

**National Institute for Health Development  
Department of Health Statistics**

**European Disability and Social Integration Module  
(EDSIM)**

**FINAL REPORT**

**Estonia**

**JANUARY 2010**

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## 1.1 Schedule and activities

The total duration of the „EU Survey Module on Disabled People and Integration into Society (EDSIM)“ project was initially set for 11 months from October 1st 2008 to August 31st 2009. However, the project was prolonged for 3 months with ending on November 30th 2009.

The reason for prolongation came due to the circumstances that Grant Agreement was finally accepted, errors in beneficiary details written in the Agreement solved together with EUROSTAT by the 4th of December 2008. Thereby, the start of the planned work within project was delayed.

Main tasks within EDSIM were:

- 1) elaboration of national versions (in Estonian and in Russian) of EDSIM fieldwork instrumentarium;
- 2) cognitive testing of the questionnaire;
- 3) field-testing of both linguistic versions of the questionnaires on a basis of a sample that includes Estonian-speaking and Russian-speaking disabled and non-disabled people.

During the project the following activities were carried out, resulting with the respective deliverables and output:

	Activity	Deliverables and output	Period
1	1.1 Local EDSIM work group meetings.  1.2 Elaboration of fieldwork methodology and sample design in cooperation with Statistics Estonia.	EDSIM project schedule with planned work activities, deliverables. Distributions of tasks between experts.  Details of sampling methodology (incl quotas).	Dec 2008 – Jan 2009
2	2.1 Translation of the EDSIM questionnaire and interviewer's manual, editing of national versions (in Estonian and in Russian) of EDSIM fieldwork instrumentarium  2.2. Estonian work group meetings for editing two	Translated Estonian and Russian versions for adapting and editing.  Both linguistics versions were ready for the cognitive testing.	February– March 2009

	<b>Activity</b>	<b>Deliverables and output</b>	<b>Period</b>
	<p>linguistic instrumentarium.</p> <p>2.3 Preparation for fieldwork – request for personal data from Population Registry and Social Insurance Board Registry for sample.</p> <p>2.4 Call for tender to select a company (subcontractor) for carrying out the field-testing.</p>	<p>Selection of the subcontractor.</p>	
3	<p>3.1 Application for Estonian Data Protection Inspectorate for handling sensitive personal data for implement EDSIM project.</p> <p>3.2 Cognitive testing among representatives of disabled people before fieldwork.</p> <p>3.3 Estonian work group meetings to analyse the results of cognitive interviews</p>	<p>Approval for implement the project (carry out cognitive and field-testing) and sensitive personal data usage.</p> <p>5 cognitive interviews</p> <p>Amendments in both linguistic versions questionnaires and interviewer's manuals on the basis of results from cognitive testing.</p>	<p>March–April 2009</p>
4	<p>4.1 Estonian work group meetings for editing two linguistic instrumentarium.</p> <p>4.2 Preparation of respondent's notification letters in Russian and in Estonian.</p>	<p>Signed contract with subcontractor Turu-uuringute AS (Turu-uuringute Ltd) to carry out field-testing.</p> <p>Samples from Population Registry (n=399 individuals) and Social Insurance Board Registry (n=734 individuals).</p> <p>Final national versions of questionnaires and interviewer guidelines.</p> <p>Respondent letters (field-testing) in both languages sent out.</p>	<p>April 2009</p>

	Activity	Deliverables and output	Period
	4.3 Interviewers' training. 4.4 Start of fieldwork.		
5	5.1 Consulting the interviewers from Turu-uuringute Ltd during the whole field-testing period.		April – June 2009
6	6.1 End of the field-testing. 6.2 Feedback seminar with interviewers after the end of field-testing period. 6.3 Summary of respondents' feedback and suggestions related to the questionnaire.	Filled questionnaires (n=309). Qualitative summary from interviewers of Turu-uuringute Ltd. Summary prepared by Turu-uuringute Ltd	June–July 2009
7	7.1 Preparations of datafile. 7.2 Data quality checks. 7.3 Backtranslation of fieldwork instrumentarium (from Estonian to English). 7.4 Administrative work.	Data files (SPSS), interview protocols and filled questionnaires from Turu-uuringute Ltd.  Backtranslated instrumentarium: questionnaire, interviewer's guidelines and respondent notification letter.  A letter to EUROSTAT for asking a prolongation for 3 months and budget amendment (was accepted).	July - Sept 2009
8	8.1 Preparation for final report – analysis. 8.2 Preparation of the data file (encoding).	Completed final report: 1. Encoded data file (SPSS) and codebook, 2. Technical report that includes a) analysis (results from	Sept – Dec 2009

	<b>Activity</b>	<b>Deliverables and output</b>	<b>Period</b>
	8.3 Compiling final report.	fieldwork, expert group meetings and cognitive tests) and b) methodological report 3. Financial report.	

## 1.1.1 Timetable

Activity	2008–2009											Implementing body	
	December	January	February	March	April	May	June	July	August	September	October		November
Expert group meetings – planning the project													National Institute for Health Development (NIHD)
Translation of the questionnaire into Estonian and Russian													Expert group
Preparation for the field-testing – registration of survey, quotas, samples, contract with subcontractor													NIHD, Statistics Estonia, Social Insurance Board, Population Registry, Turu-uuringute Ltd
Editing two linguistic instrumentarium.													NIHD, expert group
Cognitive testing among representatives of disabled people.													NIHD, respondents in cognitive test
Final samples from Social Insurance Board and Population Registry for field-testing													NIHD, Population Registry, Social Insurance Board
Sending notification letters													NIHD
Elaboration of two linguistic versions of instrumentarium													NIHD, expert group
Interviewers training.													NIHD, expert group, Turu-uuringute Ltd
Field-testing													NIHD, Turu-uuringute Ltd
Interviewers' feedback seminar													NIHD, Turu-uuringute Ltd
Data input and quality checks													NIHD, Turu-uuringute Ltd
Backtranslation of instrumentarium													NIHD, expert group
Data analysis and compilation of final report													NIHD

## 1.2 General comments on the European Disability and Social Integration Module

The purpose is to develop EDSIM so it can be a population-representative survey. In case of current wording of questions and instructions, this is more targeted to population with disabilities. In many parts of the guidelines, the situation of people with disabilities was strongly stressed. We recommend revise guidelines and reword the sentences that explain only the situation from the point of view of disabled people.

It is necessary to clarify what questions can be asked when a **proxy**-interview is carried out due to respondent's health conditions. It would be also good to stress in revised EDSIM guidelines that no other reason than health problems can be accepted for proxy.

The original questionnaire was probably designed for **CAPI**. Though this data collection method will be wide-spread it is still recommended to develop a **PAPI** version since some countries may not yet be able to carry out CAPI-s. In Estonia, it was decided to use PAPI method for the piloting. Experts revised the questionnaire and add some introductory questions in the beginning of different topics. **Filters** were designed for CAPI version, for PAPI we had to design them by ourselves since current filters were not enough or did not include all necessary information that select out groups of respondents who had to skip some questions.

**The Background Module** that is standard for population-representative surveys carried out by Statistics Estonia or NIHD was included in the questionnaire. Same module was used also in the ECHIS. We included MEHM and questions on functional ability in the questionnaire. Additionally, questions on functional capacity to work as well as so-called disability degree (according of the decision of examination of medical committee) to the Background Module.

**Access to Internet** – in case of Estonian pilot, the introductory question “Do you have internet at home?” was added since not having access does not mean that internet is not available at home. The idea was to select out groups who have Internet at home though respondent can not use it. The reasons for not using will emerge in other question.

What concerns **not doing something or having limitations in doing something**, and the list of **reasons** it was decided to move category “Health condition, illness, disease” to the end right before “other reasons”. This change applies to the whole questionnaire. When “health” precedes “activity limitation”, some disabled people still tend to choose it automatically, yet meaning their limitation to see, walk etc. In Soviet society, a meaning of disability was disease or illness and this way of interpretation is quite wide-spread still among older generations. This opinion of expert group found an evidence within cognitive interviews. So, for the field-testing the order of response categories was changed: limitations were set before health related matters and some other categories were put in between to keep more ‘space’ between limitation and health matters.

In general all questions about reasons of not doing something were recommended to design as tables. In the tables, there would be three columns: name of a reason, for the yes-responses and for the no-responses. This recommendation applies only for a PAPI version of questionnaire.



**Accessibility to Buildings** – this topic needs some introductory text before the first question. People without disability usually did not find questions funny or inappropriate for them. The only topic was accessibility to buildings when they express their surprise why these questions are asked not-limited people. Therefore, it is advised to add some explanations on what issues are addressed with these questions as well as remind to which population groups are targeted with this survey. Another possibility that was suggested is to add filters and let those respondents not mentioned any of activity limitation or health problem to skip this part. However, these questions may be relevant also for those not disabled or not declaring an existence of limitation (e.g. elderly, parents with small children who want to take baby carriage into the building, lack of instructive signs in the buildings that is disturbing for anybody etc). Therefore, it is necessary to clarify whether all population groups with their experiences and needs are target groups in case of this set of questions.

**Negative Attitudes and Behaviour** – the title of this subtopic of EDSIM was found to be not the most appropriate since this implies a sort of thinking being far from neutral position. In Estonian and Russian questionnaires, this title was 'Attitudes and Behaviour'. Before a question No Discrim an introductory text what discrimination means and a new question was included. The question was: During the past 12 months, have You been treated unequally compared to other people? In case no, next questions about discrimination were skipped.

## INTERVIEWERS FEEDBACK

### Title of the survey

- 1) from cognitive tests: it was argued to change the title of the survey so that a word 'disability' is substituted by some other word that fit in the context. 'Disability' has a negative connotation in Estonian and Russian language. In case of Estonia, the final title of EDSIM survey was 'Social Inclusion and Subsistence'.

### Suggestions what to include in interviewer's manual:

- 1) from field-testing: interviewers mentioned that manual might include some **arguments** that help interviewers **to explain what are the benefits of the respondents when they participate in the survey** (i.e. representing the opinion of total population in given 'hot' topics etc). Additionally, in some cases people with disability were more eager to take part in the survey when this participation got acceptance from some family member in front of the interviewer. Sometimes a person from 'outside' world was taken as somebody who disturbs the present status quo in the household. The acceptance received from another household member was a sort of security assurance for the respondents. However, this brought out a problem that yet existent negative attitude towards disabled that was characteristics for Soviet period are also reproduced nowadays by the close family member. This phenomena was more noticed among disabled people and their family members in older age groups. Due to this reproduced negative connotation older people with disabilities are often quite 'locked' in their homes not having many social contacts and are protected by family members from the invasion of outside world like an interviewer. This description supports the idea to have more clarifications in the interviewer's manual that explain what are the possible good things for the population that might associate with the given survey and what is the role of an individual respondent.

- 2) from cognitive and field-testing: interviewers explained **lack of competence to carry out interviews with those with disabilities**, especially with mental health problems (e.g. autism). There were some cases when respondent with mental disorders had responded very positively to all questions and interviewers said that during the interviews it was obvious that those respondents did not react adequately. Therefore, further trainings and instructions need to turn attention to such issues and guidelines how to act in different situations are very welcome. There are two main obstacles that might complicate the communication between an interviewer and an interviewee. First, it is a disability of a respondent and second, reluctance of family members. These cases set a need for targeted trainings for interviewers, i.e. how to communicate with disabled people when there are obvious mental health problems and how to breaks the double-barriers set in front of the communication.

After the cognitive testing according to the recommendations from the experts the interviewer's manual was amended and guidelines were added how to make a contact, communicate disabled people and assist them in responding the questions.

- 3) From field-testing: the **explanations of social benefits** that are available were suggested to include to the further interviewer's manual in Estonia. Its came up that respondents were confused about social benefits they receive or explain why they are targeted to different social benefits but could not identify the 'name' of the benefit. This suggestion was related to the question where sources of household's income were asked.

#### Questionnaire's amendments

- 1) from field-testing: it was recommended **to add a question about main language spoken** by the respondent. Sometimes lack of knowledge of (national) language will be one factor that set obstacles on social integration, cause any kind of discrimination or lessen opportunities on labour market, in education system etc. This may especially emerge in case of people with disabilities.

#### Sequence of the topics

- 2) 1) from field-testing: sometimes people with and without disabilities have difficulties to concentrate their mind on different topics. Therefore, it would be easier to respond when similar topics are logically connected or closer to each other in the questionnaire. Together with interviewers the experts found that the sequence of topics are not the most satisfactory. The following sequence was proposed:
  - Background module, part I (includes socio-demographic characteristics of the respondents and his/her household)
  - Employment
  - Access to learning opportunities
  - Access to and use of internet
  - Mobility
  - Accessibility to buildings
  - Transport
  - Community life and leisure pursuits
  - Social contact

- (Negative) attitudes and behaviour
- Economic life
- Background module, part II (includes income and its sources)

### 1.3 EDSIM translation and testing methodology reporting (1<sup>st</sup> part)

**COUNTRY:** Estonia

**Your grant covered:**

- Translation:** ..... ✓ go to section A
- Pre-test (such as cognitive test, laboratory test, etc):** ✓ go to section B
- Field testing:** ..... ✓ go to section C

#### **Section A**

**Please describe below the protocol used in the translation process**

Almost 30% of Estonian population is Russian-speaking having Russian, Ukrainian, Belorussian origin. Therefore the questionnaire, showcards and interviewer's manual were translated to two languages: Estonian and Russian. Translation of EDSIM questionnaire together with guidelines was done in parallel from English to Estonian and from English to Russian. The translators were experts in the field of social surveys, including health interview surveys. They have been in the expert groups of Estonian Health Interview Survey, Survey of Disabled People, surveys that have been carried out by Statistics Estonia.

Every week, experts and translators meet and all translated parts were looked through, Estonian and Russian versions were compared, possible ambiguous meanings and connotations were discussed and revised, decisions on final wordings were made and when necessary, additions and amendments were included to interviewers' manuals.

#### **Section B**

##### **1. What kind of pre-test was it?**

*Multiple answers are allowed*

- simple testing
- ✓ cognitive testing
- behaviour coding
- special probing
- ✓ expert panel
- other, please specify \_\_\_\_\_

**2. Please describe the methodology and organisation of the pre-test** (in case different pre-tests were carried out, repeat the box below for each pre-test):

### 2.1 Expert panel

**Number of experts:** 5

**out of which with long-standing health problems/activity limitation, in % (if possible):**

nobody

**Age range:** 23–53 years

**Other remarks:** -

### 2.2 Cognitive testing

**Number of respondents:** 5

**out of which with long-standing health problems/activity limitation, in % (if possible):**

5, i.e. 100 %

**Respondents selecting procedure:** Snowballing

**Age range:** 23-80 years

**Overrepresented population groups:** Cognitive testing was not aimed to carry out as population-representative.

**Describe the interview process<sup>1</sup>:**

A respondent was interviewed individually by the expert who was involved in the project. All experts have been trained to carry out pre-tests and have been involved in several surveys as expert on the domain as well as have carried out pre-tests in the cause of preparation the field works of the surveys. The interviews were not tape recorded. The questionnaire was designed in a way that there were special places to write interviewer's or respondent's comments that popped up in each of the question. The remarks were written by the expert (respondent's or interviewer's reactions and suggestions, problematic questions because of wordings or definitions, other remarks necessary to take into account within the process to complete field work instrumentarium).

<sup>1</sup> Please refer, inter alia, to (1) the skills of interviewers (how they were selected, whether they were trained or specialised in conducting pre-tests); (2) whether the respondents were interviewed individually or in focus groups; (3) how the transcription of the taped interview was done (if tape recorded)

**Other remarks:** The aim was to pre-test questionnaire among disabled people (both sexes and in different age groups) before field test. For the cognitive interviews, the aim was not to have representative sample of the population or collect data but test the wordings of questions and response categories, find out any possible misunderstandings by respondents and lack of enough clarifications or definitions in the interviewer's manual. After the cognitive testing, in the light of remarks and suggestions, the fieldwork instrumentarium was revised by the expert group and finalised for the field test.

The questionnaire for the cognitive test as well as for the fieldwork was designed so that after every EDSIM's question there was a box for interviewer's feedback as well as for the respondent's feedback.

### 3. Please fill in the table below.

#### Cognitive testing

	Male	Female	Total
<b>Total sample</b>	2	3	5
<i>Age groups</i>			
<b>15-29</b>	2	0	2
<b>30-44</b>	0	2	2
<b>45-59</b>	0	0	0
<b>60-74</b>	0	0	0
<b>75 and over</b>	0	1	1
<i>Educational level – Not available</i>			
<b>No education or below ISCED 1</b>			
<b>ISCED 1</b>			
<b>ISCED 2</b>			
<b>ISCED 3</b>			
<b>ISCED 4</b>			
<b>ISCED 5</b>			
<b>ISCED 6</b>			
<i>Presence of disability (if possible)</i>			
<b>with disability (officially recognised)</b>	2	3	5
<b>without disability</b>	0	0	0

## Section C

### 1. Please describe the methodology and organisation of the field test:

#### **Geographical area covered:**

It was aimed to test EDSIM in Russian-speaking and in Estonian-speaking population as well as in rural and in urban population. The questionnaire was piloted in three areas:

- 1) in the three towns of Eastern-Estonia, that is mainly inhabited by Russian-speaking population (Sillamäe, Kohtla-Järve, Narva);
- 2) in the capital – Tallinn – where both main population groups are represented;
- 3) and in two Southern-Estonia counties among rural population that is mainly Estonian-speaking.

**Age range:** 15–89

**Sample size:** in total 309 interviews were carried out

#### **Respondents selecting procedure:**

The quotas for the sample selection was calculated in accordance with response rate in given geographical areas of population-representative surveys that have been carried out by Statistics Estonia. As for the quota following characteristics were taken into account:

- 1) age groups (15–39, 40–64, 65–89)
- 2) gender
- 3) geographical area
- 4) main language spoken

There were two frames: sample for total population was asked from Population Registry and special sample for disabled person was asked from State Pension Insurance Registry that is administrated by Social Insurance Board. From the registries following information was asked according to the quotas and geographical areas targeted to cover:

- 1) ID
- 2) first name and surname
- 4) date of birth
- 4) nationality or main language spoken at home
- 5) address and e-mail address or phone number when available

Data files were linked and those represented in both sample were excluded from that of Population Registry to increase the sample of disabled people. Final sample with contact details were delivered to the subcontractor that was responsible for carrying out the fieldwork. The instructions (quotas) were provided to the subcontractor i.e. number of men and women in every age group have to be interviewed in every geographical area targeted in the piloting. Respondent letter were sent to selected individuals that explains the aim of the survey, confidentiality, anonymity criteria and that the participation is voluntary. Additionally, contact details of interviewers' supervisors and experts from EDSIM project were included to the letter.

**Overrepresented population groups:**

The overview of sample (those interviewed) and total population is given under the subtitle 2.1 'Overview of the sample by age groups and in comparison with total population, %'. Groups that are overrepresented are elderly, i.e. those aged 60 and older compared to the percentage of these age groups in total population. Aged 30–44 are underrepresented forming 15,2% in the sample and 20,3% in total population. Difference between the sample and total population in Estonia is less than 2% for other two age groups.

**Data collection procedure:** Face-to-face interview

**Response rate (if applicable):** 44,7% (corrected response rate, i.e. dead, not in Estonia and not capable to respond excluded)

	TOTAL	... incl from Population Registry	... incl from Social Insurance Board (i.e. State Pension Insurance Registry)
Forwarded to the interviewers	742	364	378
Interviewed	309	145	164
Not interviewed	433	219	214
Reasons for drop-out:			
refusals or not at home	306	166	140
dead	7	0	7
not living in Estonia	22	16	6
not capable to respond	21	9	12
wrong address	77	28	49

**Length of time required for completing the questionnaire, in minutes (without additional questions such those on demo-socio-economic characteristics):**

**Average** 69 min

**Min.** 10 min

**Max.** 200 min

**Other remarks:**

When the length of interview was measured, whole questionnaire (incl background module) was taken into account. The length of different modules was not measured.

The interviewers were asked to visit a concrete respondent 3 times in urban areas and 5 times in rural areas before they were allowed to complete a protocol and mark the respondent as not at home/not available for the interview. The response rate was low because of seasonality. Main field-testing period was from mid-May to the end of June. This is already vacations' period or relatively many people living in urban area move to their summer cottages for summer period and commuting. This seasonal difference caused difficulties to contact respondents.



**2. Please fill in the table below, if possible.**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Total sample</b>	149	160	309
<i>Age groups (on 01.01.2009)</i>			
<b>15-29</b>	35	41	76
<b>30-44</b>	24	23	47
<b>45-59</b>	27	31	58
<b>60-74</b>	45	38	83
<b>75 and over</b>	18	27	45
<i>Educational level</i>			
<b>No education or below ISCED 1</b>	3	6	9
<b>ISCED 1</b>	11	8	19
<b>ISCED 2</b>	37	32	69
<b>ISCED 3</b>	54	61	115
<b>ISCED 4</b>	11	6	17
<b>ISCED 5</b>	31	47	78
<b>ISCED 6</b>	0	0	0
refused or doesn't know	2	0	2
<i>Presence of disability (if possible)</i>			
<b>with disability (officially recognised)</b>	81	91	172
<b>without disability</b>	64	65	129
refused or doesn't know	4	4	8

**2.1. Overview of the sample by age groups and in comparison with total population, %**

	<b>Male</b>	<b>Female</b>	<b>% of age group in total sample</b>
Total sample (% of age group)	48,2	51,8	100
15-29 (% of age group)	46,1	53,9	24,6
30-44 (% of age group)	51,1	48,9	15,2
45-59 (% of age group)	46,6	53,4	18,8

60–74 (% of age group)	54,2	45,8	26,9
75 and over (% of age group)	40,0	60,0	14,6
	<b>Male</b>	<b>Female</b>	<b>% of age group in total population (01.01.2009)</b>
Total population (% of age group)	46,1	53,9	100
15–29 (% of age group)	51,0	49,0	22,1
30–44 (% of age group)	49,2	50,8	20,3
45–59 (% of age group)	45,6	54,4	20,4
60–74 (% of age group)	38,9	61,1	14,7
75 and over (% of age group)	27,5	72,5	7,5

## 1.4 EDSIM translation and testing methodology reporting (2<sup>nd</sup> part)

**COUNTRY:** Estonia

<b>IntHome</b>	<b>Do you have access to the Internet from home?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>2</sup> encountered in the translation process; if there were no problems please enter "none".</b>	There were no problems encountered.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or	<input type="checkbox"/>		

<sup>2</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

concepts			
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input checked="" type="checkbox"/>	There was a case when an older respondent (aged 65+) expressed herself that she is too old for Internet (I am too old for Internet and I do not know how to use it).	1 (20%)
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		

17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input checked="" type="checkbox"/>	There were some cases when older respondents (aged 65+) expressed themselves that they were too old for Internet did not know how to use it.	5 out of 309
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	It was unclear why in the introductory part the stress was laid on the people with disabilities while EDSIM is meant to be a population-representative survey. These observed problems may be encountered by several population groups due to lack of knowledge, resources etc. Therefore, we recommend to revise guidelines of whole questionnaire and reword the sentences that at the moment explain only the situation from the point of view of disabled people.

<p><b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>In Estonia, companies do not offer the Internet-service where payment depends on time spent in internet. The offered packages include on-line and steady Internet access with fixed monthly price. Therefore, in the guidelines, the explanation for response category No 1 /.../ it is too expensive to spend a lot of time in the Internet /.../ is not relevant in case of Estonia.</p>
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	<p>It is recommended to begin with the question whether a respondent use Internet at all , followed by the question whether he/she has access to Internet at home and then whether he/she actually use Internet at home for some reasons.</p>
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<p><b>HomeUse</b></p>	<p><b>Do you use the Internet at home for any reason?</b></p>
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<p><b>TRANSLATION PROCESS</b></p>	
<p><b>Please present the problems<sup>3</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>During the translation process it was decided to change the wording 'for any reason' and rather give some examples of the reasons in the question. So, the final question in Estonian and Russian questionnaires was: Do You use the Internet at home (visiting home pages, communicating online or using e-mail)?</p>

<p><b>PRE-TEST (if performed, fill in below)</b></p>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		<p>Problems were not recorded.</p>	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<p><input type="checkbox"/></p>		
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question</p>	<p><input type="checkbox"/></p>		
<p>3. Respondents</p>	<p><input type="checkbox"/></p>		

<sup>3</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

misunderstood the question			
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording	<input type="checkbox"/>	Problems were not recorded.	

the answer			
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<b>comprehensive?</b>	
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	When keeping in mind life-long learning concept (e.g. interactive distant courses), social contact and networking or possibilities to work at home etc this question seems to be relevant enough.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>IntOth</b>	<b>Do you use the Internet from any other place (work, internet cafes, hotels, school or college) for any reason?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>4</sup> encountered in the translation process; if there were no problems please enter "none".</b>	In Estonian and Russian language it is irrelevant to add 'for any reason' to the end of the question and this was decided to leave out.

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		

<sup>4</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input checked="" type="checkbox"/>	The same applies here as at the question No IntHome	
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to	<input checked="" type="checkbox"/>	The same applies here as at the question No IntHome.	

the alternatives given			
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It seems to be relevant enough to measure the so-called IT-literacy and possibilities to use internet in case access at home is not available.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>IntMor</b>	<b>Would you like to use the internet (more than you do at present)?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>5</sup> encountered in the translation process; if there were no problems please enter "none".</b>	This question was clear and no problems encountered in the translation process.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Nothing emerged.	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents	<input type="checkbox"/>		

<sup>5</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

had different understandings of particular words or concepts			
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Nothing emerged.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had	<input type="checkbox"/>		

difficulty understanding the meaning of particular words or concepts			
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	The question might not be relevant however, next question about reason that prevents usage of Internet as much as a respondent wants are good indirect indicators of the overall capability and financial resources of the respondent. A question on reasons needs an introductory question, therefore current question is relevant enough.
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<b>Proposals/suggestions for</b>	In Estonian and Russian questionnaire, the original EDSIM question was
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<p><b>improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	<p>split into two questions for the fieldwork (according to the decision of expert panel):</p> <ol style="list-style-type: none"> <li>1) IntMor – in the same place as it was in the original EDSIM questionnaire</li> <li>2) After the WhyMor a question on whether a respondent wishes to use Internet and then</li> <li>3) Again IntMor to ask what are the main obstacles that she/he can not use Internet to explain whether those have never used Internet would like to use it and what prevents them of doing that.</li> </ol> <p>This approach gives better overview about those population groups that might be worse off concerning modern possibilities of IT.</p>
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<p><b>WhyMor</b></p>	<p><b>What are the main reasons preventing you from using the internet (more)?</b></p>
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<p><b>TRANSLATION PROCESS</b></p>	
<p><b>Please present the problems<sup>6</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>In the response category 'Some activity limitation such as difficulty in seeing, concentrating, <b>reaching or gripping</b>' highlighted words were complicated to translate. In some other similar response categories also a word '<b>stretching</b>' afforded several ways to interpret it. There were not any explanations in the instructions how to interpret these examples of activity limitations. Expert group decided to leave examples out of the wordings of response category and formulate this category only as 'activity limitation.' This decision applied to all questions where reasons were asked.</p>

<p><b>PRE-TEST (if performed, fill in below)</b></p>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		<p>Problems or misunderstandings were not recorded.</p>	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<p><input type="checkbox"/></p>		
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question</p>	<p><input type="checkbox"/></p>		
<p>3. Respondents misunderstood the</p>	<p><input type="checkbox"/></p>		

<sup>6</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



question			
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		<b>Problems or misunderstandings were not recorded.</b>	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		

15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	
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<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	The question is relevant, see comments on previous question..
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	What concerns not doing something or having limitations in doing something, and the list of reasons it was decided to move category "Health condition, illness, disease" to the end right before "other reasons". This change applies to the whole questionnaire. When "health" precedes "activity limitation", some disabled people still tend to choose it automatically, still meaning their limitation to see, walk etc. In Soviet society, a meaning of disability was disease or illness and this way of interpretation is quite widespread still among older generations. So, we think it would be better to offer limitations first, and health related matters in the end to keep them more separated.
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<b>Learn</b>	<b>Do you have access to all the learning opportunities that you want nowadays?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>7</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the	<input type="checkbox"/>		

<sup>7</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question or recording the answer			
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	✓	All difficulties can sum up as a problem of lacking an introductory question. An introductory question would be whether a respondent has a wish to study nowadays and then the logical continuation would be a question whether she/he has access to learning opportunities. All respondents said that they are currently not interested in continuing their studies or go to some courses and therefore this question was difficult to answer them. After the cognitive test, this question was revised by expert group and the third response category was added to the fieldwork questionnaire: 3) I do not wish to study at the moment.	4(80%)
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		

12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a	<input type="checkbox"/>		

long time to reach an answer			
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This question is relevant.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	Proposals were written under the part of field-test.
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LearnLim

What limits your access to learning opportunities?

**TRANSLATION PROCESS**

Please present the problems<sup>8</sup> encountered in the translation process; if there were no problems please enter "none".

None

**PRE-TEST (if performed, fill in below)**

Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents	<input type="checkbox"/>		

<sup>8</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

had different understandings of particular words or concepts			
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	✓	<p>Respondents did not find a suitable response category for them and pointed out that there had been occasions that a respondent could not take part in the course since many homework had to be done with PC and lack of Internet at home or lack of special equipment necessary to use PC (for a disabled person) set obstacles on participating in the course</p> <p>Expert group decided to include two additional response categories:                      1) There is no opportunity to use Internet constantly                      2) Lack of supporting tools or equipment</p>	2(40%)

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		



16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	The instructions and questionnaire were confusing since response categories were different in questionnaire from those in guidelines. Estonian team took the questionnaire into account while preparing national linguistic versions.

<p><b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>This is relevant.</p>
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	<p>It is recommended to revise questionnaire and interviewer's instruction and 'synchronize' them.</p>
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<p><b>Work</b></p>	<p><b>Are you limited in the type or amount of work that you do, for example, what you can do, how long you can work for, when you can work or where you can work?</b></p>
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<p><b>TRANSLATION PROCESS</b></p>	
<p><b>Please present the problems<sup>9</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>This question is too long and complicated. However, expert group did not find a shorter wording that could cover the whole information involved in the original question. The expression 'limited in' (questions No Work, WorkLim, Seek, SeekWhy) is not very well translated into Estonian or Russian language but expert group could not find any better wording than direct translation from English.</p>

<p><b>PRE-TEST (if performed, fill in below)</b></p>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>			<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<p>✓</p>	<p>A question is too long and the translation in Estonian as well as in Russian involves the phrase 'Are you limited in' that is a grammatically artificial wording.</p>	<p>5 (100%)</p>
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the</p>	<p>✓</p>	<p>A question is too long and had too many different aspects how to measure limitations related to work.</p>	<p>5 (100%)</p>

<sup>9</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input checked="" type="checkbox"/>	This situation applies to all cognitive interviews.	5 (100%)
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		In case of field-testing, the situation was same as in case of cognitive testing since this question was not rephrased after the results of cognitive testing.	<b>No of cases (in %)</b>
14. Interviewers had a	<input type="checkbox"/>		

problem reading the question or recording the answer			
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers'</b>	<input checked="" type="checkbox"/> Yes
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<b>instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This is a relevant question but it needs some revision and probably it would be the best to cut this into some separate questions.
--	--

<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	It would be better to ask 1) first whether a respondent has limits in working for any reason 2) and then find out whether these limits are related to what he/she can do, the length of working day, working time or the location where to work.
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<b>WorkLim</b>	<b>Why are you limited in the type or amount of work that you do?</b>
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TRANSLATION PROCESS	
<p><b>Please present the problems<sup>10</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>Within the translation process it was decided to harmonize the list of reasons asked under different subtopics throughout the whole questionnaire since it was not very clear why the list of mentioned reasons are not same in general. Most of the reasons fit well to the context of any topic. To this list one more reason was added that explained difficulties to access the work place or tools, and family responsibilities was translated 'too busy with family (family responsibilities)' as this wording was used in many other questions in original EDSIM questionnaire.</p>

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Problems or misunderstandings were not recorded	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different	<input type="checkbox"/>		

<sup>10</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

understandings of the question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked	<input type="checkbox"/>		

for the question to be read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It seems to be a relevant question.
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	<p>It is recommended to harmonize the response categories with those used in other questions about reasons (see explanation under the translation process).</p>
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<p><b>Seek</b></p>	<p><b>Are you limited in the type or amount of work that you could do, for example, what you could do, how long you could work for, when you could work or where you could work?</b></p>
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<p><b>TRANSLATION PROCESS</b></p>	
<p><b>Please present the problems<sup>11</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>In this form, the wording of a question is different than that of original EDSIM questionnaire where in case of unemployed person the questions consist a phrase 'paid work'. This is different from a question that is asked employed respondent. Therefore, it is confusing why in case of unemployed the term 'paid work' needs to be stressed. Finally, similar questions were translated same way and 'paid' was excluded from the wording of a question.</p>

<p><b>PRE-TEST (if performed, fill in below)</b></p>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		<p>Problems or misunderstandings were not recorded</p>	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<input type="checkbox"/>		
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question</p>	<input type="checkbox"/>		
<p>3. Respondents misunderstood the question</p>	<input type="checkbox"/>		
<p>4. Respondents had</p>	<input type="checkbox"/>		

<sup>11</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

difficulty remembering the question and asked for the question to be read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding	<input type="checkbox"/>		

what the question means and asked for clarification or explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and</b>	It was not clear why 'paid work' was asked unemployed people but not those employed.

<b>provide suggestions for instructions improvement</b>	
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<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It is relevant enough.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>SeekWhy</b>	<b>Why are you limited in the type or amount of paid work that you could do?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>12</sup> encountered in the translation process; if there were no problems please enter "none".</b>	Nothing special emerged than these issues mentioned before in question No WorkLim.

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		<b>Problems or misunderstandings were not recorded</b>	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding	<input type="checkbox"/>		

<sup>12</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

what the question means and asked for clarification or explanation of the question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

**FIELD-TESTING (if performed, fill in below)**

<b>Please indicate whether the following situations</b>		Problems or misunderstandings were not recorded	<b>No of cases</b>
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<b>occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>(in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other	<input type="checkbox"/>		

problems			
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<p><b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b></p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b></p>	

<p><b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>It seems to be relevant enough.</p>
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	
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<b>NoWrk</b>	<b>There are lots of reasons why people do not do paid work or choose not to look for work. May I just check, why are you not looking for paid work at the moment?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>13</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different	<input type="checkbox"/>		

<sup>13</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



understandings of the question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked	<input type="checkbox"/>		

for the question to be read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It is necessary to collect information on the reasons why people are long-term unemployed or inactive on the labour market.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>EndsMeet</b>	<b>Thinking of your household's total monthly or weekly income, is your household able to make ends meet, that is pay your usual expenses...</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>14</sup> encountered in the translation process; if there were no problems please enter "none".</b>	The wording /.../ that is pay your usual expenses /.../ was excluded since in Estonian or Russian this addition does not give any added-value. For the sake of comparability with other national population-representative surveys, it was decided to include EE SILC version of the same question that includes 6 response categories to test what question (EE SILC or EndsMeet) is easier to respond. Additionally, in the questionnaire, the reference period month and a phrase "monthly income" was used since this is common to Estonia.

<b>PRE-TEST (if performed, fill in below)</b>			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input checked="" type="checkbox"/>	Since the original question was changed a bit, the new national version of a question raise an issue whether net income or not. For the field-testing, the phrase 'after the subtraction of taxes'.	2 (40%)
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had	<input type="checkbox"/>		

<sup>14</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

difficulty remembering the question and asked for the question to be read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding	<input type="checkbox"/>		

what the question means and asked for clarification or explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	✓	To avoid this problem, a show card was used in case of longer questions (i.e. EE-SILC version). A Question No EndsMeet did not cause difficulty to remember.	
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	✓	Respondents understand the question well after the clarification "please think of the final income you receive after the subtraction of taxes". However, they mentioned that the EE SILC question (No A30 in the questionnaire) was better 'welcomed' by Estonian-speaking as well as Russian-speaking respondents. It could be explained that respondents were seeking rather center-surrounded response categories than extreme categories on the scale. The latter, i.e. use of middle-categories, is very wide-spread among respondents in Estonia.	
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	It was not clear what reference period should be used in the question- a month (monthly income) or a week (weekly income) and is there any difference at all from the perspective of this question and its underlying concept.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This is relevant to measure the subsistence of the population in a more qualitative way than just asking a question about total income in EEK.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>MonR</b>	<b>What are the main reasons for your difficulty in making ends meet?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>15</sup> encountered in the translation process; if there were no problems please enter "none".</b>	<p>The wording of response categories No 4 and 5 did not fit with the logic of categories 1–3. The first three categories refer to costs i.e. had in the wordings there are direct references to <b>household</b> financial resources and budgeting. However, the categories 4 and 5 refer to health conditions that can not be something common to household but describes the situation of <b>an individual household member or some members</b>. The expert group decided to add in the beginning of response categories the following words 'Additional expenses related to Your or your household's member...'. Additionally, the sequence of original categories 4 and 5 was changed to avoid situation that activity limitations will receive less attention when it is in the end of the list and this will be mixed with illness or disease or health condition.</p> <p>This question was about 7.../main reasons for your difficulty/.../ and previous question was /.../ is your household able to make ends meet /.../. It was discussed whether both questions are actually about household's and</p>

<sup>15</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

	decided to rephrase MonR so that it had a word 'household' in the formulation of the question.
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<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		

11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		



21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This is relevant to measure what are the reasons that some population groups have difficulties to meet ends.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	It is proposed to reword some response categories (see the explanation under the description of translation procedure).
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<b>Leavhome</b>	<b>How often do you leave your home?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>16</sup> encountered in the translation process; if there were no problems please enter "none".</b>	Translation was not a problem but the underlying concept of the question.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input checked="" type="checkbox"/>	A respondent asked how far from home I need to go that this would be recorded as leaving home (from house to garden or to next street). Another respondent added that she went out of the house once a day but prefer more often. Unfortunately, this is not possible due to lack of personal aid.	2 (40%)
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the	<input type="checkbox"/>		

<sup>16</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be	<input type="checkbox"/>		

read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Translators and experts missed the underlying concept of this question that would have been specified what is measured by this question: <ol style="list-style-type: none"> <li>1) an ability to go through for some distance and how long should this distance be</li> <li>2) a sort of social dimension (leaving home with the purpose of going out and having social contacts)</li> <li>3) or yet something else</li> </ol>

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is	It is relevant.
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relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>MobWhy</b>	<b>What prevents you from leaving your home (more often)?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>17</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had	<input type="checkbox"/>		

<sup>17</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

difficulty remembering the question and asked for the question to be read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input checked="" type="checkbox"/>	It was mentioned that one obstacle is a lack of elevator in a many-floors block house. This new reason was added to the response categories for the phase of filed-testing.	
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding	<input type="checkbox"/>		

what the question means and asked for clarification or explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input checked="" type="checkbox"/>	The list of response categories was too long for some respondents to listen to when an interviewer read them as well as watch on the show card. Though response categories were written on the show card but respondents still suggested decrease the number of categories.	Not available
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	
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<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This question is relevant to measure the obstacles that are in particular disturbing for people with disabilities.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>UseVcl</b>	<b>Do you (or anyone else in your household) have continuous use of a motorised vehicle (car, van, motorcycle, scooter or moped)?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>18</sup> encountered in the translation process; if there were no problems please enter "none".</b>	At the time of translation process and within the discussions expert group had, it was decided to begin topic about transport with an interviewer's filter question: whether a respondent had left home. If not, the whole transport block was skipped. It was not well explained what is the aim of asking only motorised vehicle and not possibility to use bicycle. The question was very problematic to translate since it was not clear whether a respondent or his/her household members should be the owner of the vehicle, whether continuous use of public transport could be considered or whether a vehicle can be owned also e.g. by an employer of one household member and this allowed to be used for private needs also. Finally, a decision was made that this question will be long in national version including stress to those vehicles owned by the household as well as those cars or other motorised vehicles of which ownership did not belong to household members (but it was possible to use by the respondent/household).

<b>PRE-TEST (if performed, fill in below)</b>		
<b>Please indicate whether</b>		<b>No of</b>

<sup>18</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



the following situations occurred during the pre-testing phase (by ticking the correspondent box):			cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	✓	There were two cases when respondents referred to public transport that he/she can use. Therefore, a notification was added for the interviewer to the field test questionnaire: NB! This question does not include public transport.	2 (40%)
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as	<input type="checkbox"/>		

sensitive			
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		

23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	As it was written under the description of translation process it was not well explained what is the aim of asking only motorised vehicle and not possibility to use bicycle. The question was very problematic to translate since it was not clear whether a respondent or his/her household members should be the owner of the vehicle, whether continuous use of public transport could be considered or whether a vehicle can be owned also e.g. by an employer of one household member and this allowed to be used for private needs.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It is relevant to measure possibilities for mobility. However these questions might not be so specific but rather general to find out whether a respondent has access to any transport means what are necessary to carry out his/her everyday life activities. The aim to collect such data as asked in transport block is a bit ambiguous.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	We propose to shorten this block and rather concentrate of the issue whether transport (public or private) is available for the respondent in the amount/with the frequency he/she needs.
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<b>FreqDrive</b>	<b>How frequently, if at all, do you drive this vehicle nowadays?</b>
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TRANSLATION PROCESS	
<p><b>Please present the problems<sup>19</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>Here, in this form a question "Drive" is missing. Previous question concentrates on the possibility to use vehicle and stress was not put on the aspect that a respondent has driving licences to drive him/herself the vehicle. Therefore it was decided to change the order of the questions in the original EDSIM questionnaire:</p> <ol style="list-style-type: none"> <li>1) VclOft</li> <li>2) Drive</li> <li>3) FreqDrive</li> </ol> <p>In the instructions, an explanation for the question No Drive includes only filter specification. This filter was not mentioned in the questionnaire. It was not clear enough what should be next question for a housebound respondent.</p>

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Problems or misunderstandings were not recorded	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of	<input type="checkbox"/>		

<sup>19</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

particular words or concepts			
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the	<input type="checkbox"/>		

question			
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	There are not any comments in the guidelines related to this question. However, it is not well understandable why the wording of the question FreqDrive includes /.../ if at all /.../ although a respondent has just said that he/she drives the vehicle. In our national versions, this part of the question was not translated.

<b>Additional comments in</b>	The comments written to the first question of this subtheme are relevant
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<b>relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	throughout Transport block.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>Passeng</b>	<b>How frequently, if at all, do you travel as a passenger in this vehicle nowadays?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>20</sup> encountered in the translation process; if there were no problems please enter "none".</b>	It was not clear enough why these respondents who said Yes to Drive had to jump over the question No Passeng. The position of a driver and a passenger can be switched from time to time. When the purpose is to measure frequency of travelling by those vehicles available in the household, the filter is not correct.

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the	<input type="checkbox"/>		

<sup>20</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a	<input type="checkbox"/>		



problem reading the question or recording the answer			
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers'</b>	<input type="checkbox"/> Yes
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<b>instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Nothing is written about this question but there is no need as well from our point of view.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see the comments to the first question of Transport block.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>VclOft</b>	<b>Do you go out in this vehicle(s)...</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>21</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		<b>Problems or misunderstandings were not recorded</b>	<b>No of cases (in %)</b>
1. Interviewers had a	<input type="checkbox"/>		

<sup>21</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

problem reading the question or recording the answer			
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to	<input type="checkbox"/>		

the alternatives given			
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Nothing is written about this question but there is no need as well from our point of view.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	The order of the question was changed and this question was put right after the UseVcl. Please see the comments for the first question of the Transport block.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>VclStp</b>	<b>What prevents you from going out in the household motor vehicle(s) (more often)?</b>
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TRANSLATION PROCESS	
<p><b>Please present the problems<sup>22</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>Filter in the beginning of this question is not correct. It should be: APPLIES IF (Drive=2) OR...</p> <p>The wording of the question refers to ownership of the observed vehicle but 'continuous use' was stressed in the first question of Transport block. Ownership and continuous use are not synonyms. The expert group decided to translate the question in a more neutral way and avoid a reference to ownership. Additionally, it was not clear in the translation process why response category No 4 includes 'injury' when before in case of other questions similar category have been just 'a health condition, illness or disease'. In the instructions, the response category does not include 'injury'. So, same response category in the questionnaire and in the guidelines differs.</p>

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Problems or misunderstandings were not recorded	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding	<input type="checkbox"/>		

<sup>22</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

the meaning of particular words or concepts			
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents	<input type="checkbox"/>		

misunderstood the question			
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Questions arose are described under the explanation what was confusing for those translated the questionnaire.

<b>Additional comments in</b>	
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<b>relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>PubTrans</b>	<b>How frequently, if at all, do you travel as a passenger on any public transport nowadays?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>23</sup> encountered in the translation process; if there were no problems please enter "none".</b>	It was confusing what is meant with 'ASK OR RECORD', i.e. what was RECORD in this context. This considered not to be relevant and was not translated neither added to the national versions of interviewers' manuals.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the	<input type="checkbox"/>		

<sup>23</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input checked="" type="checkbox"/>	Respondents asked whether special taxis for disabled belong to the list of public transport. Those taxis can be ordered as a part of special public transport and expenses are covered usually by local municipalities. After the results of cognitive test, a specification was included to the interviewer's manual that so-called inva-taxis are public transport in Estonia.	2 (40%)
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

**FIELD-TESTING (if performed, fill in below)**

<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
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<b>the correspondent box):</b>			
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Nothing is written about this question but there is no need as well from our point of view.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>PubOfT</b>	<b>Do you use public transport</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>24</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>		
<b>Please indicate whether the following situations</b>	Problems or misunderstandings were not recorded	<b>No of cases</b>

<sup>24</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

<b>occurred during the pre-testing phase (by ticking the correspondent box):</b>			<b>(in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other	<input type="checkbox"/>		

problems			
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<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their	<input type="checkbox"/>		

answer			
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>TranStp</b>	<b>What prevents you from travelling in public transport (more often)?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>25</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Problems or misunderstandings were not recorded	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		

<sup>25</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		

18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It might be relevant but the whole Transport theme has too many questions. Please see the comments to the first question of this theme.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>PlaySpor</b>	<b>Playing sports</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>26</sup> encountered in the translation process; if there were no problems please enter "none".</b>	It was quite problematic to find Estonian wordings to the response categories so they would have been suitable for all listed activities. The translation was revised after the cognitive test but it was not grammatically the most 'smooth' either in fieldtest questionnaire. Respondents and interviewers suggested different wordings of response categories for different activities. It means that there will be several showcards, i.e. not just one for all activities.

<b>PRE-TEST (if performed, fill in below)</b>			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked	<input type="checkbox"/>		

<sup>26</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

	for the question to be read again			
5.	Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6.	Different respondents had different understandings of the question.	<input type="checkbox"/>		
7.	Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8.	Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9.	Respondents used a long time to reach an answer	✓	<p>It came out that respondents did not find the response category that would describe their situation the best. Some background factors that influence the participation in community life and leisure activities are:</p> <ol style="list-style-type: none"> <li>1) in case a person has become disabled within lifetime, some of them (esp when they compare their previous life and current one) are frustrated, feel shame, their self-assessment is relatively low and they rather avoid social contact than look for them. Sometimes the hidden response was that a respondent did not have enough strength to go out and change current status quo of his/her life. This low self-assessment had an impact on responses to several topics in addition to leisure activities and participation in community life, e.g. learning opportunities, employment.</li> <li>2) Those have been disabled most of their life or even since the birth are adopted to the situation and are more active in taking part in community life etc.</li> </ol>	3 (60%)
10.	Respondents seemed unsure about their answer	<input type="checkbox"/>		
11.	Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12.	Respondents perceived the question as sensitive	<input type="checkbox"/>		
13.	Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		

25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	<p>In case of PlaySpor it is not clear what this question measures: a participation (that is organised sports and rather team-sports that needs also social skills) or the proportion of population who are physically active/wants to be physically active. In the instructions, the word "participation" gives rather an idea that go in for sport individually (e.g. jogging) are not included. Finally, Estonian team decides to ask about sports as neutral as possible and rather keep in mind that this question measures an intention to go in for any sports.</p> <p>Additionally, one disabled person said that moving around in a manually worked wheel chair is a sport. The question is that should such kind of physical activity be taken into consideration here.</p> <p>As to the whole list of activities in this block, more comprehensive overview why such examples of activities have been included to the questionnaire is very welcome. It is seems that some activities measure the ability to be in the crowded places, some skills of more intimate communication (e.g. being with family or friends) and some observe the acceptance of disabled person by close people (e.g. going out with friends). This could be true point of view from the perspective of disabled people but not exactly same for not-disabled. Therefore more clarification why these activities have been selected would be helping for interviewers as well as for researchers.</p>

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It is relevant to measure overall population participation level related to the social and leisure activities in the society.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>CharVol</b>	<b>Doing charitable or voluntary work</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>27</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Please see comments on PlaySpor	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents	<input type="checkbox"/>		

<sup>27</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

had different understandings of particular words or concepts			
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had	<input type="checkbox"/>		



difficulty understanding the meaning of particular words or concepts			
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for</b>	
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<p><b>improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	
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<b>HobbInt</b>	<b>Meeting other people with similar hobbies or interests</b>
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<b>TRANSLATION PROCESS</b>	
<p><b>Please present the problems<sup>28</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	None

<b>PRE-TEST (if performed, fill in below)</b>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		Please see comments on PlaySpor.	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<input type="checkbox"/>		
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question</p>	<input type="checkbox"/>		
<p>3. Respondents misunderstood the question</p>	<input type="checkbox"/>		
<p>4. Respondents had difficulty remembering the question and asked for the question to be read again</p>	<input type="checkbox"/>		

<sup>28</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the	<input type="checkbox"/>		

question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<p><b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>Please see comments on PlaySpor.</p>
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	
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<p><b>CineThe</b></p>	<p><b>Going to the cinema, theatre, opera or concert</b></p>
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<p><b>TRANSLATION PROCESS</b></p>	
<p><b>Please present the problems<sup>29</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>A word 'opera' was not translated to Estonian or Russian since this is included already in the word 'theatre' for our society. In everyday language people do not differentiate theatre and opera, especially since two of our operas are in the same building with drama theatre or just around the corner from the theatre.</p>

<p><b>PRE-TEST (if performed, fill in below)</b></p>			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		<p>Please see comments on PlaySpor.</p>	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<input type="checkbox"/>		
<p>2. Respondents had difficulty understanding what the question means and asked for clarification or</p>	<input type="checkbox"/>		

<sup>29</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

explanation of the question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

**FIELD-TESTING (if performed, fill in below)**

<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
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14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>MuseArt</b>	<b>Going to a museum or art gallery</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>30</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments on PlaySpor.	<b>No of cases (in %)</b>

<sup>30</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to	<input type="checkbox"/>		

the alternatives given			
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>CafeRest</b>	<b>Going to cafes, restaurants or pubs</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>31</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<sup>31</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments on PlaySpor.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that	<input type="checkbox"/>		

does not correspond to the alternatives given			
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an	<input type="checkbox"/>		

answer			
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>VisitFam</b>	<b>Visiting family members</b>
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**TRANSLATION PROCESS**

<b>Please present the problems<sup>32</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None
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<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments on PlaySpor.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an	<input type="checkbox"/>		

<sup>32</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

answer			
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different	<input type="checkbox"/>		



understandings of the question.			
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>FamFunc</b>	<b>Attending family functions and gatherings</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>33</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Please see comments on PlaySpor.	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents	<input type="checkbox"/>		

<sup>33</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

had different understandings of the question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering	<input type="checkbox"/>		

the question and asked for the question to be read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national	Please see comments on PlaySpor.
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cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>VisitFri</b>	<b>Visiting friends</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>34</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments on PlaySpor.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had	<input type="checkbox"/>		

<sup>34</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

difficulty remembering the question and asked for the question to be read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding	<input type="checkbox"/>		

what the question means and asked for clarification or explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and</b>	

<b>provide suggestions for instructions improvement</b>	
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<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>SocEvent</b>	<b>Attending social events with friends</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>35</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Please see comments on PlaySpor.	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		

<sup>35</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		

18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments on PlaySpor.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>SightSee</b>	<b>Sightseeing, going on holiday</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>36</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

<b>PRE-TEST (if performed, fill in below)</b>			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Please see comments on PlaySpor.	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be	<input type="checkbox"/>		

<sup>36</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or	<input type="checkbox"/>		

explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<p><b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>Please see comments on PlaySpor.</p>
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	
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<b>StopPart</b>	<b>What is stopping you from doing (more of) these activities?</b>
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<b>TRANSLATION PROCESS</b>	
<p>Please present the problems<sup>37</sup> encountered in the translation process; if there were no problems please enter "none".</p>	<p>None</p>

<b>PRE-TEST (if performed, fill in below)</b>			
<p>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</p>			<p>No of cases (in %)</p>
<p>1. Interviewers had a problem reading the question or recording the answer</p>	<input type="checkbox"/>		
<p>2. Respondents had difficulty understanding what the question means and asked for</p>	<input checked="" type="checkbox"/>	<p>The difficulties did not emerge because of understanding problems by due to the fact that this one question applies to all activities that were asked before. Respondents did not remember these activities any more and explained that</p>	<p>4 (80%)</p>

<sup>37</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

clarification or explanation of the question		reasons are different in case of every particular activity. It is reasonable to have one more showcard where all asked activities are listed to help remind them.	
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

**FIELD-TESTING (if performed, fill in below)**

<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking</b>			<b>No of cases (in %)</b>



<b>the correspondent box):</b>			
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	✓	Respondent did not find appropriate answer and recommended to split the response category into two: 1) I am too busy with work or family	Not available

	<p>2) My friends are too busy                  This need to differentiate was evident in case of activities where doing something with friends was mentioned. From the perspective of a respondent in such case when friends do not have time to meet or do something together, the response category could be also 'nothing prevents me (e.g. friends are too busy and can not find time for doing something together with me)'.</p>	
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<p><b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b></p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<p><b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b></p>	

<p><b>Additional comments in relation to this question</b>                  (for instance, refer to whether the question is relevant in national cultural/social context)</p>	<p>This question is relevant enough to find out what are the external barriers or individual limits for not being as active in the social communication and leisure activities as one prefers to be.</p>
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<p><b>Proposals/suggestions for improving the question</b>                  (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	<p>It was expressed within cognitive tests and fieldwork interviews that friends had been too busy and that was the reason not seeing them often. The wording of the question and response categories needs to be revised in the light of this remark. Other way is to give clear instructions how to direct respondent to think only about his/her reasons and exclude explanations that do not refer to aspects that can be influenced by the respondent.</p>
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<b>Choice</b>	<b>Overall, how much choice do you have over how you spend your free time...</b>
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TRANSLATION PROCESS	
<p><b>Please present the problems<sup>38</sup> encountered in the translation process;</b></p>	<p>None</p>

<sup>38</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

<b>if there were no problems please enter "none".</b>	
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<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their	<input type="checkbox"/>		

answer			
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or	<input type="checkbox"/>		

concepts			
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Nothing is written about this question but there is no need as well from our point of view.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	This question alone does not give a comprehensive understanding about barriers on how to spend one's free time though it can be analysed together with previous question and household characteristics. It seems to be also a question what can help to measure how independent the respondent is in his/her choices and how much he/she has to take into account internal (him/herself and household members') as well as external (environment etc) limits. This does not refer to disabilities or health problems only but also the mental maturity and developed personality, financial resources, availability of public transport/private car, language knowledge (e.g. a Russian-speaking person wants to participate in handicraft course but this is only in Estonian and her knowledge is not enough) etc. Therefore the aim of the question is ambiguous and Estonian team does not vote immediately for leaving this out of the questionnaire but rather suggest explain the underlying idea of this question in the instructions.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that	
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covers better the theme/concept of interest)	
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<b>ToBId</b>	<b>How often do you have difficulty getting to all the buildings that you want to, that is from your home to the front door of those buildings?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>39</sup> encountered in the translation process; if there were no problems please enter "none".</b>	Expert group warned that questions about access to buildings, getting through them and using facilities would be funny and disturbing for those respondents not disabled. Problems did not encounter in the translation process.

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input checked="" type="checkbox"/>	Respondents mentioned that the situation varies in case of different buildings and they were confused what buildings rather take into account. Supermarkets have parking places and parking is free of charge but public buildings sometimes do not have parking places for the clients or the parking around the buildings is expensive. Public transport issues (unsuitable timetable etc) were also risen. Some interviewees said that they prefer walking but the pedestrian roads are unsuitable (all traffic lights do not have signal system for blind people, holes in the road and therefore danger to fall).	5(100%)
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be	<input type="checkbox"/>		

<sup>39</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

read again			
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or	<input type="checkbox"/>		

explanation of the question			
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input checked="" type="checkbox"/>	Quite many respondents without disabilities expressed their surprise about the question and found that this is very much directed to measure the situation for disabled people. However, respondents from rural areas (long distances) found this question very reasonable. It was suggested to add some introductory text that explain the importance of next set of questions and the possibility that these may see a bit awkward for some people.	Not available

<b>Are the interviewers' instructions clear, helpful enough and</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>comprehensive?</b>	
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	It is necessary to clarify whether this question measures only inconveniences disabled people experience in getting to the buildings or the aim is to collect the opinions of total population targeted in the survey. Additionally, the term 'public building' needs to be specified, i.e. are some buildings are more relevant than others. It would facilitate the generalisation respondents has to be make since obviously there are always different experiences with getting to the different buildings (e.g. those closer to home and those far from home).

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see next comment.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	It is recommended to consider add some questions that measure respondent's functional ability to the beginning of the questionnaire and design some filters that let respondents without disabilities jump over this topic on access and getting through the buildings. There are too many detailed aspects asked that related to the access to buildings. These should be rather targeted to population with disability than whole population. However, when total population is kept in mind, less questions and more general questions are expected.
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<b>IntoBld</b>	<b>How often do you have difficulty getting into all the buildings that you need to, that is, getting from outside the building to inside the building?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>40</sup> encountered in the translation process; if there were no problems please enter "none".</b>	There were no problems in the translation process. Please see also comments to the previous question (ToBld).

<b>PRE-TEST (if performed, fill in below)</b>		
<b>Please indicate whether</b>		<b>No of</b>
	Please see comments to the previous question (ToBld).	

<sup>40</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

the following situations occurred during the pre-testing phase (by ticking the correspondent box):			cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		

13. Respondents had other problems	<input type="checkbox"/>		
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<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		<b>Please see comments to the previous question (ToBld). Additionally, some respondents described difficulties to get in the buildings with baby carriages.</b>	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed	<input type="checkbox"/>		

unsure about their answer			
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Please see comments to the previous question (ToBld).

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	Please see comments to the previous question (ToBld).
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<b>ThruBld</b>	<b>How often do you have difficulty getting through all the buildings that you need to, for example, across a department store or a supermarket?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>41</sup> encountered in the translation process; if there were no problems please enter "none".</b>	There were no problems in the translation process. Please see also comments to the question ToBld.

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments to the question ToBld. Additionally, one respondent said that it is not difficult to get through the public building with the help of a blind's person guide dog but it is difficult to get in and go through the shop/supermarket with the dog. Sometimes because of unprofessional security people or other staff, sometimes due to excessive attention of other clients. This refers to the lack of enough societal knowledge how to behave in different cases as well as show that people with different disabilities are still not a normal (and visible) part of the society.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of	<input type="checkbox"/>		

<sup>41</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

particular words or concepts			
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		<b>Please see also comments to the question ToBld.</b>	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the	<input type="checkbox"/>		

question			
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Please see also comments to the question ToBld.

<b>Additional comments in relation to this question</b>	
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(for instance, refer to whether the question is relevant in national cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	Please see also comments to the question ToBld.
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<b>FacBld</b>	<b>How often do you have difficulty using the facilities in all the buildings that you go to, for example, using the toilets, purchasing items over the counter, getting from one floor to another...</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>42</sup> encountered in the translation process; if there were no problems please enter "none".</b>	There were no problems in the translation process. Please see also comments to the question ToBld.

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments to the question ToBld. There was one case when a person who was in the wheel chair explained that usually he had not difficulties in the buildings but paying for the goods by bank card or in cash caused inconveniences since usually the bank transfer machine/place to put cash is high on the counter. Same applies to those people who are short.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for	<input type="checkbox"/>		

<sup>42</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate



clarification or explanation of the question			
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking</b>		Please see comments to the question ToBld.	<b>No of cases (in %)</b>

<b>the correspondent box):</b>			
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Please see comments to the question ToBld.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see also comments to the question ToBld.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>BldAccPr</b>	<b>Why do you sometimes have difficulty with access to or use of some buildings?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>43</sup> encountered in the translation process; if there were no problems please enter "none".</b>	<p>The frequency category "sometimes" in the question was not necessary and was left out from the question. In case of the second response category, the circle of examples was widened after the analyse of cognitive testing. We add one more explanation – lack of benches/lack of resting places and lack of enough space to use supporting tools/equipment (e.g. a wheel chair). Within the cognitive test one respondent explained that it is very complicated to manage between shelves in the grocery.</p> <p>It was not clear, why health-conditions related response category has different wording than in other similar questions. Here a word 'injury' was also included to the list. It was decided to leave out from the wording and harmonize this response category throughout the whole questionnaire.</p>

<sup>43</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Please see comments to translation process and the question ToBld.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		

12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		<b>Please see comments to the question ToBld. Some respondents (also without disabilities) stress lack of space (e.g. too small toilet cabins or too few space between shelves in the groceries) as well as lack of information signs that cause difficulties in walking around in the public buildings or may make people feel themselves lost.</b>	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		

22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	Please see comments to the question ToBld.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>CountNum</b>	<b>How many people do you feel close enough to that you can count on them if you have a serious personal problem?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>44</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None.

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded though it made people a bit longer time to think and analyse their circle of close people. In some cases this question caused uncomfortable feelings for respondents.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the	<input type="checkbox"/>		

<sup>44</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>			<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input checked="" type="checkbox"/>	Some respondents said that the number of people whom to count depended on the type of the problem, i.e. whether the problem has been related to economic issues or other personal issues.	Not available
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be	<input type="checkbox"/>		



read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input checked="" type="checkbox"/>	This question was perceived as sensitive for the representatives of all population groups targeted in the survey but nobody refused to answer.	
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Respondents' feedback was that they have different number of people to count on in case of different problems (mostly two separate categories - financial and any other - were mentioned). More instructions for interviewers would be welcome, i.e. how to facilitate the process to find out the most suitable answer for a respondent and at the same stay neutral.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It seems to be relevant enough to measure social contacts.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>MeetNum</b>	<b>Thinking about all of the people you feel close to but do not live with you, how many did you meet or speak with in the past week?</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>45</sup> encountered in the translation process; if there were no problems please enter "none".</b>	Translators and experts were not sure whether this question should be interpreted as face-to-face communication or 'speak with' may include also phone calls etc (i.e. not face to face communication). It was decided to phrase the question in Estonian and Russian so that there was not any explanations how 'speak with' had to be interpreted by respondents. This question was fine for the respondents and nobody asked clarifications but rather interpreted it as a general question that measured frequency of any contacts.

<b>PRE-TEST (if performed, fill in below)</b>			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):		Problems or misunderstandings were not recorded.	No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the	<input type="checkbox"/>		

<sup>45</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question			
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		

15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	The explanation whether face-to-face communication is kept in mind with this question or not would be good to add to the instructions.
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<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It seems to be relevant enough.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	Interviewers noticed that in case of those respondents who tended to have low self-assessment gave very positive responses (I am very often or quite often respected by other people).
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<b>MeetOft</b>	<b>In the past week, did you want to meet or speak with any of them (more often) or was your level of contact about right?</b>
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**TRANSLATION PROCESS**

<b>Please present the problems<sup>46</sup> encountered in the translation process; if there were no problems please enter "none".</b>	It was not clear why following part of the question might be necessary ( <i>/.../</i> or <i>was your level of contact about right?/.../</i> ). These words were decided to leave out since they lengthen the question and did not have any added-value, i.e. the question was well-understood already while asking that in the past week, did you want to meet or speak them (more often). The response categories were also shortened. They were just 'yes' and 'no' since the meaning of short versions came from the question itself. There was no need to explain one more the meaning of 'yeas' and 'no' categories in current context.
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**PRE-TEST (if performed, fill in below)**

<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>	Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
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<sup>46</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to	<input type="checkbox"/>		

the alternatives given			
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	It is relevant enough to get overview of the social contacts and a frequency of the contacts.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>PrevCont</b>	<b>What prevented you from meeting or speaking with any of them (more often) in the past week?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>47</sup> encountered in the translation process; if there were no problems please enter "none".</b>	None

PRE-TEST (if performed, fill in below)			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Similar situation to the question no StopPart was described (i.e. people a respondent felt close were too busy and did not enough time for speaking or meeting the respondent). This situation came out also within the fieldwork interviews.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the	<input type="checkbox"/>		

<sup>47</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be	<input type="checkbox"/>		

read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	When frequency of social contacts and satisfaction with the frequency of communication is included, the reasons for dissatisfactions are relevant to ask as well to have minimum set of question for comprehensive information about given topic.
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<p><b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)</p>	
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<b>Respect</b>	<b>Thinking about how other people tend to respond to you, would you say that you get respect and consideration from other people...</b>
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TRANSLATION PROCESS	
<p><b>Please present the problems<sup>48</sup> encountered in the translation process; if there were no problems please enter "none".</b></p>	<p>The title of this topic is not neutral (<b>Negative</b> attitudes and behaviour) and we changed it to Attitudes and behaviour. Estonian team found this question the most complicated to translate in EDSIM questionnaire since it included many aspects in Estonian language that can not generalised with one word:</p> <ol style="list-style-type: none"> <li>1) Respect of other people towards a respondent as an individual in general</li> <li>2) Respect from the society in general towards a respondent as a member of the society</li> <li>3) In everyday (family) life, respect from close people towards the needs or opinions of a respondent or acceptance.</li> </ol> <p>Additionally, the issue whether the frequency of expressing respect/consideration etc or the amount of respect the respondent has noticed/felt (most of what I do or speak, very little etc) was discussed in the context of this question. The instructions did not give any guidance related to this question.</p>

PRE-TEST (if performed, fill in below)			
<p><b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b></p>		<p>This question is relatively sensitive and made respondents feel themselves uncomfortable. Respondents were sometimes startled because of this question that came suddenly and was not as a logical continuation for the previous topic by their mind. It would be good when an interviewer has some introductory sentences to say to respondent before asking the first question. An introduction topic takes down tension and prepares a respondent to answer these sensitive questions.</p>	<p><b>No of cases (in %)</b></p>
<p>1. Interviewers had a problem reading the</p>	<input type="checkbox"/>		

<sup>48</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

question or recording the answer			
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Please see the comment for pre-test. These are relevant also for the field-testing.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		

25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Please see the comment for translation process. We are not sure how much we got the idea of this question.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	When the purpose is to measure any discrimination on societal level this question is better than these asked directly about discrimination. The latter word has very negative connotation one hand and on the other hand, the word 'discrimination' is not taken very seriously by most of the population groups, but especially those in older ages.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>Discrim</b>	<b>In the last 12 months, do you feel that you have been treated unfairly by others for any of these reasons...</b>
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<b>TRANSLATION PROCESS</b>	
<b>Please present the problems<sup>49</sup> encountered in the translation process; if there were no problems please enter "none".</b>	Expert group made a proposal to add introductory question on whether a person have experienced any unfair treatment in the last 12 months and then ask what had been the reasons for that. This amendment was included to Estonian and Russian versions of questionnaires and therefore last response category was deleted from the original response categories of Discrim. For the pre-test the word 'unfairly' was translated 'unjustly' in Estonian. After the pre-test expert group found that 'unjustly' included

<sup>49</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

	relatively more subjective aspects but the aim of the question is rather map objective situation. Therefore, for the fieldtest 'unfair' was substituted with a word 'unequally'.
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<b>PRE-TEST (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded.	<b>No of cases (in %)</b>
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents had different understandings of the question.	<input type="checkbox"/>		
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their	<input type="checkbox"/>		



answer			
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Problems or misunderstandings were not recorded. Mostly people said that they have not felt any sort of discrimination.	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or	<input type="checkbox"/>		

concepts			
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	Please see the problems encountered in the translation process.

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national cultural/social context)	The question is relevant to measure overall level of discrimination in the society and its reasons.
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	
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<b>DisWho</b>	<b>In the past 12 months, who treated you unfairly because of a health condition, illness, disease or an activity limitation?</b>
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TRANSLATION PROCESS	
<b>Please present the problems<sup>50</sup> encountered in the translation process; if there were no problems please enter "none".</b>	It was difficult to find out what does a response category 'Bank and staff' might mean. The clarity came when one our expert returned from business trip to England. The experts recommend to find out some more general term, i.e. not so specific for England for further English version of EDSIM. Additionally, a proposal was made to ask two different questions in the future: first, who treated and second where it happened. It would be interesting to analyse whether discriminations happened rather in crowded places or in more intimate/familiar situations.

PRE-TEST (if performed, fill in below)			
Please indicate whether the following situations occurred during the pre-testing phase (by ticking the correspondent box):			No of cases (in %)
1. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
2. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input checked="" type="checkbox"/>	Some respondents asked about how to respond when they have discriminative environmental factors in mind (e.g. difficulties to get in the shop with a wheelchair).	2(40%)
3. Respondents misunderstood the question	<input type="checkbox"/>		
4. Respondents had difficulty remembering the question and asked for the question to be read again	<input type="checkbox"/>		
5. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
6. Different respondents	<input type="checkbox"/>		

<sup>50</sup> for instance, expressions/words in the question that were ambiguous, difficult or inappropriate to translate

had different understandings of the question.			
7. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
8. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
9. Respondents used a long time to reach an answer	<input type="checkbox"/>		
10. Respondents seemed unsure about their answer	<input type="checkbox"/>		
11. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
12. Respondents perceived the question as sensitive	<input type="checkbox"/>		
13. Respondents had other problems	<input type="checkbox"/>		

<b>FIELD-TESTING (if performed, fill in below)</b>			
<b>Please indicate whether the following situations occurred during the field-testing phase (by ticking the correspondent box):</b>		Same comments were made as in cognitive test (factors of discrimination from physical environment).	<b>No of cases (in %)</b>
14. Interviewers had a problem reading the question or recording the answer	<input type="checkbox"/>		
15. Respondents had difficulty understanding what the question means and asked for clarification or explanation of the question	<input type="checkbox"/>		
16. Respondents misunderstood the question	<input type="checkbox"/>		
17. Respondents had difficulty remembering	<input type="checkbox"/>		

the question and asked for the question to be read again			
18. Respondents had difficulty understanding the meaning of particular words or concepts	<input type="checkbox"/>		
19. Different respondents had different understandings of the question.	<input type="checkbox"/>		
20. Different respondents had different understandings of particular words or concepts	<input type="checkbox"/>		
21. Respondents had difficulty formulating an answer	<input type="checkbox"/>		
22. Respondents used a long time to reach an answer	<input type="checkbox"/>		
23. Respondents seemed unsure about their answer	<input type="checkbox"/>		
24. Respondents gave an imprecise answer that does not correspond to the alternatives given	<input type="checkbox"/>		
25. Respondents perceived the question as sensitive	<input type="checkbox"/>		
26. Respondents had other problems	<input type="checkbox"/>		

<b>Are the interviewers' instructions clear, helpful enough and comprehensive?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, please indicate what is unclear / missing and provide suggestions for instructions improvement</b>	

<b>Additional comments in relation to this question</b> (for instance, refer to whether the question is relevant in national	It is relevant enough.
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cultural/social context)	
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<b>Proposals/suggestions for improving the question</b> (for instance, if you consider the question as not relevant, propose a question that covers better the theme/concept of interest)	Mostly disabled people mentioned these people that were the closest to them or to whom they met more often (family, friends, employer or colleagues etc) and did not give much attention to those categories named in the end of the list.
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