



Project Paper 6A

Methodology for quantitative data collection

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Responsible institutions: **IMI and PRIO**

Authors: **Evelyn Ersanilli
Jørgen Carling
Hein de Haas**



University of Antwerp
Belgium



International Migration Institute,
University of Oxford
United Kingdom



Centre on Migration, Policy and Society,
University of Oxford
United Kingdom



Peace Research Institute Oslo
Norway



Koç University
Turkey



Université Mohammed V Agdal
Morocco



Centre of Sociological Research
Ukraine



Université Cheikh Anta Diop de Dakar
Senegal



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Preface

This Project Paper consists of four sections which together constitute the foundation for quantitative data collection in the EUMAGINE project:

- I. Operationalization
- II. Questionnaire
- III. Research guidelines
- IV. Sampling

The first section consists of the paper that formed the basis for the questionnaire development by operationalising the concepts from the description of work and conceptual Project Paper (PP1). The second section presents the full questionnaire. This is followed by a section consisting of the research guidelines for preparing and conducting the quantitative fieldwork. These research guidelines have been used in the training of local supervisors and interviewers in all four countries of study. The fourth and final section comprises detailed step-by-step guidelines on the sampling procedure.

The constituent sections of this Project Paper have been compiled in close collaboration between IMI (responsible for quantitative data collection) and PRIO (responsible for methodological elaboration and multi-method coordination). All project teams have provided valuable input, particularly based on the pilot studies conducted in all research areas.

To test the sampling strategy and questionnaire in each country two pilot studies were conducted. The first pilot study took place in September 2010,¹ the second pilot study in November 2010. In each pilot study two research areas were visited. The second pilot study took place in the two research areas that weren't visited for the first pilot study. In each research area a minimum of 30 interviews was completed, spread across three clusters. Clusters selected for the pilot study have been deleted from the list of clusters of the sample for the actual survey in 2011. The interviewers involved in the pilot study have received training. After the pilot, teams entered the data into SPSS and sent the files together with a detailed report to IMI and PRIO. On the basis of the information from these reports and data files, the questionnaire, sampling strategy and research guidelines were adapted after each round of pilot studies. The information from the pilot studies was vital for improving the questionnaire and fine-tuning the sampling strategy.

¹ For Morocco the first pilot took place in July 2010.

I - Operationalisation and questionnaire

Introduction

This paper tries to provide a bridge between the description of work and conceptual Project Paper (PP1), and the questionnaire, by operationalising the four main research questions, which involves (1) identifying main theoretical concepts, (2) elaborating these into a list of aspects, which provides the basis for (3) formulating concrete questionnaire questions in the draft questionnaire.

This is an essential step in order to ensure that the questionnaire items are theoretically informed, that the questionnaire remains focused and limited in size, and to avoid inclusion of a long list of questions which might certainly be interesting, but do not necessarily contribute to answering the main EUMAGINE research questions.

This section will also briefly discuss which research methods (qualitative or quantitative) seem most suitable for measuring which concepts; in some cases one method is clearly preferable, in other cases we might consider combining quantitative and qualitative methods ('triangulation').

From research questions to general hypotheses

Research questions

Following EUMAGINE Project Paper 1 the four main research questions of EUMAGINE are:

1. What is the relation between the perceptions among people living in selected source countries of the human rights and democracy situation in Europe and in their own country, and their migration aspirations and intentions?
2. How strong is the influence of human-rights and democracy-related perceptions on migration compared to the effect of other determinants of migration aspirations and intentions?
3. To what extent is migration perceived as a valuable life project?
4. How do perceptions of democracy and human rights interact with other factors in the formation of geographical imaginations about Europe and other potential migration destinations?

Research questions (1) and (2) are partly overlapping, with question (1) as the main analytical research question (and the main EUMAGINE research question) and (2) referring to other important migration determinants that need to be controlled for in the analyses in order to properly estimate the impact of perceptions of human rights and democracy (HR&D).

Question (3) is partly an independent question, but can also be seen as a deepening of the concept of 'migration aspirations'. Question (4) is an extension of (1) comparing 'Europe' to other potential destinations.

Both (1) and (4) imply that the project will not only study perceptions of 'Europe' (with its varied, diffuse and possibly confusing meanings which can make the concept quite meaningless in comparative terms), but that it will also differentiate between different destinations within Europe and outside Europe.

Obviously this poses some fundamental challenges; if we were to include a battery of similar questions on perceptions of human rights and democracy for each potential destination, we would end up with a very long questionnaire, which is highly undesirable. It seems therefore preferable if the questionnaire explores these issues at a more general level or for a limited number of destinations, and that the qualitative interviews will explore these issues more in-depth.

In the survey we will not impose a strict definition of 'Europe' as meaning only EU-27 or EU-15. We use the term 'Europe' in our survey questions and leave the interpretation of this concept up to the respondents. To have some idea of what the respondents think of when they hear the word 'Europe' we will ask them which countries they associate with this term.

Though all four main research questions should be covered in both the survey and the in-depth interviews, questions (1) and (2) are more suited for quantitative survey research, whereas for questions (3) and (4), a qualitative approach is the best method for gaining full insight into the issues at stake. We therefore propose that the questionnaire should have a stronger focus on the concepts in (1) and (2) than in (3) and (4).

Main theoretical concepts

The four main research questions contain three main theoretical concepts:

- A. Migration aspirations (and intentions) → this is the main dependent variable
- B. Perceptions of the human rights and democracy situation (in the country of residence, Europe and elsewhere) → this is the main independent variable
- C. Other determinants of migration aspirations and decisions → the control variables

Basically the project aims to look at the effects of (b) on (a) when controlling for the effect of (c).

To allow the test of these relationships with data from the survey, these concepts need to be operationalised and measured in a cross-culturally valid way, and data needs to be collected through randomised and project-wide uniform sampling procedures. With data collected in this way the relations between (b) and (a) when controlling for (c) can be explored through descriptive and regression analysis.

General hypotheses

Following Project Paper 1, we assume that perceptions of human rights and democracy, and migratory and geographical imaginations, play a crucial role in shaping migratory aspirations.

From this we can distil a first basic, general hypothesis:

H1: Negative perceptions of human rights and democracy in the current country of residence lead to increased migratory aspirations and intentions

and a second, related, hypothesis:

H2: There is a positive relation between the perceived degree of human rights and democracy in Europe and aspirations and intentions to migrate to Europe

Perhaps we can formulate a third hypothesis:

H3: There is a positive relation between the degree to which migration is seen as a valuable life project and migration aspirations

Because all key concepts are multi-dimensional, more refined hypotheses need to be developed about the relations between specific variables. For instance, it might be that particular types of human-rights perceptions are more influential than others, or only relevant in particular contexts, in shaping migration aspirations.

Operationalisation

The next step towards the development of the questionnaire is to operationalise the main theoretical concepts into more concrete aspects to cover the dimensions of the main concepts that are most important to the EUMAGINE study. Furthermore, to achieve a higher degree of construct validity (i.e. to make sure that the questions actually measure what we want them to measure), each aspect needs to be measured by several questionnaire-items (i.e. questions).

In this sub-section we present the operationalisation of the three key concepts of EUMAGINE into concrete aspects that form the basis for the questionnaire.

A. Migration aspirations and intentions

The data collection on migration aspirations and intentions will draw upon the project memo *Measuring migration aspirations and intentions* (Carling 2010). As explained in the memo, the Theory of planned behaviour (e.g. Ajzen 1991) provides a conceptual framework that helps us link the theoretical issues in Project Paper 1 with the data collection. In line with this, the questionnaire will cover six elements:

1. **Migration aspirations:** the personal attitude towards the possibility of migration; whether it is desirable or not for the individual respondent.
2. **Perceived social norms regarding migration:** The individual's perception of social pressure to migrate or not, which is closely related to discourses on migration and the concept of migration as a valuable life project.

3. **Perceived ability to migrate:** The individual's assessment of whether or not they would be able to realise migration aspirations. This reflects individual circumstances as well as the general barriers to migration.
4. **Migration intentions:** Determination to try to migrate, which will reflect the previous three points. The distinction between aspirations and intentions is important. By analogy, an infertile woman can desperately want a child (aspiration) but because of her infertility not plan to get pregnant (intention).
5. **Steps taken to prepare for migration:** Whether or not the respondent holds a passport, has applied for visas or sought entry into universities abroad. This is asked of all respondents, since some people have made attempts in the past but currently don't aspire or intend to migrate.
6. **Relative attractiveness of destinations:** Comparison of alternative destination regions in terms of their desirability for people from the respondents' country. This is methodologically challenging but important to the project.

B. Perceptions of the human rights and democracy situation

It seems to make little sense to ask people directly 'What are your perceptions on human rights in Europe?', let alone to ask them how this has influenced their migration aspirations. In order to achieve valid answers and adequately 'measure' concepts, it is necessary to make them as concrete as possible by breaking down concepts into concrete items. This will make it easier for the respondents to understand what we are asking, and will also provide a more valid measure since it is clearer what is being measured, thereby maximising the validity of the survey.

EUMAGINE will apply a broad definition of human rights and democracy, comprising concepts of negative as well as positive freedom. As the list of potential dimensions and items is too numerous to explore fully at the survey stage, and because the survey will have limited capacity to capture the full-depth of responses, the survey will focus on a limited number of key indicator variables which are relatively easy to measure using closed answer categories. The in-depth interviews will explore these dimensions further.

So, the next step is to establish a list of concrete key indicators of such human rights in order to be able to measure the impact of people's perceptions of human rights and democracy in **(1) places of origin, (2) their current locations and (3) (imagined) destinations.**

Based on the list of human-rights dimensions specified in 'Methodological notes on sampling, measurement and operationalisation', and by focusing on the most relevant and measurable concepts, we propose to include the following items:

Perceived 'negative rights'

1. Democracy and political rights
 - a. Democracy
 - b. State/police corruption

2. Safety and security
3. Individual liberties
 - a. Freedom of expression
 - b. Cultural freedom
4. Women's rights

Perceived 'positive rights'

1. Quality of and access to employment / work conditions
2. Quality of and access to social security
3. Level of and access to / costs of health care
4. Level of and access to / costs of education

C. Other determinants of migration aspirations and intentions

In order to determine the impact of (perceptions of) human rights on migration aspirations in the statistical analyses, we need to be able to control for other factors that are likely to affect migration aspirations and intentions. Therefore we need to include these factors in the survey. These factors include both individual-level and household-level socio-economic background variables (See e.g. Carling 2002).

Country-level and community-level variables (such as the general migration level, infrastructure, level of wealth and community discourses on migration as a valuable life project) can also influence migration aspirations and intentions. We can not, however, measure these factors in the survey. Information on community factors will have to come from the pilot studies, country reports, ethnographic fieldwork and, perhaps, a short community survey.

To keep the questionnaire to an acceptable length we will not be able to include all possible determinants of migration aspirations and intentions, but we will instead have to focus on the factors that are theoretically important to include and/or have shown significant effects in past studies.

Household-level variables

1. *Other household members (to be aggregated to household-level variables)*
 - Gender
 - Age
 - Marital status
 - Educational level
 - Principal activity
 - International migration experience
 - Year of departure and return

2. Socio-economic background variables

- Household wealth [through an asset index]
- Objective relative deprivation vis-à-vis other households in community/region [to be calculated through asset index]
- Economic ties with current location [major productive assets and investments: houses, agricultural land and business ownership]
- International financial ties [receipt of remittances]: occurrence, frequency, origin country.

Individual variables

In addition to the demographic and migration variables that we will collect on all members of the household, a number of additional variables will be collected only on the respondent him/herself:

3. Human and cultural capital

- Parenthood
- Ethnicity [measured by mother tongue as proxy]
- Language skills (affecting knowledge and migration aspirations and abilities)
- Multiple citizenship (will affect migration aspirations and abilities)
- Religion and social conservatism

4. Transnational social practices

- Transnational ties with non-household family members (parents, siblings, children)
- Transnational ties with non-family members
- Use of online social network tools (e.g. msn, facebook, skype, dating sites....) for transnational contacts

5. Perceptions of current welfare and future opportunities

- Subjective wellbeing / life satisfaction
- Self-reported health
- Subjective relative deprivation; vis-à-vis parents and within community

We can distinguish four sub-modules to measure these individual-level and household-level determinants of migration aspirations and intentions.

At the level of the questionnaire, the set of variables on other household members (1) is most effectively measured through a **household grid**, which serves to record basic demographic and migration information for all household members including the respondent. From this information, various household-level variables can be calculated, such as household size and composition, educational levels, employment livelihood source and prior migration experience of household members. Household-level socio-economic background variables (2) are measured through direct questions on household ownership of assets, houses and other investment objects.

Individual human and cultural capital variables (3) are measured through a combination of factual and attitude questions. Transnational social practices (4) are measured through factual questions, and perceptions of current welfare and opportunities (5) through a mix of self-reflective and attitudinal questions.

II - Questionnaire

| | |
|--|---------------------|
| Village/neighbourhood code | ■ ■ ■ ■ |
| Household ID (Copy to each page) | ■ ■ ■ ■ ■ ■ ■ ■ |
| Name of household head | |
| Number of households found at the selected address | ■ ■ |
| Interview date (dd-mm-yyyy) | ■ ■ - ■ ■ - ■ ■ ■ ■ |
| Interview start time (hh:mm) | ■ ■ : ■ ■ |
| Interviewer ID | ■ ■ ■ |

| | |
|---|--|
| Supervisor ID | ■ ■ ■ ■ |
| Date of quick data check | ■ ■ ■ ■ - ■ ■ - ■ ■ ■ ■ ■ ■ |
| Send back to interviewer for corrections? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| | |
|--------------------------|-----------------------------|
| Data entry ID | ■ ■ ■ ■ |
| Date of data entry | ■ ■ ■ ■ - ■ ■ - ■ ■ ■ ■ ■ ■ |
| Date of data entry check | ■ ■ ■ ■ - ■ ■ - ■ ■ ■ ■ ■ ■ |

Notes:

.....

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.....

.....

The formatting of the questionnaire reflects different categories of text:

Text to be read to the respondent

Interviewer instructions

Answer categories that should not be read to the respondent

REFERENCE TO CODES

[This country] Text that should be replaced with the name of the country as part of the translation

[Research area] Text that interviewers need to fill in on the spot, depending on the context

Any particularly important parts of questions, answers or instructions are underlined.



EUMAGINE is a collaborative academic research project conducted by the University of Antwerp (UA), Belgium (Project co-ordinator), Centre on Migration, Policy and Society (COMPAS), University of Oxford, United Kingdom, International Migration Institute (IMI), University of Oxford, United Kingdom, Peace Research Institute Oslo (PRIO), Norway, Koc University, Turkey, Université Mohamed V – Agdal (UMVA), Morocco, Centre of Sociological research (CSR), Ukraine, and Université Cheikh Anta Diop (UCAD), Senegal. See www.eumagine.org.

EUMAGINE Questionnaire Version 5.3 (2011-1-14)

Read to the respondent before beginning the interview:

Hello, my name is [.....] I am working for [university/institution].

We are doing a study in several areas of [this country] on people’s living conditions and their thoughts and experiences of working or living in other countries.

Is anybody in your household aged 18-39?

If yes:

Could you please help us by answering some questions?
All your answers will stay completely anonymous.

This introduction should be repeated each time that you speak with a new member of the household

Household grid I — Basic information about household members

I would first like to ask you a number of basic questions about yourself and all the members of your household. To start, we will make a list of all the people who have lived in this household for **the past 3 months** (= spent most of their time here) or who have arrived **more recently but intend to live here for at least 3 months**. Could you please tell me the first names of all these members of your household, starting with the **Head of household**

| | HH1 | HH2 | HH3 | HH4 | HH5 | HH6 | HH7 | HH8 | HH9 | HH10 | HH11 | HH12 | HH13 |
|----|-------------------|--|----------------------------------|---------------------------------|--|---|---|--|---|--|---|--|--|
| ID | <i>First name</i> | <i>Relation to head of Household</i> SEE RELATION CODES | <i>Sex</i> (0=Male; 1=Female) | What is [name]'s year of birth? | Was he/she at home yesterday? (0=No; 1=Yes) | <i>Include in selection?</i> (0=No; 1=Yes) | If [name] goes to school or went to school: what was the last year [name] completed? SEE EDUCATION CODES | What is the principal activity of [name]? <i>Enter a code for everybody aged 6 years or more.</i> SEE PRINCIPAL ACTIVITY CODES | <i>Marital status</i> SEE MARITAL STATUS CODES | Only ask if married (or in partnership/common-law marriage): Is the spouse (partner) of [name] currently living outside of the household for at least 3 months or with the intention to stay at least 3 months? 0 No 1 Yes in another part of [this country] 2 Yes, in another country → include the partner in migrant grid (MG) | Where was [name] born? <i>If another country, use only the first three spaces.</i> SEE LOCATION CODES | Only ask if born elsewhere In what year did [name] come to the current place of residence? | Has [name] ever lived at least 3 months somewhere other than their place of birth and their current place of residence? (Except military service) 0 No → Go to next person 1 Yes → HH14 |
| 01 | | | | | | | | | | | | | |
| 02 | | | | | | | | | | | | | |
| 03 | | | | | | | | | | | | | |
| 04 | | | | | | | | | | | | | |
| 05 | | | | | | | | | | | | | |
| 06 | | | | | | | | | | | | | |
| 07 | | | | | | | | | | | | | |
| 08 | | | | | | | | | | | | | |
| 09 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | |

In case of more than 15 persons in the household, use an additional grid. Make sure to label it with the Household ID on the top of the page

Household grid II — Information about household members who lived outside the current place of residence in the past

| ID | HH14 | HH15 | HH16 | HH17 | HH18 | HH19 |
|----|---|---|--|--|--|---|
| | Is [name] currently living in this household? 0 No → omit person from grid and include in migration grid (MG) 1 Yes | In what year did [name] leave for the first time? (For the first period of living outside the place of birth or current place of residence) | What was the first place of destination? (Could be either internal or international) SEE LOCATION CODES | What was the last place of residence before coming (back) to the [current place of residence]? (Could be either internal or international) SEE LOCATION CODES | Has [name] ever lived abroad for at least 3 months? No: Write '0' Yes: Country code If a foreign country was already mentioned in HH16 or HH17, or if he/she has lived in several countries, ask in which foreign country he/she lived the longest | After living elsewhere, in what year did [name] come to [current place of residence]? |
| 01 | | | | | | |
| 02 | | | | | | |
| 03 | | | | | | |
| 04 | | | | | | |
| 05 | | | | | | |
| 06 | | | | | | |
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| 09 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

In case of more than 15 persons in the household, use an additional grid. Make sure to label it with the Household ID on the top of the page

Household interview verification

A household comprises those persons who live under the same roof, normally eat together and have communal arrangements concerning subsistence and other necessities of life. Ensure that the grid covers all persons who have lived in the house for the past 3 months or who have the intention to live there for at least 3 months

Make sure to include:
 - People who live in the household and are not family members (e.g. live-in maids)
 - People who are away on trips shorter than 3 months but normally live in the household

Make sure to exclude:
 - People who are presently living, studying or working away from home for 3 months or more
 - Temporary visitors to the household

| | |
|--|---|
| □□ : □□ End time of household interview (hh:mm) □□ ID of the household member with whom you conducted the household interview | For individual interview: □□ ID of first randomly selected household member □□ ID of second randomly selected household member |
|--|---|

Individual interview

■ ■ - ■ ■ - ■ ■ ■ ■ *Date of individual interview (DD-MM-YYYY)*

■ ■ : ■ ■ *Start time of individual interview (HH:MM)*

■ ■ *ID of respondent of personal interview (copy from Household Grid I)*

CF Close family members

I would like to start by asking some more questions about your family.

CF1 Check the marital status reported about the respondent in the household grid (HH9). Verify the information and ask the question below to respondents who are married (code 2 or 3) or living in a partnership (code 4):

A Where does your spouse (partner) live?

- 1 *In the same household → Copy ID from household grid: ■ ■*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■*

For male Muslim respondents in polygamous marriages, request information about additional wives:

B Where does your second wife live?

- 1 *In the same household → Copy ID from household grid: ■ ■*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■*

C Where does your third wife live?

- 1 *In the same household → Copy ID from household grid: ■ ■*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■*

D Where does your fourth wife live?

- 1 *In the same household → Copy ID from household grid: ■ ■*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■*

CF2 Where does your father live?

- 1 *In the same household → Copy ID from household grid: ■ ■ → Go to CF4*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■ → Go to CF4*
- 777 *Deceased*

CF3 Has he ever lived in another country for more than three months?

- 0 *No*
- 1 *Yes → Enter country code: ■ ■ ■ ■ If he has lived in several countries, enter the one where he has stayed the longest.*

CF4 Where does your mother live?

- 1 *In the same household → Copy ID from household grid: ■ ■ → Go to CF6*
- 2 *Elsewhere → Enter location code: ■ ■ ■ ■ . ■ ■ ■ ■ → Go to CF6*
- 777 *Deceased*

CF5 Has she ever lived in another country for more than three months?

- 0 *No*
- 1 *Yes → Enter country code: ■ ■ ■ ■ If she has lived in several countries, enter the one where she has stayed the longest.*

CF6 Do you have children who live in the household with you?

0 No

1 Yes → **Copy IDs from household grid:**

1 6 11

2 7 12

3 8 13

4 9 14

5 10 15

CF7 Do you have children who do not live in the household with you?

0 No

1 Yes → How many? **Enter number of children not living in the household**

MG Migrant grid I — Information about family members who currently live in another country

MG1 Do you have any family members who are at least 16 years old, who are currently living in another country, and who have been in contact with you at least once over the past 12 months?

0 No → *Go to next page (Migrant grid II)*

1 Yes → *Complete grid below*

| | MG2 | MG3 | MG4 | MG5 | MG6 | MG7 | MG8 | MG9 |
|----|--|--|--|---|--|---|--|--|
| ID | <i>Relation to respondent</i> SEE RELATION CODES | <i>Sex</i> 0 <i>Male</i> 1 <i>Female</i> | How old is [name]? (<i>Exclude children aged 15 years or less</i>) | In what year did [name] leave to go work or live abroad for the first time? <i>777 born abroad</i> | What is his/her current country of residence? SEE COUNTRY CODES | During the last 12 months, how often have you had contact (spoken, written, sms) with this person? <i>Write times per unit: day, week, month, etc (e.g. 2 times per week, 1 time per month, etc)</i> | During the past 12 months, how often did he/she send money to you or another member of your household? Count only financial remittances, not gifts or goods. | How many times did [name] visit [research area] in the last 2 years? |
| 01 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 02 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 03 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 04 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
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| 07 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 08 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
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| 14 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 15 | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |

In case of more than 15 persons, use an additional grid. Make sure to label it with the Household ID on the top of the page

MG Migrant grid II — Information about family members who have lived in another country

MG10 Other than the members of your household, do you have any family members who are at least 16 years old, who have lived in another country for at least 3 months but are now living in **[this country]**? (*Exclude people who are born abroad*)

0 No → *Go to next page (Migrant grid III)*

1 Yes → *Complete grid below*

| | MG11 | MG12 | MG13 | MG14 | MG15 | MG16 | MG17 |
|----|--|--|--|---|--|--|--|
| ID | <i>Relation to respondent</i> SEE RELATION CODES | <i>Sex</i> 0 <i>Male</i> 1 <i>Female</i> | How old is [name]? (<i>Exclude children aged 15 years or less</i>) | In what year did [name] leave to work or live abroad for the first time? <i>(exclude if born abroad)</i> | What was the <u>first</u> country of destination? (<i>Only list international migration</i>) SEE COUNTRY CODES | What was the <u>last</u> country of residence before coming (back) to [this country] ? (<i>Only list international migration</i>) SEE COUNTRY CODES | In what year did [name] come (back) to [this country] |
| 01 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 02 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 03 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 04 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 05 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 06 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 07 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 08 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 09 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 10 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 11 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 12 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 13 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 14 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 15 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

In case of more than 15 persons, use an additional grid. Make sure to label it with the Household ID on the top of the page

MG Migrant grid III — Information about non-family relations who currently live in another country

MG18 Other than your family members, do you know any people at least 16 years old who are currently living in another country and whose help you could count on if you needed it?

0 No → **Go to next page (section A)**

1 Yes → **Complete grid below**

| | MG19 | MG20 | MG21 | MG22 | MG23 | MG24 | MG25 |
|----|--|--|---|--|---|--|--|
| ID | Sex 0 Male 1 Female | How old is [name]? (Exclude children aged 15 years or less) | In what year did [name] leave to work or live abroad for the first time? 777 born abroad | What is his/her current country of residence? SEE COUNTRY CODES | During the last 12 months, how often have you had contact (spoken, written, sms) with this person? Write times per unit: day, week, month, etc (e.g. 2 times per week, 1 time per month, etc) | During the past 12 months, how often did he/she send money to you or another member of your household? Count only financial remittances, not gifts or goods. | How many times did [name] visit [research area] in the last 2 years? |
| 01 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 02 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 03 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 04 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
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| 09 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 10 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 11 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 12 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 13 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 14 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |
| 15 | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times per | <input type="checkbox"/> <input type="checkbox"/> times |

In case of more than 15 persons, use an additional grid. Make sure to label it with the Household ID on the top of the page

A Migration aspirations and intentions

Some people leave [this country] to live and work in another country. Other people stay in [this country].

A1 Ideally, if you had the opportunity, would you like to go abroad to live or work some time during the next five years, or would you prefer to stay in [this country]?

- 1 Go abroad
- 0 Stay in [this country] → Go to A4

A2 Which country would you like to go to? (*Await answer; do not list alternatives. Write country code and name*)

■ ■ ■

If the respondent mentions several countries, ask him or her to choose one (the preferred destination). If the respondent does not specify a country but a region e.g. Europe or Gulf use the region code. Only use region code if the respondent fails to name a country.

A3 Will you try to go to that country within the next five years?

- 1 Yes
- 0 No

A4 Which countries do you think of if you hear the word Europe?

Write down country code and name. If the respondent mentions cities or areas that are not countries, write down as accurately as possible and leave the code blank

1 ■ ■ ■

2 ■ ■ ■

3 ■ ■ ■

4 ■ ■ ■

5 ■ ■ ■

6 ■ ■ ■

7 ■ ■ ■

8 ■ ■ ■

9 ■ ■ ■

A5 Has anybody ever encouraged you to go to Europe?

- 1 Yes
- 0 No → Go to A7

A6 Who was that?
Is he/she living in [this country], in Europe or elsewhere abroad?

Do not list alternatives. Several options are possible (e.g. a brother in this country, a sister in Europe and a female relative in this country). Include all persons who have encouraged the respondent.

| | Living in [this country] | Living in Europe | Living elsewhere abroad |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| My spouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My girlfriend/boyfriend/fiancé[e] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My son | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My daughter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My brother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My sister | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other male relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other female relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Male non-relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Female non-relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A7 Have you ever encouraged anybody else in [this country] to go to Europe?

- 1 Yes
0 No → Go to A9

A8 Who was that?

Do not list alternatives. Several options are possible (e.g: a brother and a female relative). Include all persons that the respondent has encouraged.

| | |
|-----------------------------------|--------------------------|
| My spouse | <input type="checkbox"/> |
| My girlfriend/boyfriend/fiancé[e] | <input type="checkbox"/> |
| My son | <input type="checkbox"/> |
| My daughter | <input type="checkbox"/> |
| My father | <input type="checkbox"/> |
| My mother | <input type="checkbox"/> |
| My brother | <input type="checkbox"/> |
| My sister | <input type="checkbox"/> |
| Other male relative | <input type="checkbox"/> |
| Other female relative | <input type="checkbox"/> |
| Male non-relative | <input type="checkbox"/> |
| Female non-relative | <input type="checkbox"/> |

A9 Tell me, if you were to live or work in Europe, would your family...

Read out

- 1 Strongly disapprove
2 Disapprove
3 Neither approve nor disapprove
4 Approve
5 Strongly approve

A10 Where do you think most young men in this area would like to live and work?

Read out

(Only one answer)

- 1 Here in [research area]
2 In another part of [this country]
3 In Europe
4 In other countries outside Europe

A11 And where do you think most young women in this area would like to live and work?

Read out

(Only one answer)

- 1 Here in [research area]
2 In another part of [this country]
3 In Europe
4 In other countries outside Europe

People say different things about going to work and live in Europe. I would like to know what you think about the following statements — your personal ideas. Please let me know for each one whether you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree.

| | | 1 | 2 | 3 | 4 | 5 |
|--|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <i>Read out answer categories after each statement</i> | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| A12 | [People from this country] who live in Europe are treated badly there | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A13 | Going to live or work in Europe can be a good experience for women | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A14 | Going to live or work in Europe can be a good experience for men | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A15 | Most [people from this country] who go to live or work in Europe become rich | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A16 | Most [people from this country] who go to live or work in Europe gain valuable skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A17 | People who go to live or work in Europe often lose touch with their family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A18 Have you ever had a passport for international travel?

- 1 Yes
0 No → **Go to A24**

A19 Do you have a valid passport now?

- 1 Yes
0 No

A20 During the past five years, have you obtained a visa for going to Europe?
(Include all types of visa)

- 1 Yes → **Go to A22**
0 No

A21 Have you applied for one during the past five years?

- 1 Yes
0 No

A22 During the past five years, have you obtained a visa for going to a country that is not in Europe?
(Include all types of visa)

- 1 Yes → **Go to A24**
0 No

A23 And have you applied for one during the past five years?

- 1 Yes
0 No

A24 **Only ask if respondent has been to high school**
 During the past five years, have you applied for a place at a university or other educational programme in Europe? (**Include exchange programmes**)

- 1 Yes
- 0 No
- 777 Respondent has not been to high school

A25 **Only ask if respondent has been to high school**
 And during the same period, have you applied for a place at a university or other educational programme in another foreign country that is not in Europe? (**Include exchange programmes**)

- 1 Yes
- 0 No
- 777 Respondent has not been to high school

A26 During the past five years, have you contacted an agent, office, or website to help you find work in Europe?

- 1 Yes
- 0 No

A27 During the past five years, have you contacted an agent, office, or website to help you find work in another country that is not in Europe?

- 1 Yes
- 0 No

A28 If a [person from this country] were to go to live or work abroad, which country do you think it would be best to go to? (**Await answer; do not list alternatives. Write country code and name**)

.....

If the respondent mentions several countries, ask him or her to choose one (the preferred destination). If the respondent does not specify a country but a region e.g. Europe or Gulf use the region code. Only use region code if the respondent fails to name a country

A29 If somebody were to give you the necessary papers for going to live or work in Europe, what would you do? Would you...

Read out

- 0 Stay here
- 1 Go to Europe

A30 Why? (**Write the respondent's reply in their own words as accurately as possible**)

.....

A31 If you were to stay in [this country], would you prefer to...

Read out

- 0 Stay in [research area]
- 1 Move within [this country] to a village or rural area
- 2 Move within [this country] to a town or city

Perceptions

I would now like to ask you your opinion on several aspects of life in [this country]. Would you say that..

| | | 1 | 2 | 3 | 4 | 5 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Read out answer categories after each statement</i> | | Very bad | Bad | Neither good nor bad | Good | Very good |
| P1 | The life of women in [this country] is... | <input type="checkbox"/> |
| P2 | The life of men in [this country] is... | <input type="checkbox"/> |
| P3 | The schools in [this country] are | <input type="checkbox"/> |
| P4 | The health care in [this country] is... | <input type="checkbox"/> |
| P5 | The help from the government for poor people who need it in [this country] is... | <input type="checkbox"/> |

I am going to read several statements to you. Please let me know for each one whether you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree.

| | | 1 | 2 | 3 | 4 | 5 |
|--|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <i>Read out answer categories after each statement</i> | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| P6 | There is a lot of corruption in [this country] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P7 | Politicians in [this country] do what is best for the people in [this country] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P8 | It is easy to find a good job in [this country] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P9 | In [this country] it is dangerous to walk in the street at night | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P10 | In [this country] women have the same opportunities as men | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P11 | In [this country] people can say whatever they want in public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P12 | [Research area] politicians do what is best for the people in [research area] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P13 | The government in [this country] respects the different languages that people in [country] speak | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P14 | People in [this country] can get ahead by working hard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I Individual variables

Now I'd like to ask you some questions about yourself

I1 When you were 7 years old, what language did you speak at home with your parents?

■ ■ **SEE LANGUAGE CODES**

If the respondent mentions several languages, ask which one was used the most.

I2 Do you speak any other languages?

1 Yes → **complete grid below**

0 No → **Go to I3**

I2B How well do you speak this language?
Read out

| SEE LAN- GUAGE CODES | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Very poorly | Poorly | Moderately | Well | Very well |
| 1 ■ ■ | <input type="checkbox"/> |
| 2 ■ ■ | <input type="checkbox"/> |
| 3 ■ ■ | <input type="checkbox"/> |
| 4 ■ ■ | <input type="checkbox"/> |
| 5 ■ ■ | <input type="checkbox"/> |

I3 Throughout the world, people believe in different things. What is your religion?

- 1 Muslim Sunni
 2 Muslim Alevi
 3 Muslim Sji'a
 4 Muslim Mouride
 5 Muslim Tidjane
 6 Muslim Layene
 7 Muslim Niassene
 8 Other Muslim, specify
- 26 Muslim, unspecified
- 9 Russian Orthodox
 10 Ukrainian Orthodox
 11 Ukrainian Autocephalous Orthodox Church
 12 Greek Orthodox
 13 Arab Orthodox
 14 Armenian Orthodox
 15 Other Orthodox, specify
- 16 Armenian Catholic
 17 Ukrainian Greek Catholic Church
 18 Roman Catholic
 19 Ukrainian Protestant Churches
 20 Protestant
 21 Other Christian, specify
- 22 Jewish
 23 Buddhist
 24 No religion (atheist)
 25 Other, specify

I am going to read several statements to you about the position of men and women. I would like to know your personal ideas not what other people say or do. Please let me know for each statement if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <i>Read out answer categories after each statement</i> | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| I4 It is best if a man is responsible for the finances of the household | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I5 Education is more important for boys than for girls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I6 It is OK if a young unmarried woman lives alone, away from her parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I7 Women with young children should not work outside the house | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I8 Women should not travel to another country without the permission of their husband or parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I9 Are you a citizen of [country of residence]?

1 Yes

0 No

I10 Do you have another nationality?

1 Yes

0 No → **Go to I12**

I11 Which country or countries?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

SEE COUNTRY CODES

I12 Do you have a residence permit for another country?

1 Yes

0 No → **Go to next section (PEU)**

I13 Which country or countries?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

SEE COUNTRY CODES

Perceptions of Europe

Now I would like to ask you some questions about life in Europe. Even if you have never been to Europe you probably still have some imaginations about what life is like there. Can you please tell me if you think that. ...

| | | 1 | 2 | 3 | 4 | 5 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Very bad | Bad | Neither good nor bad | Good | Very good |
| Read out answer categories after each statement | | | | | | |
| PEU1 | The life of women in Europe is... | <input type="checkbox"/> |
| PEU2 | The life of men in Europe is... | <input type="checkbox"/> |
| PEU3 | The schools in Europe are | <input type="checkbox"/> |
| PEU4 | The health care in Europe is... | <input type="checkbox"/> |
| PEU5 | The help from the government for poor people who need it in Europe is... | <input type="checkbox"/> |

If respondent claims not to know anything about Europe, try saying:

- *It is okay if you've never been to Europe, you might still have some ideas about it*
- *Most people I've spoken to so far have not been to Europe, but they still had some ideas about it*
- *There are no 'wrong' answers, I just want to know what you think*

Only use these sentences

I am going to read several statements to you. Please let me know for each one whether you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree.

| | | 1 | 2 | 3 | 4 | 5 |
|--|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| Read out answer categories after each statement | | | | | | |
| PEU6 | There is a lot of corruption in Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU7 | Politicians in Europe do what is best for the people in their countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU8 | It is easy to find a good job in Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU9 | In Europe it is dangerous to walk in the street at night | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU10 | In Europe women have the same opportunities as men | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU11 | In Europe people can say whatever they want in public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU13 | The governments in Europe respect the different languages that people in their countries speak | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PEU14 | People in Europe can get ahead by working hard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T Transnational social practices

I would now like to ask you some questions about your contacts over the internet.

T1 Have you used the internet during the past 12 months?

- 0 No → **Go to next section (L)**
 1 Yes

T2 Do you have your own e-mail address?

- 0 No
 1 Yes

Do you use any of the following services²?

| | A | | B | |
|--|--------------------------|----------------------------|---|--------------------------|
| | 0 No | 1 Yes | Have you used this service to have contact with people living abroad? | |
| | 0 No | 1 Yes | 0 No | 1 Yes |
| T3 A messenger programme or free internet calling programme such as MSN, Skype, or ICQ | <input type="checkbox"/> | <input type="checkbox"/> → | <input type="checkbox"/> | <input type="checkbox"/> |
| T4 A social networking site, such as Facebook, MySpace or hi5 | <input type="checkbox"/> | <input type="checkbox"/> → | <input type="checkbox"/> | <input type="checkbox"/> |
| T5 A dating website | <input type="checkbox"/> | <input type="checkbox"/> → | <input type="checkbox"/> | <input type="checkbox"/> |

² LOCAL TEAMS: please add local examples in each category
 EUMAGINE Questionnaire (2011-01-14)

L Life Satisfaction

L1 All things considered, how satisfied are you with your life as a whole these days? Are you...

Read out

- 1 Very unsatisfied
- 2 Rather unsatisfied
- 3 Neither unsatisfied nor satisfied
- 4 Rather satisfied
- 5 Very satisfied

L2 How satisfied are you with your current financial situation? Are you...

Read out

- 1 Very unsatisfied
- 2 Rather unsatisfied
- 3 Neither unsatisfied nor satisfied
- 4 Rather satisfied
- 5 Very satisfied

L3 How would you describe your health in general? Would you say it is...

Read out

- 1 Very good
- 2 Good
- 3 Fair
- 4 Bad
- 5 Very bad

L4 If you compare the financial situation of your household with that of other households in this [village / town / city] would you say your household's financial situation is...

Read out

- 1 Much worse
- 2 Worse
- 3 The same
- 4 Better
- 5 Much better

L6 When your parents were the same age as you are now, do you think that their standard of living was...

Read out

- 1 Much worse than yours is now
- 2 Worse than yours is now
- 3 About the same as yours is now
- 4 Better than yours is now
- 5 Much better than yours is now

L7 Do you feel your standard of living is...

Read out

- 1 Getting much worse
- 2 Getting worse
- 3 Staying the same
- 4 Getting better
- 5 Getting much better

W Household socio-economic situation

I would now like to ask you a couple of questions about your house and the things in your house

W1 How many rooms are there in this house?

Rooms

Exclude kitchen and bathroom but include all other rooms

Could you please tell me whether the following items are available in your household's main residence or owned by any of the household members?

| | | 0 | 1 |
|--|--|--------------------------|--------------------------|
| | | No | Yes |
| Only include devices and vehicles that are working! | | | |
| W2 | Electricity (from public network or solar panel) | <input type="checkbox"/> | <input type="checkbox"/> |
| W3 | Modern flush toilet connected to sewerage in residence | <input type="checkbox"/> | <input type="checkbox"/> |
| W4 | Running hot water | <input type="checkbox"/> | <input type="checkbox"/> |
| W5 | Shower in residence | <input type="checkbox"/> | <input type="checkbox"/> |
| W6 | Radio | <input type="checkbox"/> | <input type="checkbox"/> |
| W7 | Television | <input type="checkbox"/> | <input type="checkbox"/> |
| W8 | Satellite dish & receiver | <input type="checkbox"/> | <input type="checkbox"/> |
| W9 | Video / VCR / DVD player | <input type="checkbox"/> | <input type="checkbox"/> |
| W10 | Telephone (landline or mobile phone) | <input type="checkbox"/> | <input type="checkbox"/> |
| W11 | Computer at home | <input type="checkbox"/> | <input type="checkbox"/> |
| W12 | Internet connection at home | <input type="checkbox"/> | <input type="checkbox"/> |
| W13 | Refrigerator | <input type="checkbox"/> | <input type="checkbox"/> |
| W14 | Gas / electric stove for cooking | <input type="checkbox"/> | <input type="checkbox"/> |
| W15 | Dishwasher | <input type="checkbox"/> | <input type="checkbox"/> |
| W16 | Air conditioning | <input type="checkbox"/> | <input type="checkbox"/> |
| W17 | Washing machine | <input type="checkbox"/> | <input type="checkbox"/> |
| W18 | Bicycle | <input type="checkbox"/> | <input type="checkbox"/> |
| W18B | Charette ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| W19 | Moped/motorcycle | <input type="checkbox"/> | <input type="checkbox"/> |
| W20 | Car / truck / van | <input type="checkbox"/> | <input type="checkbox"/> |

W21 Is this house owned, rented, or lived in for free?

- 1 Owned by the household
- 2 Rented by the household
- 3 Lived in for free (not owned, but no rent being paid)
- 4 Lived in exchange for maintenance
- 5 Other arrangement

W22 Does any member of the household own other houses or apartments?

- 0 No
- 1 Yes → How many other houses? Houses

Only include houses/apartments, not land for construction

W23 Does any member of the household own agricultural land?

- 0 No
- 1 Yes

W24 Does any member of your household own any livestock?

- 0 No
- 1 Yes

³ Only for Senegal

W25 Is anybody in the household the owner of a non-farm business in [this country]?

- 0 No →Go to L5 (question after W26)
- 1 Yes

W26 What kind of businesses do they own?

Multiple answers possible

- 1 Forestry
- 2 Fishing
- 3 Manufacturing (modern, large-scale production)
- 4 Artisan/craftsman production (e.g. carpenter, tailor, baker)
- 5 Construction business / public works
- 6 Small shop / grocery store
- 7 Large / modern commerce (e.g., supermarket, building supplies)
- 8 Hotel / pension
- 9 Restaurant / coffee house / café / bar
- 10 Taxi / minibus (e.g. petit/grand taxi, 7 places, dolmus)
- 11 Trade /Commercial transport (truck, large vans)
- 12 Education, health and social work
- 13 Car / motorcycle repair shop
- 14 Other service establishment (e.g. hairdresser, travel agency)
- 15 Other, specify:.....

L5 Which of these statements best describes your own present living conditions?

Read out

- 1 I can buy everything that I want
- 2 I can buy most of the things that I want
- 3 I can buy only the things that I need
- 4 I cannot buy all the things that I need

W27A Could you please tell me, what is the most important source of income for your household?

Read out list below and complete grid

W27B What is the second most important?

Read out list below and complete grid

W27C What is the third most important?

Read out list below and complete grid

| | A | B | C |
|---|--------------------------|--------------------------|--------------------------|
| | Most important | Second most important | Third most important |
| 1 Salaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Agriculture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Income from renting out housing or other properties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Other non-agricultural business income | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Money received from people living elsewhere in [this country] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Money received from people living abroad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Aid from other sources (in cash or kind) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If only one source of income, enter 777 for B and C:

| | | |
|--|--|--|
| | | |
|--|--|--|

This was the last question of the survey. Thank you very much for your cooperation.

Do you have any comments?

Space for comments from respondent:

| | | | | | | |
|--|--|---|---|--|--|--|
| <table style="width: 100%; border: none;"> <tr> <td style="width: 20px; height: 20px; border: 1px solid black;"></td> <td style="width: 20px; height: 20px; border: 1px solid black;"></td> <td style="width: 10px; border: none;">:</td> <td style="width: 20px; height: 20px; border: 1px solid black;"></td> <td style="width: 20px; height: 20px; border: 1px solid black;"></td> </tr> </table> | | | : | | | End time of individual interview (hh:mm) |
| | | : | | | | |

Interviewer, please do not forget the questions on the next page

IQ Interviewer questionnaire

IQ1 What was the main language you used in the interview?

 SEE LANGUAGE CODES

IQ2 How well did the respondent speak this language?

- 1 Very poorly
 2 Poorly
 3 Moderately
 4 Well
 5 Very well

IQ3 Did you use any other languages?

- 0 No →Go to IQ6
 1 Yes

IQ4 Which language?

 SEE LANGUAGE CODES

IQ5 How well did the respondent speak this language?

- 1 Very poorly
 2 Poorly
 3 Moderately
 4 Well
 5 Very well

IQ6 To what extent do you feel the respondent understood the questions in the questionnaire?

- 1 Not at all
 2 A little
 3 Moderately
 4 Mostly
 5 Completely

IQ7 Were any other people present during the interview?

More than one answer possible

- 1 No, I was alone with the respondent during the entire interview
 2 Yes, other members of the household were present during the interview
 3 Yes, friends of the respondent were present during the interview
 4 Yes, neighbours were present during the interview

IQ8 If other people were present during the interview, did they interfere?

More than one answer possible

- 1 No, they did not say anything and the respondent freely answered all questions
 2 No, they did not say anything, but I had the impression that the respondent could not answer all questions freely
 3 Yes, the respondent sometimes asked them for their opinion before answering the questions
 4 Yes, they sometimes commented on the answer from the respondent

Space for comments from interviewer:

Relation (HH2, MG2, MG11)

- 01 Head
- 02 Spouse
- 03 Son/daughter
- 04 Son/daughter-in-law
- 05 Brother/sister
- 06 Brother/sister-in-law
- 07 Nephew/niece
- 08 Aunt or uncle
- 09 Cousin
- 10 Grandchild
- 11 Great-grandchild
- 12 Father or mother
- 13 Father-in-law or mother-in-law
- 14 Grandfather or grandmother
- 15 Other family
- 16 Non-family
- 17 Maid/servant

Marital status (HH9)

- 1 Never married (single)
- 2 Married, monogamous
- 3 Married, polygamous
- 4 In partnership, but not married
- 5 Divorced
- 6 Widowed
- 7 Separated, but still married

Education (HH7)

If [name] goes to school or went to school: what was the last year [name] completed?

- None00
- Pre-school.....01
- Primary/elementary.....02, 03, 04, 05, 06, 07
- Lower secondary/Collège ..08, 09, 10, 11
- Higher secondary/Lycée12, 13, 14
- University/ Superior.....15, 16, 17, 18, 19, 20, 21, 22
- Only koranic school.....55
- Only basic literacy or national language: 56

Language (I1, I2, IQ1, IQ4)

- | | |
|------------------|----------------------------|
| 01 Arabic | 20 Turkish |
| 02 Amazigh | 21 Zazaca Kurdish / Zazaki |
| 03 Hassania | 22 Kurmanci Kurdish |
| 04 French | 23 Bosnian |
| 05 Spanish | 24 Albanian |
| 06 English | 25 Greek |
| 07 German | 26 Armenian |
| 08 Dutch/Flemish | 27 Laz language |
| 09 Polish | 28 Circassian |
| 10 Italian | 29 Assyrian |
| 11 Ukrainian | 31 Wolof |
| 12 Russian | 32 Sérère |
| 13 Farsi/Dari | 33 Peul/Pulaar |
| 14 Pashtu | 34 Mandingue |
| 16 Azeri | 35 Soninké |
| 17 Hebrew | 36 Diola |
| 18 Portuguese | 40 Other, namely... |

Principal activity (HH8)

If more than one activity, select the most important activity (=activity respondent spends most hours on). If you really don't know which code to use, just write down the name of the profession and it will be coded later.

- 101 School/Student
- 102 Child aged 6-16 not in school, not working
- 103 Housework
- 104 Unemployed
- 105 Retired
- 106 Unable to work due to disability/illness
- 107 Imprisoned
- 108 Military service (compulsory)
- 109 Clergy (priest, imam)

Farming and fishing

- 201 Working unpaid in family farm/business
- 202 Farm worker (receives salary from farm owner)
- 203 Own agricultural enterprise / fisherman
- 204 Modern commercial farmer (sells most produce)

Trade/business

- 401 Trader/Hawker/Vendor (works by him/herself)
- 402 Business owner (less than 10 employees; hair-dresser, butcher, baker, carpet maker)
- 403 Business owner (10 or more employees)

Private sector

- 500 Domestic worker, maid, gardener
- 501 Private security
- 502 Unskilled manual (cleaning, garbage collection, factory worker, tea boy, porter)
- 503 Skilled manual (tailor, driver, miner, hair-dresser, mechanic, carpet maker, dress maker, carpenter, butcher, baker, cook, mason, wood worker)
- 504 Foreman (in factory, mine or at building site)
- 505 Unskilled non-manual; retail employee (works in a shop/supermarket)
- 506 Skilled non-manual or office worker (secretary, office clerk, bookkeeper, assistant to pharmacist, assistant to veterinarian, etc)
- 507 Manager / head of department
- 508 Nurse, private hospital
- 509 Teacher, private school/university
- 510 Professional worker (architect, accountant, lawyer, doctor, dentist, pharmacist)

Government (civil servants)

- 600 Army, soldier
- 601 Army, higher rank
- 602 Police officer / customs officer
- 603 Unskilled manual (cleaning, garbage collection, tea boy)
- 604 Skilled manual (driver, carpenter, mechanic)
- 605 Foreman (of manual workers)
- 606 Office worker (secretary, office clerk, bookkeeper, etc)
- 607 Manager / head of department
- 608 Nurse, state hospital
- 609 Teacher, state school/university
- 610 Professional worker (architect, accountant, lawyer, doctor, dentist, pharmacist)
- 611 Politician (professional full-time: mayor, councillor, member of parliament)

Location codes — Local area

| | |
|--------|---|
| 111.11 | Place of survey |
| 111.22 | Village elsewhere in the research area |
| 111.33 | Town/city elsewhere in the research area |
| 111.44 | Other part of same province / département / oblast, outside research area |

Location codes — Other parts of Morocco

| | | | | | | | |
|--------|---------------------|--------|----------------------|--------|------------------|--------|----------------------|
| 504.52 | Agadir-Ida-Outanane | 504.36 | El Jadida | 504.60 | Laâyoune | 504.27 | Salé |
| 504.38 | Al Haouz | 504.21 | Errachidia | 504.02 | Larache | 504.19 | Sefrou |
| 504.08 | Al Hoceïma | 504.55 | Es Smara | 504.42 | Marrakech-Medina | 504.35 | Settat |
| 504.62 | Aousserd | 504.40 | Essaouira | 504.43 | Marrakech-Menara | 504.07 | Sidi Kacem |
| 504.54 | Assa-Zag | 504.03 | Fahs-Beni Makada | 504.29 | Médiouna | 504.44 | Sidi Youssef Ben Ali |
| 504.45 | Azilal | 504.12 | Figuig | 504.24 | Meknès | 504.28 | Skhirate-Témara |
| 504.33 | Ben Slimane | 504.56 | Guelmim | 504.32 | Mohammadia | 504.04 | Tanger-Assilah |
| 504.46 | Beni Mellal | 504.22 | Ifrane | 504.18 | Moulay Yacoub | 504.57 | Tan-Tan |
| 504.11 | Berkane | 504.53 | Inezgane-Ait Melloul | 504.14 | Nador | 504.09 | Taounate |
| 504.59 | Boujdour | 504.13 | Jrada | 504.30 | Nouaceur | 504.15 | Taurirt |
| 504.17 | Boulemane | 504.41 | Kelaat es Sraghna | 504.48 | Ouarzazate | 504.49 | Taroudant |
| 504.31 | Casablanca | 504.06 | Kénitra | 504.61 | Oued ed Dahab | 504.58 | Tata |
| 504.01 | Chefchaouen | 504.25 | Khémisset | 504.16 | Oujda-Angad | 504.10 | Taza |
| 504.39 | Chichaoua | 504.23 | Khénifra | 504.26 | Rabat | 504.05 | Tétouan |
| 504.47 | Chtouka-Ait Baha | 504.34 | Khouribga | 504.37 | Safi | 504.50 | Tiznit |
| 504.20 | El Hajeb | | | | | 504.51 | Zagora |

Location codes — Other parts of Turkey

| | | | | | | | |
|--------|----------------|--------|---------------|--------|------------|--------|-----------|
| 792.01 | Adana | 792.17 | Çanakkale | 792.78 | Karabük | 792.80 | Osmaniye |
| 792.02 | Adıyaman | 792.18 | Çankırı | 792.70 | Karaman | 792.53 | Rize |
| 792.03 | Afyonkarahisar | 792.19 | Çorum | 792.36 | Kars | 792.54 | Sakarya |
| 792.04 | Ağrı | 792.20 | Denizli | 792.37 | Kastamonu | 792.55 | Samsun |
| 792.68 | Aksaray | 792.21 | Diyarbakır | 792.38 | Kayseri | 792.63 | Şanlıurfa |
| 792.05 | Amasya | 792.81 | Düzce | 792.79 | Kilis | 792.56 | Siirt |
| 792.06 | Ankara | 792.22 | Edirne | 792.71 | Kırıkkale | 792.57 | Sinop |
| 792.07 | Antalya | 792.23 | Elazığ | 792.39 | Kırklareli | 792.73 | Şırnak |
| 792.75 | Ardahan | 792.24 | Erzincan | 792.40 | Kırşehir | 792.58 | Sivas |
| 792.08 | Artvin | 792.25 | Erzurum | 792.41 | Kocaeli | 792.59 | Tekirdağ |
| 792.09 | Aydın | 792.26 | Eskişehir | 792.42 | Konya | 792.60 | Tokat |
| 792.10 | Balıkesir | 792.27 | Gaziantep | 792.43 | Kütahya | 792.61 | Trabzon |
| 792.74 | Bartın | 792.28 | Giresun | 792.44 | Malatya | 792.62 | Tunceli |
| 792.72 | Batman | 792.29 | Gümüşhane | 792.45 | Manisa | 792.64 | Uşak |
| 792.69 | Bayburt | 792.30 | Hakkâri | 792.47 | Mardin | 792.65 | Van |
| 792.11 | Bilecik | 792.31 | Hatay | 792.33 | Mersin | 792.77 | Yalova |
| 792.12 | Bingöl | 792.76 | Iğdır | 792.48 | Muğla | 792.66 | Yozgat |
| 792.13 | Bitlis | 792.32 | Isparta | 792.49 | Muş | 792.67 | Zonguldak |
| 792.14 | Bolu | 792.34 | Istanbul | 792.50 | Nevşehir | | |
| 792.15 | Burdur | 792.35 | İzmir | 792.51 | Niğde | | |
| 792.16 | Bursa | 792.46 | Kahramanmaraş | 792.52 | Ordu | | |

Location codes — Other parts of Ukraine

| | | | | | |
|--------|---------------------------|--------|------------------------|--------|-----------------------|
| 804.01 | Черкаська область | 804.09 | Хмельницька область | 804.17 | Рівненська область |
| 804.02 | Чернігівська область | 804.10 | Київська область | 804.18 | Сумська область |
| 804.03 | Чернівецька область | 804.11 | Кіровоградська область | 804.19 | Тернопільська область |
| 804.04 | Дніпропетровська область | 804.12 | Луганська область | 804.20 | Вінницька область |
| 804.05 | Донецька область | 804.13 | Львівська область | 804.21 | Волинська область |
| 804.06 | Івано-Франківська область | 804.14 | Миколаївська область | 804.22 | Закарпатська область |
| 804.07 | Харківська область | 804.15 | Одеська область | 804.23 | Запорізька область |
| 804.08 | Херсонська область | 804.16 | Полтавська область | 804.24 | Житомирська область |

Country codes — Selected regions**Only use if respondents fail to name a country**

| | | | |
|-----|----------------|-----|------------------|
| 002 | Africa | 019 | America |
| 017 | Central Africa | 021 | North America |
| 150 | Europe | 903 | Arab Countries |
| 155 | Western-Europe | 904 | Turkic Countries |
| 900 | Gulf states | | |
| 901 | Scandinavia | | |

Location codes — Other parts of Senegal

| | | | |
|--------------------|-------------------|---------------------------|--------------------|
| 686.36 Bakel | 686.34 Goudoump | 686.26 Louga | 686.04 Rufisque |
| 686.05 Bambey | 686.02 Guédiawaye | 686.14 Malem Hoddar | 686.32 Saint-Louis |
| 686.43 Bignona | 686.15 Guinguinéo | 686.28 Matam | 686.19 Salémata |
| 686.11 Birkelane | 686.12 Kaffrine | 686.07 Mbacké | 686.20 Saraya |
| 686.33 Bounkiling | 686.27 Kanel | 686.40 M'bour | 686.35 Sédhiou |
| 686.30 Dagana | 686.16 Kaolack | 686.22 Médina Yoro Foulah | 686.39 Tambacounda |
| 686.01 Dakar | 686.24 Kébémér | 686.17 Nioro du Rip | 686.41 Thiès |
| 686.06 Diourbel | 686.18 Kédougou | 686.44 Oussouye | 686.42 Tivaouane |
| 686.08 Fatick | 686.21 Kolda | 686.03 Pikine | 686.23 Vélingara |
| 686.09 Foundiougne | 686.13 Koungheul | 686.31 Podor | 686.45 Ziguinchor |
| 686.10 Gossas | 686.38 Koupentoum | 686.29 Ranérou Ferlo | |
| 686.37 Goudiry | 686.25 Linguère | | |

Country codes (English)

| | | | |
|------------------------------|-------------------|--------------------------|------------------------------|
| 004 Afghanistan | 292 Gibraltar | 524 Nepal | 788 Tunisia |
| 008 Albania | 300 Greece | 528 Netherlands | 792 Turkey |
| 012 Algeria | 320 Guatemala | 530 Netherlands Antilles | 795 Turkmenistan |
| 024 Angola | 324 Guinea | 540 New Caledonia | 800 Uganda |
| 032 Argentina | 624 Guinea-Bissau | 554 New Zealand | 804 Ukraine |
| 051 Armenia | 344 Hong Kong | 558 Nicaragua | 784 United Arab Emirates |
| 036 Australia | 348 Hungary | 562 Niger | 826 United Kingdom |
| 040 Austria | 352 Iceland | 566 Nigeria | 840 United States of America |
| 031 Azerbaijan | 356 India | 578 Norway | 858 Uruguay |
| 050 Bangladesh | 360 Indonesia | 512 Oman | 860 Uzbekistan |
| 112 Belarus | 364 Iran | 586 Pakistan | 862 Venezuela |
| 056 Belgium | 368 Iraq | 275 Palestine (Occupied) | 704 Viet Nam |
| 204 Benin | 372 Ireland | 591 Panama | 732 Western Sahara |
| 070 Bosnia and Herzegovina | 376 Israel | 600 Paraguay | 887 Yemen |
| 076 Brazil | 380 Italy | 604 Peru | 894 Zambia |
| 100 Bulgaria | 388 Jamaica | 608 Philippines | 716 Zimbabwe |
| 854 Burkina Faso | 392 Japan | 616 Poland | |
| 108 Burundi | 400 Jordan | 620 Portugal | |
| 116 Cambodia | 398 Kazakhstan | 630 Puerto Rico | |
| 120 Cameroon | 404 Kenya | 634 Qatar | |
| 124 Canada | 414 Kuwait | 642 Romania | |
| 132 Cape Verde | 417 Kyrgyzstan | 643 Russia | |
| 140 Central African Republic | 418 Laos | 646 Rwanda | |
| 148 Chad | 428 Latvia | 674 San Marino | |
| 152 Chile | 422 Lebanon | 682 Saudi Arabia | |
| 156 China | 430 Liberia | 686 Senegal | |
| 170 Colombia | 434 Libya | 688 Serbia | |
| 178 Congo | 438 Liechtenstein | 690 Seychelles | |
| 384 Côte d'Ivoire | 440 Lithuania | 694 Sierra Leone | |
| 191 Croatia | 442 Luxembourg | 702 Singapore | |
| 192 Cuba | 446 Macao | 703 Slovakia | |
| 196 Cyprus | 807 Macedonia | 705 Slovenia | |
| 203 Czech Republic | 450 Madagascar | 706 Somalia | |
| 180 Dem Rep Congo | 454 Malawi | 710 South Africa | |
| 208 Denmark | 458 Malaysia | 410 South Korea | |
| 818 Egypt | 462 Maldives | 724 Spain | |
| 226 Equatorial Guinea | 466 Mali | 144 Sri Lanka | |
| 233 Estonia | 470 Malta | 736 Sudan | |
| 231 Ethiopia | 478 Mauritania | 740 Suriname | |
| 246 Finland | 480 Mauritius | 748 Swaziland | |
| 250 France | 484 Mexico | 752 Sweden | |
| 266 Gabon | 498 Moldova | 756 Switzerland | |
| 270 Gambia | 492 Monaco | 760 Syrian Arab Republic | |
| 268 Georgia | 496 Mongolia | 762 Tajikistan | |
| 276 Germany | 499 Montenegro | 834 Tanzania | |
| 288 Ghana | 504 Morocco | 764 Thailand | |
| | 508 Mozambique | 768 Togo | |
| | 516 Namibia | 780 Trinidad and Tobago | |

III - Research guidelines survey

Introduction

This document lists the guidelines for the quantitative data collection (the survey) of EUMAGINE. The guidelines in this document should be used in training of the interviewers and their supervisors and also as a reference work for the supervisors. The guidelines have to be translated into the language of the supervisor and interviewer training. Interviewers should always carry a copy of the sections 'location codes', 'household definition', general interview guidelines' and 'the questionnaire' with them in the field.

Translation

Before the start of the fieldwork, the English source questionnaire has to be translated into **all the languages** in which the Geographical Duo Team (GDT) will conduct the survey (the 'target languages'). After either a member of the GDT or a hired translator has made an initial translation, the translated text is sent to **another translator who translates it back into English**. The 'back-translator' should be independent; s/he should not be involved with the translation from English to the target language and have no knowledge about the EUMAGINE project. The back-translation then has to be compared to the original English version. If there are differences in wording the GDT should discuss what the best translation is. After each pilot test, problems of understanding have been discussed and the translation has been improved. After the final version of the questionnaire has been translated, it needs to be back-translated completely. Both the translation and back-translation should be sent to IMI for control and documentation.

Translators should be encouraged to keep the text simple (without changing the original text); so if for example there are several possible translations of a word, they should choose the most commonly used word.

The following points should be checked after translation:

- Has no question been forgotten?
- Are the question numbers the same as in the English language version?
- Is the routing⁴ still correct?
- Do all questions have the correct answer scales? (so not 'yes-no' when it should have been 'agree-disagree')
- Have identical answer scales been translated the same way across the questionnaire?
- Do the answer categories have the correct codes (e.g. '1 yes' and not '2 yes')
- Is there overlap between answer categories (e.g. 'many' and 'a lot')? If so, this should be corrected.
- Have all interviewer instructions been translated?

⁴ The 'routing' of a questionnaire is the pattern through the questionnaire based on previous answers from the respondent. For example 'if "yes" go to question 5' and 'if "no" go to question 6'

Interviewer training and supervision

Interviewer selection

To increase the participation of female respondents, the local teams are urged to hire at least 50% female interviewers. Particularly in socially conservative contexts, it can be an advantage if most interviewers are female.

To control for interviewer effects, the teams should give each of the interviewers a 3-digit interviewer identification number (ID). For Morocco the interviewer ID should start with '1' (e.g. 101, 102, etc), for Turkey with '2' (e.g. 201, 202, etc), for Senegal with '3' and for the Ukraine with '4'. The interviewers will have to write their ID on the cover page of each questionnaire that they fill out.

The team should **record the following characteristics of each interviewer** and send them together with the interviewer identification number to the WP5 coordinator (IMI):

- Sex
- Age
- Level of education
- Proficiency in national and local languages (e.g. Turkish, Kurdish, Wolof, French).

They will receive a form that they can use for this. The teams must keep a list that connects the interviewer number with interviewers' names and contact details, but this does not need to be submitted to IMI.

Training of interviewers and supervisors

After recruitment the interviewers and supervisors should receive **several days of training**. This training should at least include the following elements;

- **Background information** on the EUMAGINE project
- Explanation of the **household definition**, discussion of examples, practising of test cases
- A thorough **explanation of all questions in the questionnaire**, including interviewer instructions and coding systems (non-response codes, country and regional codes)
- Discussion of test cases of **migration scenarios**
- Discussion of test cases of **principal activity coding**
- In-depth discussion of the **general interview guidelines** (listed below) especially the section on **within-household selection**, explanations of the **location codes** and the '**questionnaire**' section
- Training in **techniques to convince people to participate** in the study and to answer all questions
- Explanation of the **household sampling strategy and call-backs** (listed below)
- Explanation of the **within household sampling strategy**, and **exercises** of this strategy
- **Practice interviews** with the other interviewers **in all relevant languages**
- At least **one supervised test interview**

Only people who have successfully followed the training and have flawlessly passed the household definition test should be allowed to do interviews for EUMAGINE. All regional coordinators and field supervisors also have to attend the training and should receive additional training on the sampling method.

Supervision of interview(er)s and combating fraud

A **field supervisor** (either a member of the EUMAGINE project team or a person with at least a Bachelor degree in social science or a strong background in survey research who has received training on the EUMAGINE project) **should be present in the field at all times**. This is important for when the interviewers have questions, if respondents are suspicious or have complaints about the interviewers, and to control the quality of data collection and combat fraud. The field supervisors should make sure that the interviewers stick to the interviewing and sampling guidelines; i.e. apply the correct household definition, interview the household that is on the sampling list and the randomly selected person within the household, read out the questions as written, do not provide additional translations or explanations.

To combat **fraud**, field supervisors should use either of the following methods

- pay **surprise visits** to households that are being interviewed (check whether the interviewer is interviewing the correct respondent, check whether s/he is following the interviewer instructions)
- do **spot checks** after the interviews to check that interviews took place as reported (not only check who has been interviewed, but also check the answers of a selected number of questions)

An extra possibility to combat fraud is to withhold payment from the interviewers until it has been checked that they have done the interviews correctly. Fraud does not only include 'fake' interviews, but also an interview with the wrong person (i.e. not the randomly selected household member), or an interview that was not conducted according to the rules (e.g. giving an interpretation of a question, or giving the respondent advice on how best to answer a question).

As a measure of **quality control** the field supervisor should:

- **check and approve all newly completed questionnaires straight after completion or at the end of each fieldwork day** (first check; before data entry) so that errors, inconsistencies (e.g. an 18-year-old who has 6 children, a 25-year-old who is retired) and questions that were accidentally forgotten, can be detected and corrected – if necessary through short return visits. To help the field supervisor a data-checklist will be available. One of the main checks is to **take a close look at the household grid of each completed questionnaire to check if the correct household definition was used and if the correct respondent has been interviewed**.
- start or end a day of fieldwork with a **discussion of problems** that the interviewers might have had on the previous day of fieldwork, and how these problems can be solved. This is especially important during the first days of data collection.
- go over all the **sample tracking sheets**, to check the progress of the sampling and if the sheets have been filled out correctly.

Data entry

After an initial check of completed questionnaires on the day of collection, the questionnaires should be entered into the data entry programme as soon as possible. Data should not be entered by the person who conducted the interview. Errors, inconsistencies and omissions need to be reported to the field supervisor.

In each research area the first 15-40 interviews (actual number will depend on situation in the field) need to be entered in SPSS straight away and sent to IMI for a check of mistakes in the questionnaire, systematic interviewer mistakes, and mistakes in the data entry mask.

Codes

To prevent problems with merging the data from the different research areas and countries it is very important that a standardised coding system is used. Teams should not develop their own codes but use the code present in the questionnaire and code sheet. If codes are missing, teams should always request additional codes from IMI.

The variables in SPSS should have the names as printed in the questionnaire; e.g. W35 or A27. Of course the teams can add their own variable labels.

Not all codes have already been generated. On the **cover page** of the questionnaire and on the **sample tracking sheet**, village/neighbourhood code, batch code, household ID, interviewer ID, supervisor ID, and data entry ID are requested. Teams need to generate their own codes for these fields. This needs to be done according to the system explained below. To prevent overlapping codes, all codes for Morocco should start with '1', for Turkey with '2', for Senegal with '3' and for the Ukraine with '4'.

Research Area Codes

On the sample tracking sheet, the research area code needs to be filled out. For the research areas please use the following codes.

| | Morocco | Turkey | Senegal | Ukraine |
|------------------------|----------------------|-----------------|-------------------|---------------------------|
| High emigration | 11 (Todgha Valley) | 21 (Emirdağ) | 31 (Darou Mousty) | 41 (Zbarazh Rayon) |
| Low emigration | 12 (Central Plateau) | 22 (Dinar) | 32 (Lambaye) | 42 (Znamyanska Rayon) |
| Immigration | 13 (Tanger) | 23 (Fatih) | 33 (Golf Sud) | 43 (Solomyansky Rayon) |
| Human rights | 14 (Tounfite) | 24 (Van Merkez) | 34 (Orkadiere) | 44 (Novovodolaz'ka Rayon) |

Several of the other codes are based on the research area code. You might want to preprint these codes on all questionnaires for a certain research area.

Village/neighbourhood codes

In each research area there are several villages and/or neighbourhoods. Please give each of these a unique 4-digit code. The first two digits should refer to the research area. So for example the first village in Lambaye can be numbered 3 2 0 1. Please keep a list of how you coded the villages/neighbourhoods. We might want to use this information at a later stage to add context data.

Batch codes

In each research area there are 50 batches of 10 interviews each. Please give each of these a unique 4-digit code. The first two digits should refer to the research area. So for example the 20th batch in Fatih is 2 3 2 0. These codes are different from the village/neighbourhood codes because it is possible to have several batches in the same village or neighbourhood.

Household codes

Each country will do 2,000 interviews, 500 in each research area. Because of non-response you will have to oversample. We recommend that you number the households at the moment of sampling (or at least before the interviewer goes into the field). Please give each household a **unique 6-digit code**. The first two digits should refer to the research area. So for example the 235th household sampled in Tanger would be: 1 3 0 2 3 5.

We strongly recommend that you number the households at the moment of sampling, not after completion of the interviews. This will make it easier to track response, and less likely that household IDs are used more than once.

The household ID number should be written on each questionnaire page (in the top right corner) as an identification measure, in case pages of the questionnaire get separated. It should also be written on all additional grids (see below for use of additional household and migrant grids).

Interviewer, Supervisor ID, Data entry ID

All interviewers, supervisors and data entry people should also get a unique ID. These should be 3-digit starting with the country number. For example, the ID of a supervisor in Morocco would be: 1 0 1 or of a data entry person in Ukraine: 4 0 1. Please keep track of who you gave which number to, so that when there are problems with the data we can easily track the person who was responsible for collection or entry.

Location codes

In the questionnaire there are several requests for locations that could be either a place within the country of survey or another country (e.g. someone's place of birth). We use the following coding system:

| TYPE OF LOCATION | FORMAT | EXAMPLE |
|---|--|--|
| Another country | Three-digit ISO country code | 0 5 1 . ■ ■ ■ (Country code for Armenia) |
| Place within the survey country | Three-digit ISO country code + Two-digit regional code | 7 9 2 . 3 5 (792 for Turkey + 35 for Izmir) |
| Special code for <u>the same</u> village/neighbourhood within the <u>research area</u> | 11111 | 1 1 1 . 1 1 (Always the same) |
| Special code for <u>another rural area</u> (village) within the <u>research area</u> | 11122 | 1 1 1 . 2 2 (Always the same) |
| Special code for <u>another urban area</u> (city, town, neighbourhood) within the <u>research area</u> | 11133 | 1 1 1 . 3 3 (Always the same) |
| Special code for another part of the <u>same province/department/oblast, outside the research area</u> | 11144 | 1 1 1 . 4 4 (Always the same) |

Please note the following:

- When the location asked for could be either a place within the country of survey or another country, there will be room for five digits in the questionnaire. If the answer is another country, use the first three spaces to enter the country code (as in the example of Armenia, above).
- Regional codes must always be preceded by the three-digit country code for the survey country (so for Rabat '504.26' and not just '26').
- The special codes 111.11, 111.22 and 111.33 refer to the geographical definition of our research areas, regardless of how that overlaps with administrative units.
- The special code 111.44 refers to another part of the province/department/oblast that the research area is part of (e.g. a village/town that is not part of the Toghda Valley research area, but is part of Ouarzazate, or a village/town that is not part of Dinar, but is part of Afyon, or a village/town that is not in the Zbaraz Rayon but is part of Ternopil oblast).

Code sheet

For all questions with more than five answer categories the answer categories and codes are not in the questionnaire but on a separate code sheet. These are the codes for:

- Relation (to head of household or respondent)
- Marital status
- Education
- Language
- Principal activity
- All location codes

All these codes should fit onto two pages. In addition the interviewers should receive a sheet with the full list of ISO country codes. When appropriate, the questionnaire refers to the part of the code sheet that the interviewer needs to use. The code sheet could be printed on coloured paper and/or be laminated (plastified) so that interviewers can easily separate it from their stacks of questionnaires.

Sampling of households and respondents

Household selection

EUMAGINE aims to interview a representative sample of the population aged 18-39 in each of the four research areas in each of the four countries. The local supervisor will do a random walk to select households (see 'sampling guide' for details on the random walk procedure). S/he will write a description of the location of each sampled house on the **sample tracking sheet**. On this sheet s/he should also **give each sampled household an ID**. The sample tracking sheet is then given to the interviewer.

Because the supervisor will not visit the housing units, it is possible that a **selected unit contains more than one household**. In that case the interviewer should **list and number** all households living at the selected housing unit. With a random number table the interviewer should then **randomly select one** of the households. On the cover sheet of the questionnaire the interviewer should write down how many households s/he found at the selected housing unit (field 'Number of households at selected address').

An interviewer should never interview a household that s/he knows. When an interviewer recognises a household on her/his sampling list, s/he should immediately report this to the field supervisor. The field supervisor should then provide the interviewer with another sampling list.

Definition of a household

The questionnaire starts off with a household grid. This will allow us to collect general information (e.g., age, gender, education, activity, basic migration data) on all household members. Before we can do this, we need to establish who belongs to the household. While acknowledging that any definition of household can be contested, the consistent application of a uniform household defini-

tion across the interviewers, research areas and countries is absolutely essential for the success of the project and usefulness and comparability of the data.

For EUMAGINE a household is defined as all **persons who live under the same roof, normally eat together and have communal arrangements concerning subsistence and other necessities of life**. As a practical rule for filling in the household grid, you need to list **all persons who have lived in the house for the past 3 months or who (if they recently joined the household) have the intention to live there for at least 3 months**. **Current migrants** (whether they are partners, children, or siblings) **should not be listed in the household grid**. If they are international migrants they will **be listed in the migration grids (MG)**. Internal migrants who are spouses of household members will be listed indirectly in HH10 (see below).

People who are away on **trips shorter than 3 months** (e.g. holiday, domestic or international travelling around for business/trade, following a short-term course internally or abroad) but normally live in the house should be included in the household grid (HH). **All children, also those under the age of 18 including infants**, who live in the household, should also be listed in the household grid. Even if they are not the biological children of any of the other household members, as long as they eat with the household and share resources with the household, they should be considered members of that household. People **do not have to be family** in order to be household member. This can for instance be the case with live-in maids or other personnel. Underneath Household Grid II there is a **household interview verification list** that interviewers should use to check if they have made a complete and correct list of the household members.

The **household test cases** should prepare interviewers for more complex household compositions.

Definition of head of household

Even though EUMAGINE will not (only) interview heads of households, it is still relevant to have a definition. In the household grid the interviewers have to indicate the relationship between the household members and the head of household. The head of household is the person who **'is considered as such by the members of the household'**. In general, this is the person who is considered the chief person responsible for the management of the household by other household members (De Haas, 2003), according to the information collected with the respondent. It is possible that the person who is considered head of household is currently a migrant; however, in that case s/he should not be listed in the Household Grid, but – if s/he is an international migrant – only in Migrant Grid I, and – in case s/he is a parent or spouse of the respondent of the individual interview – in the CF grid.

Within household selection of the respondent

Because EUMAGINE aims to achieve a representative sample of the population aged 18-39, the **respondent within the household should be randomly selected**. People who are in hospital, in military service, in prison, seriously ill, mentally retarded or away (e.g. on holiday or a business trip) for the period of the survey, are excluded from this selection but should still be listed in the house-

hold grid. Figure 1 can help the interviewer determine whether a household member should be included in the random selection of a respondent:

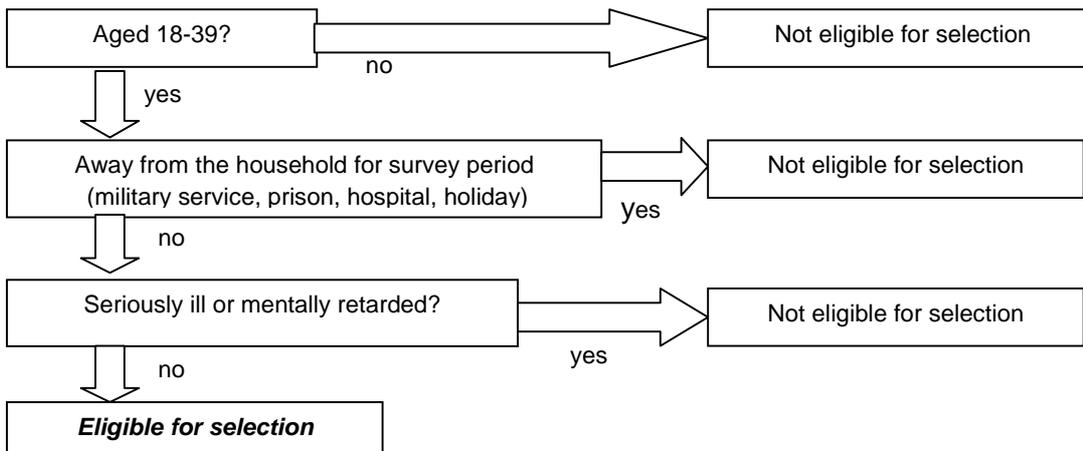


Figure 1. Eligibility scheme

In the household grid a column is included (HH6) where the interviewer should indicate for each household member whether s/he is eligible or not.

There are three methods for random selection of the respondent among all eligible household members:

1. **First-birthday method:** After explaining the purpose of our study but before starting the interview, the interviewer will ask which member of the household will be the first to have his/her birthday. If this person is aged 18-39 and fits all other eligibility criteria (see Figure 1), the interviewer should do the interview with this person. If this person does not fit the eligibility criteria, the interviewer should ask for the second household member who will have his/her birthday. The advantage of this method is that it is simple and does not take a lot of interviewer training. The disadvantage is that not all households will know the birthdays of all members (either for cultural reasons or because the household is just too large). In these households the questions 'who will be the first to have his/her birthday' might be too complicated. Another problem is that people might say they are the first because they want to do the survey, or misunderstand the question and nominate the oldest person in the household (Gaziano, 2005).
2. **Kish selection grid:** In this method all eligible household members are copied from the household grid and then listed according to sex and age. They are then numbered. Using a random number from a so-called Kish grid one of the household members is selected at random. The advantage of this method is that it does not require people to know the birthdays of all household members. The disadvantage is that it is more complicated for the interviewer, and takes more preparation on the side of the local teams (they have to make Kish grids for each household).
3. **Stickers with random numbers:** This method is used in the LSMS studies of the World Bank. In the household grid each household member has an identification code (ID). The majority of households will have less than 15 members. Stickers are made with a different random order of all numbers from 1-15. Each questionnaire has one of these stickers at-

tached. After listing all household members, the interviewer goes through the numbers on the sticker (left to right, top to bottom) until s/he finds an ID of a household member who meets the eligibility criteria. The advantage of this method compared to the Kish method is that the ID from the household grid is used for selection. This makes it easier for the interviewer. The disadvantage is that it is easier for the interviewer to manipulate the random selection because s/he can already spot the selection ID before filling out the household grid. Another risk is that in large households (more than 15 members), household members with an ID larger than 15 will have no chance of being selected. Therefore teams should think carefully about the length of the number list or create additional stickers for large households (e.g. with 30 randomly ordered numbers).

Example :

| | HH1 | HH2 | HH4 | HH5 | HH6 |
|----|----------|-------------------------------|---------------|-----------------------------|-----------|
| ID | Name | Relation to head of household | Year of birth | Was at the house yesterday? | Eligible? |
| 1 | Peter | Head | 1956 | Yes | No |
| 2 | Anna | Spouse | 1960 | Yes | No |
| 3 | Selma | Sister | 1950 | Yes | No |
| 4 | Giovanni | Son | 1985 | Yes | Yes |
| 5 | Mohamed | Son | 1988 | No | No |
| 6 | Julia | Niece | 1983 | Yes | Yes |
| 7 | Maria | Sister-in-law | 1973 | Yes | Yes |

Example household grid

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 13 | 02 | 12 | 11 | 04 |
| 06 | 10 | 08 | 15 | 09 |
| 05 | 01 | 03 | 14 | 07 |

Example sticker

On the example sticker to the left, the first number is '13'. In the example household grid above, there is no member with ID 13, so we move to the next number, number '2'. There is a member with ID 2 but she is not eligible, so we move to the next number. Numbers '12' and '11' do not exist in this household. The next number is '4'. Household member 4 is eligible, so the individual questionnaire should be filled out with that person (Giovanni).

The household grid can be completed either with the randomly selected respondent within the household or with another member of the household (for example with the head of household). All other questions should only be completed by the randomly selected respondent.

It is possible that the head of household will object to an interview of the randomly selected respondent (for instance if this is a young daughter). In this case the following scenarios should be followed:

First, try to persuade the head of household (e.g. by suggesting that a female interviewer can come by if the current interviewer is not a female).

If this doesn't work, try to either

1. Complete the household grid with the head of household and then try again to persuade him/her to allow the interviewer to interview the randomly selected respondent.
2. Complete the entire interview with the head of household (so that s/he will know exactly what kind of questions are asked), and afterwards convince him/her to let the interviewer do another one with the randomly selected respondent. NB With the exception of the household grid, the interview with the head of household will not be used for analysis and should not be entered into the database. It is only meant as a tool of persuasion!

Number of contact attempts

If an attempt to contact a selected household is unsuccessful, two additional attempts should be made before it can be registered as non-response. Contact attempts should be made at different times (morning, afternoon, evening) and on different days (weekdays and weekends). The time and day of each contact attempt should be registered on the sample tracking sheet. If there is someone present at the household, but the randomly selected respondent within the household is not present, the interviewer should make an appointment for when this person will be at home. Here also two additional contact attempts should be made. The procedure is as follows:

1. If the randomly selected respondent is not immediately available for the interview, make one attempt to contact him/her directly by phone and make an appointment, or ask the household members who are at home when the randomly selected respondent is likely to be at home.
2. If the appointment fails (meaning when the interviewer comes back to the household at the time of the appointment, the selected person is not available), randomly select another eligible household member. If that person is also not available immediately, attempt once to contact him/her directly by phone to set up an appointment or ask another member of the household when the randomly selected person might be available.
3. If at the third visit the second selected household member is not at home, register the household as non-response (result code 7).

If a randomly selected household member participates in the interview, it should be registered which household member was selected first and who was the second choice. For this there is a special box underneath Household Grid II. This only needs to be filled out if the individual questionnaire is completed, not when on the third visit the randomly selected respondents are still not available.

For example, during the first visit, household member 7 is selected. She is not at home. On the second visit, she is still not at home and a second selection is made. This time household member 3 is selected and the individual interview is done with him. In that case the box should be filled out as follows:

For individual interview:

0 7 ID of first randomly selected household member

0 3 ID of second randomly selected household member

Non-response

There are several potential sources of non-response:

- No household member at home (code 2)
- Selected address is vacated / nobody is at home for the entire survey period (code 3)
- Selected address is a company or other work place (code 4)
- Address not found (the interviewer can't find the household that the supervisor selected) (code 5)
- Address unreachable (the interviewer can't ring the doorbell of the selected household, or can't reach the door) (code 6)
- Randomly selected household member is not home (code 7)
- Nobody in the household is between the ages of 18-39 (code 8)
- No household member aged 18-39 is present during the entire period of the survey (code 9)
- Nobody in the household speaks the language of the survey (code 10)
- Refusal by household (code 11)
- Refusal by randomly selected household member (code 12)

For each visit the interviewer should note the reason for non-response on the **sample tracking sheet**.

Sample tracking sheet

To keep track of the number of visits of each selected house, appointments for return visits and response (and non-response), a **sample tracking sheet** should be used.

Before sampling, the field supervisor fills out the research area, batch, and village/neighbourhood codes, his/her supervisor ID, and the household IDs (see above for coding system). During the random walk s/he writes down the location of each selected house on the sheet. S/he numbers the sheets in each research area (starting with '1'), so that it is easy to spot if a sheet is missing. The sample tracking sheet is then given to the interviewer.

For each visit to a selected household the interviewer writes down the date, time, his/her interviewer ID and the result code (1= completed interview, 2= no household member at home, etc.). If s/he has made an appointment for a return visit, this should also be written on the sheet.

When no more return visits are needed (because a final response is reached – response codes 1, 3, 4, 5, 6, 8, 9, 10, 11 12, or the household has been visited 3 times), the box in the last column ('final visit') should be ticked.

On the next page there is an example.

Example

EUMAGINE Sample Tracking

Research area:..... 3 4
 Sheet number:..... 0 0 1
 Batch code: 3 4 0 5
 Village/neighbourhood code:..... 3 4 1 8
 Supervisor ID: 3 0 2

| Result codes | |
|--|--|
| 1 Completed | 7 Randomly selected household member is not home |
| 2 No household member at home | 8 Nobody in the household is between the ages of 18-39 |
| 3 Selected address is vacated / nobody is at home for the entire survey period | 9 No household member aged 18-39 is present during the entire period of the survey |
| 4 Selected address is a company or other work place | 10 Nobody in the household speaks the language of the survey |
| 5 Address not found | 11 Refusal by household |
| 6 Address unreachable | 12 Refusal by randomly selected household member |

| | FIRST VISIT | | | | SECOND VISIT | | | | THIRD VISIT | | | | Final visit |
|---|---|--------------|----------------|----------------------|------------------------------------|--------------|----------------------|-------------|--------------|--------------|----------------|-------------|-------------------------------------|
| | Date (dd-mm) | Time (hh:mm) | Interviewer ID | Result code | Date (dd-mm) | Time (hh:mm) | Interviewer ID | Result code | Date (dd-mm) | Time (hh:mm) | Interviewer ID | Result code | |
| Household ID and location description | <u>3</u> <u>4</u> <u>0</u> <u>0</u> <u>6</u> <u>1</u> | <u>03-02</u> | <u>14:00</u> | <u>311</u> <u>01</u> | | | | | | | | | <input checked="" type="checkbox"/> |
| High street, 1A, corner house, ground floor, dark blue front door | <i>Next visit:</i> | | | | <i>Next visit:</i> | | | | | | | | |
| | <u>3</u> <u>4</u> <u>0</u> <u>0</u> <u>6</u> <u>2</u> | <u>03-02</u> | <u>15:10</u> | <u>311</u> <u>02</u> | <u>03-02</u> | <u>19:00</u> | <u>311</u> <u>07</u> | | | | | | <input type="checkbox"/> |
| High street 6, house with white fence | <i>Next visit:</i> | | | | <i>Next visit: Thursday, 18.00</i> | | | | | | | | |
| | <u>3</u> <u>4</u> <u>0</u> <u>0</u> <u>6</u> <u>3</u> | <u>03-02</u> | <u>15:15</u> | <u>311</u> <u>08</u> | | | | | | | | | <input checked="" type="checkbox"/> |
| Meadow lane 5, apartment, 2 nd floor | <i>Next visit:</i> | | | | <i>Next visit:</i> | | | | | | | | |

The interviewer was able to do a survey at the first household at the first visit. This means the final response is reached and the box in the last column can be ticked. The interviewer visited the second household twice today. On the first attempt, nobody was at home. On the second visit, a household member was at home and answered the questions in the household grid, but the randomly selected respondent was not at home. The interviewer has made an appointment for a third visit. In the third household there was no eligible household member, this means the final response is reached and the box in the last column can be ticked.

All sheets should be collected and carefully stored. After fieldwork in a research area has finished, the local team should make a summary table of the total response and non-response (per category) for each cluster and research area. This list should be sent to IMI. This information is needed to calculate the response rate and the success of our sampling strategy, and will also be used for official reports.

Timing of data collection

Even though we will randomly select a household member for the interview, the time and day of the interview can influence who is interviewed. If most interviews are held during the day on weekdays it is likely that there will be an oversampling of young unemployed men, who probably have stronger migration aspirations than people who have a full-time job. The pilot study showed an oversampling of housewives in a number of areas. Only doing fieldwork during weekdays can thus lead to a bias. To minimise the risk of response and non-response bias we would like to set a number of minimum requirements for the timing of data collection. We propose that the fieldwork period in each research area includes at least 40 evening hours (evening starting at 18.00). If it is against local social norms to approach people at their homes after dark, at the very least interviewers should make appointments during the day (with the non-selected household members who were at home during the day) for a return visit for an interview in the evening. In urban areas the fieldwork should also include at least four weekend days. In rural areas, data collection at the weekend is only important if 'weekend' is a lived concept, meaning if people actually work less during the weekend.

Because people who have participated in a EUMAGINE interview might talk about the interview with other people in their environment (friends, neighbours), it is important to keep the data collection period in each neighbourhood or village as short as possible. Otherwise the answers of respondents might be influenced by their discussions with other people.

General interview guidelines

Introductions

The general introduction to the survey (that is printed on the cover sheet) and all introductions to the different sections of the questionnaire should be **read exactly as written**. This is necessary to ensure that the respondent gives his/her informed consent to participation and also to prevent unintended priming.

Question order

The interviewer should stick to the exact order of the questions. If during the questionnaire s/he discovers that a previous question has been filled out incorrectly, s/he should go back to the question, cross out the wrong answer, clearly indicate the right answer, and continue the routing from there.

Questions and interviewer instructions

All questions should be read out exactly as written. Answer categories should only be read out to the respondent when the interviewer instructions say so.

Language problems or other problems of understanding

If the language of the survey is not the mother tongue of the respondent, the respondent might have difficulties understanding some of the questions. This is especially likely for the attitudinal questions about imaginations and perceptions. The interviewer should ***never translate the question into another language on his or her own account*** as this will negatively influence the comparative nature of the questionnaire (we will have no control over the correctness of such an instant translation, and different interviewers might use different translations). If the respondent is completely incapable of answering the questions in the language of the survey, the interviewer should make a second random selection in the household. If that person also doesn't speak the language of the survey, the household should be registered as non-response '10 Nobody in the household speaks the language of the survey'.

The same holds true if a respondent doesn't understand a question for reasons other than language proficiency. The interviewer should ***never try to 'explain'*** what is meant by a question. Based on the information from the pilot studies the questions that are hard to understand have been adjusted or deleted. There is a comment box on the last sheet of each survey where the interviewer can indicate if the respondent had any problems and write down for which questions and why.

Presence of other people at the interview

Ideally the questionnaire should be completed without the presence of other people. However, this will not always be possible. At the end of the questionnaire the interviewer should indicate if other people were present at the interview, and if so what their relation to the respondent is, and whether they interfered during the answering of the questionnaire.

The questionnaire

General

The interview instructions are written in ***bold and italics***. Answer categories that should not be read to the respondent are written in *italics*. **References to the code sheet are in CAPITAL LETTERS.**

For most questions you have to tick a box ()

0 ***No***

1 ***Yes***

For other questions you have to write down answer codes. If there are less than five categories the codes are displayed underneath the question (e.g. HH3 0=male, 1=female). In several places in the questionnaire you will see the text '**SEE CODES**'. In that case you can find the codes on

the code sheet. If the list of codes does not include the answer you need, write down the answer by hand, and inform your supervisor immediately after the survey.

Not all questions are relevant for all respondents. Next to or underneath an answer you will sometimes see '→GO TO '. This means that you should skip a question and go to the question number indicated.

Sometimes the respondent will be unwilling or unable to answer some of the questions in the survey. This is called (item) '**non-response**'. If there is non-response, you should use one of the three non-response codes:

777. Not applicable: Use this when a question is not relevant. In some cases it was not possible to insert a clear skipping pattern. In these cases a special box has been inserted that the interviewer can tick if a question is not applicable (code '777', see e.g. question CF02, A24 and A25). For questions without tick boxes the interviewer should just write '777' (e.g. question MG5). The '777' code should only be used for questions that were asked but were not relevant for the respondent, and not for questions that were skipped. So for example, for each migration contact the interviewer asks 'in what year did [name] leave for the first time?'. If that contact was born abroad, this question is not relevant and '777' should be filled out. On the contrary, if for example the answer to question HH11 'Where was [name] born?' is '111.11 place of survey', question HH12 'In what year did [name] come to current place of residence' should be skipped. There is no need to fill out '777'. Likewise if the answer to HH13 is 'no' HH14-19 can be left empty.

888. Don't know: the respondent does not have the information you ask for.

999. Refusal: the respondent may have the information you ask for, but refuses to share it.

After trying persuasion techniques, the interviewer can write the codes '888' for don't know and '999' for refusal.

It is important to always enter a code for non-response and to use the correct one.

Some questions refer to "[research area]". The interviewers must consistently replace this with the name of the research area in which they are working. Ensure that all interviewers refer to the research areas in the same way as we have decided on for the project:

| | | | | |
|-----------------|---------------|-----------------|-------------|----------------|
| Morocco: | Todgha Valley | Central Plateau | Tangier | Tounfite |
| Senegal: | Darou Mousty | Lambaye | Golf Sud | Orkadière |
| Turkey: | Emirdağ | Dinar | Fatih | Van Merkez |
| Ukraine: | Zbarazh | Znamyanska | Solomyanska | Novovodolaz'ka |

Cover page

Once a member of the household has agreed to participate, you should fill in the village/neighbourhood code, household ID (copy these from the sample tracking sheet), your personal interviewer ID, date and time of the start of the interview.

Also write down how many households live at the address, and in case there is more than one, randomly select one household (see above on how to do this).

When you have completed a survey, copy the household ID into the code box in the top-right corner of every page, before handing in the survey to your supervisor. This is important because the pages might get separated and we need to be able to trace which page belongs to which household.

The **introduction** should be **read exactly as written**. It explains the topic of the survey and ensures the anonymity of the respondent. If the person with whom you fill in the household grid is not the same person who let you into the house, or if the person that is selected for the individual interview is not the same person with whom you filled in the household grid, you have to repeat the introduction. This is necessary not only so that the respondent knows the topic but also to make sure s/he is aware of his/her rights.

Household grid

The household grid is designed for households of up to 15 people. It is possible that you interview a household with more members. In that case you should use one of the spare household grids that you will receive from your supervisor. Please **do not forget to copy the household ID number on each page of these additional grids**.

HH1: To make it more clear who the questions refer to, it is convenient to have the names of all household members. Please make it clear to the respondent that the names will never be used in the analysis or published later on.

HH2: Here you need to fill in the relation to the **head of household**. Please pay close attention when the person you are interviewing is not the head of household. For instance if the person with whom you are filling in the household grid is the child of the head of household, his/her sister should be listed as 'child' not as 'sister'. Therefore it is best to start the listing of the household members with the head of household.

HH4: In some cases not all years of birth are known. First try to help the respondent by asking whether a household member was born before or after a number of important historic events. **It is better to have an approximate year of birth than no year of birth at all**. If this doesn't help, try at least to indicate the birth order of all household members so that we will know who is the oldest member, the second oldest member, etc.

HH5: The purpose of this question is to find out if a household member is absent from the household and therefore hard/impossible to reach for an interview. We don't want to know if the person was home all day, but just if s/he has been at home at all (during the day or the evening/night). People who were not at home yesterday but have lived in the household for at least three months or will live there for the coming three months should still be included in the household grids.

HH6: This is not a question you should ask the respondent. Based on the information of the year of birth and whether or not a person was at home yesterday you should determine which of the household members are eligible for random selection for the individual interview. If a person is

aged 18-39 and was at home yesterday you should write '1' (meaning 'yes'), otherwise '0' (meaning 'no').

For example see the grid below:

| | HH1 | HH4 | HH5 | HH6 |
|----|----------|---------------|--------------------|------------|
| ID | Name | Year of birth | At home yesterday? | Eligible ? |
| 1 | Svetlana | 1964 | 1 (Yes) | 0 (No) |
| 2 | Natalya | 1982 | 0 (No) | 0 (No) |
| 3 | Oleg | 1984 | 1 (Yes) | 1 (Yes) |
| 4 | Sasha | 1987 | 1 (Yes) | 1 (Yes) |

Svetlana is older than 39, so she is not eligible for selection. Natalya is the right age but because she was not at home yesterday, she is not eligible for selection for the individual interview. Oleg and Sasha are both aged 18-39 and were at home yesterday; they are eligible for the within household selection of the respondent. If a person is of the right age and was at home yesterday but is seriously ill or mentally retarded s/he should also be listed as ineligible (HH6=0).

HH7: We want to know for how many years each household member went to school. On the code sheet all schools and classes are listed. These codes will be adjusted for each research country. For example:

None : 00
Pre-school : 01
Primary/elementary: 02 03 04 05 06 07
Lower secondary/Collège: 08 09 10 11
Higher secondary/Lycée: 12 13 14
University/Superior: 15 16 17 18 19 20 21 22

Only koranic school: 55
Only basic literacy or national language: 56

If a household member went to school until the 6th year of primary school, and then dropped out, the answer here is '6'. If a household member completed higher secondary school, the answer is '14'.

HH8: It is possible that people have more than one activity; for instance they go to school but they also work. In that case fill in the activity that the respondent does for the most hours (so if s/he goes to school 5 hours a week and works 40 hours, only fill in the type of work). For young children (i.e. children aged 0-5, so born after 2005) this question can be left empty. For everybody 6 years or older a code has to be filled in. There is a special code for children aged 6-16 (so born between 1995 and 2005) who are not in school, not working and not doing housework, namely '102 Child aged 6-16 not in school, not working'.

HH10: This question aims to locate the partner of each household member. If the partner is living in the household the answer code is '0 no'. If the partner is living elsewhere in the survey country (i.e. is an internal migrant) the interviewer should write '1' (yes, in another part of [this country]). If the partner travels back and forth between the place of survey and another city in the survey coun-

try the criterion of most frequent residence should be applied; if a partner works in another city and only comes home occasionally, the answer to HH10 is '1' and s/he should not be listed in the household grid. If however the partner still has the household as primary residence (i.e. has lived there for most of the last 3 months, will live there for the coming 3 months, or has no steady house elsewhere, as in the case of a truck driver), the answer to HH10 should be '0' and the partner should be included in the household grid. Finally, if the partner is living in another country, the interviewer should write '2' (yes, in another country). That partner should then be listed in Migrant Grid I (at least if regular contacts are maintained).

HH11: If a person was born in another country, write the 3-digit country code. If the person was born in the same country but outside the research area, write the 5-digit region code. If the person was born in the place of the interview, write '111.11'. If the person was born in another village of the same research area, write '111.22', etc. If the person was born in hospital in a(nother) city, but came to the place of survey straight after, then just write '111.11'.

HH12: This should be filled in for all household members who were born outside the place of survey, even if they were born in another village in the research area. This should not be filled out for people who were born in hospital in a(nother) city, but came to the place of survey straight after.

HH13: In this household grid, we are only interested in people who have returned to the household. People who are still living abroad should not be listed in the household grid but in the Migrant Grid (for international migrants only). After finishing the first household grid, look at this column to see which household members have lived elsewhere. For all household members that have the code '1' (yes), continue to the next page (household grid II). Please use the same ID numbers as on the first grid. So if household members 1 and 2 have not lived elsewhere but household member 3 did, on Household Grid II you should leave the first two rows empty and fill in the answer for HH member 3 on the third row (with ID 3).

If none of the household members have lived elsewhere please do not forget to do the household verification and fill out the end time, ID of the household member who replied to the Household Grid questions and the IDs of the randomly selected members for the individual interview in the boxes below Household grid II.

Household grid II

HH14: This is a control question. It should only be filled in if HH13=yes. We are only interested in people who have returned to the household (meaning they are living in the same house with the other household members (again)). People who are still living elsewhere should not be listed in the household grid but – if they are international migrants – in the Migrant Grid.

HH15: If the household member has had several periods of living elsewhere, write down the year of first departure. If the household member has lived in a different place (place Y) from his/her place of birth (place X), before coming to the current place of residence (place Z), fill in the year of departure to place Y (see also migration scenario test cases).

HH16: Include both destinations within the same country (5-digit code) and in other countries (3-digit code). If the household member has lived in a different place (place Y) from his/her place of

birth (place X), before coming to the current place of residence (place Z), fill in place Y (see also migration scenario test cases).

HH17: Include both destinations within the same country (5-digit code) and in other countries (3-digit code).

HH18: If the destinations mentioned in HH16 and HH17 are both in the country of survey, please ask if the household member has ever lived abroad for more than 3 months. If so, please write down the country code of the country where the household member has lived the longest. If for HH16 and/or HH17 a foreign country was already mentioned, please ask 'in which foreign country has [name] lived the longest'. This can be the country mentioned in HH16 and HH17, but it can also be another country.

HH19: If multiple trips, this refers to the last trip.

Don't forget to do the **household verification** and fill in the **end time, ID of the household member** who replied to the Household Grid questions and the **IDs of the randomly selected members for the individual interview** (see above for explanation) in the boxes below Household Grid II.

The individual questionnaire

Do not forget to fill in the ID of the respondent of the individual questionnaire (copy from the Household Grid), the date and the start time.

Close Family Members

CF01: If the respondent is single or divorced, you can skip this question and go to CF02. For polygamous marriages, record all spouses. In case a spouse lives 'elsewhere', use the 5-digit location code if s/he is living in the country of survey (using 111.11 if s/he lives in the place of the interview write, 111.22 if s/he lives another village of the same research area, etc) and use the 3-digit country code if s/he is living in another country.

CF02: If the father lives in the same household as the respondent copy the ID of the father from Household Grid I. If the father is living outside the household use the 5-digit location code if he is living in the country of survey (using 111.11 if he lives in the place of the interview, write 111.22 if he lives in another village in the same research area, etc) and use the 3-digit country code if he is living in another country.

CF03: This question should only be completed if the father of the respondent is deceased. The migration experience of a father who is alive will be registered in the household grid (if he is a household member), or in the Migrant Grids (if he isn't a household member).

CF04: If the mother lives in the same household as the respondent copy the ID of the mother from Household Grid I. If the mother is living outside the household use the 5-digit location code if she is living in the country of survey (using 111.11 if she lives in the place of the interview, write 111.22 if she lives in another village in the same research area, etc) and use the 3-digit country code if she is living in another country.

CF05: This question should only be completed if the mother of the respondent is deceased. The migration experience of a mother who is alive will be registered in the household grid (if she is household member), or in the Migrant Grids (if she isn't a household member).

CF06: Copy the ID of each child of the respondent from the Household Grid.

CF06-CF07: If the respondent has no children just write 'no' for both CF06 and CF07.

Migrant Grids

The migrant grid is designed to list up to 15 migrated persons. It is possible that a respondent has more connections, but do check that regular contacts are maintained (see below). If there are more than 15 contacts you should use one of the spare migrant grids that you will receive from your supervisor. Please pay attention to using the correct type (I, II, or III). Please **do not forget to copy the household ID number on each page of these additional grids.**

Migrant Grid I

MG1: In this grid only list persons who:

- Are family members of the respondent (family includes all blood relatives and in-laws; parents, siblings, uncles, aunts, cousins, sister-in-law, father-in-law, etc)
- Currently live in another country
- Are at least 16 years old (so not young cousins, nephews, etc), and
- Have been in contact with the respondent at least once during the last 12 months (only list people with whom the respondent has **personally** been in contact)

MG4: If the person does not know the exact age, ask for an estimate.

MG5: If the family member was born in the country of residence (so s/he did not migrate there; 'second generation'), write '777'.

MG7: Write down the frequency and the unit exactly as the respondent answered. For instance: '1 times per week', or '5 times per month' or '1 times per 14 days'.

MG8: Write down the frequency and the unit exactly as the respondent answered. For instance: '1 times per week', or '5 times per month' or '1 times per 14 days'.

MG9: Write down the total number of visits during the past 2 years.

Migrant Grid II

MG10: In this grid only list persons who:

- Are family members of the respondent (family includes all blood relatives and in-laws; parents, siblings, uncles, aunts, cousins, sister-in-law, father-in-law, etc), but do not live in the household (you already collected information on past migration of household members in Household Grid II)
- Have lived in another country for at least 3 months
- Have returned to the country of survey (family members who are born abroad but now live in the country of survey should be excluded)
- Are at least 16 years old (so not young cousins, nephews, etc), and
- Are not listed in the Household Grid

Please make sure that the respondent lists **all family members** who do not live in the household. This could include parents or siblings, if they are not listed in the household grids.

MG13: If the person does not know the exact age, ask for an estimate.

MG14: If the family member has had several periods of living abroad, write down the year of the first departure.

MG15: If several periods of living in another country, write the first country where that person lived for at least three months.

MG16: If several periods of living in another country, write the last country where that person lived for at least three months.

MG17: If multiple trips, this refers to the last trip.

Migrant Grid III

MG 18: In this grid only list:

- People who are not family members of the respondent who
- Currently live in another country (not in another region of the country of survey)
- Are at least 16 years old, and
- Whose help the respondent could count on in case s/he needed it

MG20: If the person does not know the exact age, ask for an estimate.

MG21: This list can include people who were born abroad. In that case, there is no year of departure, so you should fill out '777' here.

MG23: Write down the frequency and the unit exactly as the respondent answered. For instance: '1 times per week', or '5 times per month' or '1 times per 14 days'.

MG24: Write down the frequency and the unit exactly as the respondent answered. For instance: '1 times per week', or '5 times per month' or '1 times per 14 days'.

MG25: Write down the total number of visits during the past 2 years.

Aspirations

A2: It is possible that the respondent gives more than one answer. In that case, ask what his/her most preferred destination is and fill in the code. If a respondent does not name a country but a region (Europe, Gulf, South America) write down the code of the region. Only do this when the respondent gives a region (so if a respondent says 'Germany', fill out the code for Germany, not for Europe). If a respondent names a city instead of a country (e.g. Barcelona), fill out the code of the country where this city is. If you and the respondent are not sure in which country it is, just write the name of the city.

A4: We are interested in the associations people have. It is not a 'quiz' with right and wrong answers. If people say 'Canada' or other countries that are geographically not part of Europe you should write this down without correcting the respondent. Similarly, if they say 'Barcelona' write 'Barcelona' without any country code, do not change it to 'Spain'. This is an important difference between A2 and A4. Please give the respondent enough time to think and come up with more than one answer. You can encourage the respondent by 'hm-hming' after each answer. After the respondent is done, you can say: 'Thank you. This is valuable for us to know'. This will facilitate moving on even when the respondent is unsure about whether the answer was 'correct'.

A10/A11: We would like to know what 'most' young men or women would like. It is about the ideal of the majority, not about the reality. If a respondent gives several answers please ask what s/he thinks is the most common preference.

A18/A19: The questions refer only to a passport that can be used for international travel, not to any other type of identity card.

A24-A25: These questions refer only to university (including exchange programmes), not to language courses.

A28: It is possible that the respondent gives more than one answer. In that case, ask what his/her most preferred destination is and fill in the code. If a respondent does not name a country but a region (Europe, Gulf, South America) write down the code of the region. Only do this when the respondent gives a region (so if a respondent says 'Germany', fill out the code for Germany, not for Europe).

Perceptions

P3/P4: Respondents might ask whether this refers to public or private schools and health care. Please tell them that they refer to schools and health care in general.

Individual variables

I1-I2: In I1 we are interested in the language the respondent spoke with his/her parents when he/she was young. This way we hope to learn what his/her mother tongue is. This could also be a minority or non-official language (sometimes called 'dialects') such as Berber, Kurdish or Pulaar. In I2 you should list **all other** languages the respondent speaks. So if the respondent has answered 'Berber' for I1, and s/he also speaks Arabic, you should list 'Arabic' in **I2**.

I2.b: For each language that the respondent speaks, ask how well s/he speaks that language.

Perceptions of Europe

A respondent might say that s/he has never been to Europe and therefore cannot answer these questions. We have added 3 things you can say to stimulate the respondent to reply nevertheless. It is important that you only use these sentences and do not make up any others (e.g. 'didn't you see the programme on TV yesterday about immigrants in Spain?'), as this can cause a bias because you are feeding the respondent information.

Transnational contacts

T3-T5B: 'People' can be interpreted broadly; family, friends, business contacts.

Life Satisfaction

L7: This question refers to the present dynamic: does the respondent feel that s/he is on an upward or downward line?

Household Wealth

W1: Include all rooms except for the kitchen and bathroom. If people sleep in what is also used as the living room, you should also count this.

L5: This question refers to the respondent's personal situation, not to that of the household.

W27: First read out question W27.a and all the answer categories. Tick the category the respondent gave (e.g. 'agriculture'). Then read out W27.b and the answer categories. Again tick the appropriate box. Again for question W27.c.

IV - Sampling guide

Introduction

EUMAGINE aims to draw a representative sample of the population aged 18-39 within each of the 16 research areas. To increase cross-area and cross-national comparability of the EUMAGINE data, a sampling strategy has been developed that can be implemented in more or less the same way in all areas and countries. The parameters set out in this guide will need to be followed up in all research areas, with the exception of the rural research areas in Senegal, the Solomyanska rayon in Ukraine and the rural parts of Oulmes in Morocco. This is because the situation in these research areas requires an adapted approach.

Since the target population is people aged 18-39, data collected in a representative sample can only be generalised to the population aged 18-39, and the household information collected will **only be representative for households with members who are aged 18-39**, not for all households in a research area. It is important to realise this when comparing data collected in the EUMAGINE project with other data and also when writing up the results in reports.

EUMAGINE uses a **multistage stratified probability-proportional-to-size cluster sampling with random walks**. In urban areas the clusters are made up of neighbourhoods, in rural areas they are made up of villages. This document explains step-by-step how the sampling method should be implemented.

Though a random walk is more efficient than household listing, it also has a number of disadvantages. The strategy set out in this document is meant to counter the main vulnerabilities of the random walk. This strategy has three main points:

1. Teams will **update the sampling frame**; for each cluster in their research area they will try to get up-to-date (less than two years old) information on the size of the population.
2. To minimise interviewer influence the **random walk** will not be done by the interviewers but **by the supervisors** (details on the random walk follow below).
3. Houses will not be selected side-by-side, but at **systematic intervals**. This is meant to minimise the amount of sub-clustering that occurs in the final household sampling step, and therewith limit the design effect.

Step-by-step sampling plan

Step 1. Update sampling frame

The first step is to collect up-to-date (no more than two years old) information on the population size in each cluster (village, neighbourhood) in the research area. If good population registers or recent census data are not available, teams should contact the local authorities and ask them for help. Often village or neighbourhood leaders have a list of households in their area, or have a pretty good idea about the number of people in their area. This information can be used to adjust the official statistics.

To make the random walk efficient, it is important that clusters are not too large (ideally not more than 5000 people). If the selected urban area does not have official neighbourhoods or if these are very large, you can ask the help of the local authorities to distinguish lower level units that are relatively homogeneous. This procedure was followed in the first pilot in Morocco and worked well there.

Step 2. Stratification

To get a more representative sample, stratification for rural-urban and sub-counties (communes rurales) will be used.

If a research area (RA) has both a rural and urban population, the team should calculate what share of the population in the RA is rural and what share is urban. The 500 interviews of an RA should be divided across the two strata based on their relative size. For example, if in an RA 40% of the population is urban and 60% is rural, then $(.40 \times 500) = 200$ interviews should be done in the urban part and $(.60 \times 500) = 300$ interviews in the rural part. These numbers should be rounded to sets of 10. So if for example 57.8% of the population is urban not $(.578 \times 500) = 289$ but 290 interviews should be done in the urban part of the RA.

If the sub-counties (communes rurales) in an RA all have an urban centre, then it is easier to reverse the order of stratification and first divide the interviews over the sub-counties (communes rurales), and then for each sub-county (commune rurale) divide the number of interviews across urban and rural. In the Ukraine, it might make sense to treat areas with private housing and high-rise buildings as two strata within the urban areas.

Step 3. Merging small villages

The pilot study revealed that some villages are not large enough to complete a batch of 10 interviews; there are not enough households with people in the EUMAGINE target group. Small villages need to be added to nearby villages, **before** the sampling of clusters (villages) is done.⁵

⁵ This is only possible if the location of villages is known on a map. If only the names and not the locations of the villages are known, please consult with the methodology team about an alternative strategy.

Example: Village A is too small (100 inhabitants), so it is added to neighbouring village B (400 inhabitants), creating village A-B (500 inhabitants). If village A-B is selected during sampling, the interviews need to be divided between the villages in relation to their relative size, so $100/(400+100)=20\%$ (i.e. 2) of the interviews need to be done in village A and $400/(400+100)=80\%$ (i.e. 8 interviews) of the interviews in village B.

If village B is also small, then another neighbouring village needs to be added: Village A (100 inhabitants), neighbouring village B (200 inhabitants), neighbouring village C (200) creating village A-B-C (500 inhabitants).

The threshold for 'small' varies across countries and research areas. It depends on the average household size and age composition of the population. If you are uncertain on where to place the cut-off point for 'small', please let the quantitative methodology team know and we will brainstorm with you.

Step 4. Systematic probability-proportional-to-size sampling of clusters

Now it is time to draw the clusters for the interviews. This needs to be done **probability-proportional-to-size**; meaning that the clusters that have a larger population have a higher chance of being selected. Interviews will be divided in **batches of 10**.

Teams can either do the sampling of clusters themselves, or ask IMI to do this.

First a **list of all the clusters** (neighbourhoods, villages) needs to be made **for each individual stratum**. So if an RA has both urban and rural clusters, there needs to be made one list with all urban clusters and a second list with all rural clusters. If there are sub-counties (communes rurales) a separate list for each sub-county needs to be made. If an RA has no strata (because there are no sub-counties and the population is completely urban or the population completely is rural), then only one list needs to be made. Villages that have been visited in the pilot studies need to be excluded from the list.

Each list should have five columns: 1. Cluster name, 2. Population size, 3. Cumulative size, 4. Number of batches, 5. Number of interviews (see example in Table 1. This example includes the merged village A-B-C.). There is no need to put the clusters in a specific order.

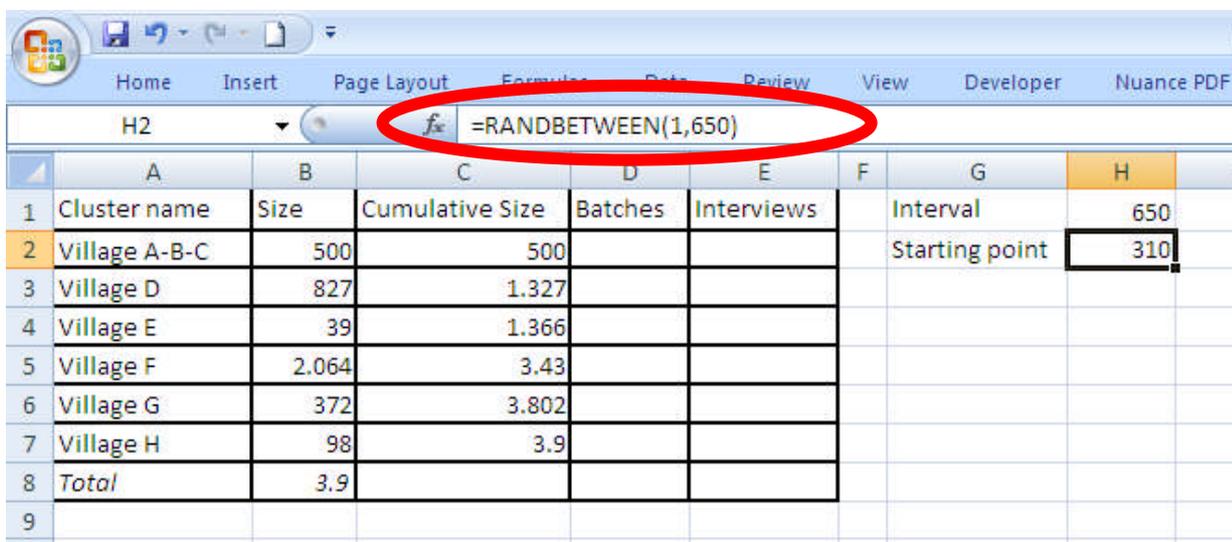
| Cluster name | Size | Cumulative Size | Batches | Interviews |
|---------------|--------------|-----------------|---------|------------|
| Village A-B-C | 500 | 500 | | |
| Village D | 827 | 1.327 | | |
| Village E | 39 | 1.366 | | |
| Village F | 2.064 | 3.430 | | |
| Village G | 372 | 3.802 | | |
| Village H | 98 | 3.900 | | |
| <i>Total</i> | <i>3.900</i> | | | |

Table 1 Cluster list for fictitious sub-county

For the third column (cumulative size) you should calculate the cumulative size. So for the first row this is the size of that cluster, for the second the size of cluster 1+2, etc. The total population of this stratum is 3.900.

Clusters will be **sampled systematically**, meaning at a fixed interval. To calculate this **interval**, divide the size of the stratum (in this case, 3.900) by the number of batches of interviews. Let's say that we need to interview 60 people in this stratum, so 6 batches of interviews. This gives an interval of $(3.900/6)=650$.

Now a **random starting point** needs to be determined. This can be taken from a list of random numbers, or with help from Excel. If you want to use Excel, type the following formula in the formula bar `=RANDBETWEEN(1,650)` (see Figure 2). This tells Excel to pick a random number between 1 and the size of the interval, in this case 650. If the interval is 557 you should type `=RANDBETWEEN(1,557)`, etc.



| | A | B | C | D | E | F | G | H |
|---|---------------|-------|-----------------|---------|------------|---|----------------|-----|
| 1 | Cluster name | Size | Cumulative Size | Batches | Interviews | | Interval | 650 |
| 2 | Village A-B-C | 500 | 500 | | | | Starting point | 310 |
| 3 | Village D | 827 | 1.327 | | | | | |
| 4 | Village E | 39 | 1.366 | | | | | |
| 5 | Village F | 2.064 | 3.43 | | | | | |
| 6 | Village G | 372 | 3.802 | | | | | |
| 7 | Village H | 98 | 3.9 | | | | | |
| 8 | Total | 3.9 | | | | | | |
| 9 | | | | | | | | |

Figure 2 Excel formula bar

Now, it is very important that you do **not press 'ENTER' but first press 'F9' and then press 'ENTER'**. If you only press 'enter' the random number will change every time you open the file, or make other changes to it. When you press 'F9', Excel replaces the formula by the random number; pressing 'enter' confirms this number.

Now that we know the interval and have a random starting point, we can begin distributing the 6 batches. The first batch is at the random starting point, so at 310. This is in village A-B-C. For the second batch we add the interval to the starting point $(310+650=)960$. This is in village D. We again add the interval to get $(960+650=)1610$ which is in village F, the next $(1610+650=)2260$ is also in village F, the 5th batch $(2260+650=)2910$ is again in village F. The 6th batch $(2910+650=)3560$ is in village G. Table 2 displays the results.

| Cluster name | Size | Cumulative Size | Batches | Interviews |
|---------------|--------------|-----------------|----------|------------|
| Village A-B-C | 500 | 500 | 1 | 10 |
| Village D | 827 | 1.327 | 1 | 10 |
| Village E | 39 | 1.366 | 0 | 0 |
| Village F | 2.064 | 3.430 | 3 | 30 |
| Village G | 372 | 3.802 | 1 | 10 |
| Village H | 98 | 3.900 | 0 | 0 |
| <i>Total</i> | <i>3.900</i> | | <i>6</i> | <i>60</i> |

Table 2 Distribution of interview batches for fictitious sub-county

Repeat this procedure for all strata in each RA until all 50 batches of 10 interviews have been distributed. The interview batch for the merged village A-B-C now has to be proportionally divided across the villages. This results in $(10 \times 100/500=)$ 2 interviews in village A, $(10 \times 200/500=)$ 4 interviews in village B, and again $(10 \times 200/500=)$ 4 interviews in village C.

Step 5. Selecting the household in each cluster

Because of **non-response** more than 10 addresses need to be selected to achieve 10 interviews. Based on the results from the pilot study, please make an estimate of the non-response for each research area. This will vary between 10% in some areas of Senegal to as much as 60% in parts of the Ukraine. Based on the expected non-response you can calculate the **Gross Batch size (the GB)**, by dividing the batch size by the expected response rate (i.e. $100 - (\text{expected non-response})$). In case of an expected 10% non-response, this mean $(10 / (100\% - 10\%)) = 11,11$ – after rounding (always do this upwards) this gives a Gross Batch size of 12. In the case of an expected 50% response the GB size is $(10 / (100\% - 50\%)) = 20$. Please take care to make a good estimation of the non-response rate. If you overestimate the non-response rate, only the people on the first part of the walk will be interviewed, which could lead to a more homogenous sample (and therewith a larger intra-cluster correlation and lower statistical power). On the other hand an underestimation of the non-response means that the interviewers will run out of sample before they have done 10 interviews.

If, after visiting all selected households, the interviewers still have not reached the 10 interviews, the supervisor should go to the last sampled address and continue the random walk from there. S/he should take care not to select addresses that have already been selected on the original walk. If *all* households in a cluster have been visited but the 10 interviews have not been achieved the interview team should immediately inform the IMI team about this and move on to the next selected cluster.

The next step is to determine the **sampling interval**. The sampling interval determines at which frequency addresses should be sampled. A sampling interval of 1 means every address; a sampling interval of 3 means every third address, etc. A three-storey building with two apartments on each floor counts as $(3 \times 2) = 6$ addresses. The examples below are all based on an address count in which every flat (apartment) in a multi-storey building is treated as one address. An alternative strategy for determining the sampling interval in areas with high-rise buildings is presented further below.

Depending on the local situation the sampling interval is decided beforehand by one of the following formulas:

$$(1) \text{ Sampling interval} = \text{ENH} / (\text{GB} \times 3)$$

Where ENH is the Estimated Number of Households in the cluster (e.g. estimated population divided by the estimated average household size, or actual information on the number of households from the village head) and GB is the number of interviews to be conducted corrected for non-response (the Gross Batch size). The result of the formula should be rounded to the nearest integer. For instance, in a town with an estimated 150 households, 2 interview batches and an estimated response of 67% ($\text{GB} = 2 \times 10 / 67\% = 30$), the formula will yield $150 / (30 \times 3) = 1.67$. The sampling interval should then be 2; in each of the three random walks, every *second* address will be sampled.

If the size of the GB for a cluster is a third or more of the size of the cluster (e.g. 30 in a village with 80 households), an adjusted formula needs to be used:

$$(2) \text{ Sampling interval}_{\text{small cluster}} = \text{ENH} / \text{GB}$$

So for a village with an estimated 80 households, 2 interview batches and an estimated response of 67% ($\text{GB} = 2 \times 10 / 67\% = 30$), the formula will yield $80 / 30 = 2.67$. The sampling interval should then be 3; in each of the two random walks, every *third* address will be sampled.

If a cluster on the other hand is very large in comparison to the GB size (say the number of households in the cluster is 30 times or more the size of the combined GB for that cluster, e.g. the cluster size is 500 households and the GB is 15), then the formula may also be adjusted to decrease the sampling interval, for example

$$(3) \text{ Sampling interval}_{\text{large cluster}} = \text{ENH} / (\text{GB} \times 5)$$

This adjustment is meant to prevent the random walk from becoming too long. This adjustment is not necessary when the cluster consists (predominantly) of multi-storey buildings; in that case another type of adjustment can be used (see below).

Random walk

Because a random walk is known to cause bias, it is necessary to develop the random walk strategy in a way that minimises bias.

The first way to minimise bias is for **the supervisor to do the random walk** (and not the interviewers). S/he will write down a detailed description of the selected houses (street name, flat number, house number, description of the building and any special features) on the sample tracking sheets so that the interviewer will be able to find the selected house. The supervisor needs to give each selected address a Household ID before giving the sample tracking sheets to the interviewers (see also section on Response tracking in the research guidelines). **The interviewers should not come along during sampling.** Not only is it more efficient if the supervisor does the sampling alone, it will

also attract less attention from people who live in the cluster, and further minimise potential interviewer influence.

The second way to minimise bias is to develop a random walk pattern that maximises the chance of including all the diversity of a cluster. Because the structure of housing and streets will vary greatly between countries, research areas and even between clusters, it is not possible to work out one detailed strategy that can be used everywhere. Instead teams should look at a number of parameters to come to a **functionally equivalent** random walk for each batch of interviews. Below several strategies for the random walk are presented from which the supervisors can choose. Before starting the random walk, a supervisor should explore the selected cluster (simply have a walk around) and decide on what walking pattern is most suitable.

Determining the random starting point

For each batch of 10 interviews a random starting point will be chosen in the selected cluster. So in Village D of our example we need to select 1 point, but in Village F we need to select 3 points.

There are three possible ways of determining the starting point for the random walk:

1. The supervisor walks around the boundaries of the sampling area (e.g. a village) and identifies the different entrances (roads or paths leading into the area). Each one is assigned a number (e.g. 1–3 for a village with 3 entrances). Alternatively, Google Earth is used to identify and number the entrances (see example below. Figure 3). Then a random number table is consulted. The first number in the table which is lower than or equal to the number of entrances identifies the starting point that will be used. (If there are two batches of interviews to be conducted, the first two numbers that are lower than or equal to the number of entrances will be used.)
2. The supervisor goes to the centre of the village and chooses two axes for the random walk in different directions (i.e. the random walk is split in two).
3. In clusters with 4 or more interview batches, the random starting points do not only have to be entrances, but can be any random points. If a street directory is available, a street can be randomly selected from this directory. Then a random number table can be used to choose the starting point on the street, the address (e.g. house number 5). Another option in urban areas is to use the list of bus stops and randomly select a bus stop as a starting point. Other strategies are possible too, as long as there is a random element. For starting points that are not at the entrance of a cluster, the initial walking direction needs to be randomly determined. This can be done by numbering the possible directions and then using a random number table to choose one of them.



Figure 3 Example of numbered entrances

The supervisors should bring maps of each selected cluster with them to the field, so that they know where the borders of the clusters are. If paper maps are not available, print-outs from Google Maps or other aerial photographs can be used.

Parameters for the route of the random walk

- Systematic selection of every n^{th} address (see above for the calculation of the sampling interval).
- While counting addresses, count only front doors, not back doors of buildings/houses.
- Do not walk straight ahead, but turn at every intersection, alternating between left and right turns, to ensure not all of the interviews from a batch will be in the same street (e.g. turn right at first intersection, left at 2nd, right at 3rd, etc). Also think about how the walk can include smaller side streets and courts.
- Routes are not taken if they a) lead out of the area with no more addresses on the way; b) have been walked already.
- If the route would normally turn to the left, but this direction is a case of a) or b) above, the route should turn right instead, and vice versa.
- A dead-end road is included as long as it contains addresses that could be sampled. At the end of the road, the route turns back.
- If it is unavoidable to walk the same road twice (e.g. on the way out of a dead-end road), no sampling of addresses should be done the second time.

The supervisor can either **count houses on both sides of the road/street, or only on one side** (but this should be alternated; right-hand side after a right-turn, left-hand side after a left-turn). If s/he only counts houses on one side of the street s/he should halve the sampling interval.

In areas with only **multi-storey buildings** that are of similar height, the supervisor can choose to systematically select every n^{th} building⁶ and within each building use a random system of selecting the floors. The selection of floors within buildings could be done systematically (floor 1 in building 1, floor 2 in building 2, etc), or by using a table of random numbers. In a cluster with very high or very large multi-storey buildings, the random walk can sample more than one apartment in each building. If the supervisors want to use this two-tier strategy of selecting apartments within buildings, s/he should adopt the formula for the sampling interval accordingly. If for example there are 1200 households in a cluster where all buildings have three storeys, and on each floor there are two apartments (so six addresses per building) and the Gross Batch size is 15, the following formula can be used:

$$\text{Sampling interval} = \text{ENH} / (\text{GB} \times 3 \times \text{addresses per building}) = 1200 / (15 \times 3 \times 6) = 4.44 \approx 4$$

In this example, the supervisor could sample every *fourth* building and one apartment within each building. Or, in a smaller cluster of for example 500 households with the same building structure:

$$\text{Sampling interval} - \text{small cluster} = \text{ENH} / (\text{GB} \times \text{addresses per building}) = 500 / (15 \times 6) = 5.56 \approx 6$$

So, every 6th building, one apartment per building.

In a cluster with large multi-storey buildings, for example 15 floors of 8 apartments each (120 addresses per building), the formula can be adjusted to sample more than 1 apartment per building:

$$\text{Sampling interval} = \text{ENH} / (\text{GB} \times 3 \times \text{apartments per floor}) = 1350 / (15 \times 3 \times 8) = 3.75 \approx 4$$

So, select every 4th building, and then four apartments within each selected building.

If a cluster shows a degree of (socio-economic) **heterogeneity**, the walking pattern should be adjusted to incorporate this. The UMVA team had a good experience during their pilot. In the city of Tangerang they first explored the structure of each selected cluster. They selected three clusters. Two of these clusters were very homogeneous. The third cluster was more heterogeneous and had two types of buildings. These buildings were on opposite sides of the same street. To make sure that people from both types of buildings were included in the sample, they alternated choosing a building on the left hand side of the street with a building on the right hand side.

Example of random walk

'A' is the randomly selected starting point. (Since this is a small village, only the main roads in and out of the village are counted as entrances). The first turn is to the left (B). At the subsequent intersections, the route alternates between turning right and left. At (C) the left turn would have led out of the village without any gates on the way; the route therefore turns right instead, and continues left-right-left. The same situation occurs at (D). At (E), the left and right turn would both lead out of the village; this road is therefore like a dead-end road. The route turns around, without any sampling on

⁶ By 'building' we mean a structure that can be accessed from the street. So an apartment building with 10 floors and 5 apartments on each floor, counts as one building, not as 10 or as 50.

the way back. (If the sampling interval is 1, all the addresses would already have been sampled.) At (F), the road to the left is selected, since the previous turn was to the right. (The turnaround at the end of the road, at (E) is not counted). At (G) the road to the left has already been walked, and the route therefore turns right instead. The same situation occurs at (H). In this village there are roughly 50 addresses. With 10 interviews to be conducted and an estimated response rate of 90%, this gives a sampling interval of $50 / ((10/.90) \times 3) = 1.5 \approx 2$, so every second address is selected.



Step 6. Within household selection of respondent for the individual questionnaire

The sampling of the respondent within the household also has to be strictly random; the use of quota methods is not allowed. As mentioned in the research guidelines, sampling within the household can be done according to either of three methods: first-birthday, Kish grid, or stickers with random numbers.

Sample tracking

As explained in the research guidelines, interviewers should keep track of the sampling progress on the sample tracking sheet.

At the end of fieldwork, teams should email IMI a summary of the sampling information.

For **each cluster** (village/neighbourhood) please tell IMI:

- How many households were sampled
- How many households were successfully interviewed
- The reasons for non-response

You can use a table like the following:

| | 1 | 2 | 3 |
|---|---|---|---|
| Research area: | | | |
| Village/neighbourhood code: | | | |
| Total number of sampled households | | | |
| Of which: | | | |
| 1. Completed | | | |
| 2. No household member at home | | | |
| 3. Selected address is vacated / nobody is at home for the entire survey period | | | |
| 4. Selected address is a company or other work place | | | |
| 5. Address not found | | | |
| 6. Address unreachable | | | |
| 7. Randomly selected household member is not home | | | |
| 8. Nobody in the household is between the ages of 18-39 | | | |
| 9. No household member aged 18-39 is present during the entire period of the survey | | | |
| 10. Nobody in the household speaks the language of the survey | | | |
| 11. Refusal by household | | | |
| 12. Refusal by randomly selected household member | | | |

If there were several batches in one cluster, you can add the information on all batches within that cluster.

References

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