QUESTIONNAIRE MANUAL

A. Sociodemographics

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Entry to questionnaire: contact sheet reconfirmation

When entering the questionnaire for the first time, the selected person's contact sheet will be prompted again. Interviewers should re-confirm this information, particularly or at least **when the selected person is different from the person who completed the contact sheet,** and/or this part of the interview is **conducted at a later moment**. Only if the respondent is the same person who completed the contact sheet and the interview takes place immediately after it, the interviewer may decide to skip these questions.

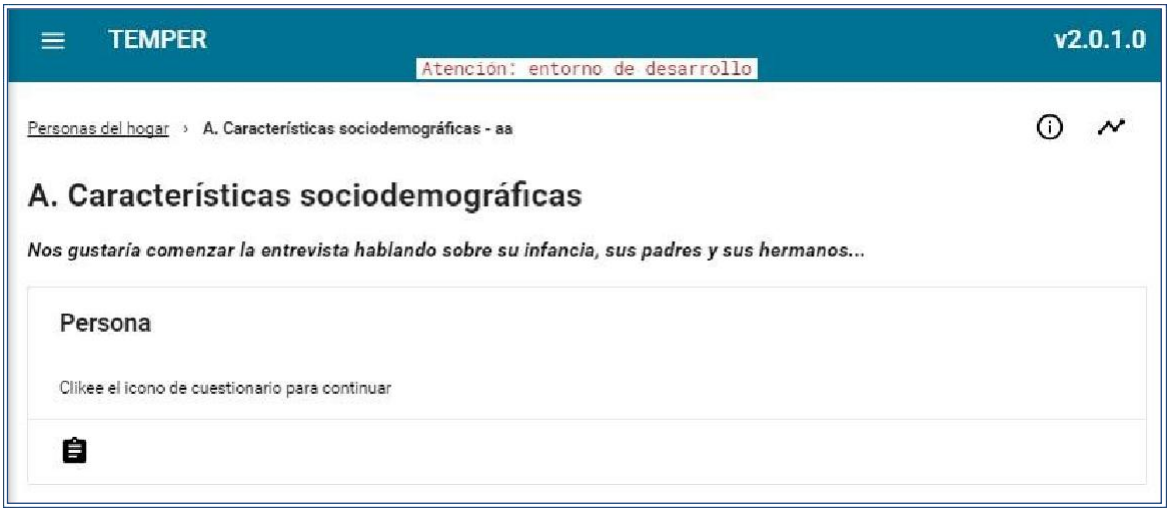
This control aims to **avoid wasting the time of both the interviewer and the respondent**: since the CAPI questionnaire is programmed based on these requirements , it will reject the interview at a later point if inconsistencies arise.

MODULE A. SOCIO-DEMOGRAPHIC CHARACTERISTICS

Respondents:
Returned and non-migrants

This module has no trajectories.

It collects basic information on the respondent's background: where he/she spent his/her childhood, his/her social background, level of education and nationalities.



** A00-A6. SOCIALIZATION BACKGROUND **

- **A00. Return migrants' (from specified LDC) network**

Mechanics	*Clarifications*
- Respondents: all - Question type: spontaneous answer - Input: Pick Y/N answer. If Yes, type number *VARIATION BY COUNTRIES: the reference units are the administrative levels that each country team has considered most relevant* » *AR: whole country* » *RO: locality* » *SN: department* » *UA: city/district*	- The question refers to the present moment (**persons living in the reference area at the moment**)

- **A3. Place of origin (= place where respondent lived most of the time up until he/she was 15 years-old)**

Mechanics	*Clarifications*
- Respondents: all - Question type: spontaneous answer - Input: Pick answer from list. If R confirms some municipality/region within CoS, pick the option to open the corresponding list and after clicking again in the empty space you'll be brought to the list page, where: a) Pick region from drop-down list, and then the municipality. b) Start typing the municipality to browse the list. *VARIATION BY COUNTRIES: the reference units are the administrative levels that each country team has considered most relevant* » *AR: only province* » *RO: municipality + region* » *SN: commune + region* » *UA: city/district + region*	- ***Rationale:*** *The place of origin serves as a reference for the place and environment in which R was socialized. It will also allow us to check who is an internal migrant, even if roughly.* **How to categorize:** - **If R changed places within CoS during childhood,** refer to the place where he/she spent the longest period. If still unclear, refer to the place he/she feels more attached to. - If **R lived only some part of his/her childhood in CoS,** refer to the place within CoS where most of that period was spent - **If R did not live during his/her childhood in CoS** – i.e. he/she was taken abroad at an early age (0-3) – pick 77. NEVER IN CoS IN THOSE YEARS

- **A4. Place of origin - Type of habitat**

Mechanics	*Clarifications*
- Respondents: All (including those who never lived in CoS at the time) - Question type: Read options - Input: Pick one answer from the list	- Note that the **area of reference** may not coincide with the one(s) discussed in the previous question: this question refers to the **specific city, town or village** (within the municipality or region declared in A3) in which R spent most of his/her childhood - The question refers to **R's (current) perception of the status of the place during his/her childhood.** The interviewer must register (and not question) whichever answer the respondent provides (it's a subjective answer). **How to categorize:** - **If R changed places during childhood,** refer to the place where he/she spent the longest period. If still unclear, refer to the place he/she feels more attached to. - **If the situation in that place changed a lot in those initial 15 years,** refer to the situation at 15 - If the respondent doubts between the different categories: » LARGE CITY: examples by CoS

	» MEDIUM-SIZED CITY: examples by CoS » SMALL CITY / TOWN: examples by CoS » VILLAGE OR RURAL AREA: examples by CoS

- **[NOT SN] A5. Place of origin – Relative wealth level**

Mechanics	*Clarifications*
- Respondents: All, excluding those who never lived in CoS at the time - Question type: Read options - Input: Pick one answer from the list *VARIATION BY COUNTRIES:* » *SN: dropped*	- Note that the **area of reference** may not coincide with the one(s) discussed in the previous question A4: this question refers to the **'neighbourhood'**, which may coincide with the area of reference in A4 for small towns, villages and rural areas; while it will usually be smaller for large and medium size cities. - The question refers to **R's (current) perception of the status of the place during his/her childhood**. The interviewer must register (and not question) whichever answer the respondent provides (it's a subjective answer).

- **A6. Financial situation of household at 15**

Mechanics	*Clarifications*
- Respondents: All - Question type: Read options - Input: Pick one answer from the list.	- If in doubt, the question refers to **R's basic needs only**, since we cannot always expect a teenager to be aware of other than his/her personal situation

** A7-A15. FAMILY BACKGROUND **

In this section we ask about R's parents and siblings.

- **PARENTS**, **SIBLINGS** = whomever R considers to be so. They can be **biological parents/siblings or not**, including step-parents/siblings, adopting/adopted ones, etc.
- Interviewers should always bear in mind that **R may have a difficult, weak or non-existent relationship with his/her parents.** These are very sensitive situations, and while R may initially start answering, he/she many then grow more uncomfortable with the following questions about his/her parents. So at any moment in which R states (or if it becomes clear to the interviewer that there is such situation) **interviewers should pick the option "UNKNOWN WHEREABOUTS". This option will prevent the application from presenting more questions on this particular parent.**

- **A7 & A10. Father/mother living or deceased**

Mechanics	*Clarifications*
- Respondents: All - Question type: Spontaneous answer - Input: Pick one answer from the list.	- ***Rationale**: Family situation (which relative are alive or not) can be important in shaping migration decisions* - **If need to pick between the two or more possible fathers/mothers (e.g. biological and step-father)**: refer to the one with whom lived at 15; if with none, refer to the one R considers more influential in his/her life - "FATHER (MOTHER) UNKNOWN/UNKNOWN WHEREABOUTS " to be used when the respondent states either the father (/mother) was never met, or they have been distanced since childhood. Also to be used if there is a relationship of estrangement more generally speaking (doesn't want to talk about him, etc.).

- **A8/A8b & A11/A11b. Father's/mother's year of death**

Mechanics	*Clarifications*
- Respondents: those whose father/mother is deceased - Question type: Spontaneous answer - Input: Type in year - If the respondent **doesn't remember the year,** (and answers DK) the respondent's AGE at the time of his/her father's (mother's) death can be introduced instead - If the respondent **doesn't remember the age either,** the interviewer has to ask whether the father (mother) died BEFORE the respondent turned 15 (A.8a/A.11b)	- ***Rationale** : Family situation (which relatives are alive or not) can be important in shaping migration decisions. This variable is also for internal purposes (to know which of the parents was alive at the time for questions A16-A26, and B43-B44)*

- **A9 & A12. Father's/mother's country of birth**

Mechanics	*Clarifications*
- Respondents: all except those with father (mother) unknown - Question type: Spontaneous answer - Input: Pick one answer from the list. Pick "OTHER" for selecting a country other than CoS: after clicking again in the empty space you'll be brought to the list page, where: a) Pick continent from drop-down list, and then the country.	

b) Start typing the country to browse the list.	

- **A13 & A14. Number of sisters/brothers**

Mechanics	*Clarifications*
- Respondents: all - Input: Pick Y/N answer. If Yes selected, type in number of sisters/brothers	- Take into account ALL sisters/brothers, even if they are not from the same father or mother and even if they are deceased

- **A15. First-born**

Mechanics	*Clarifications*
- Respondents: all with siblings - Input: Pick Y/N answer	

** A16-A27. SOCIAL BACKGROUND **

This battery of questions will be normally referred to the **father only**. Except if the father or his whereabouts are unknown (or had died at an R's early age). In that case, the questions will be referred to the **mother only instead.** If the mother is also unknown, the section will be **skipped**. [Interviewers do not need to remember this information, since the application will do the filtering automatically].

If at this point most or all answers referred to the father (/mother) were DK or DA, consider whether UNKNOWN WHEREABOUTS should be picked (in the next question where the option is available).

- **A16 & A18. Father's (mother's) level of education when respondent was 15**

Mechanics	*Clarifications*
- Respondents: All except those whose father (mother) is unknown or died before R's 15 - Question type: Spontaneous answer - Input: pick corresponding category from the list.	- **If the exact educational level at R's 15 is unclear,** refer to the highest level he the parent attended - We leave it up to R to pick the correct category. The interviewer will explain the categories only if R doubts. **The categories explained:** - PRIMARY EDUCATION. » It typically starts between 5-7 years old and lasts until age 10 to 12. » Typically, there is one main teacher responsible for a group of pupils - SECONDARY EDUCATION » It starts between 10-13 years old (lower cycle) or between 14-16 years old (upper cycle, which lasts

	until age 17 or 18) » A class of students usually has several teachers with specialised knowledge of the subjects they teach and there is an increased range of options and streams available - HIGHER EDUCATION » Completion of secondary education is required. » It includes what is commonly understood as academic education but also advanced vocational or professional education in specialised fields of education » It comprises short-cycle tertiary education, Bachelor's, Master's and doctoral levels.

- **A17 & A19. Father's (mother's) literacy**

Mechanics	***Clarifications***
- Respondents: For those whose father (mother) did not attend school - Input: Pick Y/N answer	- This question refers to literacy, i.e. knowing how to read and write, **in any language**

- **[NOT SN] A22 & A26. Father's (mother's) type of occupation**

Mechanics	***Clarifications***
- Respondents: All except those whose father (mother) is unknown or died before R's 15 - Question type: Read options - Input: Pick answer from list *VARIATION BY COUNTRIES:* » *SN: dropped*	***Rationale** : capture parental occupational status. Status has a large subjective and context-specific component, so…* - We leave it up to R to pick the category response that he/she considers. Interviewers will explain the categories only if R is in doubt **The categories explained:** - 1. LOW-SKILLED WORK » Jobs that require **simple and routine physical or manual tasks** » *Ex: office cleaners, freight handlers, garden labourers, kitchen assistants* - 2. SKILLED MANUAL WORK » Jobs where most of the responsibilities involve the realization of **physical tasks** (as opposed to working on a computer or with written forms) which

	require a specific set of general skills (literacy, numeracy, communication) and **specialized skills** (obtained through formal education or on-the-job training and experience). » *Ex: butchers, bus drivers, sewing machinists, dressmakers, shop sales assistants, police officers, hairdressers, building electricians and motor vehicle mechanics, **NURses*** - 3. SKILLED NON-MANUAL WORK » Jobs where most of the responsibilities involve **intellectual or clerical tasks** (in opposition to physical tasks) which require a specific set of general skills (literacy, numeracy, communication) and **specialized skills** (obtained through formal education or on-the-job training and experience). » *Ex: secretaries, accounts clerks, real estate agents* - 4. PROFESSIONAL » As above, only specifically referred to highly qualified liberal professions, such as lawyers, architects, doctors, etc. » *Ex. Lawyers, engineers and architects, **doctors*** - 5. HIGHER-LEVEL OCCUPATION (e.g. manager, director) » Jobs that consist mainly of legislative, administrative or managerial tasks » *Ex: legislators, senior officials and civil servants, large firm CEOs and managers*

- **A23 [NOT SN] & A27. Working mother**

Mechanics	***Clarifications***
- Respondents: A23 For those answering about the father A24 For those answering about the mother if she was not working at the time - Question type : Spontaneous answer - Input: Pick Y/N answer *VARIATION BY COUNTRIES:* » *SN: dropped A23*	- WORK = any activity **producing or distributing goods or services for the market** (i.e. economic exchange, including the public administration or economic exchange in communist systems). • Note that this includes **paid and unpaid work**. • However, **housework** is NOT included in this definition.

** ETHNICITY, RELIGION, RELIGIOSITY **

- **[NOT AR] A28. Ethnicity**

Mechanics	*Clarifications*
- Respondents: All - Question type : Spontaneous answer - Input: interviewer to pick answer from list. If respondent doubts, read options. *VARIATION BY COUNTRIES:* » *AR: dropped* » *Each other country team has defined a specific list of relevant ethnic groups*	- ETHNIC GROUP = a community or population made up of people who share a common cultural background or descent

- **A29. Religion**

Mechanics	*Clarifications*
- Respondents: All - Question type : Spontaneous answer - Input: pick one answer from the list. - *VARIATION BY COUNTRIES:* *Each other country team has defined a specific list of relevant religious denominations*	- This does not require that the person is religious. It includes **'cultural upbringing' also**

- **A29a. Religiosity**

Mechanics	*Clarifications*
- Respondents: All - Question type: Read options - Input: Pick answer from list	- People can be more or less religious, meaning how much weight religion carries out in your life, regardless of the religious group to which someone belongs or the specific religious beliefs held.

** LANGUAGES AND EDUCATION **

- **A31. Languages currently spoken (other than mother tongue)**

Mechanics	*Clarifications*
- Respondents: all - Question type: spontaneous answer - Input: pick as many languages as mentioned from the list	- **When the most common languages in the particular context are not mentioned, interviewer should check** once the respondent is finished: "And what about..?" This will avoid that in the next question, when asked about their level of proficiency, they remember

	other languages and corrections need to be made - The list is composed of EU official languages plus a few other particularly relevant in the survey countries (Russian, Ukrainian, Chinese, Arab) - OTHER AFRICAN LANGUAGES. We have opted to group all African languages together, since one person might speak various (which is not as relevant for the purposes of the survey, and it would require more time). To be respectful, interviewers should not stop R from listing all African languages he/she may speak, but simply pick the option once. - OTHER. Any language that currently does not exist in the list **(e.g. Catalan)** should be considered in this category. To be respectful, interviewers should not mention the non-existence of these languages in the list, but simply pick the option.

- **[NOT SN] A31b. Level of proficiency in those languages**

Mechanics	***Clarifications***
- Respondents: all who speak other languages than their mother tongue, excluding 'Other' and 'Other African languages'. - Question type: Read options - Input: for each language mentioned in A31, pick from short list *VARIATION BY COUNTRIES:* » *SN: dropped*	

- **A32. Educational level**

Mechanics	***Clarifications***
- Respondents: all - Question type: Spontaneous answer - Input: pick from the list	- The question refers to the highest level **attended** (not necessarily completed) - We leave it up to R to pick the category response that he/she considers. Interviewers will explain the categories only if R is in doubt **The categories explained:** - LITERACY CLASS » Programs providing simple and functional literacy and numeracy skills, typically for adult populations

	- PRIMARY EDUCATION. » It is typically part of **compulsory** education. It starts between **5-7 years** old and it typically lasts until age 10 to 12. » Typically, there is one main teacher responsible for a group of pupils who organizes the learning process, although a class may have more than one teacher, especially for certain subjects or units. - LOWER SECONDARY EDUCATION » It is typically part of **compulsory** education. It starts typically between **10-13 years** old » A class of students usually has several teachers with specialized knowledge of the subjects they teach » In different places it is called: *secondary school (stage one/lower grades), junior secondary school, middle school, or junior high school* - UPPER SECONDARY EDUCATION » It is typically **not compulsory** education. Pupils enter this level typically between ages **14-16 years** old and exit around age 17 or 18 » More varied, specialized and in-depth instruction, with an increased range of options and streams available. Teachers are often highly qualified in the subjects or fields of specialization they teach, particularly in the higher grades. » In different places it is called: *secondary school (stage two/upper grades), senior secondary school, or (senior) high school* - POST-SECONDARY NON-TERTIARY EDUCATION » Programs providing **non-tertiary qualifications which are required for progression to tertiary education or for employment** when previous qualification (secondary education) does not grant such access. » In different places it is called: *technician diploma, primary professional education, or préparation aux carrières administratives* - SHORT-CYCLE TERTIARY EDUCATION » Programs providing participants with **professional knowledge, skills and competencies**. Typically, they are practically-based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes

	» In different places it is called: *(higher)technical education, community college education, technician or advanced/higher vocationaltraining, associate degree, or bac+2* - BACHELOR'S OR EQUIVALENT LEVEL » Designed to provide participants with **intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree** or equivalent qualification. Instruction at this level often takes the form of lectures by staff who are typically required to have university degrees or have become senior professional in the field of work. They are traditionally offered by universities and equivalent tertiary educational institutions. » In different places it is called: *Bachelor's programme, licence, or first university cycle* - MASTER'S OR EQUIVALENT LEVEL » Designed to provide participants with **advanced academic and/or professional knowledge, skills and competencies, leading to a second degree** or equivalent qualification. Programmes at this level typically involve the completion of a research project or thesis. » In different places it is called: *master programmes or magister* - DOCTORAL OR EQUIVALENT LEVEL » Designed primarily to lead to an advanced **research qualification, both in academic and professional fields.** It usually concludes with the submission and defense of a thesis, dissertation or equivalent written work of publishable quality, representing a significant contribution to knowledge in the respective field of study. » In different places it is called: *PhD, DPhil, D.Lit, D.Sc, LL.D, Doctorate*

- **A32a. Literacy**

Mechanics	***Clarifications***
- Respondents: For those with no formal education, only literacy class only or who DK/DA A32 - Input: Pick Y/N answer	- This question refers to literacy (knowing how to read and write) **in any language**

- **A32b. Completed level**

Mechanics	***Clarifications***

- Respondents: For those who have primary or higher studies - Input: Pick answer from the list	-

- **A33. Type of (secondary) studies: general or vocational**

Mechanics	*Clarifications*
- Respondents: For those with secondary education - Input: Pick answer from the list	- VOCATIONAL/TECHNICAL. » Education programs that are designed for participants to **acquire the knowledge, skills and competencies specific to a particular occupation or trade**. » Such programs may have work-based components (e.g. apprenticeships, dual-system education programs). » Successful completion leads to vocational qualifications acknowledged by the relevant national authorities and/or the labour market - GENERAL » Education programs that are designed to develop learners' **general knowledge, skills and competencies**, as well as literacy and numeracy skills, often to **prepare participants for more advanced education programs**. » These programs are typically school- or college-based.

- **A34. Field of (tertiary) studies**

Mechanics	*Clarifications*
- Respondents: For those with higher education - Question type: spontaneous answer. Read options if respondent is unsure - Input: Pick answer from the list	- **If has obtained two or more degrees of same level** (e.g. Masters) in different fields: leave it up to the respondent to refer to the one closest or most relevant to professional trajectory - We leave it up to R to pick the category response that he/she considers. Interviewers will explain the categories only if R is in doubt **The categories explained:** - EDUCATION » Teacher-training programs » Educational assessment and research - ARTS AND HUMANITIES » Fine and performing arts (painting, drama, music) »Graphic and audio-visual arts (photography, music production, radio, tv, printing and publishing)

	» Foreign and native languages (linguistics, interpretation, literature) » Philosophy, religion, ethics, history, archeology - SOCIAL SCI, JOURNALISM AND INFORMATION »Behavioural sciences (economics, economic history, political science, sociology, demography, anthropology, psychology, geography) » Business and administration » Law » Journalism, archival sciences - NATURAL SCI, MATH AND STATISTICS »Life sciences (biology, botany, microbiology, zoology, entomology, »ornithology, genetics, biochemistry, biophysics; excluding » clinical and veterinary sciences) » Physical sciences (astronomy and space sciences, physics, chemistry, geology, other »geosciences, meteorology and climatic research, marine science, volcanology) » Mathematics and statistics »Computing (system design, computer programming, software development) - ENGINEERING, MANUFACTURING AND CONSTRUCTION » Engineering and engineering trades » Manufacturing and processing (food and drink processing, textiles, materials such as wood, paper, plastic, glass, etc., mining and extraction) » Architecture and building - AGRICULTURE, FORESTRY, FISHERIES AND VETERINARY » Crop and livestock production, agronomy, horticulture and gardening, forestry and forest product techniques, natural parks, wildlife, fisheries, fishery science and technology » Veterinary medicine, veterinary assisting - HEALTH AND WELFARE »Medicine, medical services (public health services, hygiene, pharmacy, pharmacology, »therapeutics, rehabilitation, prosthetics, optometry, nutrition) and dental services » Nursing (basic nursing, midwifery) - SERVICES (incl. personal, security and transport) »Personal services (Hotel and catering, travel and tourism, sports and leisure, hairdressing, beauty treatment, and other personal services: cleaning, laundry, dry-cleaning) » Transport services (Seamanship, ship's officer, nautical science, air crew, air traffic control, railway operations, road motor vehicle operations, postal

	service) » Environment protection » Security services (police work and related law enforcement, criminology, fire-protection and fire fighting, civil security; Military)

** A35-A38a. RECOGNITION OF STUDIES FROM CoS **

Respondents:
Returned migrants

- **A35. Tried to get CoS studies recognized in LDC**

Mechanics	*Clarifications*
- Respondents: for those with primary level of education or above - Question type: spontaneous answer. - Input: Pick answer from the list	- Consider only **any formal procedure** to have diploma recognised. This is **different from the automatic recognition of diplomas** from one country to another or by specific institutions/employers. This is reflected in the option 3. NOT NEEDED, AUTOMATICALLY RECOGNIZED

- **A38a. In which year**

Mechanics	*Clarifications*
- Respondents: For those who undertook the recognition procedure - Question type: spontaneous answer - Input: pick option from list, either that the recognition was not obtained, or "Year" so that the field to enter the year opens, and type in	- Only one answer, referred to one diploma only. **If various, refer to the highest diploma**

** A39-A45. FOREIGN DEGREES **

Respondents:
Returned and non-migrants

- **A39. Any foreign diplomas**

Mechanics	*Clarifications*
- Respondents: all - Input: Pick Y/N answer	- The question may sound odd for ***Non-migrants*** since they have never left the country. However, it is **possible to obtain foreign diplomas without**

	leaving the country, by studying at distance or attending a foreign institution in the country.

- **A40. For which levels**

Mechanics	*Clarifications*
- Respondents: For those with some foreign diploma_ Question type: spontaneous answer. Input: Pick one answer from the list	- Only one answer, referred to one diploma only. **If various, refer to the highest diploma** - We leave it up to R to pick the category response that he/she considers. Interviewers will explain the categories only if R is in doubt **The categories explained:** - LITERACY CLASS » Programs providing simple and functional literacy and numeracy skills, typically for adult populations - PRIMARY EDUCATION. » It is typically part of **compulsory** education. It starts between **5-7 years** old and it typically lasts until age 10 to 12. » Typically, there is one main teacher responsible for a group of pupils who organizes the learning process, although a class may have more than one teacher, especially for certain subjects or units. - LOWER SECONDARY EDUCATION » It is typically part of **compulsory** education. It starts typically between **10-13 years** old » A class of students usually has several teachers with specialized knowledge of the subjects they teach » In different places it is called: *secondary school (stage one/lower grades), junior secondary school, middle school, or junior high school* - UPPER SECONDARY EDUCATION » It is typically **not compulsory** education. Pupils enter this level typically between ages **14-16 years** old and exit around age 17 or 18 » More varied, specialized and in-depth instruction, with an increased range of options and streams available. Teachers are often highly qualified in the subjects or fields of specialization they teach, particularly in the higher grades. » In different places it is called: *secondary school (stage two/upper grades), senior secondary school, or (senior) high school*

	- POST-SECONDARY NON-TERTIARY EDUCATION » Programs providing **non-tertiary qualifications which are required for progression to tertiary education or for employment** when previous qualification (secondary education) does not grant such access. » In different places it is called: *technician diploma, primary professional education, or préparation aux carrières administratives* - SHORT-CYCLE TERTIARY EDUCATION » Programs providing participants with **professional knowledge, skills and competencies**. Typically, they are practically-based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes » In different places it is called: *(higher)technical education, community college education, technician or advanced/higher vocationaltraining, associate degree, or bac+2* - BACHELOR'S OR EQUIVALENT LEVEL » Designed to provide participants with **intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree** or equivalent qualification. Instruction at this level often takes the form of lectures by staff who are typically required to have university degrees or have become senior professional in the field of work. They are traditionally offered by universities and equivalent tertiary educational institutions. » In different places it is called: *Bachelor's programme, licence, or first university cycle* - MASTER'S OR EQUIVALENT LEVEL » Designed to provide participants with **advanced academic and/or professional knowledge, skills and competencies, leading to a second degree** or equivalent qualification. Programmes at this level typically involve the completion of a research project or thesis. » In different places it is called: *master programmes or magister* - DOCTORAL OR EQUIVALENT LEVEL » Designed primarily to lead to an advanced **research qualification, both in academic and professional fields.** It usually concludes with the submission and defense of a thesis, dissertation or equivalent written work of publishable quality, representing a significant contribution to knowledge in the respective

	field of study. In different places it is called: *PhD, DPhil, D.Lit, D.Sc, LL.D, Doctorate*

- **A40a. In which year**

Mechanics	*Clarifications*
- Respondents: For those with some foreign diploma - Input: type in year.	- Only one answer, referred to one diploma only. **If various, refer to the highest diploma**

- **A40b. In which country**

Mechanics	*Clarifications*
- Respondents: For those with some foreign diploma - Input: Pick from the list . If "Other country" picked, click on the empty space and then: a) Type in country b) Pick continent and then country from list	- Only one answer, referred to one diploma only. **If various, refer to the highest diploma** - If studies happened at distance or in CoS, refer to the **nationality of the institution providing the diploma**, hence the "nationality" of the diploma.

- **[NOT SN] A41. Tried to get foreign diplomas recognized in CoS**

Mechanics	*Clarifications*
- Respondents: for those with foreign diplomas - Question type: spontaneous answer. - Input: Pick Y/N answer *VARIATION BY COUNTRIES:* » *SN: dropped*	- Consider only **any formal procedure** to have diploma recognised. This is **different from the automatic recognition of diplomas** from one country to another or by specific institutions/employers.

- **[NOT SN] A42. Why not**

Mechanics	*Clarifications*
- Respondents: For those who did NOT apply for recognition of studies - Question type: spontaneous answer. - Input: interviewer pick answer from the list that corresponds best to answer. *VARIATION BY COUNTRIES:* » *SN: dropped*	- 6. OTHER = Ex: I didn't think about it; I didn't have an aspiration /didn't think I would get a job requiring a diploma

- **[NOT SN] A45. In which year**

Mechanics	*Clarifications*
- Respondents: For those who applied successfully - Question type: spontaneous answer. - Input: pick option from list, either that the recognition was not obtained, or "Year" so that the field to enter the year opens, and type in *VARIATION BY COUNTRIES:* » *SN: dropped*	-

** A46-A54a. NATIONALITIES **

- **A46. Nationalities at birth**

Mechanics	*Clarifications*
- Respondents: all - Question type: spontaneous answer - Input: Pick from the list . If "Other country" picked, c) Type in country d) Pick continent and then country from list - Up to 2 nationalities	- Only two nationalities maximum. **If R has more nationalities:** 1. **Always enter CoS if that is one** of the nationalities 2. **Prioritize EU nationalities** over non-EU nationalities. Among EU nationalities: whichever the respondent prefers to register 3. Among non-EU nationalities: whichever the respondent prefers to register

- **A47. Whether other nationalities obtained**

Mechanics	*Clarifications*
- Respondents: all - Question type: spontaneous answer - Input: Select Y/N answer	

- **A48 & A53. Nationalities obtained**

Mechanics	*Clarifications*
- Respondents: For those who have acquired new nationality/ies - Question type: spontaneous answer - Input: Pick from the list . If "Other country" picked, e) Type in country f) Pick continent and then country from list Up to 2 nationalities	- Only two nationalities maximum. **If R has more nationalities:** 1. **Always enter CoS if that is one** of the nationalities 2. **Prioritize EU nationalities** over non-EU nationalities. Among EU nationalities: whichever the respondent prefers to register 3. Among non-EU nationalities: whichever the respondent prefers to register

- **A49. Year when nationality obtained**

Mechanics	*Clarifications*
- Respondents: For those who have acquired some new nationality - Input: For each nationality mentioned in A48 (and shown by the tablet): type in year.	- Interviewer to encourage R to give an approximate date if they don't remember

- **A50. Official basis for obtaining nationality**

Mechanics	*Clarifications*
- Respondents: Those who have acquired some new nationality - Question type: read options - Input: pick answer from list.	**The categories explained:** - NATURALISATION BY RESIDENCE. Citizenship is gained based on an extended period of time residing in the country - MARRIAGE. Citizenship is gained based on the marriage to a citizen of the country - BIRTH OF A CHILD. Citizenship is gained based on R's parenthood of a child who is a citizen of the country - FROM PARENTS. Citizenship is gained based on the fact that R is the child of a citizen of the country - NATIONALITY RECOVERY THROUGH ANCESTRY. Citizenship is gained based on the fact that R's ancestors were once citizens of the country, or otherwise related to the country (e.g. citizens of former colonies, or subjects in pre-modern times). - SPECIAL SERVICES/ DISCRETIONARY. Citizenship is gained based on special circumstances recognized by the law and/or the government (e.g. special contribution to the society, victims of terrorism, etc.)

- **[NOT SN] A51a & A54a. Most important reason to acquire other nationalities**

Mechanics	*Clarifications*
- Respondents: Those who have acquired some new nationality - Question type: spontaneous but read options if respondent unsure - Input: For each of the nationalities mentioned: Pick only one answer from short list. *VARIATION BY COUNTRIES:* » *SN: dropped*	- There are three main types of motivations: ***1. identity/ sentimental; 2. practical reasons;*** and then mobility reasons. Since the latter may sound odd to respondents, we don't mention this term and just detail three different **mobility-related reasons.** - Read the content between parentheses only if it is necessary or convenient

- **A52. Planning to acquire another nationality**

Mechanics	*Clarifications*
- Respondents: All - Question type: spontaneous answer. - Input: Pick answer from the list	- **Discard when the respondent has simply 'thought about it' in a vague manner**. Probe with 'for which nationality'? (which is next question) and if no concrete idea, pick "no".

- **A53. Nationalities respondent plans to acquire**

Mechanics	*Clarifications*
- Respondents: those applying or planning to apply for another nationality - Question type: spontaneous answer. - Input: Pick from the list . If "Other country" picked, a) Type in country b) Pick continent and then country from list - Up to 2 nationalities -	- **Only two** nationalities maximum. If R is considering more nationalities: 1. **Always enter CoS if that is one** of the nationalities 2. **Prioritize EU nationalities** over non-EU nationalities. Among EU nationalities: whichever the respondent prefers to register 3. Among non-EU nationalities: whichever the respondent prefers to register