgage (shared ownership)

4. Rent it

5. Live here rent-free (including rent-free in relative’s/friend’s property; excluding squatting)

6. Squatting
Q1

1. Degree or equivalent/qualifications above degree level

2. GCE 'A'level/AS Level/Higher School Cert

3. GCE 'O'Level Grades A, B, C/GCSE grades A, B, C/CSE Grade 1

4. GCE 'O'level grades D, E, /GCSE grades D, E,/CSE Grade 2 –5

5. English School certificate or matriculation

6. Scottish Certificate of Sixth Year Studies

7. SCE/SLC/SUPE Higher Grade

8. SCE Ordinary Grade A-C/ Standard grade 1-2

9. SCE Ordinary Grades D-E/ Standard grade 3-6

10. SLC/SUPE Lower or Ordinary

11. Other qualifications above ‘A’ level but below degree

12. Other or foreign qualifications (please describe)
1. Recognised trade apprenticeship completed

2. City and Guilds-Craft: Intermediate/ Ordinary (Part 1)

3. City and Guilds-Advanced: Final or Full tech (Part II or III)

4. City and Guilds -can't say which

5. BEC/TEC/BTEC/SCOTBEC/SCOTEC/ SCOTVEC: National/General

6. BEC/TEC/BTEC/SCOTBEC/ SCOTVEC: Higher

7. Ordinary National Certificate/Diploma (ONC/OND)


9. RSA/Pitman's secretarial or clerical

10. Other clerical/commercial qualification (eg typing, shorthand, book-keeping)

11. NVQ/SVQ

12. GNVQ/GSVQ

13. Nursing qualification

14. Teaching qualification (inc TEFL)

15. Other vocational/pre-vocational qualification
<table>
<thead>
<tr>
<th>TOTAL INCOME</th>
<th>ANNUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>UNDER £2,500</td>
</tr>
<tr>
<td>F</td>
<td>£2,500 - £4,999</td>
</tr>
<tr>
<td>H</td>
<td>£5,000 - £9,999</td>
</tr>
<tr>
<td>A</td>
<td>£10,000 - £14,999</td>
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<td>J</td>
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<td>WEEKLY</td>
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<td>--------</td>
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<tr>
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<td>B £481 - £577</td>
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<tr>
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<td>J £577 - £673</td>
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<td>M £673 - £769</td>
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<td>D £769 - £865</td>
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<td>N £3,750 - £4,167</td>
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</tr>
<tr>
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<td>K £962 - £1,442</td>
</tr>
<tr>
<td>I £6,250 - £8,333</td>
<td>I £1,442 - £1,923</td>
</tr>
<tr>
<td>L £8,333 OR MORE</td>
<td>L £1,923 OR MORE</td>
</tr>
</tbody>
</table>
SHOWCARD C1

Most wrong

1. Keep £5 that you found in school
2. Drop litter in the street
3. Tell lies to a teacher
4. Tell lies to a parent
5. Cheat in exams or tests
6. Break school rules
7. I DON’T KNOW
SHOWCARD C2

1. Walking
2. Bus
3. Train
4. Car
5. Bike
SHOWCARD Y1

1. Yes, a lot
2. Yes, a little
3. No
SHOWCARD Y2

1. Very safe
2. Fairly safe
3. A bit unsafe
4. Very unsafe
SHOWCARD Y3

1. Attended a public meeting or rally
2. Taken part in a public demonstration or protest
3. Signed a petition
4. Contacted a local councillor or Member of Parliament (MP)
5. Contacted your local council about something affecting your neighbourhood
6. Been involved with a school committee or club committee
7. NONE OF THESE
SHOWCARD Y4

1. Definitely agree
2. Tend to agree
3. Tend to disagree
4. Definitely disagree
5. I don’t know
SHOWCARD Y5

1. A lot
2. A fair amount
3. Not very much
4. Not at all
5. I don’t know
Helping my family and other relatives

1. Doing shopping for someone
2. Cooking or helping to prepare family meals
3. Cleaning, hoovering or gardening
4. Washing or ironing clothes
5. Decorating or repairs
6. Baby sitting or caring for children
7. Writing letters or filling in forms for someone who has problems reading or writing
8. Taking care of someone who is sick
9. Helping out in a family business
10. Anything else
11. NONE OF THESE
SHOWCARD Y7

Helping OTHER people (NOT relatives)

1. Doing shopping for someone
2. Cooking or helping to prepare meals
3. Cleaning, hoovering or gardening
4. Washing or ironing clothes
5. Decorating or repairs
6. Baby sitting or caring for children
7. Writing letters or filling in forms for someone who has problems reading or writing
8. Taking care of someone who is sick
9. Anything else
10. NONE OF THESE
SHOWCARD Y8

Giving unpaid help

1. If my friends were helping
2. If I knew it would be good for my career
3. If it would help me improve my skills or qualifications
4. If someone could provide transport for me
5. If someone who was already involved was there to help me get started
6. If there was more information about the things I could do
7. If I knew I could get my expenses paid
8. NONE OF THESE
SHOWCARD Y9

1. There is a lot of racial prejudice
2. There is some racial prejudice
3. There is no racial prejudice
4. I don’t know
SHOWCARD Y10

1. I would be treated worse than other races

2. I would be treated better than other races

3. I would be treated the same as other races

4. I don’t know
SHOWCARD Y11

1. Definitely agree
2. Tend to agree
3. Tend to disagree
4. Definitely disagree
5. I don’t know
SHOWCARD Y12

Most wrong

1. Keep £5 that you found in school
2. Drop litter in the street
3. Tell lies to a teacher
4. Tell lies to a parent
5. Buy alcohol to drink if you were under 18
6. Cheat in exams or tests
7. Smoke if you were under 16
8. Break school rules
9. I DON’T KNOW
Things some people worry about

1. Cruelty to animals
2. Terrorist attacks in the world
3. Wars taking place in the world
4. Hunger in poor countries
5. Pollution
6. Crime in your town or village
7. Drug-taking in your town or village
8. Racial prejudice in your town or village
9. Bullying
10. Taking exams or tests at school
11. NONE OF THESE
SHOWCARD Y14

1. Go to a public meeting or rally
2. Take part in a public demonstration or protest
3. Sign a petition
4. Contact a local councillor or Member of Parliament (MP)
5. Join a group that was trying to change things
6. NONE OF THESE
SHOWCARD Y15

MY CLUBS AT SCHOOL

1. School holiday playschemes
2. Environmental clubs/groups
3. Sports clubs/teams
4. Political clubs/groups
5. Debating clubs/groups
6. School/student councils
7. Computer clubs/groups
8. Art, drama, dance or music clubs/groups
9. Human rights groups
10. Religious groups or organisations
11. Youth clubs
12. Student Union
13. After-school clubs
14. Groups for extra teaching or special lessons
15. Animal (welfare) groups
16. Voluntary groups helping people
17. Safety, First Aid groups,
18. Local community or neighbourhood groups
19. NONE OF THESE
SHOWCARD Y16

CLUBS IN THE EVENINGS, WEEKENDS AND HOLIDAYS

1. School holiday playschemes
2. Environmental clubs/groups
3. Sports clubs/teams
4. Political clubs/groups
5. Debating clubs/groups
6. Computer clubs/groups
7. Art, drama, dance or music clubs/groups
8. Human rights groups
9. Religious groups or organisations
10. Youth clubs
11. Animal (welfare) groups
12. Voluntary groups helping people
13. Safety, First Aid groups,
14. Local community or neighbourhood groups
15. Other clubs/groups
16. NONE OF THESE
<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have no way of getting to the clubs or groups</td>
</tr>
<tr>
<td>2</td>
<td>There are no good groups or clubs locally</td>
</tr>
<tr>
<td>3</td>
<td>I can’t afford to join clubs</td>
</tr>
<tr>
<td>4</td>
<td>I wouldn't feel safe travelling to and from clubs</td>
</tr>
<tr>
<td>5</td>
<td>There are no clubs or groups that I'm interested in</td>
</tr>
<tr>
<td>6</td>
<td>I'm too busy</td>
</tr>
<tr>
<td>7</td>
<td>I don’t want to</td>
</tr>
<tr>
<td>8</td>
<td>I don’t have time after my homework</td>
</tr>
<tr>
<td>9</td>
<td>I am not allowed</td>
</tr>
<tr>
<td>10</td>
<td>Other reasons</td>
</tr>
<tr>
<td>11</td>
<td>None of these</td>
</tr>
</tbody>
</table>
SHOWCARD Y18

1. Collected or raised money for a group or club
2. Taken part in a sponsored activity for a group or club
3. Been part of a committee for a group or club
4. Helped to organise or run an event
5. Given any other help to a group or club
6. NONE OF THESE
SHOWCARD Y19

1. Walking
2. Bus
3. Train
4. Car
5. Bike
SHOWCARD Y20

1. No buses or trains near here
2. Too expensive
3. Timetables don't meet my needs
4. I don't feel safe on buses/trains
5. My family always uses the car
6. I am not allowed
7. Other reason
EXAMPLES FOR CLUBS/GROUPS

School holiday playschemes

Schemes that children attend during the school holidays if their parents are working.

Environmental clubs/groups

Greenpeace, Friends of the Earth, Earth First!, National Trust,
Local groups that work to protect the natural environment (like local woodlands, parks and other green spaces) or reduce pollution.

Sports clubs/teams

Organised sports clubs or groups (e.g. organised groups for football, swimming, cycling, running, netball, cricket etc)
Martial arts (e.g. karate, judo etc)
Fitness classes

Political clubs/groups

Being a member of or helping out organisations like the Labour Party, the Conservative Party, the Liberal Democrat Party (or youth sections of any political party)
Smaller political groups like the Green Party, Socialist Workers Party or United Kingdom Independence Party etc

Debating clubs/groups

Taking part in groups – in or out of school – which involve discussing or arguing about issues

School/student councils

Taking part in a council organised by your school which is set up to give students a chance to have a say about how the school is run or organised (e.g. like how break time is organised, school uniforms etc)

Computer clubs/groups

Art, drama, dance or music clubs/groups

Human rights groups

Being a member of national organisations like Amnesty International, Liberty, Stonewall etc
Helping to set up a group to protect human rights

Religious groups or organisations

Attending a place of worship regularly
Attending meetings of a religious group
Sunday school/Saturday school etc

**Youth clubs**

Local community-based groups
National organisations – e.g. Scouts, Guides, Brownies, Woodcraft Folk, Army Cadets etc

**Student Union**

Union that organises for students

**After-school clubs**

After-school clubs on school premises

**Extra teaching or special lessons**

Includes foreign language classes, extra English classes, extra Maths classes, remedial classes and extra lessons for advanced pupils.

**Animal (welfare) groups**

National organisations, e.g. World Wildlife Fund (WWF), RSPCA, International Fund for Animal Welfare (IFAW), Royal Society for the Protection of Birds (RSPB)
Pet Rescue groups
Animal Lovers clubs

**Voluntary groups helping people**

Any local groups helping the disabled, elderly, etc
National organisations – e.g. Help the Aged, Oxfam, MENCAP, NSPCC, Save the Children, Gingerbread etc

**Safety, First Aid groups**

Red Cross, St John Ambulance, Life Saving, RNLI, Mountain Rescue

**Local community or neighbourhood groups**

Tenants’ Associations/ Residents’ Associations
Neighbourhood Watch
### 1. Children's Education/Schools
- Parent Teachers Association, Education pressure group, Pre-school play group
- School governor
- Helping at fairs/fêtes
- Helping in school
- Running pupils' clubs in school hours
- Mentoring /giving advice or support to children
- Fund-raising

### 2. Youth/Children's Activities (Outside School)
- Youth clubs
  - Sports clubs
  - Hobby or cultural groups for children etc.
- Running after-school pupils' clubs

### 3. Education for Adults
- Evening classes or daytime classes – attending, teaching or organising
- Mentoring
- Cultural groups
- Student Unions
- College governor
- Education pressure groups

### 4. Sports/Exercise (Taking Part, Coaching or Organising)
- Taking part in sports clubs or groups
- Helping to organise sports clubs or activities
- Providing transport
- Coaching

### 5. Religion
- Attending a church, chapel, mosque, temple, synagogue etc. to worship, help out, receive religious teaching, etc
- Attending faith-based groups, Saturday/Sunday School.

### 6. Politics
- Membership of, or involvement with political groups
- Serving as a local councillor

### 7. The Elderly
- Involved with organisations e.g. Age Concern, Help the Aged, etc
- Pensioners’ clubs
- Local groups for visiting, transporting or representing the elderly

### 8. Health, Disability and Social Welfare
- Involved with voluntary organisations e.g. MENCAP, Oxfam, NSPCC, Samaritans, medical research charities, etc
- Self help groups e.g. Alcoholics Anonymous, Gingerbread, Citizens’ Advice Bureau, Volunteer Bureau
- Disability groups, Respite care groups
- Hospital visiting groups
- Serving on health committees

### 9. Safety, First Aid
- Red Cross, St. John Ambulance, Life Saving, RNLI, Mountain Rescue
- Helping after a disaster, etc

### 10. The Environment, Animals
- National organisations e.g. Greenpeace, National Trust, RSPCA etc
- Local conservation groups
- Preservation societies

### 11. Justice and Human Rights
- Special Constable, Magistrate
- Legal advice centre, Victim Support
- Prison visiting or aftercare
- Justice and peace groups
- Community or Race relations
- Gay & lesbian groups
- National organisations e.g. Amnesty International, Liberty, Stonewall etc.
### 12. LOCAL COMMUNITY OR NEIGHBOURHOOD GROUPS
- Tenants’ / Residents’ Association
- Neighbourhood Watch
- Community group
- Local pressure group
- LETS scheme etc

### 13. CITIZENS’ GROUPS
- Rotary Club
- Lions’ Club
- Women’s Institute (WI)
- Freemasons

### 14. HOBBIES/RECREATION/ARTS/SOCIAL CLUBS
- Clubs or groups for the Arts – theatres, museums, amateur dramatics, orchestras, etc
- Hobby or cultural groups, eg wine club, computer games, local history, etc
- Social club, Pub team, Working Men’s Club

### 15. TRADE UNION ACTIVITY
IF WE HAD A SIMPLE RANDOM SAMPLE, SIGNIFICANCE TESTING WOULD BE STRAIGHT FORWARD.

It would simply be a case of constructing SEs (in SPSS), using:

Quantities:
\[ se = \sqrt{\frac{s^2}{n}}, \text{ where } s \text{ is estimate of standard deviation of the variable} \]

Proportions:
\[ se = \sqrt{\frac{p(1-p)}{n}}, \text{ where } p \text{ is proportion} \]

BUT, the 2001 Citizenship Survey uses a multi-stage sample design, as opposed to a simple random sample. Our sample design is likely to increase the se compared with the se had we a simple random sample. Weighting is also likely to increase the se.

WE MUST USE A DESIGN FACTOR TO ALLOW FOR THE IMPACTS OF SAMPLE DESIGN AND WEIGHTING

Basically, a design effect compares the ratio of the variance for an estimate using our design with that for a simple random sample. The design factor is the square root of the design effect.

Calculating design factors is very complex. Basically, your calculation creates factors to compensate for:

- Number of interviews in a cluster – estimates based on large clusters (eg. ethnicity and index of deprivation) have higher design factors than low cluster factors (eg. sex and age);
- Cluster homogeneity – Design factors are highest for factors which are naturally clustered geographically (eg. housing tenure, ethnic origin), compared with factors which aren’t clustered (eg. sex or marital status);
- Weighting range – Estimates based on cases all of which have similar weights will have smaller design factors than estimates based on cases with higher weights.

HOW DO I CALCULATE DESIGN FACTORS?

In theory, design factors should be calculated for each individual estimate. But very rarely does this happen in social research as design factors are so complex to calculate. Instead, tables of design factors are calculated for key variables and estimates of specific design factors are made from these. The Technical Report of the Survey sets out design factors.

Note that design factors can be calculated using STATA, but at the moment we’ll use the simpler alternative.

OK, I NOW HAVE A DESIGN FACTOR. HOW DO I USE IT?
THE INFORMATION AND EXAMPLES SET OUT BELOW ARE FOR INFORMATION ONLY. THE SIGNIFICANCE TEST READY RECKONER DOES EVERYTHING FOR YOU. SEE INSTRUCTIONS BELOW ON USING IT.

FOR A SAMPLE PROPORTION:
1) Calculate your estimate and unweighted n
2) Calculate the standard error
3) Calculate your design factor
4) Multiply your standard error by your design factor, to give an adjusted standard error
5) Multiply the adjusted standard error by 1.96 to give the 95% confidence interval.

Example 1: What is the 95% confidence interval for the proportion of people believing that there is more racial prejudice in Britain today than 5 years ago?
QR1
1) Estimate = 18.6%, n = 2,846
2) Calculate se: \(\sqrt{\frac{p(1-p)}{n}} = 0.0072\)
   See ready reckoner
3) Design factor:
   Assumed design factor = 1.4
4) Multiply se by design factor:
   se\{adj\} = 0.0072*1.4 = 0.01
5) 95% confidence interval around the estimate is:
   17.6% to 19.6%

FOR TESTING SIGNIFICANCE BETWEEN TWO ESTIMATES:
1) Establish null and alternative hypotheses.
2) Calculate your proportions and unweighted ns
3) Calculate the standard errors for each proportion:
   \(\sqrt{(p(1-p)/n)}\)
4) Calculate the design factors for each proportion
5) Multiply the standard errors for each proportion by their design factor, to give an adjusted standard error:
   se\{adj\} = se*design factor
6) Calculate the adjusted standard error for the difference between the two proportions:
   se\{adj\}(p_a-p_b) = \sqrt{(se\{adj\}(p_a)^2 + se\{adj\}(p_b)^2)}
7) Multiply the adjusted standard error by 1.96 to give the 95% confidence interval.
8) Compare observed difference with 95% confidence interval to accept/reject \(H_0\)
Example 2: Is there a significant difference between the proportions of white and Asian people believing that there is more racial prejudice in Britain today than 5 years ago?

1) Hypotheses
H₀: There is no significant difference between the proportions of white and Asian people believing that there is more racial prejudice in Britain today than 5 years ago
H₁: There is a significant difference

2) Proportions and ns

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<thead>
<tr>
<th></th>
<th>Proportion</th>
<th>n (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>17.7%</td>
<td>1,458</td>
</tr>
<tr>
<td>Asian</td>
<td>26.0%</td>
<td>725</td>
</tr>
</tbody>
</table>

3) Calculate the standard errors for each proportion:
\[ \sqrt{\frac{p(1-p)}{n}} \]
\[ se(p_w) = .00999 \]
\[ se(p_a) = .0163 \]

4) Calculate the design factors for each proportion
\[ p_w = 1.4 \]
\[ p_a = 1.5 \]

5) Multiply the standard errors for each proportion by their design factor, to give an adjusted standard error:
\[ se\{adj\}(p_w) = .0140 \]
\[ se\{adj\}(p_a) = .0245 \]

6) Calculate the adjusted standard error for the difference between the two proportions:
\[ se\{adj\}(p_w-p_a) = \sqrt{(se\{adj\}(p_w)^2 + se\{adj\}(p_a)^2)} \]
\[ se\{adj\}(p_w-p_a) = \sqrt{(.000196+.000598)} = .0282 \]

7) Multiply the adjusted standard error for difference between the two proportions by 1.96 to give the 95% confidence interval.
\[ 1.96 \times .0282 = .0553 \]
Therefore interval is: 0 +/- 0.0553

8) Observed difference = .177 - .26 = -.083
Therefore accept H₁ as -.083 is greater than .0553
SIGNIFICANCE TEST READY RECKONER
HOW DO I USE IT?

The explanations above look complex. The ready reckoner is simple.
1) Put weighted proportions and unweighted ns for the two proportions you are comparing into columns B, C and G, H. (Green cells)

2) Work out the design factors using the approach above and put in columns D and I. (Green cells)

3) Compare observed difference between the two proportions (column M) with the 95% confidence interval (columns P and Q) (Yellow cells)