Online panel survey on gender gaps in unpaid care, individual and social activities

Technical report

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European Institute for Gender Equality

We are an independent centre and the primary source for information on gender equality in the European Union. We contribute to making the European Union become a Union of Equality, where women and men, girls and boys in all their diversity are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our societies.

EIGE's unique expert knowledge, research, data and tools help policy makers design measures that are inclusive, transformative and promote gender equality in all areas of life. We communicate our expertise effectively and work closely with partners in order to raise awareness at the EU and national levels, as well as in EU candidate countries and potential candidate countries.

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Abbreviations

Frequently used abbreviations

CATI computer-assisted telephone interview

CAWI computer-assisted web interview

EIGE European Institute for Gender Equality

EU-27 27 EU Member States

ISCED International Standard Classification of Education

NUTS nomenclature of territorial units for statistics

PSW population size weight

RDD random digit dialling

EU Member State codes

BE Belgium

BG Bulgaria

CZ Czechia

DK Denmark

DE Germany

EE Estonia

IE Ireland

EL Greece

ES Spain

FR France

HR Croatia

IT Italy

CY Cyprus

LV Latvia

LT Lithuania

LU Luxembourg

HU Hungary

MT Malta

NL Netherlands

AT Austria

PL Poland

PT Portugal

RO Romania

SI Slovenia

SK Slovakia

FI Finland

SE Sweden

Introduction

This technical report presents the methodological details of the survey on gender gaps in unpaid care, individual and social activities carried out by the European Institute for Gender Equality (EIGE) in 2022 ([1]). The survey findings will be published in the *Gender Equality Index 2023*, the policy brief *Bridging the gender care gap to achieve work–life balance for all* and EIGE's web-based news articles. The list of survey indicators selected is presented in EIGE's Gender Statistics Database ([2]). In 2024, survey microdata will be made accessible through an open data archive.

Progress towards gender equality is hampered by the unequal distribution of caregiving responsibilities between women and men, particularly in the context of an ageing population. Prior to EIGE's survey, EU data collection on unpaid care was limited in terms of gender sensitivity, recency, depth and comparability over time and across Member States. The aim of the present survey is to address these data gaps and to strengthen the monitoring of gender equality in the EU through EIGE's Gender Equality Index (the survey data will be used to populate the time domain of the Index ([3])). The new dataset will also contribute to the monitoring of the EU's 2020–2025 gender equality strategy and the European care strategy.

The survey questionnaire had five key thematic sections: informal long-term care, informal childcare, housework, leisure and volunteering. An additional section collected information on the use of different means of transport, the use of digital tools and eco-friendly considerations in informal care, because of the increasing policy relevance of these topics. The questionnaire also included background questions on individual and household characteristics and questions on respondents' views on gender roles.

The survey was carried out in all 27 EU Member States (the EU-27), with a total sample size of over 60 000 respondents. In most countries, data was collected through computer-assisted web interviews (CAWIs) using established online access panels. In Luxembourg and Malta, however, respondents were interviewed using computer-assisted telephone interviews (CATIs) due to a lack of robust online access panels. The survey targeted respondents from 16 to 74 years, with the exceptions of Luxembourg (16+), Malta (16+) and Romania (16–64). The fieldwork took place between August and October 2022, with two additional fieldwork days at the beginning of November 2022.

This technical report provides detailed information on the complete survey process from survey design to questionnaire development, fieldwork and data preparation. Section 1 presents information on the pre-fieldwork phase and focuses on sampling design. Section 2 describes the questionnaire design, stakeholder consultation process and cognitive pretesting. Section 3 explains the fieldwork process and Section 4 details the post-fieldwork adjustments, covering data cleaning and data weighting procedures.

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[1] EIGE commissioned Eurocarers, the European Centre for Social Welfare Policy and Research, the Italian National Institute on Health and Science on Ageing and Ipsos GmbH to carry out the survey.

[2] EIGE's website provides more information on the Gender Equality Index (https://eige.europa.eu/gender-equality-index) and the Gender Statistics Database (https://eige.europa.eu/gender-statistics/dgs).

[3] More information on the time domain of the Gender Equality Index is available on the EIGE website (https://eige.europa.eu/gender-equality-index/2022/domain/time).

1. Sampling

1.1. Sampling strategy, data collection modes and target population

The survey was implemented in all EU Member States, combining two independent sampling strategies and two data collection modes. In all except two countries (Luxembourg and Malta), data was collected using CAWIs. CAWIs are a method of online survey implementation, with administration carried out through a web browser or mobile application. For the CAWI mode, the target audience was limited to people who had registered with an online access panel, who were residents of one of the Member States and who had access to online services on a digital input device at the time of the survey.

Access to respondents for the CAWIs took place through established online access panels [4]. Panels are pools of registered respondents who are willing to participate in market and opinion research. To register, respondents must be in the country of the panel to which they are signing up. Their language skills must be sufficient to answer the registration questions and surveys in the local language. If there is more than one widely spoken language in the country, panellists can choose their preferred language at the time of registration. The minimum age requirements vary between countries, depending on national laws and data privacy regulations. Most European countries set a minimum age of 16. Each panellist is allowed to create a single account; quality validations include checks to identify respondents who are trying to register multiple times [5].

Panellists are recruited to online access panels through a variety of channels (e.g. social media, referrals, affiliate networks or media agencies). The recruitment process is open to all. Potential panellists are only added to the panel if they pass specific quality checks, such as unique email identification, unique contact detail detection, duplicate device detection, fraud checks and validation of their locations by mapping their internet protocol to a specific country [6]. Survey respondents usually receive incentives according to a reward system managed by online panel providers. In most cases, point accumulation mechanisms are used, where each panellist collects points over time through the completion of various questionnaires [7].

The survey targeted respondents aged 16–74 years across all Member States, with the exceptions of Luxembourg, Malta and Romania. In Romania, finding enough older people on the online access panels was an issue, which was caused by limited internet penetration across the country. This led to a reduced age range (16–64 years) for respondents targeted in Romania.

Robust online access panels do not exist in all EU Member States and particularly not in smaller countries, where the overall size of online access panels is limited. In Luxembourg and Malta, the online access panels could not guarantee a sufficient number of respondents to reach the national sample sizes established (see Section 1.2) in line with the sampling design (see Section 1.3). Therefore, in Luxembourg and Malta respondents were interviewed through CATIs. The sample was constructed using a random digit dialling (RDD) methodology, based on a dual-frame selection procedure that included blocks of landline and mobile phone numbers. The target population consisted

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[4] The following online panels were used for sampling: Ipsos iSay, Cint, Lucid, DataDiggers, PureSpectrum, Daedalus, JTN Research, P2Sample, Schlesinger, Talk Online, Pulse Market Research and Dalia Research.

[5] For example, to join the Ipsos panel, all panellists must provide the following information at registration: name, email, gender, year and month of birth, zip/postal code, household size, age and gender of children (under legal age) living in same household, education, income (education and household income are mandatory at registration in only some countries).

[6] More details on the recruitment process and the quality measures can be found in Ipsos (2023), *Ipsos answers to Esomar questions for users and buyers of online samples*, p. 10 ff. (https://www.ipsos.com/en/ipsos-answers-esomar-28-questions-help-online-research-buyers).

[7] On reaching a certain value of points, the panellist usually can transform their points into 'purchase vouchers' to be used on the most popular online buying/selling platforms. The points are assigned by panel providers based on the number of questions and average time requested for the completion of specific questionnaires.

of all residents in these two countries who were older than 16 years and who could be reached via either a landline or a mobile phone number.

1.2. Sample size

The goal of the survey was to interview a total of 60 000 respondents across the EU, with varying sample sizes in each Member State, depending on country size: Member States with larger populations had larger sample sizes (but these were not proportional). However, feasibility ([8]) also played an important role in the allocation of sample sizes. The minimum target was 1 000 interviews per country, with the exceptions of Cyprus, Luxembourg and Malta, where the target sample size was 500 interviews (Table 1). In total, the survey collected 60 716 responses.

Table 1. Target sample size per Member State

N = 4 000	Germany, Spain, France, Italy, Poland
N = 3 000	Belgium, Czechia, Greece, Hungary, Netherlands, Portugal, Romania, Sweden
N = 2 000	Bulgaria, Denmark, Austria, Finland
N = 1 000	Estonia, Ireland, Croatia, Latvia, Lithuania, Slovenia, Slovakia
N = 500	Cyprus, Luxembourg, Malta

1.3. Sampling design

1.3.1. Sampling approach for computer-assisted web interviews

The CAWI samples were quota samples. Hard quotas ([9]) to guide sample management were set for age, gender and NUTS (nomenclature of territorial units for statistics) region. Target quotas were based on Eurostat official statistics and reflected the stratification of the category for the population in a Member State. Although the official (target) age distribution was limited to 16–74 years (and 16–64 years in Romania), respondents who were older were still allowed to take part in the survey in all countries (to facilitate the quota achievement for those aged 64–74 years) ([10]). The region quota variable was set at the NUTS level, which was defined individually per country to guarantee a broad regional distribution in every country (Table 2).

Table 2. NUTS level used to establish quotas for each Member State

NUTS 1	Germany, France
NUTS 2	Belgium, Bulgaria, Czechia, Denmark, Greece, Spain, Italy, Hungary, Netherlands, Austria, Poland, Portugal, Romania, Slovakia, Finland, Sweden
NUTS 3	Estonia, Ireland, Croatia, Cyprus, Latvia, Lithuania, Slovenia

NB: Luxembourg and Malta are not included in the table, as CAWIs were not conducted.

In addition to the hard quotas, several monitoring quotas ([11]) were also set. These included the:

- education level of the respondent (International Standard Classification of Education (ISCED) level of low, medium, high);

- household composition (one person, two people, three or more people);

- presence of children in the household (yes, no);

- degree of urbanisation (city, town or suburb, rural area).

([8]) Feasibility estimates are based on the overall sample definition, demographic information and other qualification criteria for the survey, incidence levels, the number of completions required, estimated survey duration, fieldwork duration and whether any stimuli are involved.
([9]) Hard quotas served as screening criteria to define eligible respondents for the survey.
([10]) In total, 245 respondents older than 75 years participated in the survey across all countries.
([11]) Monitoring quotas were predefined variables that were included in the monitoring stage to track the variables' frequencies during fieldwork. However, they were not supposed to intervene in the screening process.

The Eurostat classification system ([12]) was used to categorise the degree of urbanisation. It classifies local administrative units into three types of areas, based on the share of the local population living in urban clusters and in urban centres.

1.3.2. Sampling approach for computer-assisted telephone interviews with random digit dialling

The samples in Luxembourg and Malta were based on a dual-frame CATI RDD probability sample. The RDD approach involved generating telephone numbers using a machine by randomly adding the last set of digits to known valid area codes and exchange numbers. Other than the approximate geographical location of this number based on the area code and telephone exchange, nothing else was known about the number. The number could belong to a public telephone box, business, fax machine, etc.

The sampling approach for the CATIs was different from that of the CAWIs: no quotas were applied in Luxembourg or Malta, as the sampling was random. Any discrepancies between the net sample and representative figures were adjusted with weighting afterwards.

All households with a telephone had an equal chance of selection for the survey. This sampling method included fixed-line and mobile phone numbers, even if not listed in telephone registers. It is this random process that makes the data representative, because there is no selection bias. There are minor but noteworthy differences between samples in relation to landline and mobile phone numbers.

Landline telephone sample

Most households have one landline number and, in households with more than one person, sever-al members of the target audience use the same number. A landline sample is therefore a household sample. To ensure that each person in households with more than one eligible person had the same chance to be selected in the sample, a second probability selection was applied: the birthday key. The contacted person was first asked about the number of eligible people in the household (at least 16 years old with sufficient language skills to complete the survey). If there were several eligible household members, interviewers selected the person whose birthday was most recent. Due to the almost even distribution of birthdates over the year, this is a recognised procedure for selecting respondents from a household sample.

Mobile phone sample

Mobile phones are mostly used by a single person who is directly available when calling the number. For these cases, no respondent selection is necessary, as the user is considered to be the respondent. To verify that the mobile phone is only used by one target person, respondents were asked whether they use the mobile phone exclusively and via how many mobile phone numbers they could be reached.

Mobile phone and landline sample mix

The distribution of landline and mobile phone numbers in the sample was dependent on local infrastructure. Recommendations by the local implementing CATI studios ([13]) to use 70 % landline and 30 % mobile phones in Malta and 60 % landline and 40 % mobile phones in Luxembourg were followed. Percentages for both phone types were monitored during fieldwork and achieved in practice.

([12]) Cities are densely populated areas where at least 50 % of the population lives in urban centres. Towns are intermediate-density areas, defined as areas where less then 50 % of the population lives in rural grid cells and less then 50 % of the population lives in urban centres. Rural areas are thinly populated areas where more than 50 % of the population lives in rural grid cells (see the Eurostat web page 'Degree of urbanisation – Background' (https://ec.europa.eu/eurostat/web/degree-of-urbanisation/background)).

([13]) In Malta, CATI fieldwork was conducted by Misco Malta; in Luxembourg, FFIND was commissioned to run the survey.

2. Questionnaire design

2.1. Preparation of the draft questionnaire

2.1.1. Design of the questionnaire

The questionnaire design combined two approaches. The first focused on identifying and applying 'tried-and-tested' survey questions from existing recognised surveys measuring relevant concepts. This approach ensured higher comparability and validity of the results. Eurostat's Labour Force Survey and Statistics on Income and Living Conditions, EIGE's survey on gender equality and the socioeconomic consequences of COVID-19, the European Foundation for the Improvement of Living and Working Conditions' European Working Conditions Survey and European Quality of Life Survey and the European Commission's implementing guidelines for standardised social variables ([14]) provided an important basis for the questionnaire.

The second approach consisted of designing case-tailored and context-specific questions. Broad, theoretical concepts of the study were translated into properly measurable indicators and then into survey questions. In this process, EIGE relied on the best practices in survey methodology. For example, the specificities of factual, behavioural and attitudinal questions were thoroughly addressed. It was important to ensure that the questionnaire would measure what it was intended to measure (i.e. have high construct validity). In terms of content, the questions and their possible answers were based on the most recent research and relevant EU documents in the field.

The questionnaire contained around 80 questions. The questionnaire included numerous filters; therefore, the number of questions a respondent received depended on their selection of responses during the survey itself. CATI respond-

ents had to answer several additional questions that were necessary for weighting.

2.1.2. Thematic scope of the questionnaire

The survey questionnaire was divided into five key thematic sections: informal long-term care, informal childcare, housework, leisure and volunteering. One additional section collected information on the use of means of transport, digital tools and sustainable resources in care, because of the increasing policy relevance of these topics. Another section included questions concerning general information on individual and household characteristics and gender attitudes.

Table 3 outlines the themes and concepts covered in the questionnaire. A number of gender-related themes that were relevant to all five thematic areas were incorporated into the questionnaire. First, the questionnaire asked about the amount of time spent on activities in each thematic area, recognising that there are large gender differences in time use. More specifically, the questionnaire asked how much time the respondent spends in a typical week on each thematic area, based on predetermined time ranges. Another key aspect across the thematic areas is the type of tasks or activities that the individual undertakes. The literature was unanimous in saying that tasks/activities tend to be gendered, with one gender tending to carry out particular tasks/activities more than the other.

Regarding informal long-term care, informal childcare and housework, the questionnaire asked about the type and frequency of tasks the individual carries out. The tasks chosen were based on findings from the literature review in addition to tasks typically included in other prominent EU surveys. For example, informal long-term care was divided into personal and emotional care, household help and administrative/other help. Within the thematic area of leisure, the decision was

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([14]) European Commission (2020), *Standardised Social Variables – Implementing guidelines*, Brussels (https://ec.europa.eu/eurostat/documents/54431/1966394/Standardised-key-social-variables.pdf).

made to distinguish between leisure activities and sports and health-enhancing leisure activities as a result of the stakeholder consultation, recognising that there are likely to be gender differences in participation. This decision was also prompted by the fact that health-enhancing leisure activities translate into a number of benefits in other areas of life. The thematic area of volunteering was disaggregated into volunteering, charitable and political activities, recognising that there are likely to be similar gender differences in participation, with implications for opportunities in other areas of life.

Another key aspect emphasised in the questionnaire relates to the possibility/ability to outsource unpaid care tasks to external services, such as long-term care services, childcare services and housework services. The availability and affordability of these services act as determinants of the type of tasks that individuals themselves undertake and the time spent on the tasks. The questions in the survey therefore relate to the type of services used, the number of hours of service received and the prevalence of and reasons for unmet needs.

In relation to informal long-term care and childcare, questions about the number of care recipients, the care recipients' ages, whether they live within or outside the household and the relationship with the recipient were included due to their relevance to gender differences in the type of tasks carried out and the time spent on the tasks. As an indication of the time pressure and possibilities for receiving help, respondents were also asked if relatives, friends or other people provide unpaid help with informal long-term care and childcare.

The questionnaire contained a number of questions about a cohabiting spouse/partner as a determinant of gender differences in unpaid care and paid work. If the respondent cohabitated with their spouse/partner, they were asked about the division of tasks with their partner, namely in the areas of informal long-term care, childcare and housework. Similarly, these respondents were asked about how their leisure time compares with the leisure time spent by their cohabiting partner, the type of leisure activities they engage in and with whom they spend their leisure time, because gender differences exist in not only the time spent on leisure, but also how leisure time is spent.

In addition to these key thematic areas, other broader topics are also addressed in the questionnaire. A section on gender attitudes enabled the measurement of individuals' views towards the roles that women and men have in society, which act as both micro-level determinants of the division of tasks within a household and macro-level determinants of the contextual impact on gender differences in time (i.e. societal attitudes and norms regarding gender roles). Work–life balance and issues on the reconciliation of work and caring responsibilities were also raised in the informal long-term care, informal childcare and housework sections. More specifically, the questionnaire asked the respondent how often they experience difficulties combining paid work with care and housework responsibilities and what implications care has had on their paid work. The final section of the questionnaire included the questions currently used to calculate the time domain of the Gender Equality Index ([15]).

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[15]   For more details, see EIGE (2017), *Gender Equality Index 2017: Methodological report*, Publications Office of the European Union, Luxembourg (https://eige.europa.eu/publications-resources/publications/gender-equality-index-2017-methodological-report?language_content_entity=en).

Table 3. Themes and concepts covered in the questionnaire

Determinants	Key thematic areas				
	Informal long-term care	Informal childcare	Housework	Voluntary, charitable and political activities	Leisure (health enhancing and other)
Time (quantity of time / time intensity)	✓	✓	✓	✓	✓
Tasks/activities	✓	✓	✓	✓	✓
Use of services	✓	✓	✓		
Division of tasks within household	✓	✓	✓		✓
Work–life balance	✓	✓	✓		
Sustainable resource use	✓	✓	✓		✓
Use of digital tools	✓	✓	✓		

To address a gap identified in the literature review, the questionnaire also asked individuals about their environmentally sustainable behaviours / resource use and the ways in which these behaviours and choices affect the time they spend on unpaid care and work. Environmentally sustainable actions and behaviours result in gender differences in carbon footprints, largely because of the division of labour within households. In recognition of the increasing importance of digitalisation and its ability to reduce time spent on tasks and to increase productivity, respondents were asked about the frequency with which they use digital tools and resources in care activities and housework.

Many determinants related to gendered aspects of time use (particularly the time spent, the type of tasks and the division of tasks within a household) were identified in the literature across thematic areas. The questionnaire incorporated the following individual characteristics: gender, age, education, personal income, employment (status and working hours), number of children, health and limitations (proxy for disability) (Table 4). Household-level questions were also included due to their importance in determining the division of time and tasks among household members and the need/ability to outsource care to external support services. These questions addressed aspects such as household composition (i.e. number and age of children in the household, cohabiting spouse/partner, cohabiting parents/grandparents) and those related to income (i.e. who contributes what proportion of income and the household's ability to make ends meet). For similar reasons, partner information, such as age, gender, education and employment (status and working hours) was also incorporated (Table 4). The prominence of teleworking brought on by the pandemic was also identified as an important factor in gender differences in unpaid care and paid work. One question therefore asked working individuals about their frequency of teleworking. The inclusion of all of these sociodemographic variables will allow for the exploration of intersecting inequalities.

Table 4. Sociodemographic variables

Variable	Respondent	Respondent's cohabiting partner
Gender	✓	✓
Age	✓	✓
Education (*)	✓	✓
Employment status	✓	✓
Working time (weekly hours)	✓	✓
Country of birth	✓	
Degree of urbanisation	✓	
Household size	✓	
Composition of household(number of children, partner/parents/grandparents living together)	✓	
Income (*)	✓	
Disability	✓	

(*) Questions were tailored to national contexts; see Annexes 3 and 4.

2.2. Validation of the master questionnaire

The draft master questionnaire was enhanced by EIGE's stakeholder consultations ([16]) and the stakeholders' feedback. Furthermore, the development of the questionnaire benefited from the process of validation, which involved the sequential steps of conducting cognitive interviews and then piloting the translated questionnaires.

The cognitive interviews helped to evaluate whether the questions were clearly formulated and whether the respondents interpreted them in the same way regardless of their cultural background. Tests were conducted in English with a convenience sample of nine respondents. The sample had a reasonable distribution of different genders, age groups and household characteristics.

Methodologically, the cognitive testing used the think aloud technique, in which the subject is encouraged to think aloud, describing their thought processes as they answer the survey questions. The cognitive tests were intended to gather the degree of difficulty respondents experienced when they engaged with the survey and tried to formulate accurate responses. The following categories were created to cover potential problems.

- **Understanding of the instruction.** As the survey itself was self-administered, it was important that respondents understood the instructions that came with the questions. Respondents should have known whether they were supposed to select only one or several answers and whether they had to answer or could skip the question.

- **Acceptableness of the question.** Certain questions could have been perceived as sensitive and touching on issues that were too personal (especially health topics, occupation, income or political activities).

- **Recall of answers.** This concerned whether respondents could recall their answers to questions referring to the last month or week.

- **Understanding of the question.** All questions should have been written in clear, simple and understandable language.

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[16] The targeted consultation, which took place between May and June 2022, engaged EU-level policymakers, civil society organisations, social partners and EU agencies.

- **Exhaustiveness/relevance of the answer categories offered.** This covered whether the answer categories offered were appropriate and exhaustive or additional answer categories should have been added.

The results of the cognitive web interviews led to several changes.

- Several questions and response options were rephrased (or new response options were added) to make them shorter and more comprehensible.

- The wording in some questions was changed to make the language more consistent throughout the questionnaire.

2.3. Translation of the questionnaire

After the questionnaire was validated through cognitive interviewing, the revised master questionnaire, which was in English, was translated into 23 official languages of the EU (all except Irish), Catalan and Russian. Table 5 provides an overview of the translated questionnaires that were available for each Member State.

Translations were done by Ipsos's in-house translation team, which has a pool of about 50 linguists at its disposal. The translation team worked with centrally approved suppliers and ensured that high-quality translations were provided. The quality assurance of the translated questionnaires involved the following steps.

- Translation was done by a person or people with language skills comparable to mother-tongue competence in the source and target languages. At least one of the translators had prior experience with the wording of this type of document.

- Checking and revision was done by a person or people other than the translator, with the appropriate competence in the source or target languages to examine the translation's suitability for purpose.

- EIGE selected a sample of translations and reviewed them in house. Ipsos ensured that any issues detected were not repeated in other translations.

Special attention was also paid to country-specific terminology and its correct translation in the country questionnaires. The priority was to ensure cultural equivalence rather than a literal translation.

Table 5. Language availability per Member State

Member State	First language	Second language
Belgium	Dutch	French
Bulgaria	Bulgarian	
Czechia	Czech	
Denmark	Danish	
Germany	German	
Estonia	Estonian	Russian
Ireland	English	
Greece	Greek	
Spain	Spanish	Catalan
France	French	
Croatia	Croatian	
Italy	Italian	

Member State	First language	Second language
Cyprus	Greek	
Latvia	Latvian	Russian
Lithuania	Lithuanian	Russian
Luxembourg	German	French
Hungary	Hungarian	
Malta	English	Maltese
Netherlands	Dutch	
Austria	German	
Poland	Polish	
Portugal	Portuguese	
Romania	Romanian	
Slovenia	Slovenian	
Slovakia	Slovakian	
Finland	Finnish	
Sweden	Swedish	

2.4. Pilot of the questionnaire

Before the full mail-out, the survey was soft-launched (about *N* = 100) in every country for a final field test. The objective of the pretesting was to validate the questionnaire, in particular with regard to:

• the duration of the questionnaire (i.e. to assess the average time required to fill the survey);

• non-response (i.e. to consider whether any questions might be considered problematic because of a large share of respondents using the categories 'don't know' and/or 'prefer not to answer');

• the plausibility of the questionnaire flow (i.e. to assess whether the filters were correctly programmed and whether there was logical consistency in the answers given by the respondents).

The field test assured that the programming had been implemented in all countries as specified in the programming instructions in the master questionnaire. This included item and block randomisations and also routings, translations and variable questions. No major issues were identified during the piloting process. The completed pilot interviews were counted towards the total number of interviews per country.

3. Fieldwork

3.1. Fieldwork preparations

Respondents were chosen using the international panel providers and the selection criteria defined by the quota-sampling method (see Section 1). Potential respondents received email invitations to participate in the survey. The invitation included a description of the survey. Panellists could opt out if they wanted to. The individual credential access prevented the same respondent from filling out the questionnaire more than once.

3.2. Fieldwork monitoring

Fieldwork progress was monitored closely in each country daily. The monitoring covered the number of interviews completed per country, the percentages in the quota variables and the median duration of the survey. Panel managers also undertook close monitoring of possible technical issues, such as number of times that the link was accessed, time respondents spent on the survey and dropout rates. They also monitored which quota characteristic targets had not yet been achieved and monitored the sending of reminder emails to participants who had not completed the survey. In line with standard procedures for social research projects, fieldwork in all CAWI countries started with fixed quotas on age, gender and region, but, as soon as fieldwork progress started to slow, limited deviations were allowed (see Section 3.4.3 for more details).

3.3. Fieldwork dates

Fieldwork started in August 2022 and ended in October 2022. Table 6 provides an overview of the fieldwork dates for each country. Luxembourg and Malta stand out as exceptions, as CATI fieldwork takes considerably longer than CAWI fieldwork. During data preparation and the final quality checks, it was noted that Catalan-speaking minorities in Spain and Russian-speaking minorities in

Estonia, Latvia and Lithuania had not been covered. Although they had been invited to participate, there were no interviews completed with them. Therefore, fieldwork began again at the beginning of November to ensure representative coverage in these countries.

Table 6. Fieldwork dates by Member State

Member State	Fieldwork dates
Belgium	7.10.2022 – 18.10.2022
Bulgaria	7.10.2022 – 24.10.2022
Czechia	30.9.2022 – 7.10.2022
Denmark	5.10.2022 – 13.10.2022
Germany	23.9.2022 – 6.10.2022
Estonia	13.10.2022 – 25.10.2022, 10.11.2022
Ireland	17.8.2022 – 24.8.2022
Greece	5.10.2022 – 25.10.2022
Spain	7.10.2022 – 20.10.2022, 9.11.2022
France	27.9.2022 – 4.10.2022
Croatia	11.10.2022 – 3.10.2022
Italy	23.9.2022 – 30.9.2022
Cyprus	12.10.2022 – 26.10.2022
Latvia	13.10.2022 – 21.10.2022, 9.11.2022
Lithuania	13.10.2022 – 18.10.2022, 9.11.2022
Luxembourg	23.9.2022 – 25.10.2022
Hungary	5.10.2022 – 14.10.2022
Malta	17.9.2022 – 5.10.2022
Netherlands	21.9.2022 – 6.10.2022
Austria	28.9.2022 – 13.10.2022
Poland	28.9.2022 – 12.10.2022
Portugal	23.9.2022 – 7.10.2022
Romania	16.9.2022 – 26.9.2022
Slovenia	16.9.2022 – 24.9.2022
Slovakia	21.9.2022 – 30.9.2022
Finland	19.10.2022 – 5.10.2022
Sweden	14.9.2022 – 24.9.2022

3.4. Fieldwork outcomes

The survey collected responses from 60 716 respondents, surpassing the initial target of 60 000 respondents. All country-level sample sizes were achieved. In Estonia, Spain, France, Italy, Latvia and Lithuania, the final numbers of interviews completed were slightly higher than the initial targets.

3.4.1. Survey duration

The duration of the survey was similar in all CAWI countries (see Annex 5). The median duration ranged from 10 minutes and 20 seconds in Ireland to 15 minutes and 23 seconds in Cyprus. Depending on the filters of the questionnaire (such as whether respondents were providing long-term care, providing childcare and/or engaging in housework), respondents could experience a shorter or longer survey. Participation in CATIs took considerably longer, as all questions and answer scales had to be read out by interviewers. In Malta, the median interview duration was 19 minutes and 59 seconds, while in Luxembourg it was 21 minutes and 45 seconds.

3.4.2. Dropout rates

The number of dropouts (i.e. the number of respondents who opened the link but decided not to complete the survey) in relation to the number of interviews completed shows relatively low dropout rates in Austria and Poland and rather high rates in Malta and Slovakia (Table 7). In Malta, the main reason for not completing the interview was the duration of the survey.

To identify anyone who displayed inattentive survey-taking behaviour (i.e. completed the survey too quickly), the overall time spent in the survey was measured, along with the number of answers provided. This allowed the calculation of a completion speed for each respondent, measured as the number of answers provided per minute. If the automated quality system identified respondents as 'speeders' or 'straight-liners', they were removed from the survey.

A speeder is someone who completes a survey at least three times quicker than the median speed for the survey. Speeders were identified and removed from live surveys in real time. The process was fully automated and standardised across all countries and all sample sources.

A straight-liner is someone who has a straight-line response pattern across one or more grids and (i) completes the survey at least two times quicker than the median speed registered for the survey or (ii) provides such responses, regardless of their survey completion speed, to a survey that has statements phrased in opposing directions designed to encourage the respondent to use a range of scale points across the grid. As with the detection of speeders, the straight-lining module ran on live surveys in real time, operating in a fully automated and standardised way. Both the speeding and straight-lining algorithms were self-adjusting. They did not use fixed, predefined benchmarks; the threshold levels were derived in real time based on previous respondents' behaviours within the survey.

Table 7. Dropout rates per Member State

Member State	Number of surveys completed	Number of dropouts	Number of speeders/ straight-liners	Total sample size
Belgium	3 000	765	221	3 986
Bulgaria	2 000	737	150	2 887
Czechia	3 000	424	116	3 540
Denmark	2 000	489	193	2 682
Germany	4 000	565	218	4 783
Estonia	1 043	206	53	1 302
Ireland	1 000	214	45	1 259
Greece	3 000	640	149	3 789
Spain	4 097	867	189	5 153
France	4 001	560	179	4 740
Croatia	1 000	206	42	1 248
Italy	4 002	496	175	4 673
Cyprus	500	184	40	724
Latvia	1 043	307	61	1 411
Lithuania	1 030	323	45	1 398
Luxembourg	500	126	n.a.	656
Hungary	3 000	801	221	4 022
Malta	500	1 549	n.a.	2 049
Netherlands	3 000	807	178	3 985
Austria	2 000	194	29	2 223
Poland	4 000	277	75	4 352
Portugal	3 000	623	152	3 775
Romania	3 000	462	140	3 602
Slovenia	1 000	164	48	1 212
Slovakia	1 000	415	71	1 486
Finland	2 000	372	93	2 465
Sweden	3 000	645	247	3 892

NB: n.a., not applicable.

3.4.3. Quotas

The CAWI sampling applied quotas to ensure a representative distribution of genders, ages and regions (see Section 1.3). As Annex 1 demonstrates, the unweighted (net) sample does not differ much from the representative distribution. However, in line with standard procedures for so-cial research projects, quota deviations of no more than 15 % were allowed in most countries as soon as fieldwork progress started to slow. More significant deviations (> 20 %) from the initial quotas were needed in Bulgaria, Greece and Cyprus, as it was very difficult to achieve the quotas set for the older population in these countries.

Furthermore, there were three additional monitoring quotas for which a good representation of the subgroups was envisaged. The degree of urbanisation – categorising the place of living into cities, towns and suburbs and rural areas – was covered very well in the net sample, even without hard quotas. For household size, the sample has a bias towards households with more respondents whereas single households are underrepresented. In addition, households with dependent children are slightly overrepresented in the sample.

3.4.4. Language splits

As shown in Table 5, in most countries the questionnaire was accessible in only one language. However, in some countries (Belgium, Estonia, Spain, Latvia, Lithuania, Luxembourg and Malta), due to national particularities, a second language was offered. Table 8 presents the distribution of the language splits as the percentage of interviews completed.

Table 8. Percentage of respondents completing surveys in each language for Member States offering the survey in a second language

Member State	First language (%)	Second language (%)
Belgium	Dutch: 66.4	French: 33.6
Estonia	Estonian: 95.9	Russian: 4.1
Spain	Spanish: 97.6	Catalan: 2.4
Latvia	Latvian: 95.9	Russian: 4.1
Lithuania	Lithuanian: 97.1	Russian: 2.9
Luxembourg	German: 24.8	French: 75.2
Malta	English: 5.8	Maltese: 94.2

4. Data processing

4.1. Preparation and cleaning procedure

Once the fieldwork was completed, the dataset was cleaned to ensure high data quality. During the quality checks, some numeric questions showed the need for data cleaning. In the following questions, the numeric range had not been limited during the programming and a series of respondents had inserted figures that were clearly implausible:

- QA5, number of hours worked per week,

- QA7, household size,

- QA8.1 to QA8.4, number of children in the household,

- QA14, number of hours their partner works per week,

- QB2.1 to QB2.3, number of care recipients,

- QC2.1.a to QC2.4.c, number of children for whom respondents provide childcare,

- QH4, number of hours slept per week.

Therefore, it was decided that new numeric variables should be added that limit the range of the answers by considering the highest possible value as the open interval. In all variables, the decision on the cut-off point was made on the basis of actual frequencies, with the aim of around 98 % or 99 % of answers being within the range defined. For questions with multiple items, one suitable common value (cut-off point) was sought for all items within the same question.

The next step was to check the coherence of the relationship of the quantitative variables referring to household composition (household size, children living in the household, care provided to own children living in the household, etc.) and also of those variables referring to time allocation (working and sleeping time). This analysis resulted in the elimination of 311 respondents who had a high level of inconsistency in their replies, which resulted in a final validated sample of 60 405 respondents. The remaining inconsistencies found were solved by imputing plausible values from the information available.

4.2. Weighting procedure

Official Eurostat statistics (used in the sampling design) were used to compute calibration and population size weights (PSWs). Calibration weights aim to adjust sociodemographic characteristics in the sample population to the distribution of the larger target population. These weights are used for within-country analyses.

PSWs are necessary for rescaling the weights to a shared denominator across all countries. These weights must be applied whenever the aims are to analyse different countries together and avoid, for example, the over-representation of small countries when comparing them with bigger ones.

4.2.1. Computer-assisted web interview calibration weights

Although the CAWI sample was based on quotas, deviations from official statistics appeared due to limited lifting of initial quotas and a bias towards those with a higher education level, which occurs with almost all survey modes. Therefore, the sample was weighted per country by sex, age, region and education level. The random iterative method weighting (also known as iterative proportional fitting) procedure was used. This weighting procedure allows weighting to be conducted with multiple variables, so that, after a predefined maximum number of iterations, the weighted distribution matches the target value of all selected variables.

4.2.2. Computer-assisted telephone interview calibration weights

The CATI dual-frame weighting was a multistage process.

Transformation of the (landline telephone) household sample into a person sample

As only one person per household was interviewed, this sampling procedure delivered a household sample, meaning that each household had the same probability of being included in the sample, but each person did not. By means of transforma-tion, the equal sampling probability of households was converted to the equal sampling probability of individuals. To do so, each record was multiplied by the number of people aged 16 years or older living in the household. To obtain the real number of in-terviews, this number was subsequently divided by the sample's average household size, including the number of landlines on which the household could be reached in order to compensate for different sampling probabilities.

In this process, an important factor was the total number of available telephone numbers (separat-ed into landline and mobile) in the CATI survey countries (Table 9).

Table 9. Total number of landline and mobile numbers in Luxembourg and Malta

Member State	Landline	Mobile	Source and reference year (*)
Luxembourg	267 400	835 900	Institut Luxembourgeois de Régulation, 2019
Malta	256 838	634 386	Malta Communications Authority, 2019

(*) Numbers were extracted from the International Telecommunication Union's country-level ICT data on fixed telephone subscriptions and mobile cellular subscriptions; sources are for the original data.

Sources: International Telecommunication Union (n.d.), 'Fixed-telephone subscriptions', Excel file; International Telecommunication Union (n.d.), 'Mobile-cellular subscriptions', Excel file. See the International Telecommunication Union web page 'Statistics' (https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx).

Transformation of the (landline telephone) household sample and (mobile phone) individual sample into a person sample

The landline and mobile phone tranches were combined and weighted for joint analysis. The weighting formula of this transformation pro-duced an equal sampling probability for all indi-viduals, no longer taking into account their use of landline telephone or mobile phone. The proba-bility of being selected for the survey consisted of the probability of being selected for the landline telephone sample plus the probability of being selected for the mobile phone sample.

Since losses in samples are not spread evenly across all population strata, the structure of the unweighted sample regularly and systematically deviates from the population structure obtained by official data. By weighting, the structure of the unweighted sample was adjusted to the official Eurostat statistics (the variables region, sex, age and education were used). The same random iter-ative method weighting procedure was used as for CATIs.

4.2.3. Population size weights

PSWs are used when combining data for two or more countries. In this context, it is advisable to use PSWs in combination with calibration weights (calibration weight × PSW).

The responses obtained in each country should have a weight proportionate to the population size of the country and the country sample size. For this purpose, the PSW was computed as the population ratio (ratio between the Member State's population aged 16–74 and the total EU-27 population aged 16–74) divided by the sample ratio (ratio between the Member State's sample size and the total sample size), according to the formula below.

$$PSW = \frac{\text{country population / total population of the EU-27}}{\text{sample size / total sample size}}$$

This approach allows the weight of the country's population to be adjusted within the total population. It also allows the weight of the interviews collected in a certain country to be adjusted within the total sample. In other words, PSWs take into account how much more (or less) each individual Member State interview should be weighted in the overall EU analysis. PSWs realign a Member State's population weight with the total number of interviews conducted there.

Table 10 shows the population aged 16–74 in each Member State, the country sample sizes, the population ratios, the sample ratios and the PSWs computed.

Table 10. PSWs

Member State	Population aged 16–74	Sample size	Population ratio (%)	Sample ratio (%)	PSW
Belgium	8 486 512	2 976	2.57	4.93	0.520716
Bulgaria	5 158 688	1 983	1.56	3.28	0.475030
Czechia	7 821 992	2 994	2.36	4.96	0.477057
Denmark	4 292 582	1 989	1.30	3.29	0.394084
Germany	61 594 894	3 995	18.62	6.61	2.815352
Estonia	974 680	1 035	0.29	1.71	0.171960
Ireland	3 664 786	994	1.11	1.65	0.673235
Greece	7 726 583	2 973	2.34	4.92	0.474567
Spain	35 559 500	4 074	10.75	6.74	1.593820
France	48 518 306	3 994	14.67	6.61	2.218208
Croatia	2 911 594	995	0.88	1.65	0.534334
Italy	43 809 401	3 981	13.24	6.59	2.009462
Cyprus	686 235	497	0.21	0.82	0.252128
Latvia	1 372 548	1 036	0.41	1.72	0.241920
Lithuania	2 099 277	1 023	0.63	1.69	0.374713
Luxembourg	493 469	498	0.15	0.82	0.180940
Hungary	7 362 421	2 984	2.23	4.94	0.450533
Malta	403 466	495	0.12	0.82	0.148835
Netherlands	13 118 774	2 984	3.97	4.94	0.802785
Austria	6 751 618	1 985	2.04	3.29	0.621086
Poland	28 742 736	3 983	8.69	6.59	1.317718
Portugal	7 728 205	2 986	2.34	4.94	0.472600
Romania	14 276 786	2 982	4.32	4.94	0.874234
Slovenia	1 575 298	996	0.48	1.65	0.288807
Slovakia	4 164 967	997	1.26	1.65	0.762818

Member State	Population aged 16–74	Sample size	Population ratio (%)	Sample ratio (%)	PSW
Finland	4 058 250	1 985	1.23	3.29	0.373321
Sweden	7 448 482	2 991	2.25	4.95	0.454733
Total	330 802 050	60 405			

4.3. Anonymisation and data protection procedures

The questionnaire coding and data processing were carried out in accordance with the requirements listed under Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC (OJ L 295, 21.11.2018, p. 39).

An integrated EU-27 dataset was created based on the anonymised national datasets. The anonymisation procedure prevented respondents from being identified. A separate informed consent clause was included in the introductory text of the survey. This informed respondents of their rights to data access, rectification, withdrawal and restriction, the right to object to data processing and the right to lodge a complaint with the data protection supervisory authority.

Annexes

Annex 1. Quota overview by Member State

Note: Numerical data in this annex are rounded to one decimal place; therefore, small differences in the percentages cited may not show and may not add up to 100 %.

Note: Numerical data reported below is based on the dataset following the preparation and cleaning procedure described in section 4.1. As a result, the total unweighted sample reported for all Member States is lower than the sample size reported above in Table 7, Section 3.4.2.

Comparison of quotas, weighted and unweighted samples, Belgium

Belgium		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 976	2 974
Gender (%)	Female	50.0	50.3	49.7
	Male	50.0	49.4	49.9
	Identifies in another way		0.4	0.4
Age (%)	16-24	14.0	13.9	13.7
	25-39	26.7	23.8	26.6
	40-54	27.3	27.8	27.4
	55-74	32.0	33.1	31.0
	75+		1.4	1.2
Education level (%)	Low	27.3	16.4	27.3
	Medium	36.9	35.8	36.9
	High	35.8	47.8	35.9
Household size (%)	One person	34.8	21.4	21.0
	Two people	32.2	36.0	35.6
	Three or more people	33.2	42.6	43.4
Household with children (%)	Yes	22.6	40.0	40.7
	No	77.4	60.0	59.3
Degree of urbanisation (%)	Densely populated area	31.7	30.7	30.9
	Intermediate density area	54.4	54.0	53.9
	Sparsely populated area	13.9	15.4	15.2

Belgium		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-2) (%)	Prov. Antwerpen	16.1	16.5	16.1
	Prov. Brabant wallon	3.5	3.8	3.5
	Prov. Hainaut	11.8	12.0	11.9
	Prov. Liège	9.7	8.8	9.8
	Prov. Limburg (BE)	7.8	7.8	7.8
	Prov. Luxembourg (BE)	2.5	2.4	2.5
	Prov. Namur	4.4	4.6	4.4
	Prov. Oost-Vlaanderen	13.2	13.1	13.3
	Prov. Vlaams-Brabant	9.9	9.8	10.0
	Prov. West-Vlaanderen	10.3	10.7	10.4
	Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest	10.6	10.6	10.5

Comparison of quotas, weighted and unweighted samples, Bulgaria

Bulgaria		Representative quota	Unweighted sample	Weighted sample
N		251,883	1 983	1 974
Gender (%)	Female	50.7	52.5	49.3
	Male	49.3	47.3	50.2
	Identifies in another way		0.3	0.5
Age (%)	16-24	10.5	13.1	10.8
	25-39	25.6	34.0	25.5
	40-54	29.2	35.4	29.8
	55-74	34.8	17.3	33.5
	75+		0.3	0.4
Education level (%)	Low	22.3	2.6	17.2
	Medium	53.0	39.2	56.4
	High	24.7	58.1	26.4
Household size (%)	One person	35.2	9.9	10.4
	Two people	26.2	28.6	31.3
	Three or more people	38.4	61.5	58.3
Household with children (%)	Yes	27.5	52.8	47.1
	No	72.5	47.2	52.9
Degree of urbanisation (%)	Densely populated area	46.8	52.2	48.5
	Intermediate density area	23.7	41.1	42.4
	Sparsely populated area	29.5	6.7	9.0

Bulgaria		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-2) (%)	Severen tsentralen	11.2	13.9	12.0
	Severoiztochen	13.4	16.2	12.2
	Severozapaden	10.3	12.9	10.7
	Yugoiztochen	14.5	13.8	14.6
	Yugozapaden	30.5	27.5	31.2
	Yuzhen tsentralen	20.2	15.7	19.3

Comparison of quotas, weighted and unweighted samples, Czechia

Czechia		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 994	2 994
Gender (%)	Female	49.9	47.9	49.8
	Male	50.1	52.0	50.0
	Identifies in another way		0.2	0.2
Age (%)	16-24	10.7	9.7	10.7
	25-39	26.6	28.0	26.6
	40-54	30.5	28.3	30.5
	55-74	32.2	34.0	32.2
	75+		0.1	0.1
Education level (%)	Low	12.5	8.7	12.5
	Medium	67.0	69.4	67.0
	High	20.6	21.9	20.5
Household size (%)	One person	29.5	16.6	16.4
	Two people	32.2	34.1	33.2
	Three or more people	38.3	49.3	50.5
Household with children (%)	Yes	26.6	45.6	46.8
	No	73.4	54.4	53.2
Degree of urbanisation (%)	Densely populated area	30.3	32.8	32.0
	Intermediate density area	33.6	35.0	35.4
	Sparsely populated area	36.1	32.2	32.6

Czechia		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-2) (%)	Jihovýchod	15.8	15.5	15.8
	Jihozápad	11.6	11.5	11.6
	Moravskoslezsko	11.3	12.0	11.3
	Praha	12.4	13.2	12.4
	Severovýchod	14.2	13.3	14.2
	Severozápad	10.5	10.1	10.5
	Strední Cechy	12.8	13.2	12.8
	Strední Morava	11.4	11.4	11.4

Comparison of quotas, weighted and unweighted samples, Denmark

Denmark		Representative quota	Unweighted sample	Weighted sample
N		2 000	1 989	1 993
Gender (%)	Female	49.8	48.8	49.6
	Male	50.2	50.8	50.2
	Identifies in another way		0.4	0.2
Age (%)	16-24	15.3	15.7	15.1
	25-39	25.4	25.5	25.5
	40-54	27.2	26.2	27.3
	55-74	32.1	32.5	32.2
Education level (%)	Low	26.5	14.0	12.4
	Medium	40.7	42.1	67.1
	High	32.8	43.9	20.5
Household size (%)	One person	44.7	26.6	26.2
	Two people	31.6	35.5	35.9
	Three or more people	23.7	37.9	37.9
Household with children (%)	Yes	27.5	39.4	39.4
	No	72.5	60.6	60.6
Degree of urbanisation (%)	Densely populated area	34.2	37.7	37.1
	Intermediate density area	27.8	21.5	20.7
	Sparsely populated area	38.0	40.8	42.2
Region (NUTS-2) (%)	Hovedstaden	32.1	31.5	32.1
	Midtjylland	22.8	23.1	22.8
	Nordjylland	10.1	10.0	10.1
	Sjælland	14.2	14.3	14.0
	Syddanmark	20.8	21.1	20.9

Comparison of quotas, weighted and unweighted samples, Germany

Germany		Representative quota	Unweighted sample	Weighted sample
N		4 000	3 995	3996
Gender (%)	Female	49.7	49.7	49.4
	Male	50.3	49.9	50.3
	Identifies in another way		0.4	0.4
Age (%)	16-24	12.7	7.9	12.7
	25-39	25.8	26.5	25.8
	40-54	27.5	28.3	27.5
	55-74	34.0	37.1	34.0
	75+		0.1	
Education level (%)	Low	19.7	43.2	19.7
	Medium	53.2	21.8	53.2
	High	27.1	35.0	27.1
Household size (%)	One person	40.6	28.0	26.4
	Two people	34.0	35.2	34.7
	Three or more people	27.1	36.8	38.9
Household with children (%)	Yes	20.4	36.4	39.0
	No	79.6	63.6	61.0
Degree of urbanisation (%)	Densely populated area	39.0	44.1	44.2
	Intermediate density area	40.6	37.8	38.7
	Sparsely populated area	20.4	18.0	17.1
Region (NUTS-1) (%)	Baden-Württemberg	13.4	10.9	13.4
	Bayern	15.9	15.6	15.8
	Berlin	4.5	4.9	4.5
	Brandenburg	3.0	3.0	3.0
	Bremen	0.8	0.8	0.8
	Hamburg	2.3	2.5	2.3
	Hessen	7.6	8.1	7.6
	Mecklenburg-Vorpommern	1.9	2.0	1.9
Region (NUTS-1) (%)	Niedersachsen	9.6	10.0	9.6
	Nordrhein-Westfalen	21.6	21.6	21.6
	Rheinland-Pfalz	5.0	4.9	5.0
	Saarland	1.2	1.3	1.2
	Sachsen	4.7	5.2	4.7
	Sachsen-Anhalt	2.6	2.8	2.6
	Schleswig-Holstein	3.5	3.7	3.5
	Thüringen	2.5	2.8	2.5

Comparison of quotas, weighted and unweighted samples, Estonia

Estonia		Representative quota	Unweighted sample	Weighted sample
N		1 000	1 035	1 035
Gender (%)	Female	51.2	60.2	51.0
	Male	48.8	39.2	48.8
	Identifies in another way		0.6	0.3
Age (%)	16-24	11.6	15.1	11.3
	25-39	28.6	35.8	28.7
	40-54	27.5	30.3	27.6
	55-74	32.3	18.5	32.1
	75+		0.3	0.4
Education level (%)	Low	17.2	7.7	17.0
	Medium	47.9	45.8	48.0
	High	34.9	46.5	35.0
Household size (%)	One person	42.5	19.2	21.6
	Two people	28.0	32.2	33.7
	Three or more people	29.5	48.6	44.8
Household with children (%)	Yes	26.1	49.8	43.4
	No	73.9	50.2	56.6
Degree of urbanisation (%)	Densely populated area	44.4	45.2	44.1
	Intermediate density area	19.5	22.5	23.6
	Sparsely populated area	36.1	32.3	32.3
Region (NUTS-3) (%)	Kesk-Eesti	9.2	10.5	9.3
	Kirde-Eesti	10.3	4.3	10.4
	Lääne-Eesti	11.2	11.3	10.9
	Lõuna-Eesti	23.5	26.8	23.6
	Põhja-Eesti	45.9	47.1	45.8

Comparison of quotas, weighted and unweighted samples, Ireland

Ireland		Representative quota	Unweighted sample	Weighted sample
N		1 000	994	993
Gender (%)	Female	50.5	52.6	50.2
	Male	49.5	47.0	49.5
	Identifies in another way		0.4	0.3

Ireland		Representative quota	Unweighted sample	Weighted sample
Age (%)	16-24	15.7	16.1	15.5
	25-39	28.0	29.3	27.9
	40-54	29.5	30.3	29.7
	55-74	26.8	24.3	26.9
Education level (%)	Low	22.6	10.5	22.3
	Medium	36.7	31.8	36.8
	High	40.8	57.7	40.9
Household size (%)	One person	27.6	11.6	11.5
	Two people	28.9	25.5	25.5
	Three or more people	43.5	63.0	63.1
Household with children (%)	Yes	34.2	54.6	54.3
	No	65.8	45.4	45.7
Degree of urbanisation (%)	Densely populated area	35.5	29.4	28.3
	Intermediate density area	22.2	42.1	41.2
	Sparsely populated area	42.4	28.5	30.5
Region (NUTS-3) (%)	Border	8.1	8.1	8.2
	Dublin	29.2	32.1	29.3
	Mid-East	14.5	11.8	14.6
	Mid-West	9.8	10.8	9.7
	Midland	6.0	6.6	6.0
	South-East (IE)	8.7	8.7	8.7
	South-West (IE)	14.3	13.2	14.4
	West	9.4	8.8	9.1

Comparison of quotas, weighted and unweighted samples, Greece

Greece		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 973	2 971
Gender (%)	Female	51.0	48.1	50.5
	Male	49.0	51.6	49.1
	Identifies in another way		0.3	0.4
Age (%)	16-24	12.7	14.8	12.7
	25-39	24.1	28.5	24.0
	40-54	30.4	36.0	30.4
	55-74	32.7	20.6	32.7
	75+		0.2	0.2

Greece		Representative quota	Unweighted sample	Weighted sample
Education level (%)	Low	29.1	24.1	29.3
	Medium	44.1	27.9	43.9
	High	26.8	48.0	26.9
Household size (%)	One person	25.7	12.8	11.7
	Two people	29.5	24.6	26.9
	Three or more people	44.9	62.6	61.4
Household with children (%)	Yes	23.4	54.3	51.3
	No	76.6	45.7	48.7
Degree of urbanisation (%)	Densely populated area	39.5	50.1	45.8
	Intermediate density area	33.8	36.3	36.6
	Sparsely populated area	26.7	13.6	17.7
Region (NUTS-2) (%)	Anatoliki Makedonia, Thraki	5.6	5.1	5.6
	Attiki	35.4	42.3	35.5
	Dytiki Ellada	6.1	5.7	6.0
	Dytiki Makedonia	2.4	2.3	2.4
	Ionia Nisia	1.9	1.4	1.9
	Ipeiros	3.0	3.4	3.0
	Kentriki Makedonia	17.4	19.9	17.3
	Kriti	5.9	4.5	5.9
	Notio Aigaio	3.3	2.2	3.3
	Peloponnisos	5.3	3.7	5.3
	Sterea Ellada	5.1	3.2	5.1
	Thessalia	6.6	5.1	6.6
	Voreio Aigaio	2.1	1.0	2.1

Comparison of quotas, weighted and unweighted samples, Spain

Spain		Representative quota	Unweighted sample	Weighted sample
N		4 000	4 074	4 069
Gender (%)	Female	50.3	50.3	49.6
	Male	49.7	49.3	49.9
	Identifies in another way		0.4	0.5
Age (%)	16-24	12.0	10.7	11.8
	25-39	24.5	25.6	24.5
	40-54	32.5	33.8	32.6
	55-74	31.0	28.8	30.1
	75+		1.0	0.94

Spain		Representative quota	Unweighted sample	Weighted sample
Education level (%)	Low	42.0	18.6	42.0
	Medium	24.1	28.2	24.1
	High	33.8	53.2	34.0
Household size (%)	One person	53.8	9.4	9.0
	Two people	33.4	29.0	29.5
	Three or more people	12.8	61.6	61.5
Household with children (%)	Yes	28.1	48.8	48.0
	No	71.9	51.2	52.0
Degree of urbanisation (%)	Densely populated area	26.1	61.2	58.7
	Intermediate density area	30.3	22.2	22.7
	Sparsely populated area	43.6	16.7	18.6
Region (NUTS-2) (%)	Andalucía	18.0	18.4	17.9
	Aragón	2.8	2.8	2.8
	Canarias (ES)	5.0	4.2	4.9
	Cantabria	1.2	1.3	1.2
	Castilla y León	5.0	5.2	5.0
	Castilla-la Mancha	4.3	4.3	4.3
	Cataluña	16.0	16.4	16.0
	Ciudad Autónoma de Ceuta (ES)	0.2	0.0	0.2
	Ciudad Autónoma de Melilla (ES)	0.2	0.1	0.2
	Comunidad de Madrid	14.3	14.9	14.3
	Comunidad Foral de Navarra	1.4	1.3	1.4
	Comunidad Valenciana	10.6	10.8	10.6
	Extremadura	2.2	2.2	2.2
	Galicia	5.7	5.8	5.7
	Illes Balears	2.6	1.6	2.6
	La Rioja	0.7	0.7	0.7
	País Vasco	4.6	4.6	4.6
	Principado de Asturias	2.2	2.4	2.2
	Región de Murcia	3.2	2.9	3.2

Comparison of quotas, weighted and unweighted samples, France

France	Representative quota	Unweighted sample	Weighted sample
N	4 000	3 994	3 99

France		Representative quota	Unweighted sample	Weighted sample
Gender (%)	Female	51.1	54.7	50.8
	Male	48.9	45.1	48.8
	Identifies in another way		0.2	0.3
Age (%)	16-24	14.7	8.9	14.7
	25-39	25.1	26.1	25.1
	40-54	27.1	29.0	27.1
	55-74	33.1	35.8	32.8
	75+		0.2	.3
Education level (%)	Low	24.8	7.6	24.8
	Medium	41.9	39.2	41.9
	High	33.3	53.2	33.3
Household size (%)	One person	34.2	20.7	19.8
	Two people	33.4	35.3	34.3
	Three or more people	32.3	44.0	45.9
Household with children (%)	Yes	27.4	44.9	46.6
	No	72.6	55.1	53.4
Degree of urbanisation (%)	Densely populated area	44.8	40.9	39.9
	Intermediate density area	20.0	29.4	29.9
	Sparsely populated area	35.2	29.7	30.2
Region (NUTS-1) (%)	Auvergne - Rhône-Alpes	12.3	12.3	12.2
	Bourgogne - Franche-Comté	4.3	4.6	4.3
	Bretagne	5.1	5.6	5.1
	Centre - Val de Loire	3.9	4.2	3.9
	Corse	0.5	0.1	.5
	Grand-Est	8.6	9.1	8.6
	Hauts-de-France	9.2	10.1	9.2
	Île de France	19.1	18.5	19.1
	Normandie	5.1	4.7	5.1
	Nouvelle-Aquitaine	9.2	7.9	9.2
	Occitanie	9.1	9.1	9.1
	Pays-de-la-Loire	5.8	6.1	5.8
	Provence-Alpes-Côte d'Azur	7.7	7.7	7.7

Comparison of quotas, weighted and unweighted samples, Croatia

Croatia	Representative quota	Unweighted sample	Weighted sample
N	1 000	995	990

Croatia		Representative quota	Unweighted sample	Weighted sample
Gender (%)	Female	50.4	49.6	56.6
	Male	49.6	50.3	43.3
	Identifies in another way		0.1	0.1
Age (%)	16-24	13.0	13.0	11.2
	25-39	25.4	26.8	26.2
	40-54	27.0	25.4	28.3
	55-74	34.6	34.6	34.3
	75+		0.2	0.1
Education level (%)	Low	20.0	0.9	7.3
	Medium	58.4	48.9	67.7
	High	21.6	50.2	25.0
Household size (%)	One person	24.2	8.9	8.0
	Two people	26.8	30.2	31.7
	Three or more people	49.0	60.9	60.3
Household with children (%)	Yes	27.1	45.9	47.0
	No	72.9	54.1	53.0
Degree of urbanisation (%)	Densely populated area	31.0	36.8	31.8
	Intermediate density area	29.8	36.9	38.1
	Sparsely populated area	39.3	26.3	30.1
Region (NUTS-3) (%)	Bjelovarsko-bilogorska županija	2.6	2.7	3.0
	Brodsko-posavska županija	3.3	3.4	3.8
	Dubrovačko-neretvanska županija	3.0	3.0	3.5
	Grad Zagreb	19.9	20.3	16.6
	Istarska županija	5.2	5.4	6.0
	Karlovačka županija	2.8	2.9	3.2
	Koprivničko-križevačka županija	2.6	2.6	3.0
	Krapinsko-zagorska županija	3.1	3.3	3.6
	Ličko-senjska županija	1.1	0.9	1.3
	Međimurska županija	2.7	2.6	3.1
	Osječko-baranjska županija	6.8	6.7	4.3
	Požeško-slavonska županija	1.6	1.6	1.5
	Primorsko-goranska županija	7.0	7.1	8.1

Croatia		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-3) (%)	Šibensko-kninska županija	2.4	2.4	2.8
	Sisačko-moslavačka županija	3.5	3.5	2.7
	Splitsko-dalmatinska županija	11.1	11.2	9.9
	Varaždinska županija	4.1	2.6	4.8
	Virovitičko-podravska županija	1.8	1.8	2.1
	Vukovarsko-srijemska županija	3.7	3.8	4.3
	Zadarska županija	4.1	4.3	3.7
	Zagrebačka županija	7.7	7.6	8.8

Comparison of quotas, weighted and unweighted samples, Italy

Italy		Representative quota	Unweighted sample	Weighted sample
N		4 000	3 981	3 976
Gender (%)	Female	50.4	51.4	50.7
	Male	49.6	48.4	49.0
	Identifies in another way		0.2	0.3
Age (%)	16-24	11.9	10.9	11.9
	25-39	22.5	22.9	22.5
	40-54	31.2	31.8	31.3
	55-74	34.4	34.4	34.4
Education level (%)	Low	42.6	10.3	42.4
	Medium	40.5	54.2	40.7
	High	16.8	35.5	16.9
Household size (%)	One person	33.0	10.9	11.0
	Two people	28.3	26.9	26.3
	Three or more people	38.7	62.3	62.7
Household with children (%)	Yes	23.8	47.8	46.3
	No	76.2	52.2	53.7
Degree of urbanisation (%)	Densely populated area	32.7	45.3	41.3
	Intermediate density area	43.3	43.5	46.3
	Sparsely populated area	24.0	11.2	12.4
Region (NUTS-2) (%)	Abruzzo	2.2	2.2	2.2
	Basilicata	0.9	1.0	0.9
	Calabria	3.2	3.2	3.2
	Campania	9.8	10.0	9.9

Italy		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-2) (%)	Emilia-Romagna	7.4	7.8	7.5
	Friuli-Venezia Giulia	2.0	2.0	1.8
	Lazio	9.7	9.7	9.7
	Liguria	2.5	2.5	2.5
	Lombardia	16.7	16.8	16.8
	Marche	2.5	2.6	2.5
	Molise	0.5	0.5	.5
	Piemonte	7.1	7.1	7.1
	Puglia	6.7	6.7	6.7
	Sardegna	2.8	2.8	2.8
	Sicilia	8.3	8.3	8.3
	Toscana	6.1	6.2	6.1
	Trentino Alto Adige	1.8	0.9	1.6
	Umbria	1.4	1.4	1.4
	Valle d'Aosta/Vallée d'Aoste	0.2	0.1	0.2
	Veneto	8.2	8.4	8.2

Comparison of quotas, weighted and unweighted samples, Cyprus

Cyprus		Representative quota	Unweighted sample	Weighted sample
N		500	497	495
Gender (%)	Female	51.1	58.0	51.0
	Male	48.9	41.6	48.7
	Identifies in another way		0.4	0.3
Age (%)	16-24	15.4	18.3	15.6
	25-39	32.4	45.5	32.7
	40-54	24.4	28.0	24.3
	55-74	27.8	8.2	27.4
Education level (%)	Low	24.1	23.3	24.2
	Medium	37.9	35.2	38.1
	High	38.0	41.4	37.7
Household size (%)	One person	20.8	11.5	12.9
	Two people	35.4	22.3	23.1
	Three or more people	43.8	66.2	63.9
Household with children (%)	Yes	30.8	55.5	49.9
	No	69.2	44.5	50.1

Cyprus		Representative quota	Unweighted sample	Weighted sample
Degree of urbanisation (%)	Densely populated area	58.7	45.1	47.2
	Intermediate density area	20.6	46.5	45.8
	Sparsely populated area	20.7	8.4	7.0
Region (NUTS-3) (%)	Kypros	100.0	100.0	100.0

Comparison of quotas, weighted and unweighted samples, Latvia

Latvia		Representative quota	Unweighted sample	Weighted sample
N		1 000	1 036	1036
Gender (%)	Female	52.5	52.4	52.3
	Male	47.5	47.3	47.4
	Identifies in another way		0.3	0.3
Age (%)	16-24	11.2	14.4	11.2
	25-39	27.5	34.2	27.6
	40-54	27.5	31.8	27.2
	55-74	33.8	19.4	33.5
	75+		0.3	0.5
Education level (%)	Low	14.2	12.4	14.1
	Medium	53.3	53.5	53.2
	High	32.5	34.2	32.7
Household size (%)	One person	34.6	14.2	15.4
	Two people	30.4	32.5	35.0
	Three or more people	35.1	53.3	49.6
Household with children (%)	Yes	26.9	46.7	40.3
	No	73.1	53.3	59.7
Degree of urbanisation (%)	Densely populated area	43.7	45.0	43.6
	Intermediate density area	22.8	27.4	28.7
	Sparsely populated area	33.5	27.5	27.7
Region (NUTS-3) (%)	Kurzeme	12.4	13.6	12.5
	Latgale	13.7	10.1	13.5
	Pierīga	19.3	19.3	19.3
	Rīga	33.1	34.0	33.2
	Vidzeme	9.6	10.4	9.7
	Zemgale	12.0	12.5	11.9

Comparison of quotas, weighted and unweighted samples, Lithuania

Lithuania		Representative quota	Unweighted sample	Weighted sample
N		1 000	1 023	1023
Gender (%)	Female	52.0	52.7	51.8
	Male	48.0	47.1	48.0
	Identifies in another way		0.2	0.3
Age (%)	16-24	12.6	12.3	12.4
	25-39	26.3	27.5	26.1
	40-54	27.6	27.9	27.8
	55-74	33.6	31.8	33.3
	75+		0.6	0.4
Education level (%)	Low	10.4	12.3	10.3
	Medium	52.6	26.6	52.5
	High	37.0	61.1	37.1
Household size (%)	One person	38.0	12.9	13.5
	Two people	28.7	39.9	41.1
	Three or more people	33.2	47.2	45.4
Household with children (%)	Yes	24.0	44.0	42.8
	No	76.0	56.0	57.2
Degree of urbanisation (%)	Densely populated area	44.1	54.8	52.0
	Intermediate density area	14.3	11.7	11.7
	Sparsely populated area	41.6	33.5	36.3
Region (NUTS-3) (%)	Alytaus apskritis	4.8	4.7	4.7
	Kauno apskritis	20.1	20.3	20.1
	Klaipėdos apskritis	11.4	11.0	11.2
	Marijampolės apskritis	4.9	4.5	4.9
	Panevėžio apskritis	7.5	7.8	7.5
	Šiaulių apskritis	9.4	9.2	9.5
	Tauragės apskritis	3.3	3.3	3.3
	Telšių apskritis	4.7	4.7	4.7
	Utenos apskritis	4.5	4.5	4.5
	Vilniaus apskritis	29.5	29.9	29.4

Comparison of quotas, weighted and unweighted samples, Luxembourg

Luxembourg		Representative quota*	Unweighted sample	Weighted sample
N		500	498	499
Gender (%)	Female	49.9	49.4	49.8
	Male	50.1	50.4	50.0
	Identifies in another way		0.2	0.2
Age (%)	16-24	12.6	8.6	12.6
	25-39	28.1	32.3	28.0
	40-54	27.0	36.5	27.0
	55+	32.3	22.5	32.4
Education level (%)	Low	28.2	12.0	28.3
	Medium	32.1	39.4	31.9
	High	39.7	48.6	39.8
Household size (%)	One person	35.6	27.7	25.1
	Two people	28.9	38.0	39.7
	Three or more people	35.5	34.3	35.2
Household with children (%)	Yes	26.4	33.1	36.2
	No	73.6	66.9	63.8
Degree of urbanisation (%)	Densely populated area	19.1	6.9	8.0
	Intermediate density area	41.8	86.3	85.1
	Sparsely populated area	39.1	6.9	7.0
Region (NUTS-3) (%)	Capellen	8.0	5.6	8.0
	Clervaux	3.0	3.6	3.0
	Diekirch	5.4	4.6	5.4
	Echternach	3.1	3.6	3.1
	Esch-sur-Alzette	29.3	24.9	29.4
	Grevenmacher	4.9	4.6	4.8
	Luxembourg	30.5	36.7	30.5
	Mersch	5.3	4.6	5.3
	Redange	3.1	4.6	3.1
	Remich	3.7	3.2	3.7
	Vianden	0.9	0.8	0.9
	Wiltz	2.8	3.0	2.8

* No quotas were applied in Luxembourg, as random sampling was used in CATIs. Any discrepancies between the net sample and representative figures were adjusted with weighting afterwards (see Section 1.3.2).

Comparison of quotas, weighted and unweighted samples, Hungary

Hungary		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 984	2 983
Gender (%)	Female	51.1	52.7	51.0
	Male	48.9	47.2	48.9
	Identifies in another way		0.1	0.1
Age (%)	16-24	12.6	13.3	12.4
	25-39	25.6	28.9	25.5
	40-54	30.3	32.7	30.4
	55-74	31.6	24.6	31.3
	75+		0.4	0.4
Education level (%)	Low	20.2	6.7	20.1
	Medium	56.7	61.4	56.8
	High	23.1	31.9	23.1
Household size (%)	One person	31.7	13.5	13.8
	Two people	32.4	32.6	33.6
	Three or more people	35.9	53.9	52.6
Household with children (%)	Yes	25.4	46.6	44.4
	No	74.6	53.4	55.6
Degree of urbanisation (%)	Densely populated area	31.6	38.9	36.6
	Intermediate density area	36.9	39.2	39.3
	Sparsely populated area	31.5	21.9	24.2
Region (NUTS-2) (%)	Budapest	18.0	18.5	18.0
	Dél-Alföld	12.6	12.8	12.6
	Dél-Dunántúl	9.0	8.7	9.1
	Észak-Alföld	14.8	15.1	14.8
	Észak-Magyarország	11.3	11.8	11.3
	Közép-Dunántúl	10.9	11.0	10.9
	Nyugat-Dunántúl	10.3	10.0	10.3
	Pest	13.1	12.1	13.1

Comparison of quotas, weighted and unweighted samples, Malta

Malta		Representative quota*	Unweighted sample	Weighted sample
N		500	495	496
Gender (%)	Female	48.4	59.8	48.6
	Male	51.6	40.2	51.4

Malta		Representative quota*	Unweighted sample	Weighted sample
Age (%)	16-24	11.5	3.6	11.6
	25-39	30.6	21.2	30.8
	40-54	22.3	26.5	22.2
	55+	35.6	48.7	35.4
Education level (%)	Low	42.9	50.9	42.6
	Medium	31.6	15.6	31.8
	High	25.5	33.5	25.6
Household size (%)	One person	27.8	14.5	12.0
	Two people	32.0	31.5	27.4
	Three or more people	40.2	53.9	60.5
Household with children (%)	Yes	27.7	40.0	47.1
	No	72.3	60.0	52.9
Degree of urbanisation (%)	Densely populated area	19.1	51.4	50.5
	Intermediate density area	41.8	42.8	43.4
	Sparsely populated area	39.1	5.7	6.1
District (NUTS-3) (%)	Gozo and Comino District	6.7	3.2	6.7
	Northern District	16.9	14.9	17.0
	Northern Harbour District	33.3	30.1	32.9
	South Eastern District	14.5	17.4	14.5
	Southern Harbour District	16.5	18.4	16.5
	Western District	12.2	16.0	12.3

* No quotas were applied in Malta, as random sampling was used in CATIs. Any discrepancies between the net sample and representative figures were adjusted with weighting afterwards (see Section 1.3.2).

Comparison of quotas, weighted and unweighted samples, the Netherlands

The Netherlands		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 984	2 983
Gender (%)	Female	49.9	50.3	49.5
	Male	50.1	49.4	50.1
	Identifies in another way		0.4	0.3
Age (%)	16-24	14.9	14.0	14.6
	25-39	25.2	25.4	25.3
	40-54	26.8	27.0	26.8
	55-74	33.1	33.5	33.2
	75+		0.1	0.1

The Netherlands		Representative quota	Unweighted sample	Weighted sample
Education level (%)	Low	26.8	16.8	26.8
	Medium	38.4	41.4	38.3
	High	34.8	41.8	34.9
Household size (%)	One person	38.5	23.1	23.6
	Two people	32.6	38.1	38.0
	Three or more people	28.7	38.8	38.4
Household with children (%)	Yes	23.4	36.7	36.2
	No	76.6	63.3	63.8
Degree of urbanisation (%)	Densely populated area	57.0	56.4	56.0
	Intermediate density area	32.8	35.2	35.5
	Sparsely populated area	10.2	8.4	8.5
Region (NUTS-2) (%)	Drenthe	2.8	2.9	2.8
	Flevoland	2.4	2.5	2.4
	Friesland (NL)	3.7	3.6	3.6
	Gelderland	11.9	12.0	11.9
	Groningen	3.4	3.4	3.4
	Limburg (NL)	6.5	6.6	6.5
	Noord-Brabant	14.8	14.3	14.9
	Noord-Holland	16.7	16.7	16.6
	Overijssel	6.6	6.6	6.6
	Utrecht	7.5	7.6	7.4
	Zeeland	2.2	2.2	2.2
	Zuid-Holland	21.5	21.6	21.6

Comparison of quotas, weighted and unweighted samples, Austria

Austria		Representative quota	Unweighted sample	Weighted sample
N		2 000	1 985	1 985
Gender (%)	Female	50.1	49.0	49.7
	Male	49.9	50.5	49.9
	Identifies in another way		0.5	0.5
Age (%)	16-24	13.0	14.5	12.8
	25-39	27.2	30.0	27.1
	40-54	28.4	22.2	28.5
	55-74	31.3	32.1	30.4
	75+		1.3	1.1

Austria		Representative quota	Unweighted sample	Weighted sample
Education level (%)	Low	19.7	12.4	19.5
	Medium	50.5	68.2	50.6
	High	29.8	19.4	29.8
Household size (%)	One person	37.7	22.4	21.8
	Two people	30.3	37.0	37.0
	Three or more people	31.9	40.6	41.3
Household with children (%)	Yes	22.6	38.5	39.3
	No	77.4	61.5	60.7
Degree of urbanisation (%)	Densely populated area	31.6	43.2	44.2
	Intermediate density area	30.1	28.0	27.5
	Sparsely populated area	38.3	28.8	28.3
Region (NUTS-2) (%)	Burgenland (AT)	3.3	3.5	3.3
	Kärnten	6.3	6.2	6.3
	Niederösterreich	18.7	18.8	18.6
	Oberösterreich	16.6	16.4	16.6
	Salzburg	6.3	6.4	6.4
	Steiermark	14.0	14.2	14.1
	Tirol	8.5	8.3	8.5
	Vorarlberg	4.4	4.1	4.4
	Wien	21.8	22.1	21.8

Comparison of quotas, weighted and unweighted samples, Poland

Poland		Representative quota	Unweighted sample	Weighted sample
N		4 000	3 983	3 980
Gender (%)	Female	50.9	51.0	50.9
	Male	49.1	48.9	49.0
	Identifies in another way		0.1	0.1
Age (%)	16-24	11.9	11.8	11.9
	25-39	29.3	29.4	29.3
	40-54	26.7	26.7	26.6
	55-74	32.0	31.7	31.7
	75+		0.5	0.5
Education level (%)	Low	13.9	6.7	13.7
	Medium	59.3	52.0	59.5
	High	26.7	41.3	26.8

Poland		Representative quota	Unweighted sample	Weighted sample
Household size (%)	One person	24.3	9.4	9.2
	Two people	26.3	30.9	30.8
	Three or more people	49.3	59.7	60.1
Household with children (%)	Yes	30.2	52.9	52.6
	No	69.8	47.1	47.4
Degree of Urbanization (%)	Densely populated area	34.4	51.7	48.8
	Intermediate density area	29.0	25.1	25.6
	Sparsely populated area	36.6	23.1	25.6
Region (NUTS-2) (%)	Dolnośląskie	7.6	8.1	7.6
	Kujawsko-pomorskie	5.5	5.8	5.5
	Łódzkie	6.5	6.5	6.5
	Lubelskie	5.5	2.9	5.5
	Lubuskie	2.7	2.7	2.6
	Małopolskie	8.8	8.6	8.8
	Mazowiecki regionalny i Warszawski stoleczny	14.0	15.2	14.0
	Opolskie	2.5	2.4	2.5
	Podkarpackie	5.5	5.5	5.5
	Podlaskie	3.0	3.2	3.0
	Pomorskie	6.0	6.2	6.0
	Śląskie	11.8	12.6	11.8
	Świętokrzyskie	3.2	3.5	3.2
	Warmińsko-mazurskie	3.7	3.7	3.7
	Wielkopolskie	9.2	8.9	9.2
	Zachodniopomorskie	4.5	4.2	4.4

Comparison of quotas, weighted and unweighted samples, Portugal

Portugal		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 986	2 982
Gender (%)	Female	52.3	52.1	52.3
	Male	47.7	47.7	47.6
	Identifies in another way		0.2	0.1
Age (%)	16-24	12.9	13.2	12.8
	25-39	23.2	24.2	23.1
	40-54	30.2	30.9	30.2
	55-74	33.7	31.7	33.9

Portugal		Representative quota	Unweighted sample	Weighted sample
Education level (%)	Low	49.9	12.6	49.8
	Medium	26.8	41.2	26.8
	High	23.3	46.2	23.4
Household size (%)	One person	21.2	10.5	11.3
	Two people	33.6	28.0	29.8
	Three or more people	45.3	61.5	58.9
Household with children (%)	Yes	28.8	54.5	51.7
	No	71.2	45.5	48.3
Degree of urbanisation (%)	Densely populated area	44.8	54.8	52.4
	Intermediate density area	31.8	31.0	31.0
	Sparsely populated area	23.4	14.1	16.6
Region (NUTS-2) (%)	Alentejo	6.7	6.0	6.7
	Algarve	4.2	3.8	4.2
	Área Metropolitana de Lisboa	27.0	28.2	26.9
	Centro (PT)	21.4	22.1	21.5
	Norte	35.6	35.6	35.6
	Região Autónoma da Madeira (PT)	2.6	2.6	2.6
	Região Autónoma dos Açores (PT)	2.4	1.7	2.4

Comparison of quotas, weighted and unweighted samples, Romania

Romania		Representative quota	Unweighted sample	Weighted sample
N		3000	2982	2977.6
Gender (%)	Female	49.3	50.2	49.2
	Male	50.7	49.7	50.7
	Identifies in another way		0.1	0.1
Age (%)	16-24	14.4	14.5	14.4
	25-39	29.5	30.3	29.4
	40-54	35.5	34.0	35.5
	55-65	20.6	21.2	20.7
Education level (%)	Low	23.7	4.8	23.7
	Medium	60.1	35.7	60.1
	High	16.2	59.5	16.3
Household size (%)	One person	30.5	7.9	7.3
	Two people	26.5	30.5	28.9
	Three or more people	42.9	61.6	63.8

Romania		Representative quota	Unweighted sample	Weighted sample
Household with children (%)	Yes	30.3	53.5	54.3
	No	69.7	46.5	45.7
Degree of urbanisation (%)	Densely populated area	33.8	64.9	57.8
	Intermediate density area	27.5	22.5	23.7
	Sparsely populated area	38.8	12.6	18.5
Region (NUTS-2) (%)	Bucureşti-Ilfov	12.3	13.1	12.2
	Centru	11.9	12.1	11.8
	Nord-Est	15.9	16.0	15.9
	Nord-Vest	13.3	13.4	13.4
	Sud-Est	12.3	13.9	15.0
	Sud-Muntenia	15.0	12.5	12.3
	Sud-Vest Oltenia	10.0	9.5	10.0
	Vest	9.4	9.5	9.5

Comparison of quotas, weighted and unweighted samples, Slovenia

Slovenia		Representative quota	Unweighted sample	Weighted sample
N		1 000	996	997
Gender (%)	Female	48.5	48.6	48.5
	Male	51.5	51.3	51.5
	Identifies in another way		0.1	0.1
Age (%)	16-24	0.114	11.3	11.4
	25-39	0.257	25.7	25.7
	40-54	0.294	29.4	29.5
	55-74	0.335	33.4	33.4
	75+		0.1	0.1
Education level (%)	Low	0.163	2.4	16.3
	Medium	0.542	52.0	54.2
	High	0.295	45.6	29.5
Household size (%)	One person	0.287	12.8	13.4
	Two people	0.29	29.2	29.9
	Three or more people	0.423	58.0	56.7
Household with children (%)	Yes	0.245	48.1	47.5
	No	0.755	51.9	52.5
Degree of urbanisation (%)	Densely populated area	0.191	21.6	19.3
	Intermediate density area	0.352	34.0	36.0
	Sparsely populated area	0.457	44.4	44.7

Slovenia		Representative quota	Unweighted sample	Weighted sample
	Gorenjska	0.097	9.9	9.7
	Goriška	0.056	5.1	5.6
	Jugovzhodna Slovenija	0.069	6.2	6.9
	Koroška	0.034	3.3	3.4
	Obalno-kraška	0.056	5.7	5.6
	Osrednjeslovenska	0.264	26.7	26.4
Region (NUTS-3) (%)	Podravska	0.157	16.1	15.6
	Pomurska	0.055	5.6	5.5
	Posavska	0.036	3.4	3.6
	Primorsko-notranjska	0.025	2.5	2.5
	Savinjska	0.124	12.8	12.5
	Zasavska	0.027	2.6	2.6

Comparison of quotas, weighted and unweighted samples, Slovakia

Slovakia		Representative quota	Unweighted sample	Weighted sample
N		1 000	997	998
Gender (%)	Female	50.5	51.0	50.4
	Male	49.5	49.0	49.6
	16-24	11.9	11.4	11.9
Age (%)	25-39	29.0	29.9	29.0
	40-54	28.6	27.7	28.5
	55-74	30.5	31.0	30.6
	Low	13.7	4.1	13.6
Education level (%)	Medium	63.6	64.5	63.7
	High	22.6	31.4	22.7
	One person	16.4	12.1	10.9
Household size (%)	Two people	29.6	31.6	29.0
	Three or more people	54.1	56.3	60.1
Household with children (%)	Yes	29.6	48.5	49.5
	No	70.4	51.5	50.5
	Densely populated area	19.9	21.4	19.5
Degree of urbanisation (%)	Intermediate density area	38.3	41.7	42.0
	Sparsely populated area	41.8	36.9	38.6

Slovakia		Representative quota	Unweighted sample	Weighted sample
Region (NUTS-2) (%)	Bratislava Region	12.0	12.3	12.0
	Central Slovakia (Stredné Slovensko)	24.7	37.9	24.7
	Eastern Slovakia (Východné Slovensko)	29.3	15.0	29.3
	Western Slovakia (Západné Slovensko)	34.0	34.7	34.0

Comparison of quotas, weighted and unweighted samples, Finland

Finland		Representative quota	Unweighted sample	Weighted sample
N		2 000	1 985	1 985
Gender (%)	Female	49.7	51.6	49.2
	Male	50.3	47.8	50.2
	Identifies in another way		0.6	0.6
Age (%)	16-24	13.5	13.9	13.3
	25-39	26.2	26.9	26.2
	40-54	25.0	23.5	25.1
	55-74	35.3	35.6	35.4
	75+		0.1	0.1
Education level (%)	Low	18.0	11.7	18.0
	Medium	43.4	46.6	43.4
	High	38.6	41.7	38.6
Household size (%)	One person	45.4	32.7	32.9
	Two people	32.8	35.9	35.6
	Three or more people	21.9	31.4	31.5
Household with children (%)	Yes	19.1	33.9	33.9
	No	80.9	66.1	66.1
Degree of urbanisation (%)	Densely populated area	41.0	45.3	44.2
	Intermediate density area	31.8	27.4	27.7
	Sparsely populated area	27.2	27.3	28.1
Region (NUTS-2) (%)	Åland	0.5	0.1	0.4
	Etelä-Suomi	20.8	19.5	20.8
	Helsinki-Uusimaa	31.2	31.9	31.1
	Länsi-Suomi	24.7	24.8	24.7
	Pohjois- ja Itä-Suomi	22.8	23.8	23.0

Comparison of quotas, weighted and unweighted samples, Sweden

Sweden		Representative quota	Unweighted sample	Weighted sample
N		3 000	2 991	2 991
Gender (%)	Female	49.1	49.2	48.9
	Male	50.9	50.6	50.9
	Identifies in another way		0.2	0.2
Age (%)	16-24	14.0	13.9	13.9
	25-39	28.4	28.4	28.4
	40-54	26.7	26.7	26.7
	55-74	30.9	31.0	30.9
	75+		0.1	0.1
Education level (%)	Low	21.5	9.5	21.5
	Medium	40.9	53.0	40.9
	High	37.6	37.5	37.6
Household size (%)	One person	44.8	28.2	28.2
	Two people	30.1	34.9	34.3
	Three or more people	25.1	36.9	37.6
Household with children (%)	Yes	19.3	38.9	39.2
	No	80.7	61.1	60.8
Degree of urbanisation (%)	Densely populated area	36.8	40.9	40.3
	Intermediate density area	36.1	41.3	41.5
	Sparsely populated area	27.1	17.8	18.3
Region (NUTS-2) (%)	Mellersta Norrland	3.6	3.6	3.6
	Norra Mellansverige	8.2	8.2	8.2
	Östra Mellansverige	16.7	16.8	16.7
	Övre Norrland	5.1	4.5	5.1
	Småland med öarna	8.3	8.3	8.3
	Stockholm	23.4	23.7	23.4
	Sydsverige	14.8	14.9	14.7
	Västsverige	20.0	20.0	20.0

Annex 2. Master questionnaire in English

Survey on gender gaps in unpaid care, individual and social activities

This survey is commissioned by the European Institute for Gender Equality (EIGE) – an autonomous institution of the European Union established to strengthen gender equality and to fight discrimination based on sex. The aim of the survey is to collect data to understand different uses of time of European people aged 16+, particularly for unpaid activities. The survey is conducted across all EU Member States. It will take about 15 minutes to answer the survey. The survey is confidential and all collected information is used for non-commercial research activities only. The survey is compliant with the general rules and principles of Data Protection Regulation (EU) 2018/1725.

This survey will contain very general questions about your political activities as well as a few questions about your health. Collecting such information enables us to perform a more refined research analysis.

For these questions, a "Prefer not to answer" option will be available.

Your responses to this survey will only be anonymously reported. The survey data will be retained by Ipsos for a period of 12 months.

Do you agree for us to collect this data and to participate in all the communicated conditions?

1. Yes, I agree
0. No, I do not agree *[Terminate]*

Main questionnaire

SECTION A - GENERAL INFORMATION

In the beginning, please share with us some details about yourself and your household.

ASK ALL

QA1.1. In which country were you born?	
Country of birth	*A top down-menu with a list of countries will be included here*
Don't know	888
Prefer not to answer	999

ASK ALL

QA1.2. How would you describe yourself?	
Female	1
Male	2
In another way	3
Prefer not to answer	99

ASK ALL

QA1.3. How old are you?
_____ years [numeric]

ASK ALL
NOTE: Question is adapted individually for each country.

Thinking of your current living area, which of the following describes it best? Is it a…

QA1.5. Where do you live?
(1) Densely populated area
(2) Intermediate density area
(3) Sparsely populated area
(4) Don't know

ASK ALL

QA2. What is the highest level of education you have successfully completed?
ISCED categories to be entered for each country

NOTE: Answer options are adapted individually for each country, this is an example for Ireland.

(1)	Left school before finishing primary school; NFQ Level 1	ISCED 0	000
(2)	Left school after the end of primary school but before reaching the end of junior cycle (Junior Certificate); NFQ level 2	ISCED 1	113
(3)	Junior Certificate; NFQ Level 3 (including Transition Year)	ISCED 2	213
(4)	Vocational NFQ Level 3 courses, certified by FETAC, e.g. Community training centres	ISCED 2	222
(5)	Vocational NFQ level 4 courses, e.g. FETAC specific skills courses	ISCED 3	229
(6)	Leaving Certificate Established (LCE); Leaving Certificate Vocational Programme (LCVP); NFQ levels 4–5	ISCED 3	313
(7)	Leaving Certificate Applied programme (LCA); NFQ levels 4–5	ISCED 3	321
(8)	Apprenticeship – FAS/SOLAS etc.	ISCED 4	421
(9)	Post-Leaving Certificate (PLC) courses (duration of 1 year); Teagasc and Failte Ireland Advanced Certificate; NFQ level 5	ISCED 4	422
(10)	Post-Leaving Certificate (PLC) courses of 2 or more years duration and NFQ level 6	ISCED 4	423
(11)	Edexcel/BTEC/BEC/TEC – Higher National Certificate (HNC) or equivalent	ISCED 4	423
(12)	Higher Certificate – NFQ level 6	ISCED 5	520
(13)	Diploma, now termed 'Ordinary level bachelor degree' – NFQ level 7	ISCED 5	520
(14)	Higher level/honours bachelor degree; NFQ level 8	ISCED 6	620
(15)	Higher/Graduate Diploma, NFQ level 8	ISCED 6	620
(16)	Post-graduate Diploma; NFQ level 9	ISCED 7	720
(17)	Masters Degree, M.Phil; NFQ level 9	ISCED 7	720
(18)	Ph.D, D.Phil or equivalent; NFQ level 10	ISCED 8	800

Main questionnaire begins

ASK ALL

QA3. Which of these categories best describes your current situation?	
Employed	1
Unemployed	2
Retired	3
Unable to work due to long-standing health problems	4
Student, pupil	5
Fulfilling domestic tasks	6
Compulsory military or civilian service	7
Other	8
Don't know	98
Prefer not to answer	99

ASK IF QA3 = 1 (RESPONDENT IS EMPLOYED)

QA4. What is your employment status in your main job?	
Self-employed person with employees	1
Self-employed person without employees	2
Employee	3
Family worker (unpaid), helping another family member to run a farm or other business, not considered as employees	4
Not applicable	97
Don't know	98

ASK IF QA3 = 1 (RESPONDENT IS EMPLOYED)

QA5. Thinking of the actual working time you dedicate to all paying jobs, how many hours a week do you work?	
____ weekly hours	98

PROG: DO NOT ALLOW MORE THAN 168 HOURS. PLEASE INCLUDE WARNING MESSAGE IF HOURS GIVEN IS 119 OR HIGHER. ERROR MESSAGE: In answering this question, please consider that 119 hours per week means you are spending less than 7 hours a day in anything other than working time.

ASK IF QA3 = 1 (RESPONDENT IS EMPLOYED)

QA6. Thinking about all your paying jobs, how frequently do you work/have you worked from home?	
Daily	1
Several times a week	2
Several times a month	3
Less often	4
Never	5
Due to the nature of my work I can't work from home	97
Don't know	98
Prefer not to answer	99

ASK ALL

QA7. How many people usually live in your household? **Please include yourself.**
A household includes either one person living alone or a group of people who are presently residing together.
_ _ _ _ _   number of people

Considering other members of your household, please answer the following questions.

ASK IF QA7 > 1 (AT LEAST TWO PEOPLE ARE LIVING IN THE HOUSEHOLD)

QA8. How many children aged less than 25 are living in your household?	
Excluding yourself, if it is the case. Please, enter the number of children in each age bracket.	
PROG: SET ALL FIGURES TO 0 SO THAT RESPONDENTS ONLY HAVE TO CHANGE THE CELL THAT IS REFERRING TO THEM. IF QA8.1. IS NOT SELECTED, QA8.2. – QA8.5. >0	
QA8.1. None [exclusive]; [PROG: if selected, immediately go to QA9]	0
QA8.2. 0–5 years	__ __ number
QA8.3. 6–11 years	__ __ number
QA8.4. 12–17 years	__ __ number
QA8.5. 18–24 years	__ __ number
Prefer not to answer	999

ASK IF QA7 > 1 (AT LEAST TWO PEOPLE ARE LIVING IN THE HOUSEHOLD) AND IF QA7 IS HIGHER THAN NUMBER OF CHILDREN IN HOUSEHOLD IN QA8 PLUS MYSELF *(Example: Do not ask respondents with QA7=2 and QA8.2-QA8.5=1.)*

QA9. Do you have a spouse/partner who lives in your household?	
Yes	1
No	0
Prefer not to answer	99

ASK IF QA7 > 1 (AT LEAST TWO PEOPLE ARE LIVING IN THE HOUSEHOLD) AND IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QA10. How would you describe your spouse/partner?	
Female	1
Male	2
In another way	3
Don't know	98
Prefer not to answer	99

ASK IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QA11. How old is your spouse/partner?	
Please choose one of the following age brackets.	
24 years or younger	1
25–49 years	2
50–64 years	3
65 or more years	4
Don't know	98
Prefer not to answer	99

ASK IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QA12. What is the highest level of education your spouse/partner has successfully completed?	
ISCED categories to be entered for each country	

ASK IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QA13. Which of these categories best describes your spouse/partner's current situation?	
Employed	1
Unemployed	2
Retired	3
Unable to work due to long-standing health problems	4
Student, pupil	5
Fulfilling domestic tasks	6
Compulsory military or civilian service	7
Other	8
Don't know	98
Prefer not to answer	99

ASK IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER) AND IF QA13 = 1 (COHABITING SPOUSE/PARTNER IS EMPLOYED)

QA14. Thinking of the actual working time your spouse/partner dedicates to all paying jobs, how many hours a week does she/he work?
_____ weekly hours

PROG: DO NOT ALLOW MORE THAN 168 HOURS. PLEASE INCLUDE WARNING MESSAGE IF HOURS GIVEN IS 119 OR HIGHER. ERROR MESSAGE: In answering this question, please consider that 119 hours per week means they are spending less than 7 hours a day in anything other than working time.

ASK IF QA7 > 1 (AT LEAST TWO PEOPLE LIVING IN THE HOUSEHOLD)

QA15. Do any of your parents or grandparents (including in-law) live in your household?	
Yes	1
No	0
Don't know	98
Prefer not to answer	99

The next questions explore your views about attitudes and roles of women and men.

ASK ALL

Randomize

QA16. To what extent do you agree or disagree...?							
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to answer
QA16.1. A working mother can establish just as warm and secure a relationship with her children as a mother who does not work.	1	2	3	4	5	98	99
QA16.2. Boys have the same obligations to help with household chores as girls.	1	2	3	4	5	98	99
QA16.3. If the child is ill, the father should also go on sick leave.	1	2	3	4	5	98	99
QA16.4. A family is stronger when fathers not only support the family financially, but also take care of children.	1	2	3	4	5	98	99
QA16.5. Mothers should make most of the decisions on how to bring up their children.	1	2	3	4	5	98	99
QA16.6. Household work should be shared by partners equally.	1	2	3	4	5	98	99

SECTION B - INFORMAL CARE FOR PEOPLE WHO, AS A RESULT OF MENTAL, PHYSICAL FRAILTY, DISABILITY OR OLD AGE, OVER AN EXTENDED PERIOD OF TIME DEPEND ON HELP WITH DAILY LIVING ACTIVITIES OR NEED SOME PERMANENT NURSING CARE

*This section focuses on **informal care**. The following questions refer to **unpaid care activities** for family members, relatives, neighbours or friends (including children) who have needed others' support as a result of mental, physical frailty, disability or old age for **at least 3 months**. Informal care concerns **daily living activities** (e.g. dressing, showering, eating, moving around, using the toilet) and **instrumental activities of daily living** (e.g. grocery shopping, preparing meals, managing money, and managing housework).*

ASK ALL

QB1. Do you provide care for people who, as a result of mental, physical frailty, disability or old age, need help with daily living activities and instrumental activities of daily living?	
Yes	1
No	0
Prefer not to answer	99

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB2. How many persons do you provide care for?	
Please fill in the number of persons you care for based on their living situation.	
PROG: SET ALL FIGURES TO 0 SO THAT RESPONDENTS ONLY HAVE TO CHANGE THE CELL THAT IS REFERRING TO THEM.	
QB2.1. Person(s) living in your household	___ Number of persons
QB2.2. Person(s) living in another household	___ Number of persons
QB2.3. Person(s) living in a care institution (full time or part-time)	___ Number of persons
Prefer not to answer	999

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB3. In a typical week, how often are you involved in caring for all your care recipients in total?	
If you do not provide care on a regular basis, please think of a week in which you do provide care.	
Every day	1
4 to 6 days a week	2
1 to 3 days a week	3
Less often	4
Don't know	98

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

Please answer the following questions about <u>one</u> person you provide care for. If you provide care for more than one person, please think about your <u>main</u> care recipient for whom you provide the highest total weekly hours of care.

QB4.1. What is your <u>main</u> care recipient's relationship to you?	
Child (including step-child and adopted child)	1
Spouse/partner	2
Parent, parent-in-law, stepparent, grandparent	3
Other relative/in-law person (e.g. grandchild, cousin, nephew, niece, uncle, aunt, sibling, child-in-law)	4
Other non-relative (e.g. friend, neighbour)	5
Prefer not to answer	99

PLAUSIBILITY CHECKS

if QA9=no & QB2.2=0 & QB2.3=0 => error message for QB4.1=spouse/partner

if QA8=0 (no children in hh) & QB2.2=0 & QB2.3=0 => error message for QB4.1=child

if QA15=0 (no grandparents in hh) & QB2.2=0 & QB2.3=0 => error message for QB4.1=grandparent

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB4.2. How would you describe your main care recipient?	
Female	1
Male	2
In another way	3
Don't know	98
Prefer not to answer	99

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB4.3. How old is your main care recipient?	
0–5 years	1
6–11 years	2
12–17 years	3
18–24 years	4
25–49 years	5
50–64 years	6
65–74 years	7

QB4.3. How old is your main care recipient?	
75 or more years	8
Don't know	98
Prefer not to answer	99

INCLUDE PLAUSIBILITY CHECK BASED ON QB4.1:

If QB4.1=1 (main recipient is a child): show all age categories in QB4.3

If QB4.1=2 (main recipient is a spouse): show categories 4–99 (18+)

If QB4.1=3 (main recipient is a parent): show categories 4–99 (18+)

If QB4.1=4 or 5 or 99 (others and no answer): show all age categories in QB4.3

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB4.4. Where does your main care recipient live during the period you take care for him/her?	
In your household	1
In another household	2
In a care institution (full-time or part-time)	3
Don't know	98
Prefer not to answer	99

INCLUDE PLAUSIBILITY CHECK BASED ON QA7. IF QA7=1 (ONLY PERSON IN HH), IT SHOULD NOT BE POSSIBLE TO SELECT QB4.4=1.

ERROR MESSAGE: Please correct your answer. You stated that you were a 1 person household.

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB5. How often in a typical week do you provide the following types of help to your main care recipient? *If you do not provide care on a regular basis, please think of a week in which you do provide care.*						
	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Don't know
QB5.1. Personal and emotional care (e.g. bathing, dressing, getting out of bed, comforting a person)	1	2	3	4	5	98
QB5.2. Household help (e.g. shopping, cooking, cleaning)	1	2	3	4	5	98
QB5.3. Administrative/other help (e.g. helping with paperwork, managing finances, transportation)	1	2	3	4	5	98

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB6. How many hours in a typical week do you spend on caring for your main care recipient? *Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE) AND IF QB4.4 =1 (CARE RECIPIENT LIVES IN THE SAME HOUSEHOLD OF THE RESPONDENT) AND IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QB7. Who in your household generally performs the following care tasks for your main care recipient?	Almost completely my partner	For the most part my partner	Equally me and my partner	For the most part me	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Don't know	Prefer not to answer
QB7.1. Personal and emotional care (e.g. bathing, dressing, getting out of bed, comforting a person)	1	2	3	4	5	6	7	98	99
QB7.2. Household help (e.g. shopping, cooking, cleaning)	1	2	3	4	5	6	7	98	99
QB7.3. Administrative/ other help (e.g. helping with paperwork, managing finances, transportation)	1	2	3	4	5	6	7	98	99

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

QB8. Over the last 12 months, have you received <u>unpaid help</u> with care activities for your main care recipient from relatives, friends or other people?	
Yes, every day	1
Yes, 4 to 6 days a week	2
Yes, 1 to 3 days a week	3
Yes, less often	4
No, never	5
No, I did not need it	6
Don't know	98
Prefer not to answer	99

ASK IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

RANDOMIZE QB9.1 to QB9.8 (fix QB9.9 as last item)

QB9. How frequently does your main care recipient currently use the following care services?	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Don't know
QB9.1. Residential long-term care facilities/institutions	1	2	3	4	5	98
QB9.2. Daycare centre	1	2	3	4	5	98
QB9.3. Home-based personal care workers	1	2	3	4	5	98
QB9.4. Nurse and/or health care assistants	1	2	3	4	5	98
QB9.5. Domestic cleaners and helpers	1	2	3	4	5	98
QB9.6. Live-in carers (paid professionals living in the household)	1	2	3	4	5	98
QB9.7. Social worker	1	2	3	4	5	98
QB9.8. Volunteer	1	2	3	4	5	98
QB9.9. Other healthcare professionals	1	2	3	4	5	98

IF QB1 = 1 (RESPONDENTS PROVIDES INFORMAL CARE) AND IF ALL QB9.1-QB9.9 = 5 (CARE RECIPIENT DOES NOT USE ANY CARE SERVICES) OR QB9.1-QB9.9 = 98 (RESPONDENT DOES NOT KNOW IF CARE RECIPIENT DOES NOT USES ANY CARE SERVICES) GO TO QC1

ASK IF QB1 = 1 (RESPONDENTS PROVIDES INFORMAL CARE) AND IF AT LEAST ONE AMONG QB9.1-QB9.9 < 5 (CARE RECIPIENT USES CARE SERVICES)

QB10. How many hours in a typical week does your main care recipient use for any of the care services? *Please choose the hour band which best applies.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QB1 = 1 (RESPONDENTS PROVIDES INFORMAL CARE) AND IF AT LEAST ONE AMONG QB9.1-QB9.9 < 5 (CARE RECIPIENT USES CARE SERVICES)

QB11. In your opinion, during the last 3 months was your main care recipient able to get all the care that she or he needed from care services?	
Yes	1
No	0
She/he does not need care from care services	97
Don't know	98
Prefer not to answer	99

ASK IF QB11 = 0 (CARE RECIPIENT IS NOT ABLE TO GET ALL THE CARE NEEDED FROM CARE SERVICES)

QB12. Why did your main care recipient not get all the care that she or he needed from care services? *Please report up to 3 most important reasons.*	
QB12.1. Can't afford it	1
QB12.2. The person needing such support refuses it	2
QB12.3. The person needing service is not eligible	3
QB12.4. Administrative burden to access services is too heavy	4
QB12.5. No such care services are available	5
QB12.6. The quality of the services available is not satisfactory	6
QB12.7. Services are too far away	7
QB12.8. Waiting list is too long	8
QB12.9. No suitable opening hours	9
QB12.10. Other reasons (e.g. language barriers, lack of information)	10
Prefer not to answer	99

SECTION C - INFORMAL CHILDCARE

*This section deals with care of **children aged less than 25**. The following questions refer to **unpaid childcare**, including parental childcare, grandparenting and any other forms of childcare outside of family care. Childcare includes personal care, assistance with school tasks, managing children's activities, leisure, supervision and emotional support. **Please exclude here any long-term care provided to children due to their long-standing health problems and/or disabilities.***

ASK ALL

QC1. Do you currently provide childcare?				
	Yes	**No**	**Not applicable**	**Prefer not to answer**
QC1.1. To your children (including step-children and adopted children)	1	0	97 (I have no children)	99
QC1.2. To other children (e.g. grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbors)	1	0	97 (I have no grandchildren, children in-law, siblings, cousins, other relatives, friends, neighbors, etc.)	99

ASK IF QC1.1 = 1 (RESPONDENT PROVIDES CHILDCARE TO OWN CHILDREN)

Section on respondent's own children (including step-children and adopted children)

Considering all your children aged less than 25 whom you are providing childcare for, please tell us:

QC2. To how many <u>of your children</u> aged less than 25 do you currently provide childcare for?				
Please enter numbers different from 0 whenever it applies to you, or tick "Prefer no to answer".				
PROG: SET ALL FIGURES TO 0 SO THAT RESPONDENTS ONLY HAVE TO CHANGE THE CELL THAT IS REFERRING TO THEM.				
	Living in your household (a)	**Living in another household (b)**	**Joint custody (living in your and another household) (c)**	**Prefer not to answer**
QC2.1.a-c My children 0–5 years old	___ number	___ number	___ number	99
QC2.2.a-c My children 6–11 years old	___ number	___ number	___ number	99
QC2.3.a-c My children 12–17 years old	___ number	___ number	___ number	99
QC2.4.a-c My children 18–24 years old	___ number	___ number	___ number	99

ASK IF QC1.1 = 1 (RESPONDENT PROVIDES CHILDCARE TO OWN CHILDREN)

RANDOMIZE

QC3. On average, how often in a typical week do you provide the following types of childcare for your children? *Please exclude household tasks with regard to children (e.g. cooking, laundry, cleaning after the children). If you do not provide care on a regular basis, please think of a week in which you provide care.*						
	Every day	**4 to 6 days a week**	**1 to 3 days a week**	**Less often**	**Never**	**Don't know**
QC3.1. Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)	1	2	3	4	5	98
QC3.2. Assistance with homework and school tasks	1	2	3	4	5	98
QC3.3. Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)	1	2	3	4	5	98
QC3.4. Leisure-type activities (e.g playing, reading, doing sports)	1	2	3	4	5	98
QC3.5. Supervising and emotional support (e.g. listening to, talking to and advising the children)	1	2	3	4	5	98

ASK IF QC1.1 = 1 (RESPONDENT PROVIDES CHILDCARE TO OWN CHILDREN)

QC4. How many hours in a typical week are you involved in providing childcare for your children? *Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QC1.1 = 1 (RESPONDENT PROVIDES CHILDCARE TO OWN CHILDREN) AND IF QC2.1.a-QC2.4.a > 0 (AT LEAST ONE OWN CHILDREN AGED LESS THAN 25 LIVES WITH THE RESPONDENT) AND IF QA7 > 2 (AT LEAST THREE PEOPLE LIVE IN THE HOUSEHOLD) AND IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QC5. Who in your household generally performs the following childcare tasks?										
	Almost completely my partner	For the most part my partner	Equally me and my partner	For the most part me	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Not applicable	Don't know	Prefer not to answer
QC5.1. Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)	1	2	3	4	5	6	7	97	98	99
QC5.2. Assistance with homework and school tasks	1	2	3	4	5	6	7	97	98	99
QC5.3. Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)	1	2	3	4	5	6	7	97	98	99
QC5.4. Leisure-type activities (e.g playing, reading, doing sports)	1	2	3	4	5	6	7	97	98	99
QC5.5. Supervising and emotional support (e.g. listening to, talking to and advising the child, if she or he has problems)	1	2	3	4	5	6	7	97	98	99

ASK IF QC1.1 = 1 (RESPONDENT PROVIDES CHILDCARE TO OWN CHILDREN) AND IF AT LEAST ONE AMONG QC2.1.a-c – QC2.3.a-c > 0 (AT LEAST ONE OWN CHILD AGED LESS THAN 18 LIVES IN THE RESPONDENT'S HOUSEHOLD)

QC6. Over the last 12 months, have you received unpaid help with caring for children aged less than 18 from relatives, friends or other people?	
Yes, every day	1
Yes, 4 to 6 days a week	2
Yes, 1 or 3 days a week	3
Yes, less often	4
No, never	5
No, I did not need it	6
Don't know	98
Prefer not to answer	99

ASK IF QC2.1.a OR QC2.1.b OR QC2.1.c > 0 (RESPONDENT HAS OWN CHILDREN AGED 0–5 YEARS)

QC7. Do you currently use formal early childhood education and care services (e.g. kindergarten, day care centre, a crèche) for your children aged 0–5 years?	
Yes	1
No	0
Prefer not to answer	99

IF QC7 = 0 OR 99 (RESPONDENT DOES NOT USE CARE SERVICES OR PREFERES NOT TO ANSWER) GO TO QC11

ASK IF QC7 = 1 (RESPONDENT USES CARE SERVICES)

QC8. How many hours in a typical week do you usually use early childhood education and care services (e.g. kindergarten, day care centre, a crèche)? *Please choose the hour band which best applies to you.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

IF QC2.1.a OR QC2.1.b OR QC2.1.c > 0 (RESPONDENT HAS OWN CHILDREN AGED 0–5 YEARS) AND IF QC7 = 0 OR 99 (RESPONDENT DOES NOT USE CARE SERVICES OR PREFERES NOT TO ANSWER) GO TO QC11

ASK IF QC2.1.a OR QC2.1.b OR QC2.1.c > 0 (RESPONDENT HAS OWN CHILDREN AGED 0–5 YEARS) AND IF QC7 = 1 (RESPONDENT USES CARE SERVICES)

QC9. During the last 3 months, were you able to access all the formal early childhood education and care services (e.g. kindergarten, day care centre, a crèche) that you needed for your children aged 0–5 years?	
Yes	1
No	0
I don't have a need for formal early childhood education and care services	97
Don't know	98
Prefer not to answer	99

IF QC9 = 1 (RESPONDENT IS ABLE TO GET ALL CARE SERVICES NEEDED FOR CHILDCARE FOR OWN CHILDREN AGED 0–5 YEARS) GO TO QC11

IF QC9 = 97 (RESPONDENT DOES'T NEED CARE SERVICES FOR CHILDCARE FOR OWN CHILDREN AGED 0–5 YEARS) GO TO QC11

ASK IF QC9 = 0 (RESPONDENT IS NOT ABLE TO GET ALL CARE SERVICES NEEDED FOR CHILDCARE FOR OWN CHILDREN AGED 0–5 YEARS)

QC10. Why were you unable to access all the formal early childhood education and care services (e.g. kindergarten, day care centre, a crèche) for your children aged 0–5 years that you needed? *Please report up to 3 most important reasons.*	
QC10.1. Can't afford it	1
QC10.2. No such care services are available	2
QC10.3. Waiting list is too long	3
QC10.4. Administrative burden to access services is too heavy	4
QC10.5. The person needing service is not eligible	5
QC10.6. The quality of the services available is not satisfactory	6
QC10.7. Services are too far away	7
QC10.8. No suitable opening hours	8
QC10.9. Other reasons (e.g. language barriers, lack of information)	9
Prefer not to answer	99

Section on other children

Considering all other children (e.g. grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbors) aged less than 25 you are providing unpaid childcare for, please tell us:

IF QC1.2 = 1 (RESPONDENT PROVIDES CHILDCARE TO OTHER CHILDREN)

QC11. On average, how often in a typical week do you provide the following types of unpaid childcare for **children other than your own children?**						
	Every day	**4 to 6 days a week**	**1 to 3 days a week**	**Less often**	**Never**	**Don't know**
QC11.1. Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)	1	2	3	4	5	98
QC11.2. Assistance with homework and school tasks	1	2	3	4	5	98
QC11.3. Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)	1	2	3	4	5	98
QC11.4. Leisure-type activities (e.g playing, reading, doing sports)	1	2	3	4	5	98
QC11.5. Supervising and emotional support (e.g. listening to, talking to and advising the child, if she or he has problems)	1	2	3	4	5	98

ASK IF QC1.2 = 1 (RESPONDENT PROVIDES CHILDCARE TO OTHER CHILDREN)

QC12. How many hours in a typical week are you providing unpaid childcare for children other than your own children? *Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QA3 = 1 (RESPONDENT IS EMPLOYED) AND IF (QB1 = 1 OR QC1.1 = 1 OR IF QC1.2 = 1) (RE-
SPONDENT PROVIDES INFORMAL CARE OR PROVIDES CHILDCARE TO OWN CHILDREN OR TO
OTHER CHILDREN)

Considering **all people whom you are providing care for** (e.g. people with disabilities, older
people, children), regardless of their age, please tell us:

QC13. In a typical week, how often do you experience difficulties in combining paid work with your care responsibilities?	
Every day	1
4 to 6 days a week	2
1 to 3 days a week	3
Less often	4
Never	5
Don't know	98

ASK IF QA3 = 1 (RESPONDENT IS EMPLOYED) AND IF (QB1 = 1 OR QC1.1 = 1 OR IF QC1.2 = 1) (RE-
SPONDENT PROVIDES INFORMAL CARE OR PROVIDES CHILDCARE TO OWN CHILDREN OR TO
OTHER CHILDREN)

RANDOMIZE QC14.1-QC14.10 (Fix "Prever not to answer" as last item)

QC14. Have your caring responsibilities ever had any of the following implications for your working life or career? *Please select all categories that apply.*	
QC14.1. I had to reduce my working hours	1
QC14.2. I had to increase my working hours	2
QC14.3. I had to change my working schedule (e.g. work more during atypical hours)	3
QC14.4. I had to give up my job	4
QC14.5. I had to take on an additional job	5
QC14.6. I could not dedicate as much time as I would have liked to career or studies	6
QC14.7. I can/could work only occasionally	7
QC14.8. I had to take extended periods out of work (e.g. unpaid leave, career breaks)	8
QC14.9. I had to arrange external care support/hire staff (e.g. private care workers) to be able to continue with my work	9
QC14.10. I have obtained flexible working arrangements from my employer (e.g. work from home) to help me to reconcile work and care duties	10
QC14.11 Nothing of the above	11
Prefer not to answer	99

SECTION D - HOUSEWORK

The next questions focus on housework. By housework we mean activities that people do without being paid, such as grocery shopping, housework chores (cooking, cleaning, doing laundry, etc.), financial and administrative matters (paying bills, etc.), management and planning (preparing shopping lists, planning meals, etc.), house and general maintenance tasks (gardening, etc.).

ASK ALL

QD1. How often are you involved in housework?	
Every day	1
4 to 6 days a week	2
1 to 3 days a week	3
Less often	4
Never	5
Don't know	98

ASK ALL

QD2. How frequently do you currently rely on the external services for housework (e.g. domestic cleaners, helpers, gardeners, etc.)?	
Daily	1
Several times a week	2
Several times a month	3
Less often	4
Never	5
Don't know	98
Prefer not to answer	99

ASK IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK)

RANDOMIZE

QD3. How often in a typical week do you carry out the following housework activities?						
	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Don't know
QD3.1. Shopping for groceries	1	2	3	4	5	98
QD3.2. Housework chores (e.g. cooking, cleaning, laundry)	1	2	3	4	5	98
QD3.3. Financial and administrative matters (paying bills, etc.)	1	2	3	4	5	98
QD3.4. Management and planning of tasks (e.g. preparing shopping lists, planning meals)	1	2	3	4	5	98
QD3.5. House and general maintenance tasks (e.g. house repair, gardening, arranging services)	1	2	3	4	5	98

ASK IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK)

QD4. How many hours in a typical week are you involved in housework? *Please choose the hour band which best applies to you.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK) AND IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

RANDOMIZE IN SAME ORDER AS IN QD3

QD5. Who in your household generally does the following housework activities?	Almost completely my partner	For the most part my partner	Equallly me and my partner	For the most part me	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Don't know	Prefer not to answer
QD5.1. Shopping for groceries	1	2	3	4	5	6	7	98	99
QD5.2. Housework chores (e.g. cooking, cleaning, laundry)	1	2	3	4	5	6	7	98	99
QD5.3. Financial and administrative matters	1	2	3	4	5	6	7	98	99
QD5.4. Management and planning of tasks (e.g. preparing shopping lists, planning meals)	1	2	3	4	5	6	7	98	99
QD5.5. House and general maintenance tasks (e.g. house repair, gardening, arranging services)	1	2	3	4	5	6	7	98	99

ASK IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK) AND IF QA3 = 1 (RESPONDENT IS EMPLOYED)

QD6. In a typical week, how often do you experience difficulties in combining paid work with housework?	
Every day	1
4 to 6 days a week	2
1 to 3 days a week	3
Less often	4
Never	5
Don't know	98

SECTION E - LEISURE

Now we ask about leisure. By leisure, we mean time spent outside of paid and unpaid work. Leisure activities are sport, religious, cultural activities, relaxing, meeting family and friends, sightseeing, holidays, watching TV, listening to the radio and hobbies. Leisure excludes volunteering and life sustaining activities (e.g. personal care, eating, sleeping, visiting doctor).

ASK ALL

QE1. In a typical week, how often are you involved in leisure activit*ies?*	
Every day	1
4 to 6 days a week	2
1 to 3 days a week	3
Less often	4
Never	5
Don't know	98

ASK IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES)

QE2. With whom do you usually spend your leisure time? *Please choose up to 3 most relevant options ordered from the most frequent scenario to the least frequent.*	
QE2.1. Alone	1
QE2.2. With your partner (living or not in your household)	2
QE2.3. With your children (living or not in your household)	3
QE2.4. With your partner and children together (living or not in your household)	4
QE2.5. With other household members	5
QE2.6. With other relatives not living in your household	6
QE2.7. With others not living in your household (e.g. friends, colleagues, neighbours)	7
Prefer not to answer	99

ASK IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES)

RANDOMIZE BUT KEEP 99 LAST

QE3. What is the objective of your leisure activities? *Please choose up to 3 most relevant options.*	
QE3.1. Health benefit (physical and/or mental)	1
QE3.2. Social interaction/build social relationships	2
QE3.3. Enjoyment, fun, relaxation	3
QE3.4. Intellectual/cultural motivation	4
QE3.5. Improvement of skills and competences	5
Prefer not to answer	99

ASK IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES)

QE4. How many hours in a typical week do you spend on leisure activities (e.g. cultural activities, holidays, hobbies), **excluding sports?** *Please choose the hour band which best applies to you.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

ASK IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES)

QE5. How many hours in a typical week do you spend on health-enhancing (non-work-related) physical activities (e.g. sports, jogging, cycling)? *Please choose the hour band which best applies to you.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
I don't do (non-work-related) physical activities (e.g. sports, jogging, cycling)	7
Don't know	98
Prefer not to answer	99

ASK IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES) AND IF QA9 = 1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QE6. How would you assess your leisure time in comparison with your spouse/partner's leisure time?	
I have more leisure time than my spouse/partner	1
Me and my spouse/partner have the same amount of leisure time	2
My spouse/partner has more leisure time than me	3
Don't know	98
Prefer not to answer	99

SECTION F - VOLUNTEERING, CHARITABLE AND POLITICAL ACTIVITIES

By volunteering, we mean <u>unpaid activity</u> where someone gives their time to help a not-for-profit organisation or an individual who they are not related to. Volunteering includes being engaged in cultural, educational, sporting, charitable activities, distributing food, teaching, medical support, animal care, art and music, environmental work, support fundraising, donations, etc. By political activities, we refer to running or helping a political campaign, distributing campaign material, signing a petition, protesting, contacting officials, etc.

ASK ALL

QF1. In the last 6 months, have you been involved in voluntary, charitable or political activities outside of paid work?	
Yes	1
No	0
Prefer not to answer	99

ASK IF QF1 = 1 (RESPONDENT IS INVOLVED IN VOLUNTARY, CHARITABLE OR POLITICAL ACTIVITIES)

RANDOMIZE

QF2. How often are you involved in the following voluntary, charitable or political activities outside of paid work?						
	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Don't know
QF2.1. Volunteering for an organisation outside of paid work (e.g. organisations helping people in need, educational/cultural/sports/ professional associations, social movements, trade unions, etc.)	1	2	3	4	5	98
QF2.2. Actively performing charitable activities to help other people (e.g. fundraising, donations, in-kind support, etc)	1	2	3	4	5	98
QF2.3. Being actively involved in political activities (e.g. running or helping a political campaign, signing a petition, protesting, contacting officials, etc.)	1	2	3	4	5	98

ASK IF QF1 = 1 (RESPONDENT IS INVOLVED IN VOLUNTARY, CHARITABLE OR POLITICAL ACTIVITIES)

QF3. How many hours in a typical week do you spend voluntary, charitable or political activities outside of paid work? *Please choose the hour band which best applies to you.*	
1–7 weekly hours (e.g. approx. 1 hour per day)	1
8–21 weekly hours (e.g. more than 1 up to 3 hours per day)	2
22–35 weekly hours (e.g. more than 3 up to 5 hours per day)	3
36–49 weekly hours (e.g. more than 5 up to 7 hours per day)	4
50–70 weekly hours (e.g. more than 7 up to 10 hours per day)	5
71 or more weekly hours (e.g. more than 10 hours per day)	6
Don't know	98
Prefer not to answer	99

SECTION G - MEANS OF TRANSPORT, DIGITALISATION AND ENVIRONMENT

In this section, we ask about means of transport, digital tools and environmental issues to understand how they influence your time use.

ASK ALL

QG1. What means of transport do you use most often during a typical week? This includes transport to work. *Please select up to 3, which you use most often.*	
QG1.1. Car	1
QG1.2. Car sharing (including taxi)	2
QG1.3. Privately owned motorbike or moped	3
QG1.4. Public transport (bus, metro, tram, ferry, train, ship, etc.)	4
QG1.5. Privately owned bike or scooter (including electric)	5
QG1.6. Shared bike, scooter or moped (including electric)	6
QG1.7. Walking	7
QG1.8. No daily or regular mobility	8
QG1.9. Other	9
Don't know	99

ASK QG2.1. IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

ASK QG2.2. IF QC1.1 =1 OR IF QC1.2 = 1 (RESPONDENT PROVIDES CHILDCARE FOR OWN/OTHER CHILDREN)

ASK QG2.3. IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK)

RANDOMIZE

QG2. How often do you usually use digital tools and resources in any way related to…?							
	Daily	Several times a week	Several times a month	Less often	Never	Don't know	Prefer not to answer
QG2.1. Your role as a carer for people who depend on help with daily living activities (e.g. E-health tools, web platforms/apps with reminders about medications)	1	2	3	4	5	98	99
QG2.2. Your childcare activities you perform (e.g. online learning, childcare management apps and tools, leisure time tools)	1	2	3	4	5	98	99
QG2.3. Your housework tasks you perform (e.g. vacuum robot, smart homes, robotic lawn mowers, ordering grocery delivery)	1	2	3	4	5	98	99

ASK ALL

RANDOMIZE

QG3. Currently, there is a lot of debate about the impact human society has on the global environment. Generally thinking about your personal consumption and behavior how often…							
	Daily	Several times a week	Several times a month	Less often	Never	Don't know	Prefer not to answer
QG3.1. Do you avoid plastic and/or disposable/single-use products?	1	2	3	4	5	98	99
QG3.2. Do you recycle?	1	2	3	4	5	98	99
QG3.3. Do you avoid animal products?	1	2	3	4	5	98	99
QG3.4. Are you using low carbon-emission modes of transport (cycling, public transport, car-pooling instead of your personal car)?	1	2	3	4	5	98	99

QG3. Currently, there is a lot of debate about the impact human society has on the global environment. Generally thinking about your personal consumption and behavior how often…	Daily	Several times a week	Several times a month	Less often	Never	Don't know	Prefer not to answer
QG3.5. Do you buy sustainably or eco-friendly products and services?	1	2	3	4	5	98	99
QG3.6. Do you buy fair trade products and services?	1	2	3	4	5	98	99
QG3.7. Do you buy used instead of new items (e.g. second-hand clothes, used furniture)?	1	2	3	4	5	98	99
QG3.8. Do you prioritise seasonal and local food products?	1	2	3	4	5	98	99
QG3.9. Do you pay attention that products or packaging are recyclable or biodegradable	1	2	3	4	5	98	99
QG3.10. Are you mindful of your consumption of natural resources (water, electricity and heating)?	1	2	3	4	5	98	99

ASK QG4.1. IF QB1 = 1 (RESPONDENT PROVIDES INFORMAL CARE)

ASK QG4.2. IF QC1.1 =1 OR IF QC1.2 = 1 (RESPONDENT PROVIDES CHILDCARE FOR OWN/OTHER CHILDREN)

ASK QG4.3. IF QD1 < 5 (RESPONDENT IS INVOLVED IN HOUSEWORK)

ASK QG4.4. IF QE1 < 5 (RESPONDENT IS INVOLVED IN LEISURE ACTIVITIES)

QG4. And now more specifically thinking about your role as a carer or during your housework and leisure activities, how often do you choose environmentally friendly options in...?							
	Daily	Several times a week	Several times a month	Less often	Never	Don't know	Prefer not to answer
QG4.1. Your role as a carer for people who depend on help with daily living activities (e.g. prioritising eco-friendly care products and services)	1	2	3	4	5	98	99
QG4.2. Your childcare activities (e.g. avoiding single use items, shopping for second hand items, educating on environmental issues)	1	2	3	4	5	98	99
QG4.3. Your housework (e.g. recycling, using eco-friendly cleaning products, using renewable energy to reduce carbon emissions)	1	2	3	4	5	98	99
QG4.4. Your leisure activities (e.g. choosing more carbon neutral activities)	1	2	3	4	5	98	99

SECTION H - OTHER INFORMATION

Health and well-being

ASK ALL

The following questions ask about your health status, which includes physical, emotional, behavioural and mental health.

QH1. Are you limited because of a health problem in activities people usually do? Would you say you are…	
Severely limited (i.e. usual activities cannot be done or only done with extreme difficulty)	1
Limited but not severely (i.e. usual activity can be done but only with some difficulties)	2
Not limited at all (i.e. usual activities can be done without any difficulties)	3
Prefer not to answer	98

ASK IF QH1 < 3 (RESPONDENT IS 'SEVERELY LIMITED' OR 'LIMITED BUT NOT SEVERELY')

QH2. Have you been limited for at least the past 6 months?	
Yes	1
No	0
Prefer not to answer	99

ASK ALL

QH3. How is your health in general?	
Very good	1
Good	2
Fair (neither good nor bad)	3
Bad	4
Very bad	5
Prefer not to answer	99

ASK ALL

QH4. On average, how many hours do you sleep at night in a typical week?
If you don't know, please enter 98. If you prefer not to answer, please enter 99. Minimum 0 – Maximum 24
_____ average hours slept per night

Income

ASK ALL

QH5. On average, what is **your personal** monthly income **after the deduction of taxes and contributions** to social security and pensions? Please also deduct cash transfers paid to other household members such as alimony or child support payments. *Please note that personal income refers to all your wages, salaries, pensions, investments, rent and other income that you receive, after taxes and other deductions.*
Income categories to be entered for each country

NOTE: Answer options are adapted individually for each country, this is an example for Ireland.

No personal income	
Less than €1 300	1
€1 300 to under €1 600	2
€1 600 to under €1 800	3
€1 800 to under €2 100	4
€2 100 to under €2 300	5
€2 300 to under €2 700	6
€2 700 to under €3 000	7
€3 000 to under €3 400	8
€3 400 to under €4 200	9
More than €4 200	10
Don't know	98
Prefer not to answer	99

ASK IF QA7 > 1 (AT LEAST TWO PEOPLE LIVING IN THE HOUSEHOLD)

QH6. A household may have different sources of income and more than one household member may contribute to it. Thinking of your household's total monthly income: is your household able to make ends meet…?	
With great difficulty	1
With difficulty	2
With some difficulty	3
Fairly easily	4

QH6. A household may have different sources of income and more than one household member may contribute to it. Thinking of your household's total monthly income: is your household able to make ends meet…?	
Easily	5
Very easily	6
Don't know	98
Prefer not to answer	99

ASK IF QA9 =1 (RESPONDENT HAS A COHABITING SPOUSE/PARTNER)

QH7. How would you assess your contribution to the household income compared to your spouse/partner's contribution?	
My spouse/partner does not contribute financially	1
I contribute more than my spouse/partner	2
We contribute equally	3
My spouse/partner contributes more than me	4
I do not contribute financially	5
Don't know	98
Prefer not to answer	99

FINAL SECTION

These are the last questions of the survey.

QFS1.1: ASK IF QC2.1.a-c > 0 OR IF QC2.2.a-c > 0 OR IF QC2.3.a-c > 0 (RESPONDENT HAS CHILDREN AGED LESS THAN 18 TO WHOM THEY PROVIDE CHILDCARE)

QFS1.2: ASK ALL

QFS1.3: ASK ALL

QFS1.4: ASK ALL

QFS1.5: ASK ALL

QFS1. In general, how often are you involved in any of the following activities outside of paid work?								
	Every day	**Several days a week**	**Once or twice a week**	**Less often**	**Never**	**Not applicable**	**Don't know**	**Prefer not to answer**
QFS1.1. Caring for and/or educating your children	1	2	3	4	5	97	98	99
QF1S.2. Caring for and/or educating your grandchildren	1	2	3	4	5	97	98	99
QFS1.3. Cooking and/or housework	1	2	3	4	5	97	98	99
QFS1.4. Caring for disabled or infirm family members, neighbours or friends under 75 years old	1	2	3	4	5	99	98	99
QFS1.5. Caring for disabled or infirm family members, neighbours or friends aged 75 or over	1	2	3	4	5	99	98	99

ASK ALL

QFS2. In general, how often are you involved in any of the following activities outside work?							
	Daily	**Several times a week**	**Several times a month**	**Less often**	**Never**	**Don't know**	**Prefer not to answer**
QFS2.1. Voluntary or charitable activity	1	2	3	4	5	98	99
QFS2.2. Sporting, cultural or leisure activity outside your home	1	2	3	4	5	98	99

Weighting questions for CATI

ASK ONLY IN LUXEMBOURG AND MALTA

D10. ASK ALL

How many people in total live in your household, including yourself?

Write down number: _____

- (INT DO NOT READ: Don't know)   98

- (INT DO NOT READ: No response)   99

D11. ASK ALL

How many people in your household, yourself included, are at least 16 years old?

Write down number: _____

- (INT DO NOT READ: Don't know)   98

- (INT DO NOT READ: No response)   99

D12. [PROG: INSERT PHONE NUMBER TYPE Reached on mobile or landline phone]

- Mobile   1 [GO TO D13]

- Landline   2 [GO TO D14]

D13. ASK IF LANDLINE

We are talking to each other right now via landline telephone. By how many numbers can you or your household be reached via landline?

[INT: Landline refers to the usual telephone, for which Telekom or a telephone company places a line in the home. However, landline numbers can also be specified for cell phones in the so-called home zone].

[INT.: Insert „1" for refusals.]

Write down number: _____

D14. ASK IF MOBILE

By how many landline numbers (numbers with area codes) can you or your household currently be reached by phone?

Write down number: _____

D15. ASK IF LANDLINE

Do you privately use a mobile phone?

- Yes   1

- No   2

- Don't know   98

- No response   99

D16. ASK IF MOBILE OR IF D15 = yes

And via how many mobile numbers can you personally be reached by phone at the moment? [INT.: .: Insert „1" for refusals.]

Thank you very much for participating in this survey.

Annex 3. National education levels

Belgium (Flemish)

Niet voltooid lager onderwijs	ISCED 0
Getuigschrift Basisonderwijs	ISCED 1
Diploma van het lager beroepsonderwijs; Diploma van het lager technisch onderwijs	ISCED 2
Getuigschrift van de eerste graad secundair onderwijs	ISCED 2
Studiegetuigschrift van het (hoger) secundair beroepsonderwijs (BSO) na 6 e jaar	ISCED 3
Studiegetuigschrift van het 7e jaar TSO, KSO of BSO; 4de graad BSO; Diploma Ondernemersopleiding	ISCED 4
Diploma van het 7e jaar secundair beroepsonderwijs (BSO)	ISCED 4
Diploma van het (hoger) secundair technisch of kunst onderwijs (TSO of KSO)	ISCED 3
Diploma van het (hoger) algemeen secundair onderwijs (ASO)	ISCED 3
Secundair onderwijs voorbereidend jaar op het hoger onderwijs	ISCED 4
Certificaat van schakelprogramma of voorbereidingsprogramma	ISCED 5
Diploma hogescholenonderwijs van 1 cyclus: graduaat of professionele bachelor	ISCED 6
Universitair diploma van kandidaat of academische bachelor	ISCED 6
Diploma hogescholenonderwijs van 2 cycli: licentiaat of master; Diploma van industrieel ingenieur	ISCED 7
Voortgezette opleiding volgend op hogescholenonderwijs van 2 cycli	ISCED 7
Universitair diploma van licentiaat of master; Diploma van doctor, ingenieur (universitair)	ISCED 7
Master-na-master (universiteit); Postgraduaat; Gediplomeerde in de aanvullende studies	ISCED 7
Doctoraat; post-doctoraat	ISCED 8

Belgium (French)

Aucun diplôme – N'a pas achevé l'enseignement primaire.	ISCED 0
Ecole primaire uniquement, certificat d'études de base (CEB) ou primaire	ISCED 1
Diplômé de l'enseignement secondaire inférieur technique et professionnel	ISCED 2
Diplômé de l'enseignement secondaire inférieur général ou du premier cycle de l'enseignement secondaire.	ISCED 2
Certificat de qualification de l'enseignement professionnel	ISCED 3
7ème année de l'enseignement secondaire professionnel et technique de qualification; Diplôme de formation des chefs d'entreprise.	ISCED 4
7ème année de l'enseignement secondaire professionnel permettant d'obtenir le certificat d'enseignement secondaire supérieur	ISCED 4
Certificat de qualification de l'enseignement technique ou artistique.	ISCED 3
Certificat d'enseignement secondaire supérieur général ou technique de transition	ISCED 3
Année préparatoire à l'enseignement supérieur	ISCED 4

Baccalauréat professionnalisant, diplôme de l'enseignement supérieur de type court (gradués, régents, instituteurs). Diplômes complémentaires de l'enseignement supérieur de type court; Enseignement artistique supérieur de type court.	ISCED 6
Diplôme de candidature universitaire ou bachelier universitaire	ISCED 6
Diplôme de l'enseignement supérieur de type long (non universitaire); Diplôme d'ingénieur industriel (niveau universitaire)	ISCED 7
Master complémentaire et diplôme complémentaire après une formation d'ingénieur industriel (niveau universitaire)	ISCED 7
Licence universitaire, master universitaire, ingénieur civil, docteur en médecine, docteur en médecine vétérinaire, pharmacien	ISCED 7
Maîtrise après une licence, DEA, DES, Master complémentaire; Agrégation	ISCED 7
Doctorat avec thèse	ISCED 8

Bulgaria

НЕЭАВЪРШЕНО НАЧАЛНО	ISCED 0
НАЧАЛНО ОБРАЭОВАНИЕ	ISCED 1
ОСНОВНО ОБРАЭОВАНИЕ	ISCED 2
СРЕДНО ОБЩО ОБРАЭОВАНИЕ	ISCED 3
СРЕДНО СПЕЦИАЛНО ОБЩО ОБРАЭОВАНИЕ (ЕЭИКОВИ УЧИЛИЩА, ПРИРОДО-МАТЕМАТИЧЕСКИ УЧИЛИЩА)	ISCED 3
СРЕДНО ОБРАЭОВАНИЕ В УЧИЛИЩА ПО ИЭКУСТВА И СПОРТ	ISCED 3
СРЕДНО ПРОФЕСИОНАЛНО ОБРАЭОВАНИЕ	ISCED 3
ПОЛУВИСШЕ	ISCED 4
КОЛЕЖ	ISCED 6
ВИСШЕ – БАКАЛАВЪРСКА СТЕПЕН	ISCED 6
ВИСШЕ – МАГИСТЪРСКА СТЕПЕН	ISCED 7
ДОКТОР ПО НАУКА (КАНДИДАТ НА НАУКИТЕ)	ISCED 8

Czechia

Nedokončené základní vzdělání, neukončený 1. stupeň školní docházky (méně než 5 let)	ISCED 0
Nedokončené základní vzdělání (5 nebo více let školní docházky, dokončen pouze 1. stupeň ZŠ, SZŠ, ZZŠ, obecná škola)	ISCED 1
Základní vzdělání (měšťanská škola)	ISCED 2
Střední vzdělání s výučním listem, Střední vzdělání bez maturity	ISCED 3
Středoškolské vzdělání bez maturity (závěrečná zkouška) po níž následovalo další studium zakončené závěrečnou zkouškou (učební obory, rekvalifikační studium, studium jazyků, apod.)	ISCED 4
Vyučení s maturitou, Úplné střední odborné vzdělání s maturitou	ISCED 3
Střední vzdělání s maturitou následované studiem s maturitou (nástavba, kvalifikační pomaturitní studium, atd.)	ISCED 4
Střední všeobecné vzdělání s maturitou (gymnázia)	ISCED 3
Pomaturitní vzdělání s diplomem: Vyšší odborná škola (DiS), 5. a 6. ročník konzervatoře (absolutorium)	ISCED 5
Vysokoškolské bakalářské vzdělání	ISCED 6

Vysokoškolské magisterské vzdělání (Mgr., Ing., Ing. arch., MUDr., DDr., MVDr., …)	ISCED 7
Vědecká výchova, postgraduální vzdělání (Ph.D., Th.D., CSc., …)	ISCED 8

Denmark

Ingen skolegang. Børnehaveklasse. 1.–5. klasse.	ISCED 0
Folkeskole 6.–8. klasse	ISCED 1
Folkeskole 9.–10. klasse	ISCED 2
Gymnasielle uddannelser, studentereksamen, HF, HHX, HTX	ISCED 3
Kort erhvervsuddannelse under 1–2 års varighed, F.eks. AMU Arbejdsmarkedsuddannelser, Basisår på Erhvervsfaglige uddannelse	ISCED 3
Faglig uddannelse (håndværk, handel, landbrug mv.), F.eks. Faglærte, Social- og sundhedsassistent-uddannelsen og tilsvarende	ISCED 3
Kort videregående uddannelse af op til 2–3 års varighed, F.eks. Erhvervsakademiuddannelser f.eks. datamatiker, tandplejer, byggetekniker, installatør, HD	ISCED 5
Mellemlang videregående uddannelse af 3–4 års varighed. Professionsbachelorer, F.eks. Diplomingeniør, sygeplejerske, skolelærer, pædagog, journalist, HA	ISCED 6
Universitetsbachelor. 1. del af kandidatuddannelse	ISCED 6
Lang videregående uddannelse. Kandidatuddannelser af 5.–6. års varighed, F.eks. Cand.mag., cand.jur., cand.polyt. etc	ISCED 7
Licentiat	ISCED 7
Forskeruddannelse. Ph.d., doktor	ISCED 8

Germany

Grundschule nicht beendet	ISCED 0
Grundschule beendet, aber (noch) kein Abschluss einer weiterführenden Schule	ISCED 1
Volks-/Hauptschule bzw. Polytechnische Oberschule mit Abschluss 8. oder 9. Klasse	ISCED 2
Mittlere Reife/Realschulabschluss bzw. Polytechnische Oberschule mit Abschluss 10. Klasse	ISCED 2
Fachhochschulreife (Abschluss einer Fachoberschule etc.)	ISCED 3
Abitur bzw. Erweiterte Oberschule mit Abschluss 12. Klasse (Hochschulreife)	ISCED 3
Zwischenprüfung, Vordiplom	ISCED 5
Diplom einer Verwaltungs-/Fachoberschule	ISCED 6
Diplom einer Berufsakademie	ISCED 6
Bachelor einer Verwaltungs-/Fachhochschule	ISCED 6
Bachelor einer Berufsakademie	ISCED 6
Bachelor einer Universität, Kunst- Musik- oder pädagogischen Hochschule	ISCED 6
Master einer Verwaltungs-/Fachhochschule	ISCED 7
Master einer Berufsakademie	ISCED 7
Diplom, Magister, Staatsexamen einer Universität, Kunst-, Musik- oder pädagogischen Hochschule	ISCED 7
Master oder Aufbaustudium einer Universität, Kunst-, Musik- oder pädagogischen Hochschule	ISCED 7
Promotion: Habilitation	ISCED 8

Estonia

Alghariduseta (alla 4 klassi)	ISCED 0
Lõpetatud algharidus (4–6 klassi)	ISCED 1
Kutseõpe ilma alghariduse lõpetamiseta	ISCED 2
Lõpetatud põhiharidus (7–9 klassi)	ISCED 2
Kutseharidus põhihariduse baasil õppekava alla 2 aasta	ISCED 3
Lõpetatud üldkeskharidus	ISCED 3
Kutseharidus põhihariduse baasil õppekava 2 aastat või enam	ISCED 3
Kutseharidus koos keskhariduse omandamisega või keskeri-/tehnikumiharidus pärast põhiharidust	ISCED 3
Kutseharidus keskhariduse baasil, keskeriharidus või kutsekeskharidus keskhariduse baasil	ISCED 4
Keskhariduse baasil kutsekõrgkooli, rakenduskõrgkooli diplomiõpe (kuni 2 aastat õpinguid, kuid mitte bakalaureuse kraad)	ISCED 5
Kutsekõrgharidus, rakenduskõrgharidus diplomiõpe või bakalaureus (3–4 aastat õpingud)	ISCED 6
Ülikooli bakalaureusekraad (3–4 aastat õpinguid)	ISCED 6
Magistrikraad rakenduskõrgkoolist, kutsekõrgkoolist	ISCED 7
Magistrikraad (3+2, 4+2, või 5+4 süsteemi järgi, sh integreeritud bakalaureuse- ja magistriõpe), enne 1992. aastat alustatud kõrgharidus (diplomeeritud spetsialistiõpe), arstiõpe	ISCED 7
Doktorikraad (sh kandidaadikraad)	ISCED 8

Ireland

Left school before finishing primary school; NFQ Level 1	ISCED 0
Left school after the end of primary school but before reaching the end of junior cycle (Junior Certificate); NFQ level 2	ISCED 1
Junior Certificate; NFQ Level 3 (including Transition Year)	ISCED 2
Vocational NFQ Level 3 courses, certified by FETAC, e.g. Community training centres	ISCED 2
Vocational NFQ level 4 courses, e.g. FETAC specific skills courses	ISCED 3
Leaving Certificate Established (LCE); Leaving Certificate Vocational Programme (LCVP); NFQ levels 4–5	ISCED 3
Leaving Certificate Applied programme (LCA); NFQ levels 4–5	ISCED 3
Apprenticeship – FAS/SOLAS etc.	ISCED 4
Post-Leaving Certificate (PLC) courses (duration of 1 year); Teagasc and Failte Ireland Advanced Certificate; NFQ level 5	ISCED 4
Post-Leaving Certificate (PLC) courses of 2 or more years duration and NFQ level 6	ISCED 4
Edexcel/BTEC/BEC/TEC – Higher National Certificate (HNC) or equivalent	ISCED 4
Higher Certificate – NFQ level 6	ISCED 5
Diploma, now termed 'Ordinary level bachelor degree' – NFQ level 7	ISCED 5
Higher level/honours bachelor degree; NFQ level 8	ISCED 6
Higher/Graduate Diploma, NFQ level 8	ISCED 6
Post-graduate Diploma; NFQ level 9	ISCED 7
Masters Degree, M.Phil; NFQ level 9	ISCED 7
Ph.D, D.Phil or equivalent; NFQ level 10	ISCED 8

Greece

Μερικές τάξεις δημοτικού	ISCED 0
Απολυτήριο δημοτικού	ISCED 1
Απολυτήριο γυμνασίου	ISCED 2
Απολυτήριο γενικού λυκείου	ISCED 2
Πτυχίο επαγγελματικής εκπαίδευσης	ISCED 3
Απολυτήριο επαγγελματικού λυκείου	ISCED 3
Πιστοποιητικό επαγγελματικής κατάρτισης επιπέδου 1	ISCED 3
Δίπλωμα επαγγελματικής κατάρτισης επιπέδου μεταδευτεροβάθμιας επαγγελματικής κατάρτισης	ISCED 4
Πτυχίο σχολής ανώτερης επαγγελματικής εκπαίδευσης	ISCED 3
Πτυχίο ΑΣΕΙ	ISCED 5
Πτυχίο ΑΕΙ	ISCED 6
Μεταπτυχιακό δίπλωμα ειδίκευσης ΑΣΕΙ	ISCED 7
Πτυχίο ΑΕΙ (5ετούς φοίτησης)*/Πολυτεχνείου	ISCED 7
Μεταπτυχιακό δίπλωμα ειδίκευσης ΑΕΙ/Πολυτεχνείου	ISCED 7
Διδακτορικόδίπλωμα	ISCED 8

Spain

Sin estudios	ISCED 0
Estudios primarios sin completar (menos de 5 años)	ISCED 0
Antigua Educación Primaria (Certificado de Estudios Primarios)	ISCED 1
Hasta 5º de EGB	ISCED 1
Educación Primaria (LOGSE)	ISCED 1
Grado Elemental en Música y Danza	ISCED 1
Bachillerato elemental	ISCED 2
EGB	ISCED 2
ESO	ISCED 2
Bachillerato Superior o BUP	ISCED 3
PREU o COU	ISCED 3
Bachillerato (LOGSE)	ISCED 3
F.P. de iniciación	ISCED 2
Programas de garantía social, Programas de Cualificación Profesional Inicial (PCPI)	ISCED 3
F.P. Oficialía	ISCED 2
F.P. de 1er grado (FP I)	ISCED 2
C.F. de Grado Medio (Técnico Medio)	ISCED 3
C.F. de Grado Medio en Artes Plásticas y Diseño	ISCED 3
Grado Medio en Música y Danza	ISCED 3

F.P. Maestría	ISCED 4
F.P. de 2° Grado (FP II)	ISCED 4
C.F. de Grado Superior (Técnico Superior)	ISCED 5
C.F. de Grado Superior en Escuelas de Arte	ISCED 5
Peritaje, Enfermería, Magisterio o Asistente Social	ISCED 6
Diploma, Ingeniero o Arquitecto Técnico, 3 años de licenciatura, Grado (Bolonia), Titulo Superior en Diseño	ISCED 6
Licenciado, Ingeniero Superior, Arquitecto, Máster (Bolonia), título Superior en Música, Danza o Arte Dramático	ISCED 7
Doctorado	ISCED 8

France

Non scolarisé ou école primaire non achevée	ISCED 0
Ecole primaire uniquement	ISCED 1
Certificat d'études primaires	ISCED 1
Scolarité suivie de la 6ème à la 3ème (sans brevet)	ISCED 1
Brevet élémentaire, Brevet d'étude du premier cycle, Brevet des collèges (BEPC), Diplôme national du brevet (DNB)	ISCED 2
Scolarité suivie de la 2nde à la Terminale (sans Bac)	ISCED 2
CAP, BEP, examen de fin d'apprentissage artisanal	ISCED 3
Diplôme d'aide soignante, auxiliaire de puériculture, aide médico-pédagogique, aide à domicile	ISCED 3
Baccalauréat professionnel, Brevet de technicien	ISCED 3
Baccalauréat technologique, Baccalauréat de technicien, BEA, BEC, BEI, BES	ISCED 3
Baccalauréat général, Brevet supérieur	ISCED 3
Diplôme de la capacité en droit, Diplôme d'accès aux études universitaires (DAEU)	ISCED 4
Diplôme de moniteur-éducateur, Brevet Professionnel	ISCED 4
Diplôme universitaire du premier cycle (DEUG), Classes préparatoires aux grandes écoles	ISCED 5
Diplôme universitaire de technologie (DUT), Brevet de technicien supérieur (BTS)	ISCED 5
Certificat d'aptitude pédagogique (instituteur), Diplôme d'éducateur spécialisé, Diplôme d'assistante sociale, Diplôme paramédical (laborantin, infirmier, etc...)	ISCED 5
Licence professionnelle	ISCED 6
Licence	ISCED 6
Diplôme d'école d'ingénieurs	ISCED 7
DESS, Master deuxième année professionnel	ISCED 7
Maîtrise, CAPES, CRPE (professeur des écoles)	ISCED 7
DEA, DES, Master deuxième année recherche, Agrégation	ISCED 7
Diplômes professionnels supérieurs divers (notaire, architecte, vétérinaire, journaliste...)	ISCED 7
Diplôme des grandes écoles (hors écoles d'ingénieurs)	ISCED 7
Doctorat en médecine ou équivalents (Médecine, Dentaire, Pharmacie, Vétérinaire)	ISCED 7
Doctorat	ISCED 8

Croatia

Bez škole (do tri razreda osnovne škole)	ISCED 0
Nedovršena osnovna škola (4 do 7 razreda)	ISCED 1
Završena osnovna škola	ISCED 2
Srednja strukovna škola u trajanju 1–2 godine (obrtnička, industrijska, KV)	ISCED 3
Srednja strukovna škola u trajanju 3 godine (obrtnička, industrijska, VKV)	ISCED 3
Tehničke i srodne strukovne škole, škole za zanimanje u trajanju od 4 godine ili više	ISCED 3
Gimnazija	ISCED 3
Stručni studij na visokoj školi ili veleučilištu (2–3 godine)	ISCED 5
Preddiplomski sveučilišni studij – za akademski naslov "baccalaureus" (3–4 godine); umjetnička akademija (prediplomski studij)	ISCED 6
Specijalistički diplomski stručni studij (4–5 godina); specijalist struke	ISCED 7
Diplomski sveučilišni studij (4–6 godina) – stari program	ISCED 7
Stručni magisterij (5 godina); umjetnička akademija (diplomski studij)	ISCED 7
Postignut magisterij znanosti ili završen poslijediplomski specijalistički studij	ISCED 7
Postignut doktorat znanosti	ISCED 8

Italy

Senza titolo	ISCED 0
Licenza elementare	ISCED 1
Avviamento professionale	ISCED 2
Licenza media	ISCED 2
Qualifica professionale regionale post-obbligo	ISCED 3
Diploma di qualifica di istituto professionale (2 o 3 anni), compreso diploma di maestro d'arte e diploma di Scuola magistrale e qualifica di infermiere (vecchio ordinamento).	ISCED 3
Diploma di scuola media superiore (5 anni), istituto tecnico o professionale, compreso il diploma quinquennale dell'Istituto d'arte.	ISCED 3
Diploma di scuola media superiore (4 o 5 anni), liceo classico, scientifico, linguistico o psico-pedagogici, musicale, compresi i diplomi di maturità magistrale e artistica.	ISCED 3
Specializzazione post-diploma, qualifica professionale regionale post-diploma, certificato di specializzazione tecnica superiore	ISCED 4
Diploma universitario vecchio ordinamento (2 o 3 anni), compresi il diploma ISEF, di servizio sociale e di statistica	ISCED 5
Diploma di istruzione terziaria non universitaria: conservatorio di musica, Accademia di Belle Arti e simili	ISCED 5
Laurea triennale o di primo livello	ISCED 6
Master di 1° livello	ISCED 6
Laurea vecchio ordinamento, laurea specialistica o magistrale, laurea a ciclo unico	ISCED 7
Master di 2° livello	ISCED 7
Specializzazioni post laurea magistrale (1 o 2 anni)	ISCED 7
Specializzazioni post laurea magistrale (3 o 4 anni), comprese le specializzazioni mediche.	ISCED 7
Dottorato di ricerca	ISCED 8

Cyprus

Μερικές τάξεις δημοτικού	ISCED 0
Απολυτήριο δημοτικού	ISCED 1
Απολυτήριο γυμνασίου	ISCED 2
Απολυτήριο γενικού λυκείου	ISCED 2
Πτυχίο επαγγελματικής εκπαίδευσης	ISCED 3
Απολυτήριο επαγγελματικού λυκείου	ISCED 3
Πιστοποιητικό επαγγελματικής κατάρτισης επιπέδου 1	ISCED 3
Δίπλωμα επαγγελματικής κατάρτισης επιπέδου μεταδευτεροβάθμιας επαγγελματικής κατάρτισης	ISCED 4
Πτυχίο σχολής ανώτερης επαγγελματικής εκπαίδευσης	ISCED 3
Πτυχίο ΑΣΕΙ	ISCED 5
Πτυχίο ΑΕΙ	ISCED 6
Μεταπτυχιακό δίπλωμα ειδίκευσης ΑΣΕΙ	ISCED 7
Πτυχίο ΑΕΙ (5ετούς φοίτησης)*/Πολυτεχνείου	ISCED 7
Μεταπτυχιακό δίπλωμα ειδίκευσης ΑΕΙ/Πολυτεχνείου	ISCED 7
Διδακτορικόδίπλωμα	ISCED 8

Latvia

Nav mācījies skolā	ISCED 0
Sākumskolas – 1–6 klases / nepabeigta pamatizglītība	ISCED 1
Apliecība par profesionālo pamatizglītību (bez vidējās)	ISCED 2
Apliecība par vispārējo pamatizglītību; Apliecība par astoņgadīgo izglītību; Apliecība par nepilnu vidējo izglītību	ISCED 2
Profesionālās kvalifikācijas apliecība, pēc 9. klases beigšanas, mācību ilgums 1 gads	ISCED 3
Atestāts par arodizglītību, pēc 9. klases beigšanas, mācību ilgums 3 gadi; Diploms par arodpamatizglītības iegūšanu; Diploms par vidējo arodizglītību; Atestāts par kvalifikācijas piešķiršanu profesijā	ISCED 3
Diploms par profesionālo vidējo izglītību, pēc 9. klases beigšanas vai arodizglītības turpinājums	ISCED 3
Noteikta parauga diploms un kvalifikācija specialitātē, pēc 8./9. klases beigšanas vai arodizglītības turpinājums	ISCED 3
Atestāts par vispārējo vidējo izglītību, pēc 9. klases beigšanas vai arodizglītības turpinājums	ISCED 3
Profesionālās kvalifikācijas apliecība, pēc 12. klases beigšanas	ISCED 4
Noteikta parauga diploms un kvalifikācija specialitātē, pēc 12. klases beigšanas	ISCED 4
Diploms par profesionālo vidējo izglītību, pēc 12. klases beigšanas	ISCED 4
Pirmā līmeņa profesionālās augstākās izglītības diploms	ISCED 5
Profesionālā bakalaura diploms, augstākās profesionālās kvalifikācijas diploms, profesionālās augstākās izglītības diploms	ISCED 6
Bakalaura diploms -akadēmiskais	ISCED 6
Profesionālā maģistra diploms, augstākās profesionālās kvalifikācijas diploms	ISCED 7
Maģistra diploms -akadēmiskais;Pabeigta augstākā izglītība -iegūta padomju laikā	ISCED 7

Doktora (vai zinātņu kandidāta) grāds	ISCED 8

Lithuania

Nebaigtas pradinis	ISCED 0
Pradinis	ISCED 1
Profesinis, įgytas nebaigus pagrindinio išsilavinimo	ISCED 2
Pagrindinis (apima ir jaunimo, vakarines mokyklas)	ISCED 2
Profesinis, įgytas kartu baigiant ir pagrindinį išsilavinimą	ISCED 2
Profesinis, įgytas po pagrindinio išsilavinimo baigimo (kai profesinio mokymo programa truko mažiau nei dvejus metus)	ISCED 3
Profesinis, įgytas po pagrindinio išsilavinimo baigimo (kai profesinio mokymo programa truko dvejus ar daugiau metų)	ISCED 3
Vidurinis (apima ir gimnazijas, licėjus, vakarines mokyklas)	ISCED 3
Profesinis, įgytas po pagrindinio išsilavinimo baigimo, kartu įgyjant ir vidurinį išsilavinimą	ISCED 3
Profesinis, įgytas po vidurinio išsilavinimo baigimo	ISCED 4
Aukštesnysis arba specialusis vidurinis, įgytas po pagrindinio išsilavinimo baigimo (apima ir technikumus, jei įstota įgijus pagrindinį išsilavinimą)	ISCED 3
Aukštesnysis arba specialusis vidurinis, įgytas po vidurinio išsilavinimo baigimo (apima ir technikumus, jei įstota įgijus vidurinį išsilavinimą)	ISCED 5
Aukštasis neuniversitetinis arba koleginis	ISCED 6
Aukštasis universitetinis, įgytas baigus bakalauro studijas	ISCED 6
Aukštasis universitetinis, įgytas baigus vientisąsias (įskaitant studijas aukštosiose mokyklose iki reformos 1991–1992 m.) arba specialiąsias profesines (diplomuoto specialisto) studijas po bakalauro studijų baigimo	ISCED 7
Aukštasis universitetinis, įgytas baigus magistro arba rezidentūros studijas	ISCED 7
Mokslų daktaro ar kandidato laipsnis	ISCED 8

Luxembourg

Pas de formation	ISCED 0
Ecole primaire	ISCED 1
Primaire supérieur	ISCED 1
Enseignement complémentaire	ISCED 1
Enseignement général secondaire inférieur	ISCED 2
Certificat d'enseignement secondaire technique inférieur	ISCED 2
Bac technique (jusque 13e ou 14e du régime technique)	ISCED 3
Diplôme de fin d'études secondaires	ISCED 3
Diplôme de technicien (jusque 13e du régime technique)	ISCED 3
Certificat d'apprentissage professionnel	ISCED 3
Certificat de capacité manuelle CCM	ISCED 3
Certificat d'initiation technique et professionnelle CITP	ISCED 3

Certificat d'Aptitude technique et professionnelle CATP	ISCED 3
Brevet de maîtrise artisanale	ISCED 4
BTS, instituteur, éducateur gradué, DUT	ISCED 5–8
Enseignement supérieur Bac +2, DEUG	ISCED 5–8
Enseignement supérieur bac +3, Bachelor, Licence	ISCED 5–8
Enseignement supérieur bac +4, Master1	ISCED 5–8
Enseignement supérieur Bac + 5, DEA, DESS, Master2	ISCED 5–8
Enseignement supérieur – Doctorat	ISCED 5–8

Hungary

Nem járt iskolába; 1–3 osztályos elemi iskola vagy azzal egyenértékű	ISCED 0
4–7 osztályos elemi iskola vagy azzal egyenértékű	ISCED 1
Befejezett általános iskola vagy azzal egyenértékű	ISCED 2
Szakmunkásképző, szakiskola	ISCED 3
10. évfolyamra épülő szakképzés	ISCED 3
Érettségi, befejezett szakközépiskola	ISCED 3
Érettségi, befejezett gimnázium	ISCED 3
Érettségire épülő felsőfokra nem akkreditált szakképzés, középfokú technikum	ISCED 4
Felsőfokú akkreditált szakképzés, felsőfokú technikum	ISCED 5
Főiskolai diploma vagy főiskolai alapképzési szak – BA /BSc	ISCED 6
Egyetemi alapképzési szak – BA /BSc	ISCED 6
Főiskolai mesterképzési szak – MA/MSs	ISCED 7
Egyetemi diploma, vagy egyetemi mesterképzési szak MA/MSc	ISCED 7
Felsőfokú végzettség tudományos fokozattal	ISCED 8

Malta

Ma attendejtx kindergarten	ISCED 0
Skola primarja	ISCED 1
Skejjel sekondarji (Junior lyceum and sekondarji ohra)	ISCED 2
Sixth Form, Upper Lyceum, junior college	ISCED 3
Malta College of Arts, Science and Technology (MCAST)	ISCED 6
Universita (bachelor)	ISCED 6
Universita (Master's)	ISCED 7
Dottorat, PHD	ISCED 8

Netherlands

Lagere school niet voltooid	ISCED 0
Lagere school voltooid	ISCED 1
LBO, VBO, LEAO, LTS ambachtsschool, huishoudschool, LHNO, VMBO (niveaus 1–3; basisberoepsgericht, kaderberoepsgericht, gemengd)	ISCED 2
MULO, ULO, MAVO, VMBO (niveau 4; theoretische leerweg); HAVO jaar 3–4; VWO jaar 3–5	ISCED 2
MBO niveau 1 (duur < 2 jaar)	ISCED 3
HAVO, MMS, MSVM	ISCED 3
VWO, HBS, atheneum, gymnasium	ISCED 3
KMBO, leerlingwezen, MEAO, MTS (duur 2–3 jaar)	ISCED 3
MBO niveau 2 en 3 (duur 2–3 jaar)	ISCED 3
MBO niveau 4 (duur 4 jaar)	ISCED 3
MBO-plus voor havisten	ISCED 4
Propedeuse WO, OU-certificaat	ISCED 5
Korte HBO-opleiding einddiploma (2 of 3 jaar)	ISCED 5
Bachelor HBO, kweekschool, PABO, conservatorium, MO-akten	ISCED 6
Bachelor universiteit	ISCED 6
HBO: Master's degree, tweede fase opleidingen; Post HBO-opleidingen, pre-master onderwijs voor HBO	ISCED 7
WO/universiteit: Master's degree, tweede fase opleidingen; ingenieur, meester, doctorandus	ISCED 7
Doctoraat/gepromoveerd	ISCED 8

Austria

Kein Abschluss	ISCED 0
Volksschulabschluss (4.Schulstufe)	ISCED 1
Abschluss einer Hauptschule, Neuen Mittelschule oder Volksschuloberstufe (8. Schulstufe)	ISCED 2
Abschluss der Polytechnischen Schule bzw. einer einjährigen mittleren Schule (9.Schulstufe)	ISCED 2
Abschluss der AHS-Unterstufe (8. Schulstufe an einem Gymnasium)	ISCED 2
Lehrabschluss (Lehrabschlussprüfung)	ISCED 3
Abschluss Berufsbildende mittlere Schule (min. 2-jährig, z.B. Handelsschule, Fachschule)	ISCED 3
AHS-Matura (Gymnasium, auch Sonderformen oder Studienberechtigungsprüfung)	ISCED 3
Diplom in Gesundheits- und Krankenpflege oder im medizinisch-technischen Fachdienst	ISCED 4
BHS-Matura (HAK, HTL, HLW, BAKIP, inkl. Sonderformen und Berufsreifeprüfung)	ISCED 4
Kolleg-Diplom, Meister-Prüfung (Werkmeister, Bauhandwerker), Abschluss eines Universitätslehrgangs	ISCED 5
Diplom an pädagogischer Akademie, medizinischer Akademie, Sozialakademie	ISCED 6
Bachelor/Bakkalaureat an einer Fachhochschule oder pädagogischen Hochschule	ISCED 6
Bachelor/Bakkalaureat an einer Universität	ISCED 6
Diplomstudienabschluss/Master an einer Fachhochschule	ISCED 7

Diplomstudienabschluss/Master an einer Universität (inkl. Doktorat als Erstabschluss)	ISCED 7
Postgraduale Universitätslehrgänge (aufbauend auf Diplomstudienabschluss, z.B. MBA)	ISCED 7
Abschluss mit Doktorat (aufbauend auf Diplomstudienabschluss: Dr., PhD)	ISCED 8

Poland

Nieukończona szkoła podstawowa	ISCED 0
Świadectwo ukończenia szkoły podstawowej (6-klasowej lub 4-klasowej przed wojną)	ISCED 1
Świadectwo ukończenia szkoły podstawowej 7 lub 8-klasowej	ISCED 2
Świadectwo ukończenia gimnazjum	ISCED 2
Świadectwo ukończenia szkoły zasadniczej zawodowej lub szkoły przysposobienia rolniczego (bez ukończenia szkoły podstawowej)	ISCED 2
Świadectwo ukończenia szkoły zasadniczej zawodowej lub szkoły przysposobienia rolniczego (po wcześniejszym ukończeniu szkoły podstawowej)	ISCED 3
Świadectwo ukończenia szkoły zasadniczej zawodowej (po wcześniejszym ukończeniu gimnazjum)	ISCED 3
Świadectwo ukończenia liceum ogólnokształcącego bez matury	ISCED 3
Matura uzyskana w liceum ogólnokształcącym	ISCED 3
Świadectwo ukończenia średniej szkoły zawodowej (technikum, liceum zawodowe, lyceum profilowane) lub dyplom technika bez matury	ISCED 3
Matura uzyskana w średniej szkole zawodowej (technikum, liceum zawodowe, lyceum profilowane)	ISCED 3
Dyplom technika lub świadectwo ukończenia szkoły pomaturalnej lub policealnej	ISCED 4
Dyplom ukończenia kolegium lub studium nauczycielskiego	ISCED 5
Dyplom licencjacki lub dyplom inżynierski	ISCED 6
Dyplom magistra lub dyplom lekarza	ISCED 7
Stopień naukowy doktora, doktora habilitowanego lub tytuł profesora	ISCED 8

Portugal

Nenhum	ISCED 0
Ensino Básico 1 (até à 4ª classe, instrução primária (3° ou 4° ano))	ISCED 1
Ensino Básico 2 (preparatório/5° e 6° anos / 5ª ou 6ª classe, 1° ciclo dos liceus ou do ensino técnico comercial ou industrial)	ISCED 1
Cursos de educação e formação de tipo 1. Atribuição de "Diploma de qualificação profissional de nível 1"	ISCED 1
Ensino Básico 3 (certificado de conclusão de um dos seguintes graus de escolaridade: 9° ano; 5° ano dos liceus; escola comercial / industrial; 2° ciclo dos liceus ou do ensino técnico comercial ou industrial)	ISCED 2
Cursos de educação e formação de tipo 2. Atribuição de "Diploma de qualificação profissional de nível 2"	ISCED 2
Cursos de educação e formação de tipo 3 e 4. Atribuição de "Diploma de qualificação profissional de nível 2"	ISCED 3
Ensino Secundário – cursos científico-humanísticos (certificado de conclusão de um dos seguintes graus de escolaridade: 12° ano; 7° ano dos liceus; propedêutico; serviço cívico)	ISCED 3
Ensino secundário – cursos tecnológicos, cursos artísticos especializados (artes visuais e audiovisuais, dança, música), cursos profissionais. Cursos de educação e formação de tipo 5, 6 e 7. Atribuição de "Diploma de Qualificação Profissional de Nível 3"	ISCED 3

Cursos de especialização tecnológica. Atribuição de "Diploma de Especialização Tecnológica"	ISCED 4
Ensino superior politécnico: bacharelato de 3 anos (magistério primário, serviço social, regent agrícola); Antigos cursos médios	ISCED 5
Ensino superior politécnico: licenciaturas de 3–4 anos curriculares; licenciatura complemento de formação	ISCED 6
Ensino superior universitário: licenciaturas de 3–4 anos curriculares; licenciatura bietápica de 4 anos	ISCED 6
Pós-graduação: especialização pós-licenciatura sem atribuição de grau académico, MBA	ISCED 7
Ensino superior universitário: licenciatura com mais de 4 anos curriculares; licenciatura bietápica de 5 anos	ISCED 7
Mestrado (inclui Mestrado Integrado)	ISCED 7
Doutoramento	ISCED 8

Romania

Fără şcoală	ISCED 0
Şcoală primară terminată, 4 ani	ISCED 1
Gimnaziu complet, 8 ani	ISCED 2
Liceu terminat 10 ani, general/teoretică	ISCED 2
Liceu terminat 10 ani, tehnic / Liceu terminat 10 ani, profesional	ISCED 3
Diploma de Bacalaureat, general/teoretică	ISCED 3
Diplomă de Bacalaureat, tehnic / Diplomă de Bacalaureat, profesional	ISCED 3
Facultate complet, 3 ani	ISCED 6
Facultate complet, 4–5 ani	ISCED 7
Diplomă de Doctor	ISCED 8

Slovenia

Brez šolske izobrazbe – oseba, ki nima dokončanega niti enega razreda OŠ, je brez šolske izobrazbe. Brez šolske izobrazbe so tudi osebe, ki imajo narejene 3 razrede osemletke ali manj oz. 5 razredov devetletke ali manj	ISCED 0
Nepopolna osnovnošolska izobrazba – osebe, ki imajo več kot 3 razrede osemletke, ali več kot 5 razredov devetletke a niso dokončale OŠ oz. niso pridobile spričevala o končani OŠ.	ISCED 1
Osnovnošolska izobrazba – osebe, ki imajo zaključenih vseh osem oz. devet razredov OŠ in so pridobile spričevalo o končani OŠ.	ISCED 2
Nižja ali srednja poklicna izobrazba – osebe, ki so končale šolanje v 1- do 2,5-letnih programih za pridobitev nižje poklicne izobrazbe oz. osebe, ki se končale šolanje v 3-letnih programih za pridobitev srednje poklicne izobrazbe; certifikat o NPK.	ISCED 3
Srednja strokovna izobrazba – osebe, ki so končale srednjo tehniško šolo oz. drugo strokovno izobrazbo, trajanje 4 ali 5 let, opravljena matura; tudi mojstrska oziroma delovodska ali poslovodska šola.	ISCED 3
Srednja splošna izobrazba – osebe, ki so končale šolanje v gimnaziji ali strokovni gimnaziji, imajo maturitetno spričevalo.	ISCED 3
Višja strokovna izobrazba, višješolska izobrazba – osebe, ki so končale šolanje v 2- letnem programu višjega strokovnega izobraževanja na višji strokovni šoli.	ISCED 5
Visokošolska strokovna izobrazba – osebe, ki so končale šolanje v 3- letnem (izjemoma 4-letnem) dodiplomskem visokošolskem programu na visoki strokovni šoli, fakulteti ali akademiji; 1. bolonjska stopnja.	ISCED 6

Visokošolska univerzitetna izobrazba – osebe, ki so končale šolanje v 4-letnem dodiplomskem univerzitetnem programu na fakulteti ali akademiji; tudi 1. bolonjska stopnja; običajno 4 leta+diploma.	ISCED 6
Bolonjski magisterij – magisterij 2. bolonjske stopnje.	ISCED 7
Specializacija – ki so končale šolanje v 1- do 2- letnem podiplomskem specialističnem študijskem programu in si bodo pridobile strokovni naziv specialist; običajno 1 leto.	ISCED 7
Magisterij – osebe ki so končale šolanje v 2- letnem podiplomskem magistrskem programu in so si pridobile znanstveni naslov magister znanosti oziroma magister umetnosti. V to stopnjo študija spada tudi študij MBA. V to kategorijo spadajo tudi osebe, ki so se šolale 5 ali 6 let po starem univerzitetnem programu (npr. študij medicine).	ISCED 7
Doktorat	ISCED 8

Slovakia

Neukončená základná škola (menej ako 4 triedy základnej školy, ľudovej školy)	ISCED 0
Neukončený druhý stupeň základnej školy (neukončených osem tried ľudovej školy alebo neukončená meštianka)	ISCED 1
Ukončený druhý stupeň základnej školy (osem tried ľudovej školy alebo ukončená meštianka), kurzy na doplnenie základného vzdelania	ISCED 2
Učebné programy bez výučného listu (doklad o zaučení, zaškolení praktická (dievčenská) škola, 2 ročné učebné programy, rekvalifikačné kurzy)	ISCED 3
Stredná odborná škola bez maturity, stredné odborné učilište bez maturity, odborné učilište (výučný list)	ISCED 3
Stredná odborná škola s maturitou, stredné odborné učilište s maturitou	ISCED 3
Gymnázium (8 ročné, 4 ročné)	ISCED 3
Nadstavbové pomaturitné štúdium	ISCED 4
Doplňujúce pedagogické štúdium po maturite	ISCED 4
Pomaturitné odborné (kvalifikačné) štúdium	ISCED 4
Pomaturitné špecializačné štúdium, konzervatórium (5. a 6. ročník, absolventský diplom)	ISCED 5
Vyššie odborné vzdelanie – 6 ročné (absolventský diplom, diplomovaný špecialista DiS)	ISCED 5
Vysoká škola – bakalárske štúdium	ISCED 6
Vysoká škola – magisterské, doktorské, inžinierske štúdium (Mgr., Ing., MUDr., JUDr. a pod., a ich ekvivalenty)	ISCED 6
Doplňujúce pedagogické štúdium po vysokej škole, štátne rigorózne skúšky (PhDr., PaedDr., RNDr. a pod.)	ISCED 7
Doktorandské štúdium (PhD., CSc., ArtD., atď.)	ISCED 8

Finland

Vähemmän kuin peruskoulun ala-aste tai vähemmän kuin peruskoulu	ISCED 0
Peruskoulun ala-aste, kansakoulu tai kansalaiskoulu	ISCED 1
Peruskoulun yläaste tai keskikoulu	ISCED 2
Lukio, ylioppilastutkinto	ISCED 3
Ammatillinen perustutkinto, ammattitutkinto	ISCED 3
Sekä ylioppilas- että ammattitutkinto	ISCED 4
Erikoisammattitutkinto	ISCED 4
Ammatillinen opistoasteen tutkinto	ISCED 5

Ammattikorkeakoulututkinto tai ammatillisen korkea-asteen tutkinto	ISCED 6
Alempi korkeakoulututkinto tai kandidaatin tutkinto	ISCED 6
Ylempi ammattikorkeakoulututkinto	ISCED 7
Ylempi korkeakoulututkinto	ISCED 7
Lisensiaatintutkinto	ISCED 7
Tohtorin tutkinto	ISCED 8

Sweden

Ej avslutad Folkskola/Grundskola (1 – 6 skolår)	ISCED 0
Avslutad Folkskola/Grundskola (7 – 8 skolår)	ISCED 1
Avslutad Grundskola (9 skolår) / Realskola	ISCED 2
Fackskola (1963–1970) / 2-årig gymnasielinje / 2-årig yrkesskola	ISCED 3
Studieförberedande gymnasieprogram (3 år)	ISCED 3
Gamla gymnasieutbildningar (2 år) / Flickskola	ISCED 3
Yrkesinriktade gymnasieprogram (3 år)	ISCED 3
4-årig gymnasielinje (före 1995) / Tekniskt basår	ISCED 4
Universitet / Högskola (1 år) med examen	ISCED 4
Eftergymnasial utbildning (1 år), t.ex. KY-utb, militärutb (Ej Universitet / Högskola	ISCED 4
Universitet / Högskola (2 år) med examen (högskoleexamen)	ISCED 5
Eftergymnasial utbildning (3 år) /KY-utbildning (2–3 år) (Ej Universitet / Högskola)	ISCED 5
Kandidat och/eller yrkesexamen från Högskola (3 år)	ISCED 6
Kandidat och/eller yrkesexamen från Universitet, KTH, CTH, Handelshögskolan (3 år)	ISCED 6
Magisterexamen och/eller yrkesexamen från Högskola (4 år)	ISCED 7
Mastersexamen från Högskola	ISCED 7
Magisterexamen och/eller yrkesexamen från Universitet, KTH, CTH, Handelshögskolan (4 år)	ISCED 7
Mastersexamen från Universitet, KTH, CTH, Handelshögskolan	ISCED 7
Forskarutbildning: Licentiatexamen	ISCED 7
Forskarutbildning: Doktorsexamen	ISCED 8

Annex 4. National income ranges (monthly)

Member State	Currency	National income ranges (monthly)									
		1	2	3	4	5	6	7	8	9	10
Belgium	EUR	< 1 200	1 200–1 399	1 400–1 699	1 700–1 899	1 900–2 099	2 100–2 399	2 400–2 599	2 600–2 899	2 900–3 399	≥ 3 400
Bulgaria	BGN	≤ 360	361–480	481–590	591–710	711–840	841–990	991–1 150	1 151–1 400	1 401–1 900	> 1 900
Czechia	CZK	≤ 14 600	14 601–17 400	17 401–19 400	19 401–21 400	21 401–23 400	23 401–25 900	25 901–29 100	29 101–33 200	33 201–41 400	> 41 400
Denmark	DKK	< 11 200	11 200–13 999	14 000–15 799	15 800–17 799	17 800–19 899	19 900–22 199	22 200–24 699	24 700–27 999	28 000–33 699	≥ 33 700
Germany	EUR	≤ 1 070	1 071–1 410	1 411–1 670	1 671–1 910	1 911–2 170	2 171–2 450	2 451–2 790	2 791–3 240	3 241–4 110	> 4 110
Estonia	EUR	≤ 500	501–620	621–760	761–900	901–1 050	1 051–1 210	1 211–1 400	1 401–1 650	1 651–2 060	> 2 060
Ireland	EUR	< 1 300	1 300–1 599	1 600–1 799	1 800–2 099	2 100–2 299	2 300–2 699	2 700–2 999	3 000–3 399	3 400–4 199	≥ 4 200
Greece	EUR	≤ 340	341–460	461–500	501–600	601–700	701–800	801–1 000	1 001–1 100	1 101–1 400	> 1 400
Spain	EUR	≤ 520	521–770	771–960	961–1 140	1 141–1 320	1 321–1 530	1 531–1 790	1 791–2 120	2 121–2 670	> 2 670
France	EUR	< 1 000	1 000–1 200	1 201–1 400	1 401–1 600	1 601–1 800	1 801–2 000	2 001–2 300	2 301–2 600	2 601–3 300	> 3 300
Croatia	HRK	≤ 2 200	2 201–3 000	3 001–3 800	3 801–4 400	4 401–4 900	4 901–5 500	5 501–6 300	6 301–7 200	7 201–8 700	> 8 700
Italy	EUR	< 650	650–900	901–1 100	1 101–1 290	1 291–1 510	1 511–1 720	1 721–1 970	1 971–2 310	2 311–2 880	> 2 880
Cyprus	EUR	≤ 760	761–920	921–1 080	1 081–1 230	1 231–1 390	1 391–1 570	1 571–1 780	1 781–2 050	2 051–2 640	> 2 640
Latvia	EUR	≤ 330	331–430	431–550	551–660	661–790	791–910	911–1 060	1 061–1 270	1 271–1 680	> 1 680
Lithuania	EUR	≤ 330	331–430	431–510	511–620	621–720	721–840	841–980	981–1 170	1 171–1 580	> 1 580
Luxembourg	EUR	≤ 1 600	1 601–2 000	2 001–2 300	2 301–2 700	2 701–3 200	3 201–3 600	3 601–4 200	4 201–4 900	4 901–6 200	> 6 200
Hungary	HUF	< 100 500	100 500–117 400	117 401–135 600	135 601–153 800	153 801–175 600	175 601–199 600	199 601–224 700	224 701–258 800	258 801–302 400	> 302 400
Malta	EUR	≤ 600	601–800	801–1 000	1 001–1 200	1 201–1 400	1 401–1 600	1 601–1 800	1 801–2 000	2 001–2 200	> 2 200
Netherlands	EUR	≤ 1 200	1 201–1 500	1 501–1 700	1 701–1 900	1 901–2 200	2 201–2 400	2 401–2 700	2 701–3 100	3 101–3 800	> 3 800
Austria	EUR	< 1 200	1 200–1 599	1 600–1 799	1 800–1 999	2 000–2 299	2 300–2 599	2 600–2 799	2 800–3 199	3 200–3 999	≥ 4 000
Poland	PLN	≤ 1 500	1 501–1 900	1 901–2 300	2 301–2 500	2 501–2 900	2 901–3 200	3 201–3 600	3 601–4 200	4 201–5 100	> 5 100
Portugal	EUR	< 440	440–580	581–690	691–800	801–900	901–1 030	1 031–1 160	1 161–1 390	1 391–1 840	> 1 840
Romania	RON	≤ 600	601–900	901–1 200	1 201–1 400	1 401–1 700	1 701–2 000	2 001–2 300	2 301–2 800	2 801–3 500	> 3 500
Slovenia	EUR	≤ 700	701–850	851–990	991–1 100	1 101–1 230	1 231–1 350	1 351–1 500	1 501–1 680	1 681–1 970	> 1 970
Slovakia	EUR	≤ 420	421–520	521–600	601–660	661–730	731–800	801–870	871–960	961–1 120	> 1 120
Finland	EUR	≤ 1 250	1 251–1 470	1 471–1 690	1 691–1 910	1 911–2 120	2 121–2 350	2 351–2 630	2 631–3 000	3 001–3 640	> 3 640
Sweden	SEK	≤ 11 500	11 501–14 600	14 601–17 000	17 001–19 700	19 701–22 300	22 301–24 900	24 901–27 900	27 901–31 800	31 801–38 000	> 38 000

Source: Eurostat, Distribution of income by quantiles – EU-SILC and ECHP surveys (ILC_DI01), EU statistics on income and living conditions data for 2020/2021.

Annex 5. Survey duration by Member State

Member State	Median	Minimum	Maximum
Belgium	00:10:59	00:01:29	00:59:59
Bulgaria	00:14:29	00:03:31	00:59:53
Czechia	00:13:58	00:03:50	00:59:23
Denmark	00:10:56	00:02:43	00:59:06
Germany	00:11:17	00:01:41	00:59:24
Estonia	00:13:00	00:03:28	00:57:12
Ireland	00:10:20	00:02:55	00:56:04
Greece	00:13:22	00:03:27	00:58:56
Spain	00:11:53	00:03:11	00:59:58
France	00:10:44	00:03:03	00:59:10
Croatia	00:14:01	00:04:14	00:59:38
Italy	00:10:49	00:02:27	00:59:08
Cyprus	00:15:23	00:05:04	00:57:19
Latvia	00:13:03	00:03:26	00:58:37
Lithuania	00:13:57	00:02:36	00:59:06
Luxembourg	00:21:45	00:08:26	00:59:25
Hungary	00:12:04	00:03:08	00:59:57
Malta	00:19:59	00:08:18	01:29:20
Netherlands	00:11:37	00:02:28	00:59:51
Austria	00:10:37	00:02:13	00:57:47
Poland	00:13:01	00:03:08	00:59:32
Portugal	00:13:54	00:03:03	00:59:53
Romania	00:13:44	00:03:30	00:59:48
Slovenia	00:12:52	00:03:15	00:59:21
Slovakia	00:14:29	00:04:09	00:59:37
Finland	00:11:07	00:03:06	00:58:52
Sweden	00:11:34	00:02:43	00:59:48

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