

ESS Round 9

Question Module Design Template¹

Module Title: The "Timing of Life": The Organisation of the Life Course in Europe

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SECTION A: Theoretical background

Describe the theoretical background of the module, its aims and objectives

Rationale

European societies face profound demographic changes with effects that are both immediate and enduring. These changes include accelerated population ageing, declining fertility, heterogeneous family structures, reconfigured relationships between women and men and across generations, and surges in geographical mobility and migration. These changes, in tandem with the recent economic crisis and the ongoing globalization and digitalization of social and economic life, have dramatically altered the structure and experience of the life course for individuals, families, and whole cohorts. The timing, sequencing and prevalence of life events have especially been altered—whether events in adolescence, youth and early adult life related to residence, schooling, work, and family formation; in midlife related to divorce, remarriage, or support to young adult children and older parents; or in later life, such as retirement, grandparenthood, caregiving and receiving, or widowhood. Knowledge about these shifts is essential both for policy (especially in building a “social investment” strategy) and research (with the “European laboratory” informing research at the global level).

Such knowledge is generated by reliable information on the timing of life events and the determinants of the life-course choices that underpin demographic change. Through the proposed module, which repeats a significant subset of items from the earlier ESS3 “Timing of Life” module (largely gathered in 2006), the European Social Survey is poised to maintain and enhance its position as a central contributor in this area. Of particular significance is that change can be measured from 2006 to 2018/19. The first wave of measurement occurred just prior to the Great Recession, which abruptly and unexpectedly changed options, resources, and plans for people in every period of life, and in every European country. The second wave of measurement, ten years after the onset of Great Recession, is located at an ideal interval for gathering detailed data on changes induced by the economic recession and other social, political and economic changes (such as the upsurge of right-wing parties across Europe, migration, globalization and digital life), and for gauging the long-lasting effects of these changes on the timing of life in different societies. There is preliminary evidence that Great Recession has had heterogeneous effects across European societies, as well as across generations and genders (e.g., Aassve, Cottini and Vitali 2013; Goldstein et al. 2013).

Life course and demographic change constitute central challenges for policy makers. For instance, the EU’s Directorate-General for Employment, Social Affairs and Inclusion monitors demographic change on an annual basis (European Commission 2015). The EU regularly organises a European Demography Forum (Billari used ESS3 data for his presentation in the 2013 forum). Horizon 2020 has “Health, Demographic Change and Wellbeing” as one of its overarching challenges. International organisations such as OECD have consistently focused on demographic change and the life course in its comparative approach to social and economic policy (e.g., OECD 2007; OECD 2011). At the national level, policy-oriented forums have been organised (e.g., Berlin Demography Forum, started in 2012 and since then a regular annual event with the contribution of Allianz and the German Federal Government, with a repeated participation of Billari as a speaker; Budapest Demographic Forum, 2015, with Spéder as a scientific advisor). Despite repeated calls for stronger cross-national data on demographic changes and the life course, the evidence base across Europe, beyond basic population-level statistics and general economic surveys, remains inadequate. Some trends seem clear: younger Europeans, especially in the countries hardest hit by the recession and fiscal austerity, have suffered from difficult and uncertain transitions from education to the labour market, further slowing their entry into adult roles and responsibilities. For adult Europeans, too, the challenges associated with managing work and family have been similarly exacerbated in the aftermath of the recession. Other family issues that were somewhat “under the radar” of major social

and political debate have now become central points of focus and even contention in many European countries—including same-sex marriages and partnerships and transnational migration, with its link to the upsurge of explicitly anti-migrant and anti-EU parties. It is also unclear whether the “gender revolution” (England 2010; Esping-Andersen and Billari 2015; Goldscheider, Bernhardt and Lappegård 2015) has similarly suffered setbacks during this period. For older Europeans, the “active ageing” agenda, which seeks to prolong the work and productivity beyond traditional retirement ages, has been challenged by growing and sometimes extraordinary high levels of youth unemployment in many countries, and by pension reforms that have often been accelerated to cope with challenging public finances. The need for cross-national evidence on the changing timing of life across Europe, and the forces that drive these changes, is also underscored in social science theories, which we expand upon below.

The timing of the possible data collection in 2018/19 is also fortunate because it offers the opportunity to build bridges and synergy between the ESS and other important data collection efforts in the larger European research infrastructure. Other infrastructures have the changing life course as a main focus — especially the Generations and Gender Programme (GGP) and the Survey on Health, Ageing and Retirement in Europe (SHARE). But none of these infrastructures can provide the same of life-course information on as many countries, and with as many cohorts, as the ESS would, with the added value of a strongly co-ordinated and simultaneous data collection. An ESS 2018/19 module can also leverage some research funding already secured by our team. For example, the European Research Council (ERC) has awarded an Advanced Investigator Grant (2016-2021) to Billari on the role of macro-level change in shaping household and family change. That project explicitly mentioned the application for a repeat ESS module, and therefore funding could be used to support analyses should the repeat module. We will also seek additional funding as a Team (in Section 5 we expand on this point). Moreover, an American team member, Settersten, will lead a parallel application for a comparable module to be fielded in the 2018 U.S. General Social Survey.

Our proposal for a repeat module for ESS 2018/19 is based on a subset of the ESS3 module of roughly 30 questions. Based on our experience in designing and analysing the previous module and other comparative surveys, we do not anticipate any serious methodological or practical difficulties in either the data collection or data analysis phases. The proposal focuses on two sets of questions related to: 1) respondents’ information on the actual timing of life events for women and men; 2) subjective views on the timing of life and life-course decisions for women and men. Gender issues are explicitly targeted with the proposal to reiterate the pioneering split-ballot design of the original module.

Theoretical/conceptual approach

The theoretical and conceptual framework that underpins the proposed repeat module is the study of population change, but grounded in the life course approach (Billari 2015). The life course approach has been a burgeoning interdisciplinary field of research that has significantly shaped the way in which scientists understand and analyse both anticipated and actual life pathways and their nexus with social change. In this approach, social change is epitomised by cultural developments, historical events (such as conflicts and economic crises), and the introduction of new policies that shape the structure and experience of life well beyond a specific time period (see, e.g., Elder and Giele 2009; Heinz, Huinink and Weymann 2009; Mayer 2009). In recent years, the growth of life course research has become even more visible through the foundation of two new journals, both of which began in 2009 (Billari is the Editor-in-Chief of one of these two, *Advances in Life Course Research*, and Hagestad, Liefbroer, Settersten, and Spéder are members of its Editorial Board; and the other is *Longitudinal and Life Course Studies*, which is published by the new Society for Longitudinal and Life Course Studies). The availability of innovative panel and longitudinal data, as well as specific retrospective data gathered for use in the broader scientific community, has been a primary driver of developments in life course research (Billari 2009; Bynner et al. 2009; Scott and Alwin 1998). The ESS3 module on the “Timing of Life” (Billari et al. 2005) has been one of these important and

emerging data sources. As we shall demonstrate, analyses based on the module have contributed significantly to the field by providing strong evidence on the life course patterns of Europeans, with publications in a wide range of top venues that span the fields of demography, medicine, public health, sociology, and geography, and a wealth of theoretical and conceptual contributions that can fertilize the repeat module.

The actual timing of life

Information on the actual timing of life events (or, the life course as lived) can be used to advance science and policy on many pressing social and economic issues, as research using ESS3 data has already shown. For example, consider the pathways that youth take as they make the transition to adulthood. Billari and Liefbroer (2010) analysed between-country and between-cohort differences in the timing and sequencing of events traditionally associated with becoming adult. The lives of young adults reveal a degree of convergence to a new ideal-typical pattern: late, protracted and complex, albeit with important exceptions across Europe. Using a more complex approach based on sequence analysis and correspondence analysis, Lesnard et al. (2016) concluded that, while some convergence is observed, historical family systems still marked important between-country differences in the transition to adulthood. Nico and Caetano (2015) used ESS3 data in a mixed-method article together with biographical narratives, to challenge the idea that the life course is becoming more de-standardized. Neels et al. (2013) disentangled short-term and long-term effects of the economic context on entry into parenthood and explored variations in the pace of fertility by age, gender, educational level and welfare state context. Focusing on the recessions of the 1970s, they showed that adverse economic conditions and high unemployment significantly reduce the likelihood of becoming a parent among men and women below age 30, particularly among the higher educated. For both of these examples, a 2018/19 round would offer the opportunity to examine whether new patterns and consequences have emerged within and across societies, and whether further convergence is achieved.

With regard to gender, family and fertility, Van Bavel and Róžańska-Putek (2010) studied the transition to the second birth, a central one in an era of low fertility. They found that in countries where the highly educated have lower second birth rates than the less educated, total fertility was often low, and vice versa. In addition, the effect of the timing of the first birth appeared to be mediated by level of education and child care availability: in countries where large proportions of young children attend formal child care, the more highly educated exhibited a much higher propensity to have a second child, while child care availability did not affect parity progression for the less educated. Van Bavel et al. (2012) asked whether there is an individual-level explanation for the existence of a positive correlation between divorce and total fertility at the country level. They found that, for both men and women, a past divorce experience was generally negatively associated with the number of children ever born, even for people who are in a new post-divorce union. These findings indicate that, contrary to what is suggested by aggregate level correlations, divorce has not become a pro-natal force in Europe. The only exception may be remarried men, who are in the ESS sample somewhat more likely to have three or more children. Again, it is crucial to have data at another time point to test whether these “new” family trends have held up against the discontinuity created by the Great Recession.

On ageing and the relationships between generations, Leopold and Skopek (2015) combined ESS3 data with other survey data to document cross-national variation and changes over time in the timing of grandparenthood, a key issue for understanding ageing and its consequences for the whole population, including the relationships between generations. A key finding was that the timing of fertility was more important than mortality in shaping the length of the grandparenthood stage in the life course. Similarly, van Bavel and De Winter (2013) investigated the extent to which becoming a grandparent affects the timing of retirement in European countries. Using macro-level intergenerational policy indicators, they applied multilevel event history modelling and found that becoming a grandparent speeds up retirement, especially at the mid-decade and decade ages of 55 and 60 years, respectively. However, the effect was only statistically significant for women. As

population ageing has advanced in the last 10 years, and quite differently across European societies, 2018-19 data would be fundamental in informing important matters like these.

Subjective views of the timing of life and life-course decisions

The cultural segmentation of life is reflected in the fact that every society is characterised by an age system that divides the life span into recognized seasons of life (Hagestad and Neugarten 1985). People are channelled into positions and roles according to age criteria. Privileges, rights, and obligations are based on shared age definitions and reinforced through policies. Populations are divided into age groups whose interactions are socially structured and regulated, sometimes integrated and sometimes segregated from one another. These forms of age segmentation (stages of the life course) are also gendered (Moen 1996), but some aspects of the life course may also be understood as “unisex”. ESS3 data showed that in 2006-7 there was surprisingly widespread agreement on the perceived ages of becoming “adult” and becoming “old” across Europe, even if the social markers that underlie these definitions (other than legal ages inscribed in social policies) are unclear (Settersten and Hagestad 2015).

Societies need data on how citizens perceive the organisation of the life course, the phases that comprise it, and what signals the movements of individuals out of one stage and into another. These “subjective” phenomena directly affect individuals’ life plans, goal-setting, and behavioural choices. Before ESS3, there was no comparative research on this issue, and the module has significantly contributed to what is now known about the segmentation of the life course across Europe. For example, on the transition into adulthood, Spéder et al. (2014) probed similarities and differences in conceptions of adulthood for men and women in 25 countries. They examined perceptions of the age of “adulthood” and the importance of social markers (e.g., leaving home, having a full time job, living with a partner or spouse, becoming a parent) in achieving “adult” status. Their analyses revealed a shared, but gendered, European idea about the age of adulthood, with men always perceived as reaching adulthood later than women. Country differences are not simply explained by welfare state classification, but also by value systems. The social markers of adulthood for men and women were generally, and surprisingly, similar. Although economic independence mattered more for men’s lives, it was nonetheless salient for women as well. Even more surprising was that, in many countries, family formation emerged as a “unisex” organizer of the life course. That is, partnership and parenthood mattered as much in defining men’s lives as women’s lives.

The importance of social norms for key life-course decisions has long been emphasized in the literature (Giele and Elder 1998; Hagestad and Neugarten 1985; Liefbroer and Billari 2010; Neugarten, Moore and Lowe 1965; Settersten and Hagestad 1996; Settersten and Mayer 1997). The ESS3 module was a pioneering contribution to providing empirical evidence on social norms, both in assessing norms relevant to multiple periods of the life course and in taking a comparative perspective. Several excellent examples have already been offered. In addition, Aassve et al. (2013) studied social age deadlines for leaving the parental home, using a series of multilevel regression models that simultaneously accounted for country, regional, and individual-level factors. They found strong differences in the normative climates of countries, as well as significant but lower regional-level variation. Age deadlines for leaving home are significantly influenced by country-level ‘institutional’ factors, and by regional-level ‘cultural’ factors. Billari et al. (2011) studied “social age deadlines” for entry into fatherhood and motherhood across countries. They found that social age deadlines were lower than actual biological deadlines, and that the social age deadlines are perceived more frequently for women than for men. That is, there is stronger and earlier social pressure for women to become mothers than for men to become fathers. At the country level, the presence of social age deadlines for the childbearing of women was negatively associated with later fertility rates and the prevalence of assisted reproduction techniques, whereas later deadlines were positively associated with these factors. Mills et al. (2011) took a different view, using ESS3 data to demonstrate “that individuals often overestimate the age at which a woman is able to have more children.” Van Bavel and Nitsche (2013) also showed that in regions with older ideal ages for

parenthood, the progression to second births is lower for women with younger ages at first birth, and vice versa.

Because social norms are traditionally gendered but also highly contested and in flux, the module will again take advantage of the features of the innovative split-ballot (“4-cell”) design—a design that made the ESS3 popular for comparing both the perceptions of women’s and men’s lives, and for comparing the judgments made by men and women. To assist in predicting childcare needs and childcare policies in Europe, Saraceno (2011) studied cross-country differences in the disapproval of a woman with a child under the age of 3 having a full-time job. Similarly, Rijken and Liefbroer (2012) examined differences across Europe in attitudes towards divorce of mothers and fathers with children under the age of 12. Using multilevel models, they found that the disapproval of divorce when young children are involved was lower in societies with lower rates of poverty for single parents and with higher rates of enrolment in childcare. Cross-level interactions indicated that poverty among single parents had the strongest impact on attitudes about divorce for women. Merz and Liefbroer (2012) examined attitudes toward voluntary childlessness in 20 European countries, and their results corroborated individual-level expectations on the role of gender and socioeconomic status based on economic theories. Huijts et al. (2011) found that childlessness is generally inversely related to psychological well-being, but that the magnitude and direction of this relationship varies across European societies, especially among women. The gendered nature of the disapproval of childlessness, of working full-time while having children, and of family life course in general is further theoretically discussed and documented by Rijken and Merz (2014), Eicher et al. (2015), and Rijken and Liefbroer (2016). These papers all emphasize the presence of double standards. Will these gendered double standards fade or grow in the time interval between ESS3 and ESS9? Will these changes be influenced by the resurgence of social conservatism in some societies and by the push for higher gender equality in other societies?

As noted earlier, legal norms can underlie social norms. But the reverse is also true: social norms can play crucial roles in shaping legal norms. Ongoing debates about the ages of retirement, which have been heightened in the face of population ageing, are a clear example. Radl (2012) raised the issue of whether there was a limited understanding of the pervasiveness of age norms in influencing the debate on pension reforms, and used the ESS3 to shed light on norms towards the timing of retirement in 14 Western European countries. Results suggested that social class had a strong impact on retirement age norms and exhibited a complex pattern of norms concerning the timing of retirement of men versus women. Further population ageing, coupled with pressure on pension reforms, are likely to have intensified or altered these norms in the last decade.

Besides normative pressure, life planning and goal setting are major determinants of actual life course experience, especially with gains in life expectancy and lowered morbidity, mortality, and fertility. The significance of life plans and goals has been particularly salient in the frameworks of many psychologists and sociologists of the life course, and is reflected in the core shared concept of human “agency” (Beck and Beck-Gernsheim 2002; Clausen 1991; Elder 1994; Giddens 1991; Heckhausen 1999; Settersten and Gannon 2005). As a result, life planning has become a general feature of life in many contemporary societies, and the ability to plan is often seen as a key determinant of successful life course transitions. Indeed, social policies presuppose that individuals have an ability to plan, that life outcomes are most often the result of good or bad choices, and that the welfare of citizens will improve when they become more self-reflective and planful. Using ESS3 data, Hellevik and Settersten (2012) studied how personal and societal security affected the propensity of young adults to plan. They found opposing trends at the two levels: At the individual level, young adults with greater personal security were more likely to plan than those who had fewer personal resources. But at the country level, young adults who lived in countries with less favourable societal conditions were actually more likely to plan than those who lived in countries with more favourable conditions. This is a challenging finding, given the difficult economic conditions in many countries and the severely limited labour market opportunities for young adults. It also creates a

premium for new data, and austerity policies heterogeneously implemented across the Great Recession will be key factors to be investigated using 2018-19 data.

SECTION B. Briefly describe all the concepts to be measured in the module and their expected relationships, either verbally or diagrammatically.

The conceptual framework (in relation to that of the previous module)

Methodological or practical consideration

Based on our (and other researchers') experience with the 2006 module on Timing of Life, our general conclusion is that this module's methodological quality is fine. Therefore, we do not envisage serious methodological or practical difficulties in either the data collection or data analysis phases. Below, we briefly discuss what we consider key methodological aspects related to this particular module.

Operationalization and cross-national equivalence of key concepts

Given that almost all concepts have been measured by one item, no formal statistical testing of cross-national equivalence was possible. However, we have little reason to question the quality of the data that have been collected. As far as we are aware, country-teams reported little difficulty in translating the questions and in answering these questions by the respondents. In our view, the main problem encountered is that in France, the concept 'middle age' cannot be readily translated. The fact that in France, respondents mentioned a much earlier age at which middle age is entered than in other countries, attests to this potential problem. Given this difficulty, and given that (a) the answering patterns for this question across countries did not deviate much from those of entry into adulthood and entry into old age, and (b) little use has been made of this question, we originally proposed to drop this specific question on entry into middle age in this repeat module. However, the pre-test results for this battery of questions found that excluding this item leads to a lower mean age mentioned on the entry into old age item, so we have now decided to retain this item to avoid compromising the comparison of mean ages of entry into old age across waves.

The 2006 module also included questions on the actual life-course behaviour of respondents. Aggregate-level comparisons of the information on the timing of events with that in other types of surveys and earlier studies offer insights in the reliability of the questions used (Scott and Alwin 1998). Kreyenfeld et al. (2011) make an explicit comparison of ESS-3 fertility data with other administrative or survey-based sources on the timing of life course events in German-speaking countries, confirming that ESS-3 data are in line with other sources. Billari and Liefbroer (2010) examined cohort-related changes in the timing of events to adulthood, and the cohort-patterns they observed were also in line with what we know from other studies. Therefore, evidence suggests that the questions on the actual occurrence and timing of events offered reliable information.

Split ballot design

A major innovation in the ESS-3 module was the use of a split ballot design, in which a random half of the respondents had to answer questions on the appropriate occurrence, timing and sequencing of events for women, and another random half answered the same questions for men. The reason for this split ballot was that it was expected that different norms existed for appropriate behaviours of men and women. In countries where CAPI was used, the computer randomly selected respondents into either the female or the male mode of the questions. In countries where a paper-and-pencil questionnaire was used, a split ballot question was used to decide whether a respondent had to answer the male or the female version of the questions. This split ballot approach worked well and did

not pose any serious problems in data collection. In all countries, approximately equal parts of the sample answered the male and the female version of the questions.

From a substantive point of view, the split ballot design proved to be essential. On the far majority of questions, clear differences in norms for women and norms for men were observed. This was true for questions on the timing of events (with lower ages expected for women), but for other types of norms as well (e.g. questions on combining full-time employment and having a child under the age of three, or on divorce while young children were present). Although it is not possible to examine differences in norms for men and women at the intra-individual level, examining these differences between persons proved very valuable (e.g., Liefbroer, Merz and Testa 2015; Merz and Liefbroer 2012). By adding the split-ballot indicator to the analysis and interacting this indicator with other indicators of interest, it could be assessed whether there were differences between societal groupings (e.g. different levels of education, men and women) or between countries, in the extent to which life-course related expectations were gendered. Repeating the split ballot in ESS-9 would also allow examining whether the gender gap in these norms has become smaller in the last decade, or whether the increased political emphasis on family values in some countries has led to an increase in this gender gap.

Given their clear theoretical and empirical relevance, and given its practical feasibility, we propose to retain the split ballot approach in the ESS-9 repeat module. In addition, this approach might generate methodological innovation—for instance Bruno Arpino, now at the Research and Expertise Centre for Survey Methodology of Pompeu Fabra, and formerly a member of the LIFETIMING project linked to our ESS-3 module, has been working on matching pre-processing for the estimation of double standards using the split ballot design (Arpino 2016).

Within-country and cross-national variation in responses

An important aspect in evaluating the items in the ESS-3 module is whether they showed sufficient within-country and across-country variation. Within-country variation did not constitute a problem at all. Besides, cross-national differences in the extent of within-country variation is theoretically interesting, as a low level of within-country variation suggests that a norm is widely shared within a country, whereas a high level of within-country variation suggests that normative consensus is low. The article by Aassve, Arpino and Billari (2013) is one of the first ESS-based paper that adopts a three-level multilevel strategy to assess the role of both the national and the regional context in shaping age deadlines on leaving home. The team is experienced in using state-of-the-art statistical techniques (in particular multilevel statistical models) that are necessary to make the most out of these data.

Cross-national variation in answering patterns varied. For some questions, the variation was much larger than for others. But again, that is substantively interesting. For none of the questions was the cross-national variation so small, that it warrants the removal of the questions. So, our proposal to drop items from the original module is based on substantive arguments, rather than on arguments related to the lack of cross-national variation in the relevant questions.

Geographical spread

The ESS-3 module was fielded in 25 countries. It had a good spread across Europe, with the exception of Mediterranean countries. We hope for more Mediterranean countries participating in ESS-9, which would allow a better assessment of differences in life-course norms in countries that have a strong family-oriented culture. Billari and Liefbroer (2010) already linked GGS data from Italy to those of the ESS in their study of the transition to adulthood. Should the bid to include a module in the U.S. General Social Survey be successful, we would be able to make comparisons with another important society.

Conclusion

In our view, the experience with the Timing of Life module in ESS-3 was extremely positive. Few problems were encountered. Based on the analysis of the ESS-3 data, no major flaws in the data

were detected. Therefore, our selection of questions from the original module is guided by substantive considerations.

Complex concepts and their working names

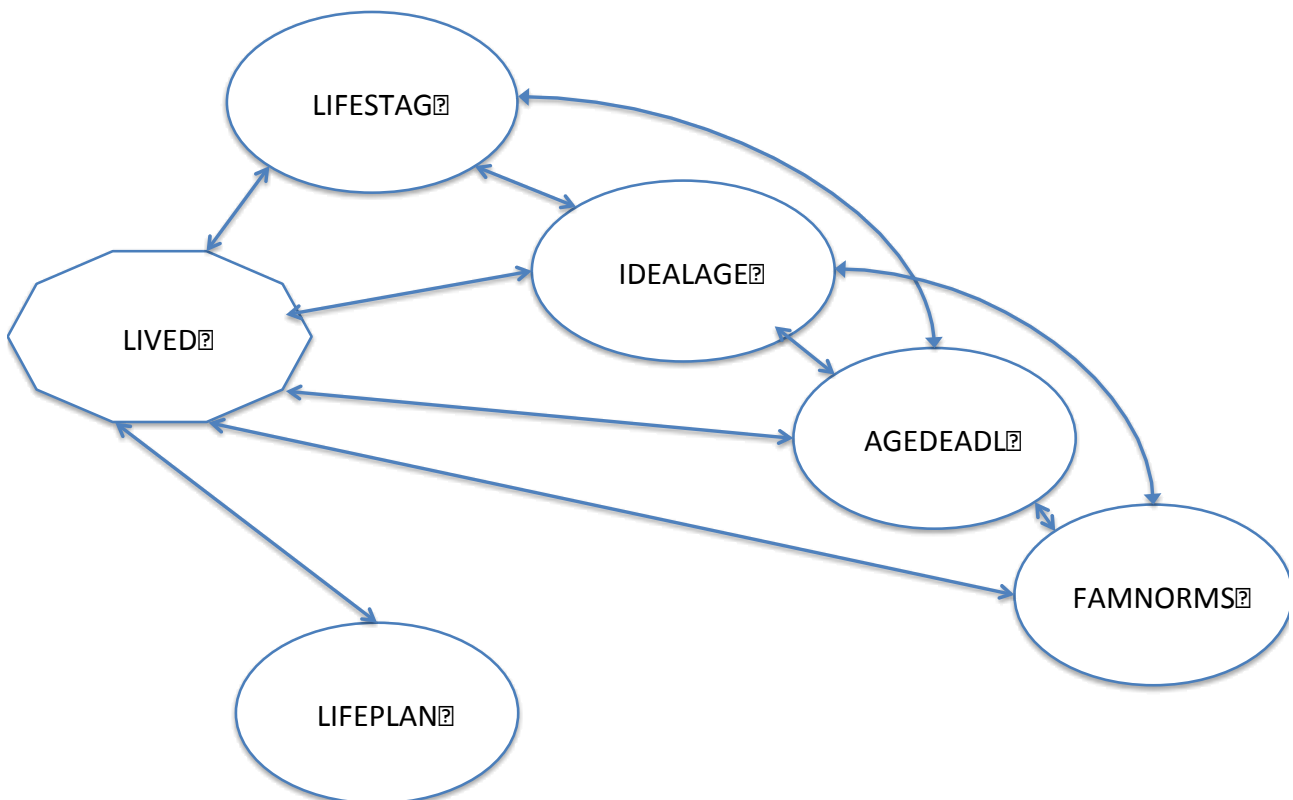
We define six complex concepts, based on the theoretical background outlined earlier. Within these concepts, simple concepts used in the module are to be used as single items (although some scholars could try and combine items).

This is the list of the complex concepts:

1. LIVED: Occurrence and timing of life-course events
2. LIFESTAG: Stages of the life course
3. IDEALAGE: Ideal ages for life course events
4. AGEDEADL: Age deadlines for life course events
5. FAMNORMS: Norms about family behaviour
6. LIFEPLAN: Life planning

These concepts are expected to be interrelated among themselves, except that LIFEPLAN is expected to be interrelated with LIVED only, and FAMNORMS is not expected to be interrelated with LIFESTAG (see Figure 1).

Figure 1. Complex concepts in the module and their expected interrelations.



General findings from CRONOS pre-test (18/09/2017):

The break-off rate for the Timing of Life items tested in CRONOS are displayed in the table below.

- 3.7% of respondents dropped out of the survey in total, with 2.6% dropping out during or after the Timing of Life questions.
- The percentage of respondents dropping out whilst being shown items belonging to the Timing of Life module is negligible ($\leq 0.2\%$ per item), with the highest number of respondents dropping out at Q20 (4 respondents).
- Just 2% of respondents dropped out after the Timing of Life items.
- The results indicate that there is no need for concern regarding respondent break-off due to the Timing of Life questions tested

Position in survey	Frequency	Percent
After timing questions	36	2
At intro for timing questions	1	0.1
At Q16	2	0.1
At Q17	1	0.1
At Q19	1	0.1
At Q20	4	0.2
Before timing questions	21	1.1
Respondent completed survey	1762	96.4
Total breakoff during or after ToL questions	45	2.6
Total breakoff during whole survey	66	3.7
Total	1828	100

- The distribution of responses among respondents who were asked the questions (i.e. excluding NAs) are presented after each concept/subconcept tested.

SECTION C: Complex Concepts.

COMPLEX CONCEPT NAME: Occurrence and timing of life-course events [LIVED].

Describe the concept in detail, outlining the various sub concepts it comprises

The first set of items in the module asked whether people had experienced major life-course events, and if so, at what age.

We propose to reiterate this retrospective reconstruction of the respondents' life course, with questions on whether and when specific events have been experienced concerning: 1) the transition to adulthood; 2) gender, family and fertility; 3) ageing and relationships between generations. Such personal reconstruction provides the essential data for comparing the experience of individuals and cohorts across time and place.

Expected relationship with other complex and simple concepts

We expect LIVED to be correlated with LIFESTAG, IDEALAGE, AGEDEADL, FAMNORMS, LIFEPLAN

SUB CONCEPT NAME: Occurrence and timing of paid employment or apprenticeship [EVPDEMP/ PDEMPYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

This sub-concept measures directly whether the respondent has been on paid employment or apprenticeship

Expected relationship with other sub concepts

We expect [EVPDEMP/ PDEMPYR] to be correlated with LVPNTYR, LVPTNYR, MARYR, AGEADLT, IAGRTR, TYGLEDU, TYGRTR, TOWKHT, AFTJBYC, PLNFTR

Final question wording

Now some questions about when you first did different things.²

D1 Have you ever been in paid employment or a paid apprenticeship of 20 hours or more per week for at least 3 months?

Yes	1	ASK D2
No	2	GO TO D3

² The same translation for this introduction should be used as in ESS3.

(Refusal)

7

ASK ALL WHO HAVE BEEN IN PAID EMPLOYMENT/APPRENTICESHIP OF 20 HOURS+ FOR AT LEAST 3 MONTHS AT D1 (IF D1 = 1)

D2 In what year did you first start working in a job like this?

INTERVIEWER: 'a job like this' refers to paid employment or a paid apprenticeship of 20 hours or more per week for at least 3 months, as at D1.³

TYPE IN YEAR

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(Refusal) 7777

(Don't know) 8888

SUB CONCEPT NAME: (Occurrence) and timing of leaving the parental home [LVPNTYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

This subconcept measures directly (whether and) when the respondent left their parents to live separately for 2 months or more

Expected relationship with other sub concepts

We expect LVPNTYR to be correlated with EVPDEMP, PDEMPYR, LVPTNYR, MARYR, AGEADLT, TOLVPNT, PLNFTR

Final question wording

ASK ALL

D3 In what year, if ever, did you first leave your parent(s) for 2 months or more to start living separately from them⁴?

INTERVIEWER: Parents includes any legal guardian, such as foster, step and adoptive parents. Living separately means living in separate accommodation, i.e. with a separate entrance. Include students who live separately for 2 months or more even if they return to live with parents occasionally.

TYPE IN YEAR

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³ **NEW INTERVIEWER NOTE** added to the ESS9 Timing of Life module.

⁴ 'Living separately from them' means 'living independently from parent(s) or guardian(s) in separate accommodation' (i.e. with a separate entrance).

(Still living in parental home and never left for 2 months)	0000
(Never lived with a parent)	1111
(Refusal)	7777
(Don't know)	8888

SUB CONCEPT NAME: (Occurrence) and timing of living with a spouse or partner [EVLVPTN/LVPTNYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

This subconcept measures directly whether the respondent have ever lived with a partner for 3 months or more (and the timing of this event)

Expected relationship with other sub concepts

We expect [EVLVPTN/LVPTNYR] to be correlated with EVPDEMP, PDEMPYR, LVPNTYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, NGCHLD, YGCBYR, GGCH, AGEADLT, IAGLPTN, IAGLVMR, TYGLVP, TYGVMR, TOLVPNT, ALGVPTN, ACLDNMR

Final question wording

D4 Have you ever lived with a spouse or partner for three months or more?

Yes	1	ASK D5
No	2	GO TO D6
(Refusal)	7	

ASK ALL WHO HAVE EVER LIVED WITH A SPOUSE/PARTNER FOR THREE MONTHS OR MORE AT D4 (IF D4 = 1)

D5 In what year did you first live with a spouse or partner for three months or more?

TYPE IN YEAR

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(Refusal) 7777
(Don't know) 8888

SUB CONCEPT NAME: (Occurrence) and timing of first marriage [EVMAR/MARYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

This subconcept measures directly whether the respondent has ever been married (and the timing of first marriage)

Expected relationship with other sub concepts

We expect [EVMAR/MARYR] to be correlated with EVPDEMP, PDEMPYR, LVPNTYR, EVLVPTN, LVPTNYR, BTHCHLD, NBTHCHLD, FCLDBRN, NGCHLD, YGCBYR, GGCH, AGEADLT, IAGLPTN, IAGLVMR, TYGLVP, TYGVMR, TOLVPNT, ALGVPTN, ACLDNMR, ADVCYC

Final question wording

ASK ALL

D6 Are you or have you ever been married?

INTERVIEWER: If respondent queries what types of marriage they should include, please read out: 'Marriage refers to legal marriage only and does not include other forms of legally recognised relationships'.⁵

Yes	1	ASK D7
No	2	GO TO D8
(Refusal)	7	

ASK ALL WHO HAVE EVER BEEN MARRIED AT D6 (IF D6 = 1)

D7 In what year did you first marry?

TYPE IN YEAR

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(Refusal) 7777

(Don't know) 8888

SUB CONCEPT NAME: Children [BTHCLD/NBTHCLD/FCLDBRN/YCLDBYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

⁵ **NEW COUNTRY-SPECIFIC INTERVIEWER NOTE** added to the ESS9 Timing of Life module. Only include the interviewer note in countries that have forms of legally recognised relationships other than marriage (e.g. civil partnerships, legally recognised cohabitation, etc.). Countries where marriage is the only form of legally recognised relationship should NOT include the interviewer note in the questionnaire.

This subconcept measures whether the respondent have children, how many and when were the first and youngest child born

Expected relationship with other sub concepts

We expect [BTHCLD/NBTHCLD/FCLDBRN/YCLDBYR] to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, AGEADLT, IAGLPNT, TYGPNT, TOCHLD, ANVCLD, ADVCYC, AFTJBYC

Final question wording

ASK ALL

D8 Have you ever given birth to/fathered⁶ a child?

Yes	1	ASK D9
No	2	
(Refusal)	7	GO TO D15
(Don't know)	8	

ASK ALL WHO HAVE GIVEN BIRTH TO/FATHERED A CHILD AT D8 (IF D8 = 1)

D9 How many children have you ever given birth to/fathered?

INTERVIEWER: Include all children born alive.

TYPE IN

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(Refusal) 77

(Don't know) 88

D10 In what year was your (first) child born?

TYPE IN YEAR

--	--	--	--

(Refusal) 7777

(Don't know) 8888

ASK ALL WHO HAVE GIVEN BIRTH TO/FATHERED MORE THAN ONE CHILD AT D9 (IF D9 > 1)

D11 In what year was your youngest child born?

TYPE IN YEAR

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⁶ 'Fathered' means 'becoming the biological father of a child'.

(Refusal) 7777
(Don't know) 8888

SUB CONCEPT NAME: Grandchildren [NGCHLD/YGCBYR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Number of grandchildren

Expected relationship with other sub concepts

We expect [NGCHLD/YGCBYR] to be correlated with LVPTNYR, EVMAR, MARYR, NBTHCLD, FCLDBRN, IAGLPNT, AGEADLT, AGEMAGE, AGEAGE, ANVCLD, ADVCYC, AFTJBYC

Final question wording

ASK ALL WHOSE FIRST CHILD WAS BORN IN 2002 OR EARLIER AT D10 (IF D10 < 2003)⁷
D12 How many grandchildren do you have, if any?

TYPE IN NUMBER

--	--

(Refusal) 77
(Don't know) 88

ASK ALL WHO HAVE 1 OR MORE GRANDCHILDREN AT D12 (IF D12 >= 1)
D13 In what year was your first grandchild born?

TYPE IN YEAR

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(Refusal) 7777
(Don't know) 8888

SUB CONCEPT NAME: Great-grandchildren [GGCH]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

⁷ Countries starting ESS9 fieldwork in 2019 should change this filter to read 'ASK ALL WHOSE FIRST CHILD WAS BORN IN 2003 OR EARLIER (IF D10 < 2004)'.

Measured directly: Have any great great-grandchildren	
Expected relationship with other sub concepts	
We expect GGCH to be correlated with LVPTNYR, EVMAR, MARYR, NBTHCLD, FCLDBRN, YGCBYR, IAGLPNT, AGEADLT, AGEMAGE, AGEOAGE, ANVCLD, ADVCYC, AFTJBYC	
Final question wording	
ASK ALL WHOSE FIRST GRANDCHILD WAS BORN IN 2002 OR EARLIER AT D13 (IF D13 < 2003)⁸	
D14	Do you have any great grandchildren?
	Yes 1
	No 2
	(Refusal) 7
	(Don't know) 8

⁸ Countries starting ESS9 fieldwork in 2019 should change this filter to read '**ASK ALL WHOSE FIRST GRANDCHILD WAS BORN IN 2003 OR EARLIER (IF D13 < 2004)**'.

COMPLEX CONCEPT NAME: Stages of the life course [LIFESTAG]

Describe the concept in detail, outlining the various sub concepts it comprises
<p>Items D17 to D19 were posed to examine at which ages people were thought to experience the entry into main stages of the life course, like young adulthood, middle age, and old age. Changes in the definition of middle age could be less apparent. As items D17 and D19 did not suffer from particular problems, with D17 having 0.1% refusals, 3.1% don't know and 0.5% no answer, we propose to retain these two questions on entry into adulthood and entry into old age in ESS-9.</p> <p>While we are in doubt on whether to retain D18 (AGEMAGE), as relatively little use was made of this item, we are here proposing a possible retention in order to maintain the original order of questions.</p>
<p>Expected relationship with other complex and simple concepts</p> <p>Given the gendered nature of stages of the life course, this concept should be measured via the split-ballot design, i.e. with (approximately) half of the sample being asked about women and the other half being asked about men.</p> <p>Information on these ages allows a better view on the segmentation of the life course as a whole. The major societal changes since 2006, in particular the Great Recession, have hit both young adults and old adults very hard, making it very interesting to examine whether views on the entry of adulthood and entry into old age have shifted.</p> <p>We expect LIFESTAG to be correlated with LIVED, IDEALAGE, AGEDEADL</p>

SUB CONCEPT NAME: Age at which women/men become adult [AGEADLT]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly
<p>Measured directly: Age at which women/men become adults</p>
<p>Expected relationship with other sub concepts</p> <p>We expect AGEADLT to be correlated with EVPDEMP, PDEMPYR, LVPNTYR, EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, NGCHLD, YGCBYR, GGCH, AGEMAGE, AGEAGE, IAGLPTN, IAGLVMR, TYGLEDU, TYGLVP, TYGVMR, TYGPNT, TOLVPNT</p>
<p>Final question wording</p> <p>ASK ALL IN GROUP 1 AT D14a (IF D14a = 1) <u>Questionnaire A</u></p> <p>I am now going to ask you some questions about girls and women while other people answering the survey will be asked about boys and men.⁹</p> <p>D15a People differ in their ideas about the ages at which girls or women become adults, middle-aged and old. At what age, approximately, would you say girls or women become adults?</p> <p>INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:</p>

⁹ The same translation for this introduction should be used as in ESS3.

If respondent states 'It depends' accept answer and do NOT probe.
 If respondent provides an age range, ask for a specific age within that range.
 If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(It depends) 000

(Refusal) 777

(Don't know) 888

ASK ALL IN GROUP 2 AT D14a (IF D14a = 2)

Questionnaire B

I am now going to ask you some questions about boys and men while other people answering the survey will be asked about girls and women.¹⁰

D15b People differ in their ideas about the ages at which boys or men become adults, middle-aged and old. At what age, approximately, would you say boys or men become adults?

INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:

If respondent states 'it depends' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(It depends) 000

(Refusal) 777

(Don't know) 888

**SUB CONCEPT NAME: Age at which women/men reach middle age
 [AGEMAGE]**

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Age women/men reach middle age (Split ballot design)

Expected relationship with other sub concepts

We expect AGEMAGE to be correlated with NGCHLD, YGCBYR, GGCH, AGEADLT, AGEOAGE

¹⁰ The same translation for this introduction should be used as in ESS3.

Final question wording

D16a And at what age, approximately, would you say women reach middle age?

TYPE IN AGE

(It depends) 000

(Refusal) 777

(Don't know) 888

D16b And at what age, approximately, would you say men reach middle age?

TYPE IN AGE

(It depends) 000

(Refusal) 777

(Don't know) 888

SUB CONCEPT NAME: Age at which women/men reach old age [AGEOAGE]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Age women/men reach old age (Split ballot design)

Expected relationship with other sub concepts

We expect AGEOAGE to be correlated with NGCHLD, YGCBYR, GGCH, AGEADLT, AGEMAGE

Final question wording

D17a And at what age, approximately, would you say women reach old age?

TYPE IN AGE

(It depends) 000

(Refusal) 777

(Don't know) 888

D17b And at what age, approximately, would you say men reach old age?

TYPE IN AGE

(It depends)	000
(Refusal)	777
(Don't know)	888

COMPLEX CONCEPT NAME: Ideal ages for life course events [IDEALAGE]

Describe the concept in detail, outlining the various sub concepts it comprises

These questions ask for the best age to enter a union, get married, have a child, and retire. No particular methodological problems were encountered, with the highest percentage of non-responses for D27 (on unmarried cohabitation), with 0.2% refusals, 5.7% don't know and 0.2% no answer. We propose to retain this set of items in ESS-9.

Expected relationship with other complex and simple concepts

Given the gendered nature of stages of the life course, this concept should be measured via the split-ballot design, i.e. with (approximately) half of the sample being asked about women and the other half being asked about men.

The turbulent economic development of Europe in the last decade might have changed the views of Europeans on the ideal timing of these events quite substantially, as young adults have been hit particularly strongly by unemployment and the increased flexibility of the labour market, whereas older adults are strongly affected by changing retirement policies.

We expect IDEALAGE to be correlated with LIVED, LIFESTAG, AGEDEADL, FAMNORMS

SUB CONCEPT NAME: Ideal age to start living with partner not married to [IAGLPTN]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measure directly: Start living with partner not married to, ideal age (Split ballot design)

Expected relationship with other sub concepts

We expect IAGLPTN to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGVMR, TOLVPNT, ALGVPTN, ACLDNMR

Final question wording

We are now going to ask you a series of questions about the ideal age for girls or women to do certain things, then about when they are too young and finally about when they are too old to do certain things. In each case please give an approximate age.¹¹

¹¹ The same translation for this introduction should be used as in ESS3.

D18a In your opinion, what is the ideal age¹² for a girl or woman to start living with a partner¹³ she is not married to?

INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:

If respondent states 'No ideal age' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(No ideal age)	000
(Should NEVER live with partner not married to)	111
(Refusal)	777
(Don't know)	888

We are now going to ask you a series of questions about the ideal age for boys or men to do certain things, then about when they are too young and finally about when they are too old to do certain things. In each case please give an approximate age.¹⁴

D18b In your opinion, what is the ideal age¹⁵ for a boy or man to start living with a partner¹⁶ he is not married to?

INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:

If respondent states 'No ideal age' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(No ideal age)	000
(Should NEVER live with partner not married to)	111
(Refusal)	777

¹² 'Ideal age' = 'most appropriate age' (D18a-D21a).

¹³ 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

¹⁴ The same translation for this introduction should be used as in ESS3.

¹⁵ 'Ideal age' = 'most appropriate age' (D18b-D21b).

¹⁶ 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

(Don't know) 888

SUB CONCEPT NAME: Ideal age to get married [IAGLVMR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly	
Measured directly: Get married, ideal age (Split ballot design)	
Expected relationship with other sub concepts	
We expect IAGLVMR to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLPTN, IAGLPNT, TYGLEDU, TYGLVP, TYGVMR, TOLVPNT, ALGVPTN, ACLDNMR	
Final question wording	
D19a In your opinion, what is the <u>ideal</u> age for a girl or woman to get married?	
TYPE IN AGE	<input type="text"/> <input type="text"/> <input type="text"/>
(No ideal age)	000
(Should NEVER get married)	111
(Refusal)	777
(Don't know)	888
D19b In your opinion, what is the <u>ideal</u> age for a boy or man to get married?	
TYPE IN AGE	<input type="text"/> <input type="text"/> <input type="text"/>
(No ideal age)	000
(Should NEVER get married)	111
(Refusal)	777
(Don't know)	888

SUB CONCEPT NAME: Ideal age to become a mother/father [IAGLPNT]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly	
Measured directly: Become mother/ father, ideal age	
Expected relationship with other sub concepts	

We expect IAGLPNT to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLPTN, IAGLVMR, TYGLPTN, TYGVMR, TOLVPNT, TOCHD, ALGVPTN, ACLDNMR

Final question wording

D20a In your opinion, what is the ideal age for a girl or woman to become a mother?

TYPE IN AGE

(No ideal age) 000

(Refusal) 777

(Don't know) 888

D20b In your opinion, what is the ideal age for a boy or man to become a father?

TYPE IN AGE

(No ideal age) 000

(Refusal) 777

(Don't know) 888

SUB CONCEPT NAME: Ideal age to retire permanently [IAGRTR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Retire permanently, ideal age.

Expected relationship with other sub concepts

We expect IAGLRTR to be correlated with AGEADLT, AGEMAGE, AGEOAGE, TYGRTR, TOWKHT

Final question wording

D21a In your opinion, what is the ideal age for a woman to retire permanently¹⁷?

TYPE IN AGE

(No ideal age) 000

(Should NEVER retire permanently) 111

(Should NEVER be in paid work) 222

¹⁷ 'Retire permanently' = give up regular paid work.

	(Refusal)	777
	(Don't know)	888

D21b In your opinion, what is the ideal age for a man to retire permanently¹⁸?

TYPE IN AGE

	(No ideal age)	000
	(Should NEVER retire permanently)	111
	(Should NEVER be in paid work)	222
	(Refusal)	777
	(Don't know)	888

COMPLEX CONCEPT NAME: Age deadlines for life course events

[AGEDEADL]

Describe the concept in detail, outlining the various sub concepts it comprises
<p>This set of items taps into a core aspect of the concept of age norms, as it asks about ages before or after which people should not experience specific life events. These questions from ESS-3 were extensively used. As with ideal ages, we expect clear changes in these deadlines in the last decades, with stronger changes in countries that were hit hardest by the Great Recession. In ESS-3, a relatively high percentage of “don't know” answers were observed for these items, with the highest percentage of “don't know” answers (12.1%) for D39 on upper age limit to work. Given the crucial relevance of this age norm in the context of ageing we propose to retain the question. It is telling that the Oude Mulders et al. (2016), in a survey of top managers decided to adopt the ESS-3 formulation in their questionnaire. However, we propose to drop D32 (on age at first sexual intercourse) as it has been scarcely used and taps into a domain of the life course for which the study of change would need a much deeper focus.</p>
Expected relationship with other complex and simple concepts
<p>Given the gendered nature of stages of the life course, this concept should be measured via the split-ballot design, i.e. with (approximately) half of the sample being asked about women and the other half being asked about men.</p> <p>We expect AGEDEADL to be correlated with LIVED, LIFESTAG, IDEALAGE, FAMNORMS</p>

¹⁸ 'Retire permanently' = give up regular paid work.

SUB CONCEPT NAME: Age too young to leave full-time education [TYGLEDU]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly				
Measured directly: Leave full-time education, age too young.				
Expected relationship with other sub concepts				
We expect TYGLEDU to be correlated with EVPDEMP, PDEMPYR, LVPNTYR, EVLVPTN, AGEADLT, TYGLVP, TYGVMR, TYGPNT, TOLVPNT				
Final question wording				
Sometimes people are considered <u>too young</u> to do or experience certain things...¹⁹				
D22a Before what age would you say a girl or woman is generally too <u>young</u> to leave full-time education?				
INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE: If respondent states 'Never too young' accept answer and do NOT probe. If respondent provides an age range, ask for a specific age within that range. If respondent cannot give specific age, code as 'Don't know'.				
TYPE IN AGE	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>			
(Never too young)	000			
(Refusal)	777			
(Don't know)	888			
Sometimes people are considered <u>too young</u> to do or experience certain things...²⁰				
D22b Before what age would you say a boy or man is generally too <u>young</u> to leave full-time education?				
INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE: If respondent states 'Never too young' accept answer and do NOT probe. If respondent provides an age range, ask for a specific age within that range. If respondent cannot give specific age, code as 'Don't know'.				
TYPE IN AGE	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>			
(Never too young)	000			
(Refusal)	777			

¹⁹ The same translation for this introduction should be used as in ESS3.

²⁰ The same translation for this introduction should be used as in ESS3.

(Don't know) 888

SUB CONCEPT NAME: Age too young to start living with partner not married to [TYGLVP]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Start living with partner not married to, age too young.

Expected relationship with other sub concepts

We expect TYGLVP to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVMR, TYGPNT, TOLVPNT, ALGVPTN, ACLDNMR

Final question wording

D23a Before what age would you say a woman is generally too young to start living with a partner²¹ she is not married to?

TYPE IN AGE

(Never too young)	000
(Should NEVER live with a partner not married to)	111
(Refusal)	777
(Don't know)	888

D23b Before what age would you say a man is generally too young to start living with a partner²² he is not married to?

TYPE IN AGE

(Never too young)	000
(Should NEVER live with a partner not married to)	111
(Refusal)	777
(Don't know)	888

²¹ 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

²² 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

SUB CONCEPT NAME: Age too young to get married [TYGLVMR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly	
Measured directly: Get married, age too young.	
Expected relationship with other sub concepts	
We expect TYHLVMR to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGPNT, TOLVPNT, ALGVPTN, ACLDNMR	
Final question wording	
D24a Before what age would you say a woman is generally too <u>young</u> to get married?	
TYPE IN AGE	<input type="text"/> <input type="text"/> <input type="text"/>
(Never too young)	000
(Should NEVER get married)	111
(Refusal)	777
(Don't know)	888
D24b Before what age would you say a man is generally too <u>young</u> to get married?	
TYPE IN AGE	<input type="text"/> <input type="text"/> <input type="text"/>
(Never too young)	000
(Should NEVER get married)	111
(Refusal)	777
(Don't know)	888

SUB CONCEPT NAME: Age too young to become mother/father [TYGPNT]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly	
Measured directly: Become mother/father, age too young.	
Expected relationship with other sub concepts	
We expect TYGPNT to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGLVMR, TOLVPNT, ALGVPTN, ACLDNMR	

Final question wording

D25a Before what age would you say a woman is generally too young to become a mother?

TYPE IN AGE

(Never too young) 000

(Refusal) 777

(Don't know) 888

D25b Before what age would you say a man is generally too young to become a father?

TYPE IN AGE

(Never too young) 000

(Refusal) 777

(Don't know) 888

SUB CONCEPT NAME: Age too young to retire permanently [TYGRTR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Retire permanently, age too young.

Expected relationship with other sub concepts

We expect TYGRTR to be correlated with EVPDEMP, PDEMPYR, AGEADLT, AGEMAGE, AGEOAGE, IAGLRTR, TOWKHT

Final question wording

D26a And before what age would you say a woman is generally too young to retire permanently²³?

TYPE IN AGE

(Never too young) 000

(Should NEVER retire permanently) 111

(Should NEVER be in paid work) 222

(Refusal) 777

(Don't know) 888

²³ 'Retire permanently' = give up regular paid work.

D26b And before what age would you say a man is generally too young to retire permanently²⁴?

TYPE IN AGE

(Never too young)	000
(Should NEVER retire permanently)	111
(Should NEVER be in paid work)	222
(Refusal)	777
(Don't know)	888

SUB CONCEPT NAME: Age too old to still be living with parents [TOLVPNT]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Still be living with parents, age too old.

Expected relationship with other sub concepts

We expect TOLVPNT to be correlated with EVPDEMP, PDEMPYR, LVPTNYR, MARYR, AGEADLT

Final question wording

In the same way as people are sometimes considered too young to do certain things, sometimes they are considered to be too old.²⁵

D27a After what age would you say a woman is generally too old to still be living with her parents?

INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:

If respondent states 'Never too old' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(Never too old)	000
(Refusal)	777
(Don't know)	888

²⁴ 'Retire permanently' = give up regular paid work.

²⁵ The same translation for this introduction should be used as in ESS3.

In the same way as people are sometimes considered too young to do certain things, sometimes they are considered to be too old.²⁶

D27b After what age would you say a man is generally too old to still be living with his parents?

INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:

If respondent states 'Never too old' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

TYPE IN AGE

(Never too old) 000

(Refusal) 777

(Don't know) 888

**SUB CONCEPT NAME: Age too old to consider having more children
[TOCHLD]**

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measured directly: Consider having more children, age too old.

Expected relationship with other sub concepts

We expect TOCHLD to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, AGEADLT, AGEMAGE, AGEOAGE, IAGLPTN, IAGLVMR, IAGLPNT

Final question wording

D28a After what age would you say a woman is generally too old to consider having any more children²⁷?

TYPE IN AGE

(Never too old) 000

(Refusal) 777

(Don't know) 888

²⁶ The same translation for this introduction should be used as in ESS3.

²⁷ 'Having any more children' in the sense of either the first or any additional children a woman may have.

D28b After what age would you say a man is generally too old to consider having any more children²⁸?

TYPE IN AGE

(Never too old) 000
(Refusal) 777
(Don't know) 888

SUB CONCEPT NAME: Age too old to be working 20 hours or more per week [TOWKHT]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Measure directly: Be working 20 hours or more per week, age too old.

Expected relationship with other sub concepts

We expect TOWKHT to be correlated with EVPDEMP, PDEMPYR, AGEADLT, AGEMAGE, AGEOAGE, IAGLRTR, TYGRTR, AFTJBYC

Final question wording

D29a After what age would you say a woman is generally too old to be working 20 hours or more per week?

TYPE IN AGE

(Never too old) 000
(Should NEVER work) 111
(Refusal) 777
(Don't know) 888

D29b After what age would you say a man is generally too old to be working 20 hours or more per week?

TYPE IN AGE

(Never too old) 000
(Should NEVER work) 111

²⁸ 'Having any more children' in the sense of either the first or any additional children a man may have.

(Refusal)	777
(Don't know)	888

COMPLEX CONCEPT NAME: Norms for family behaviour [FAMNORMS]

Describe the concept in detail, outlining the various sub concepts it comprises
<p>This set of items focuses on changes in the sequencing and combination of life-course events, like having a child out of wedlock, combining full-time employment and young children, and divorce with young children. In ESS-3, relatively large differences in these norms concerning women and men were observed, making it particularly interesting to repeat these questions in ESS-9. On the one hand, a general increase in gender equality could be expected, and thus a convergence in how Europeans evaluate these items for men and women. On the other hand, one could argue that the advance of political parties emphasizing traditional family values across a number of European countries (e.g. Poland and Hungary), could have led to an increase in the gender gap in these norms in parts of Europe. No particular methodological issues were apparent in ESS-3, with the highest share of non-responses for item D44 (on divorce with children under age, with 0.1% refusals, 3.2% don't knows and 0.2% no answer. We propose to retain all of these questions in ESS-9</p>
Expected relationship with other complex and simple concepts
<p>Given the gendered nature of stages of the life course, this concept should be measured via the split-ballot design, i.e. with (approximately) half of the sample being asked about women and the other half being asked about men.</p> <p>We expect FAMNORMS to be correlated with LIVED, IDEALAGE, AGEDEADL</p>

SUB CONCEPT NAME: Approve or disapprove if choose never to have children [ANVCLD]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly									
Measured directly: Approve if person chooses never to have children.									
Expected relationship with other sub concepts									
We expect ANVCLD to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCLD, NBTHCLD, FCLDBRN, YCLDBYR, IAGLPNT, TYGPNT, TOCHLD, ALGVPTN, , ACLDNMR, AFTJBYC, ADVCYC									
Final question wording									
CARD 33 Using this card, how much do you approve or disapprove if a woman... READ OUT...									
	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">Strongly disapprove</td> <td style="width: 12.5%; text-align: center;">Disapprove</td> <td style="width: 12.5%; text-align: center;">Neither approve nor disapprove</td> <td style="width: 12.5%; text-align: center;">Approve</td> <td style="width: 12.5%; text-align: center;">Strongly approve</td> <td style="width: 12.5%; text-align: center;">(Refusal)</td> <td style="width: 12.5%; text-align: center;">(Don't know)</td> </tr> </table>		Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)		
D30a ...chooses never to have children?	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">7</td> <td style="width: 12.5%; text-align: center;">8</td> </tr> </table>		1	2	3	4	5	7	8
	1	2	3	4	5	7	8		

CARD 33 Using this card, how much do you approve or disapprove if a man ... **READ OUT...**

	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D30b ...chooses never to have children?	1	2	3	4	5	7	8

SUB CONCEPT NAME: Approve or disapprove if living with a partner not married to [ALGVPTN]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly							
Measured directly: Approve if person lives with partner not married to.							
Expected relationship with other sub concepts							
We expect ALGVPTN to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGLVMR, TYGPNT, TOLVPNT, ANVCLD, ACLDNMR, AFTJBYC, ADVCYC							
Final question wording							
CARD 33 Using this card, how much do you approve or disapprove if a woman... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D31a ...lives with a partner ²⁹ without being married?	1	2	3	4	5	7	8
CARD 33 Using this card, how much do you approve or disapprove if a man ... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)

²⁹ 'Lives with a partner' should be translated in a gender neutral way. It is allowed to translate as 'lives as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'lives with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

D31b ...lives with a partner ³⁰ without being married?	1	2	3	4	5	7	8
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SUB CONCEPT NAME: Approve or disapprove is have child with partner not married to [ACLDNMR]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly							
Measured directly: Approve if person have child with partner not married to.							
Expected relationship with other sub concepts							
We expect ACLDNMR to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGLVMR, TYGPNT, TOLVPNT, ANVCLD, ALGVPTN, AFTJBYC, ADVCYC							
Final question wording							
CARD 33 Using this card, how much do you approve or disapprove if a woman... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D32a ...has a child with a partner ³¹ she lives with but is not married to?	1	2	3	4	5	7	8
CARD 33 Using this card, how much do you approve or disapprove if a man ... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D32b ...has a child with a partner ³² he lives with but is not married to?	1	2	3	4	5	7	8

³⁰ 'Lives with a partner' should be translated in a gender neutral way. It is allowed to translate as 'lives as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'lives with a partner' in a gender neutral way, please discuss with the Translation team ess_translate@gesis.org.

³¹ See previous footnote.

³² See previous footnote.

SUB CONCEPT NAME: Approve or disapprove if have full-time job while children aged under 3 [AFTJBYC]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly							
Measured directly: Approve if person has full-time job while children aged under 3.							
Expected relationship with other sub concepts							
We expect AFTJBYC to be correlated with EVPDEMP, PDEMPYR, EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, TOWKHT ANVCLD, ALGVPTN, ACLDNMR, ADVCYC							
Final question wording							
CARD 33 Using this card, how much do you approve or disapprove if a woman... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D33a ...has a full-time job while she has children aged under 3?	1	2	3	4	5	7	8
CARD 33 Using this card, how much do you approve or disapprove if a man ... READ OUT...							
	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D33b ...has a full-time job while he has children aged under 3?	1	2	3	4	5	7	8

SUB CONCEPT NAME: Approve if get divorced while children aged under 12 [ADVCYC]

Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly
Measured directly: Approve if person gets divorced while children aged under 12.
Expected relationship with other sub concepts
We expect ADVCYC to be correlated with EVLVPTN, LVPTNYR, EVMAR, MARYR, BTHCHLD, NBTHCHLD, FCLDBRN, NGCHLD, YGCBYR], GGCH, IAGLPTN, IAGLVMR, IAGLPNT, TYGLEDU, TYGLVP, TYGLVMR, TYGPNT, TOLVPNT, ALGVPTN, ANVCLD, ACLDNMR, AFTJBYC

Final question wording

CARD 33 Using this card, how much do you approve or disapprove if a woman... **READ OUT...**

	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D34a ...gets divorced while she has children aged under 12?	1	2	3	4	5	7	8

CARD 33 Using this card, how much do you approve or disapprove if a man ... **READ OUT...**

	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
D34b ...gets divorced while he has children aged under 12?	1	2	3	4	5	7	8

SECTION D: Simple Concepts.

SIMPLE CONCEPT NAME: Life planning [LIFEPLAN]

Describe the concept in detail

Given the Great Recession and the increasing economic and political insecurity in Europe, the issue of future life planning has gained in importance, making it highly interesting to repeat it in ESS-9.

Expected relationship with other complex and simple concepts

We expect LIFEPLAN to be correlated with LIVED

Final question wording

ASK ALL

D35 CARD 34 Do you generally plan for your future or do you just take each day as it comes?
Please express your opinion on a scale of 0 to 10, where 0 means 'I plan for my future as much as possible' and 10 means 'I just take each day as it comes'.

I plan for my future as much as possible											I just take each day as it comes	(Refu- sal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

SECTION E. Items NOT repeated.

Since the original Round 3 module consisted of 55 indicators, while the repeat module should contain 30 target items only, a very steep reduction in the number of items is necessary. Of the original 55 items we omitted 19, leaving 36 to be repeated. However, they correspond to roughly 31 equivalent items (see Table E1 below). After discussion with the ESS central team, we also propose to consider to retain D18 (AGEMAGE), which will make the total number of equivalent items roughly equal to 32. Here are the items being proposed to drop.

Age deadline for first sexual intercourse (D32)

We propose to drop D32 (on age at first sexual intercourse) as it has been scarcely used and taps into a domain of the life course for which the study of change would need a much deeper focus.

CST members are worried about whether the whole concept measures the same thing when this item is dropped.

Reasons for stage membership (D20-D26)

These questions were posed to fathom whether specific events and characteristics were linked to moving from one life-course stage to another. These items were not used very often and also showed relatively weak associations with the timing of entry into a next life-course stage. Therefore, we do not suggest to repeat them in ESS-9.

Societal disapproval (D45-D51)

This set of items taps into the same kind of issues as D40-D44, but rather than asking for people's own opinion about these issues, people are asked to evaluate whether these behaviours will be met with societal disapproval. Although these questions performed well, the answers correlated strongly with those given to D40-D44 and relatively little independent use has been made of these items. Therefore, we suggest not to retain them in ESS-9.

Pension income (D53-D55)

D53-D55 are important questions, but their focus on welfare issues makes them better suited to be included in other parts of the ESS. In addition, relatively little use has been made of these items.