

Methodological Report

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**The Europeanisation of Everyday Life:
Cross-Border Practices and Transnational Identifications
Among EU and Third-Country Citizens**

Methodological Report

Steffen Pöttschke, Irina Ciornei and Fulya Apaydin vom Hau

(EUCROSS Final Report, pp. 169-237)

This document originates from the research project *The Europeanisation of Everyday Life: Cross-Border Practices and Transnational Identities among EU and Third-Country Citizens* (acronym: EUCROSS).

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The research consortium is formed by:

- Università 'G. d'Annunzio' di Chieti-Pescara, Italy (coordinator: Ettore Recchi);
- GESIS–Leibniz Institut für Sozialwissenschaften, Mannheim, Germany (coordinator: Michael Braun);
- Aarhus Universitet, Denmark (coordinator: Adrian Favell);
- IBEI–Institut Barcelona d'Estudis Internacionals, Spain (coordinator: Juan Díez Medrano);
- University of York, United Kingdom (coordinators: Mike Savage, Laurie Hanquinet);
- Universitatea din Bucuresti, Romania (coordinator: Dumitru Sandu).

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Methodological Report³¹

Project overview

EUCROSS is designed as a mixed-methods research project. As such it consists of two interwoven surveys.

In the first one, computer assisted telephone interviews (CATI) were realised in Denmark, Germany, Italy, Spain, Romania and the United Kingdom. The target populations in these countries consisted of 1,000 nationals, as well as, 250 Romanian and Turkish migrants respectively. However, due to the low number of Turkish nationals in Spain, only Romanian migrants were included in this country. Hence, the envisioned total sample sizes were 6,000 EU-member state nationals currently living in their country of origin, 1,250 intra-EU migrants (Romanian citizens) and 1,250 migrants from a third country (Turkish citizens).

In the second survey (EUMEAN) qualitative interviews with 10 selected participants from each sample of the first survey were realised in all countries.

The quantitative EUCROSS survey

Sample definition

The goal of the EUCROSS project was to collect data on transnational behaviours and orientations of different groups of EU-country residents. To be included in one of the three above mentioned broadly defined samples (nationals, Romanian migrants, Turkish migrants) respondents had to be at least 18 years old at the time of the interview.

Taking into consideration the empirical reality of European countries our definition of the national samples is not based on the assumption of ethnical homogenous societies. Hence, the crucial criterion for inclusion in one of the six national samples was citizenship in its strictly legal sense. In using this formal aspect as sampling criterion EUCROSS sets itself apart from other definitions which consider only such individuals as part of national populations who have been born in the country of residence (CoR) or whose families already lived there for a given number of generations (excluding so-called migration background). A consequence of the provisions made in EUCROSS is that naturalised migrants (including persons originally from Romania or Turkey) can be part of the national population samples, too. Hence, migration experience is considered only one socio-demographic aspect in a contemporary society among others, such as diverse degrees of formal education and different income levels. Nevertheless, language served as an additional indirect filter since interviews with the national populations were conducted in the predominantly used official languages only.

Citizenship is central in the definition of the EUCROSS migrant samples, as well. All respondents of these samples had to be Romanian respectively Turkish nationals living in one of the surveyed countries without holding the country of residence citizenship, at the same time. However, these criteria alone would not have assured that participants were

³¹ Steffen Pöttschke, Irina Ciornei and Fulya Apaydin vom Hau.

in fact migrants, since citizenship laws in a number of countries – especially the still only superficially eased *ius sanguinis* principle in Germany – result in large sub populations of people born in the country of residence without receiving (unconditionally) the respective citizenship. In public discourse these persons are often addressed as migrants although they never left their country of origin (CoO) for longer periods. However, the inclusion of these individuals in the migrant samples would have been counterproductive since EUCROSS is specifically designed to measure possible results of personal mobility experiences on individual identification. Therefore, in addition to the stated citizenship requirements, only such persons were eligible for the migrant samples who were not born in the country of residence. This means in consequence that the term migrant, if used with respect to EUCROSS data does indeed and exclusively refer to people who moved from one country to another (i.e., persons who are in the literature often referred to as so-called first generation migrants).

Questionnaire development, translation, pre-test

The first step in the development of the EUCROSS questionnaire was constituted by a thorough literature review focussed on previously used instruments to measure cross-border activities and (trans)national identification. The direct outcome of this work was an operationalisation document which summarised current best practise examples and proposed new instruments to operationalise the respective concepts and to measure independent variables (Hanquinet and Savage 2011). Subsequently, a second review process was conducted which concentrated on the identification of tested questionnaire items. A wide range of questionnaires were included in this process. Important sources were general surveys of the European population (e.g., Eurobarometer, European Social Survey), studies which specifically investigated the identification with the European Union (e.g., Bruter 2005), studies which focussed on transnational activities and networks (e.g., Mau 2010) and migrant surveys (e.g., Recchi and Favell 2009; INE, 2009).

The main questionnaire, which was designed in English, built heavily on these preliminary efforts. Consequently it incorporated a number of previously used items in their original form. Not least in order to ensure the comparability of research outcome. Furthermore, a large number of items in the questionnaire were inspired by other studies, too, but considerably modified in their wording or with respect to answer categories and scales. Finally, a significant number of innovative items were developed specifically for EUCROSS.

The questionnaire itself consists of four parts, starting with an introductory screening section and ending with the collection of socio-demographic data.³² The two main parts are inquiring cross-border practices, on the one hand, and European identification and cosmopolitan values, on the other (for detailed information on the rationale behind item design and combination of items see: Pötzschke 2012).

In order to assure a high level of comparability of the data gathered on nationals and migrants the questionnaire for all samples mainly consists of the same items. This means it includes only a limited number of questions which are tailored specifically for migrants (e.g., inquiring the year of settlement in the CoR). Instead of using alternative items in most cases additional answer categories were added in order to adopt the questionnaire

³² The EUCROSS questionnaire is included in appendix I of this chapter.

to the social realities of all samples. Using different filters, migration specific data were not only collected on the 'official' migrant samples, but also on nationals with migration experience.

Following the preparation of a first questionnaire draft small scale in-house pre-tests in all countries were scheduled in order to assess the feasibility of the instrument. The questionnaire designed for the survey of national population was therefore translated by all teams from English into the respective official CoR language. Already existing translation of items (which were borrowed from other surveys, like Eurobarometer or the European Internal Movers Social Survey) could be used after they had been double checked by the respective research teams. Each team conducted approximately 16 interviews in which the samples were stratified by gender, age (over and under 45) and education (university level and below university level). The pre-tests in all countries were realised between March 10 and March 26, 2012. After their conclusion all teams reported their findings and observations. This first series of pre-tests not only allowed the identification of weaknesses of single items from a purely methodological point of view. In fact, keeping in mind the intercultural nature of the survey, they also provided the researchers with important hints as to which issues and items (more precisely, which formulations) had to be paid special attention to during the translation process. The draft questionnaire was adjusted where necessary and further developed into the English master questionnaire which also included migrant sample specific filters, answer categories and items.

The translations of the English master questionnaire into Danish, German, Italian, Romanian, Spanish and Turkish were organised by the different teams. However, they were coordinated by the GESIS - Leibniz Institute for the Social Sciences. Furthermore, all teams followed the same methodological principals. Central in this regard was the *team translation approach* (Behr 2009). In compliance with this strategy each translation was prepared in two stages: First, two separate translations of the questionnaire were realised. At least one of them was done by a professional translator, the other either by another translator or by a member of the research team in the respective country. In a second step, those individual translations were then to be merged into a final translation. This was done in a work meeting in which both translators and members of the respective country teams compared the two translations, discussed differences, pending issues or unfamiliar formulations and decided on the final wording of each item. All translations (i.e., both individual translations and the final one), translator remarks, points of discussion and the reached conclusions were documented in a standardised translation template which was then forwarded to GESIS. In a final step, the GESIS team compared the adjustments and notes in order to ensure the consistency of the questionnaire across all languages. This strategy combined the professional knowledge and experience of translators and social scientists in the development of a high-quality cross-cultural survey instrument.

Following the completion of the main questionnaire and its implementation into CATI software by the field institute the latter carried out a number of pre-tests, the first of which was realised on May 18 and 19, 2012 with British nationals. One of the main conclusions of this pre-test was that respondents reacted very suspicious to the phone

calls. Furthermore, the refusal rate seemed higher than expected. However, in this regard it has to be taken into account that the small range of the test – only 11 interviews were conducted – did not allow for any reliable predictions of the response rate at that time. Nevertheless, it was subsequently decided to modify the introduction sequence (explicitly stating the name of the EUCROSS partner institution in each country) and to include short descriptions of the project in all survey languages on the project website.

Between July 1 and August 3, 2012 the second wave of pre-tests was carried out in order to test the remaining questionnaire versions (approx. 10 interviews each). The national questionnaires were tested with respondents in the respective countries, while the Turkish and Romanian migrant questionnaires were tested with migrants in Germany. These tests resulted in minor changes of wording and/or the correction of grammatical errors, while they did not reveal the need for overall revision.

Sampling method, fieldwork and realised sample sizes

The quantitative EUCROSS survey was carried out by Sozialwissenschaftliches Umfragezentrum GmbH (SUZ). The computer-assisted telephone interviews (CATI) were generally conducted by native speakers of the respective language who called the respondents from Duisburg, Germany, where SUZ is located. Only the interviews with Danish nationals had to be realised by a field institute in Denmark, due to the small number of qualified Danish speaking interviewers available to SUZ. Interviews with migrants were conducted by Romanian respectively Turkish language native speakers in Duisburg, too. All interviewers received proper training and were familiarised with the scientific goals of the project.

For practical and economic reasons the survey of each sample could only be conducted in one language. For the national samples this was the respective countries' most widely used official language. Romanian, respectively Turkish was used in the case of the surveyed migrant populations. Therefore, especially in the case of migrants with Turkish nationality, members of ethnic minorities might be underrepresented in the samples.

Random digit dialling (RDD) was used to sample national populations. The sampling of migrants was realised via linguistic screening of names in telephone directories (the so-called "onomastic procedure", Humpert and Schneiderheinze 2000). Only persons who were at least 18 years old, and fulfilled the above mentioned additional sampling criteria, could participate in the study. By default the interviews were conducted with the person in a given household whose birthday was the most recent and who fulfilled all sampling criteria of the respective sub-study.

The EUCROSS field period started in June 2012 and concluded in April 2013. There are two main reasons for this somewhat large time frame. The first cause is the simple fact that the fieldwork had to be suspended for two months during the summer due to the holiday season and the resulting low participation rates.

However, more severe delays resulted from specific problems during the fieldwork. Particularly in the United Kingdom the willingness to take part in the survey was very low. Therefore, the sub-study of UK nationals was amongst the last EUCROSS national studies to be completed, even though it was the very first which went into the field.

While the data collection for all nationals was nevertheless finished by the second week of January 2013, some migrant samples were of especially high concern. Until then the progress in fieldwork for Turkish migrant samples in Italy and Romania as well as Turkish and Romanian migrant samples in the UK was comparatively low. One major problem had been that the total of telephone numbers for Turkish and Romanian migrants identified through the mentioned onomastic procedure was low right from the beginning, especially in these mentioned crucial cases. This was worsened by the fact that, in particular in the United Kingdom, a high amount of telephone numbers – taken from the most recent telephone register – was invalid. The number of potential participants was further reduced by the restrictions of the EUCROSS sampling frame, which excluded naturalised migrants of both nationalities. Since the UK does allow dual citizenship it could be assumed that a higher share especially of Turkish long term immigrants has taken on the nationality of this particular CoR compared to countries such as Germany. Furthermore, in Romania the name-based recruitment procedure had been complicated by a long established Turkish minority and, more generally, by the lack of a comprehensive telephone directory.

To counteract these problems different strategies were applied. In order to realise further interviews with the difficult-to-reach samples, SUZ started refusal conversion attempts and snowball sampling by mid December 2012. At the same time Turkish and Romanian online questionnaires were installed on the project website so that potential respondents who refused to take the telephone interview could participate online. Furthermore, the field institute acquired subsamples of address lists from commercial enterprises. However, all these approaches did not yield the hoped success.

The cooperation rate of CATI interviews for the nationals varied between 9 per cent in the United Kingdom and 38 per cent in Romania.³³ For the Romanian migrants it was between 29 per cent (Germany) and 67 per cent (Denmark). Finally, in the Turkish samples which were completed entirely in CATI mode the cooperation rate was at 23 per cent in Germany and 35 per cent in Denmark. The rates in the other three Turkish samples are significantly higher but as they refer to much smaller CATI samples and would therefore be misleading, we refrain from reporting them.

Ultimately, it was decided to pursue a face-to-face strategy in order to complete the Turkish migrant samples in Italy and Romania as well as both migrant samples in the UK. In all three countries these interviews were organised by members of the respective research teams. In Romania it became clear that almost no quantitative surveys of Turkish migrants had been undertaken before, pushing EUCROSS in a pioneering role. With the help of Ahmet Ecirli, one of the few scholars who had studied Turkish immigrants in Romania (Ecirli, Stănescu, and Dumitru 2011), the planned sample size could finally be realised.

The EUCROSS researchers in the respective countries oversaw the interviewer recruitment and were responsible for interviewer training. Since the face-to-face interviewers ultimately recruited the respondents a standardised set of instructions was

³³ For the calculation of each samples' cooperation rate the 'number of completed interviews' was divided by the sum of 'number of completed interviews' and 'refusals'.

drafted and had to be respected in order to guaranty data quality. Its central requirements were:

- Compliance with general sampling criteria of the respective sample;
- Inclusion of persons of both genders (samples should, in this regard, reflect the gender distribution of the community of Turks/Romanians in the respective country);
- Variation in terms of educational level and age;
- Limitation of interviews to one person per household.

Furthermore, all interviewers were instructed to sample persons from various backgrounds and not to sample larger groups at single events or venues. While it was sought that all of these interviews were conducted face-to-face, the interviewers in Romania and Italy were, in consultation with the EUCROSS researchers, able to realise a number of interviews in CATI mode.

Face-to-face interviews were conducted in the following cities:

Italy	Brescia, Bologna, Como, Genoa, Milan, Modena, Padua, Perugia, Peschiera del Garda, Rome, Venice, Verona, Vicenza
UK (Romanian migrants)	Brighton, Bristol, London, Manchester
UK (Turkish migrants)	Brighton, Leeds, London, York
Romania	Bucharest

The same standardised questionnaire – in its respective translation – was used in all interviews which were conducted as part of the EUCROSS study. The interview duration of the CATI interviews was at approximately 25 minutes for nationals and 28 minutes for the migrant samples.

Table 1 gives an overview of the realised samples and the mode in which the interviews were conducted.

Table 1 Realised EUCROSS samples

Sample	CATI (SUZ)	CATI based snow ball sampling (SUZ)	Web based quest.	Face to face (local teams)	Skype or CATI (local teams)	Total
Nationals						
Denmark	1014	---	---	---	---	1014
Germany	1001	---	---	---	---	1001
Italy	1000	---	---	---	---	1000
Romania	1000	---	---	---	---	1000
Spain	1000	---	---	---	---	1000
United Kingdom	1001	---	---	---	---	1001
Romanian migrants in ...						
Denmark	250	---	---	---	---	250
Germany	250	---	---	---	---	250
Italy	250	---	---	---	---	250
Spain	250	---	---	---	---	250
United Kingdom	40	2	---	206	---	248
Turkish migrants in ...						
Denmark	250	---	---	---	---	250
Germany	252	---	---	---	---	250
Italy	44	5	---	179	22	250
Romania	17	---	---	186	47	250
United Kingdom	126	9	3	110	---	248

The qualitative EUMEAN survey

Sampling

The sampling of interviewees for the EUMEAN survey, the qualitative part of the EUCROSS project, is connected to the quantitative survey carried out beforehand. Its main intention is to gain in-depth knowledge regarding the cross-border activities and attitudes of highly transnational EUCROSS respondents.

The respondents of the EUMEAN qualitative survey were deliberately selected from among those with greater physical and virtual mobility experiences from within the pool of EUCROSS survey respondents. We constructed an additive transnationalism index by summing up the scores related to the following variables from the EUCROSS survey: residence in another country before the age of 18, frequency of trips abroad before the age of 18, residence in another country after the age of 18, frequency of trips abroad after the age of 18, number of friends living abroad (none, few, many), frequency of internet use, frequency of online purchase from another country, having property abroad and frequency of contact with colleagues or business partners in another countries. The

transnationalism index ranges from 0 to 16. However, very few respondents have scores above 10. Therefore, we defined the group of the ‘most transnational respondents’ as consisting of those individuals who received between 6 and 16 points on the index. Nevertheless, during sampling those respondents with scores higher than 9 were contacted with priority.

In each country, the sample included a balanced selection of respondents with diverse levels of education, gender and age. Educational titles were divided into the two categories “low” and “high”. The classification is grounded upon the distribution of educational titles in each sample, that is, approx. 50% of each sample falls into category “low education”, the other 50% into category “high education”. Dividing the migrant samples into people with high and low education brought with it an additional challenge, since those respondents could have acquired their highest educational title either in the CoO or in the CoR. We therefore built two subsamples for each country and migrant group corresponding to the country (CoO or CoR) in which they received their highest educational title. These subsamples were then divided into respondents with “high” and “low education”, as described above. The selection of EUMEAN interviewees was further balanced according to gender, aiming at having an equal number of female and male respondents (see Table 2). Although an equal distribution of age groups across transnationalism, education and gender categories was difficult to achieve, the EUMEAN sample in each country comprises at least one young adult (between 18-25 years old) and one senior respondent (older than 65) respectively.

Table 2 EUMEAN sampling frame

	High transnationalism	
	Male	Female
Low education	2-3	2-3
High education	2-3	2-3

Taken together, a total of 60 member-country nationals (ten in each surveyed country) were interviewed based on these criteria. In addition to these 60 interviews, a total of 50 Turkish migrants (based in Denmark, Germany, Italy, Romania and the UK) and 50 Romanian migrants (based in Denmark, Germany, Italy, Spain and the UK) were interviewed. In a limited number of cases (Turks in Romania), it was not possible to draw respondents from the EUCROSS sample and a new random sample was drawn. The table below summarises the distribution of participants from each country. The interviews were completed between April 1st and October 1st 2013.

Table 3 Number of EUMEAN respondents by country of residence and origin

	Denmark	Germany	Italy	Romania	Spain	UK
Nationals	10	10	10	10	10	10
Turkish immigrants	10	10	10	10	-	10
Romanian immigrants	10	10	10	-	10	10

Guideline construction

The construction of the EUMEAN guidelines is connected to the broad topics covered by the quantitative survey. Nonetheless, the EUMEAN questionnaire aims at unveiling in more detail respondents' stories, emotions, their reasons and intentions for engaging in cross-border activities, as well as their interpretations of what they encounter. In this way, the question-answer information of the quantitative survey is contextualised and complemented by a deeper understanding of respondent's positioning regarding the topics involved. For this reason the questionnaire guide is a list of points to be explored by the interviewer rather than very specific questions applying the methodological principles for semi-structured interviews.

The topical fields of the guidelines are related to the main research hypothesis of the project regarding the connection between physical and virtual transnationalism and European identification.³⁴ These fields are: travel and holiday, social circle and opinions on cultural diversity, internet use, work and work-related transnational contacts, European identity and the role of the EU in managing the ongoing economic crisis. Although this last topic was not included in the initial definition of hypotheses, the socio-economic context at the time of the interviews made it an important and salient issue that hinges upon the role of the EU and the different perceptions that exist among Europeans. Moreover, the questions on the European economic crisis are also meant to bring up front issues regarding the political dimension of European citizenship and connect it with respondents' transnational behaviour.

On the opening section (travels), different questions are discussed. The interview starts with a question about the first trip abroad to be followed by a question about first independent (from parents) trip abroad and another question regarding the most memorable trip. The notion of crossing borders is examined in different contexts (air travel vs. others) especially because this notion is very relevant to Turkish migrants. These questions are followed by further probes about emotions regarding the border-crossing and the experiences in the host countries. In the travel section of the qualitative interview a copy of the political map of Europe and the world is placed in front of the respondents and used as a visual aid. The map would be introduced with topics on travels

³⁴ The EUMEAN interview guidelines for nationals and migrants are included in appendixes II and III of this chapter.

and used only if respondents would be happy to engage with it by drawing, talking to it etc. Such a map would also introduce questions about borders and their perceptions.

From the map the interview moves to persons with whom the respondent keeps in touch and to her/his internet use. Different ways of communicating, not explored within the quantitative survey, are addressed during the EUMEAN interview. Questions about foreign friends (persons respondents know best and who are from abroad) are included as well, inquiring how these relationships developed and how ties have been maintained. Since the interpretation of such terms always depend on the context the interviewer is reminded to be cautious when examining what 'person from abroad' could mean to migrant respondents.

The next section of the guidelines focuses on the respondents' work live and environment. It includes different probes regarding the description of the workplace, its diversity and its transnational outlook. Thus, respondents are asked in detail about foreign-born co-workers, connections with workers from other countries and work-related trips. The interviews are meant to capture not only the information on these topics, but rather respondents' perception regarding work in an international/transnational environment, its challenges and positive aspects.

Finally, the interview guide asks about the current crisis, from which it moves to attitudinal questions about the EU, political Europeanisation and political cosmopolitanism. A series of questions are posed in relation to the institutional level at which the crisis should be tackled, European integration and global governance. As specific question regarding knowledge about the EU, the questionnaire brings into discussion the EU Nobel Prize.

Given the time constraints of the qualitative interview, not all topics are given the same priority. More specifically, those topics that are extensively covered by the EUCROSS survey, such as internet use, are discussed in relation to social circles rather than a topic on its own. As well, political questions such as electoral and non-electoral participation in EU affairs are not treated in the interviews. Rather, the EUMEAN interview unveils less known political themes such as respondents' opinions on broader political issues such as economic crisis management, delegation and EU institutional legitimacy.

To sum up, the EUMEAN interviews build upon the EUCROSS survey both in terms of sampling and topics discussed. Nonetheless, the qualitative part of the project is aimed at revealing 'interesting and unique' stories and characters about intra-EU mobility, social connections and EU legitimacy rather than at just collecting detailed information. For this reason the interview follows a guideline and not a set of questions. Probes are given for interviewers, but their role is to detail the topics of the discussion rather than to constrain the respondents. During the qualitative data collection, interviewees' opinions, feelings and attitudes are the main concern and for this reason the guidelines are broadly formulated.

Qualitative fieldwork

The geographic distribution of interview locations varied by country. In Spain, the respondents with higher transnationalism scores were mostly concentrated in Barcelona

and Madrid. In Denmark, the respondents came from urban areas such as Aarhus and Copenhagen, as well as from less cosmopolitan areas such as North Jutland. In Germany, the participants were mostly based in urban locations such as Berlin, Dresden, Karlsruhe and Leipzig, though some were located in smaller cities. Likewise, in Romania, most of the respondents with higher transnational scores were based in Bucharest, though others from Campina, Buzau, Timisoara, Brasov and Calarasi were also interviewed. In Italy, the geographic location of the respondents was quite disperse, including participants from several smaller cities to bigger and more cosmopolitan places like Milan and Rome.

To help respondents and encourage the use of visual memory, two maps were used: a 2013 World Map with national borders, and a 2013 map of Europe with national borders. In addition to the EU members, the latter map included non-EU member countries such as Turkey, Russia, Norway, Iceland, Ukraine and Belarus. The maps were printed on A3 size paper, and presented to the interviewee during the conversation.

Average duration of the interviews was about 1 hour and 20 minutes. The shortest interview lasted about 30 minutes while the longest recorded interview was about 2 hours and 40 minutes.

All nationals of respective countries were interviewed by native or near-native speakers who are members of the EUCROSS team. All of the interviewers are professional researchers holding or studying towards a PhD. The Turkish and Romanian migrants were interviewed by native speakers who travelled to the relevant countries to conduct face-to-face interviews with the participants.

All nationals of respective EU-member countries were interviewed in the official language of the country where they reside. Turkish migrants were interviewed in Turkish and Romanian migrants were interviewed in Romanian.

The transcription of the interviews were either done by team members of the EUCROSS team, or by native speakers of the language hired for this task. On most occasions, the translations were completed by the interviewers themselves and by bilingual translators where necessary. When the latter was the case, translated texts were double-checked by the respective EUCROSS team, verifying the accuracy of the English text with the original interview transcript.

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Appendix

1) EUCROSS questionnaire

<i>italics</i>	Comments, examples, answer categories or filters which are not meant to be read out.
[words/abbreviations in square brackets]	Should be replaced by the corresponding word depending e.g. on the country where the questionnaire is used (e.g. [CoR])
<<words/formulations/notes in angle brackets>>	Signal a filter or that the use of a specific formulation is depending on a previous answer (e.g. "Which <<country/countries>> were you thinking of?" → the use of singular or plural depends on the previous answer)
adapted	Question just slightly changed (e.g. by adding a new answer category)
inspired by	New or significantly changed question (e.g. new wording of the question itself and/or of answer categories)
Migrant item	Grey shading signals that a specific item/answer category or filter is used for migrant respondents only. These are nationals who stated that they were not born in the CoR (question 1.5 is used as a filter) and all respondents of the migrant samples.

NOTE: INTERVIEWERS ARE REQUIRED TO READ ANSWERS ONLY WHEN INDICATED AFTER THE QUESTION.

1. SECTION: SCREENING QUESTIONS & INTRODUCTION

Good morning/afternoon/evening! My name is xxx. I'm calling from the "Social Survey Research Center" in Duisburg, Germany.

We are conducting an international research project on behalf of [consortium member; e.g., the University of York] and the European Commission comparing life and values in different European countries.

Your household has been selected to represent [CoR adjective] citizens.

Your household has been selected to represent [Romanian/Turkish] citizens who live in [CoR].

1.1. I would like to talk to a household member aged at least 18 who has the[CoR adjective] citizenship and had his or her birthday most recently?

I would like to talk to a household member aged at least 18 who was born in [CoO] and does not have [CoR] citizenship. Could I talk to the person who belongs to this group and had his or her birthday most recently?

Interviewer: If necessary specify that "adult" means any person that is at least 18 years old.

Not me, but person is coming	⇒1.2b)
It's me	⇒1.2
Not available now	⇒ Set appointment
Not available within field time	⇒ Exit Formula
Refuses	⇒ Exit Formula
Doesn't understand	⇒ Exit Formula
No one belongs to this group	⇒ Exit Formula
No private household	⇒ Exit Formula

1.2. We would like to ask some questions on opinions about every-day life.

The participation in the survey is voluntary. Analysis and reporting of the survey data is completely anonymised. The interview will take about 15 minutes. Your opinion is really important for our research project. Therefore, we would be very grateful for your participation.

Could you spare a few moments to take part in our interview?

Yes	⇒ 1.3
Not now, but later	⇒ Set appointment
No	⇒ Exit Formula

1.2.b) Good morning/afternoon/evening! My name is xxx. I'm calling from the "Social Survey Research Center" in Duisburg, Germany.

We are conducting an international research project on behalf of [consortium member; e.g., the University of York] and the European Commission comparing life and values in different European countries.

Your household has been selected to represent [CoR adjective] citizens.

Your household has been selected to represent [Romanian/Turkish] citizens who live in [CoR].

We would like to ask some questions on opinions about every-day life. The participation in the survey is voluntary. Analysis and reporting of the survey data is completely anonymised. The

interview will take about 15 minutes. Your opinion is really important for our research project. Therefore, we would be very grateful for your participation.

Could you spare a few moments to take part in our interview?

- | | |
|--------------------|-------------------|
| Yes | ⇒ 1.3 |
| Not now, but later | ⇒ Set appointment |
| No | ⇒ Exit Formula |

1.3. Firstly, in what year were you born?

19|_|_|

Only if the respondent states 1995 or a later year as year of birth	⇒ 1.3 b
---	---------

1.3.b) I am sorry, Sir/Madam, you are not part of our target group but is there anybody else in your household who is 18 years or older?

- | | |
|------------------------------------|---|
| Yes, person is coming | ⇒ 1.2b) |
| Yes, several | ⇒ 1.3.c) |
| Yes several but none available now | ⇒ Set appointment for the one who had his/her birthday most recently. |
| Not available within field time | ⇒ Exit Formula |
| Refuses | ⇒ Exit Formula |
| Doesn't understand | ⇒ Exit Formula |
| No one belongs to this group | ⇒ Exit Formula |
| No private household | ⇒ Exit Formula |

1.3.c) Could I talk to the one who had his or her birthday most recently?

Yes, person is coming	⇒ 1.2b)
Not available now	⇒ Set appointment
Not available within field time	⇒ Exit Formula
Refuses	⇒ Exit Formula
Doesn't understand	⇒ Exit Formula
No one belongs to this group	⇒ Exit Formula
No private household	⇒ Exit Formula

1.4. The citizenship of which country or countries do you hold?

Interviewer: As stated in the respondent's valid passport(s) and/or ID-card(s). Multiple answers possible. Tick the corresponding country/-ies or region(s). If you are unsure to which region a country belongs, write down its name at the end of the list. This question is just about current citizenships, i.e. should the respondent mention that (s)he renounced the citizenship of a state do not tick it.

European Union (EU)		Lithuania	<input type="checkbox"/>	Other countries and areas	
Austria	<input type="checkbox"/>	Luxembourg	<input type="checkbox"/>	Turkey	<input type="checkbox"/>
Belgium	<input type="checkbox"/>	Malta	<input type="checkbox"/>	Albania	<input type="checkbox"/>
Bulgaria	<input type="checkbox"/>	Netherlands	<input type="checkbox"/>	Other European country	<input type="checkbox"/>
Cyprus	<input type="checkbox"/>	Poland	<input type="checkbox"/>	USA	<input type="checkbox"/>
Czech Republic	<input type="checkbox"/>	Portugal	<input type="checkbox"/>	Canada	<input type="checkbox"/>
Denmark	<input type="checkbox"/>	Romania	<input type="checkbox"/>	Mexico	<input type="checkbox"/>
Estonia	<input type="checkbox"/>	Slovakia	<input type="checkbox"/>	Central American country/ Caribbean	<input type="checkbox"/>
Finland	<input type="checkbox"/>	Slovenia	<input type="checkbox"/>	South American country	<input type="checkbox"/>
France	<input type="checkbox"/>	Spain	<input type="checkbox"/>		
Germany	<input type="checkbox"/>	Sweden	<input type="checkbox"/>	Australia/New Zealand	<input type="checkbox"/>
Greece	<input type="checkbox"/>	United Kingdom	<input type="checkbox"/>	Asian country	<input type="checkbox"/>
Hungary	<input type="checkbox"/>	Non-EU Schengen countries			
Ireland	<input type="checkbox"/>	Iceland	<input type="checkbox"/>	South Africa	<input type="checkbox"/>
Italy	<input type="checkbox"/>	Norway	<input type="checkbox"/>	Other African country	<input type="checkbox"/>
Latvia	<input type="checkbox"/>	Switzerland	<input type="checkbox"/>	_____	

(Source: new)

<i>If not [CoR] but Turkey or Romania are among the ticked countries</i>	⇒ Set appointment for recall (migrant questionnaire)
<i>If neither [CoR] nor Turkey or Romania are ticked</i>	⇒ End of the interview ⇒ Exit Formula

<i>If [CoR] is one of the ticked countries (or the only one)</i>	⇒ End of the interview ⇒ Exit Formula
<i>If Turkey/Romania is not ticked</i>	⇒ End of the interview ⇒ Exit Formula

1.5. In which country were you born?

Interviewer: Tick corresponding answer and the country or region. If you are unsure to which region a country belongs, write down its name at the end of the list. If the respondent states that (s)he was born in the Soviet Union or Yugoslavia, please ask for the specific republic. In the case of Estonia, Latvia and Lithuania (Soviet Union) tick those, respectively tick Slovenia (Yugoslavia) if it applies. However, for all other republics tick only the corresponding region (e.g. "Other European country" if the respondent states that (s)he was born in the Yugoslav Republic Serbia). Tick United Kingdom if the respondent was born in England, Scotland, Wales or Northern Ireland. Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

If [CoR] is ticked

⇒ 1.6

1.5.1. In which year did you settle in [CoR]?

|_|_|_|_|

(Source: EIMSS)

1.6. What is your current marital status?

Interviewer: If the respondent states that (s)he is not married but in a relationship tick "Single, never been married" and tick "yes" in the next question.

- | | | |
|--|--------------------------|---------|
| Married / Living in a <u>legally registered</u> civil union | <input type="checkbox"/> | ⇒ 1.6.2 |
| Separated (but still legally married) | <input type="checkbox"/> | ⇒ 1.6.1 |
| Divorced (incl. dissolved <u>legally registered</u> civil union) | <input type="checkbox"/> | ⇒ 1.6.1 |
| Widowed | <input type="checkbox"/> | ⇒ 1.6.1 |
| Single, never been married | <input type="checkbox"/> | ⇒ 1.6.1 |
| Don't answer | <input type="checkbox"/> | ⇒ 1.6.1 |

(Source: EIMSS, ESS)

1.6.1. Do you currently have a partner?

Interviewer: It is not relevant whether the partner is living in the same household as the respondent or not.

- Yes ⇒ 1.6.2
No ⇒ Next section = 2.1

(Source: EIMSS, adapted)

1.6.2. Does your partner currently live in [CoR]?

- Yes ⇒ Next section = 2.1
No ⇒ 1.6.3

(Source: EIMSS, ESS F61)

1.6.3. In which country does your partner currently live?

Interviewer: Tick respective country/region. If you are unsure to which region a country belongs, write down its name at the end of the list.

The answer categories consist of the same country list as in question 1.4

(Source: new)

2. SECTION: CROSS-BORDER PRACTICES

We would now like to ask some questions on your familiarity with other regions and countries.

2.1. Apart from the region where you live, are there one or more regions in [COR] that you are very familiar with – that is that you know well enough to feel comfortable in?

Interviewer: Read out list.

- | | | |
|------------------|--------------------------|-------|
| Yes, one | <input type="checkbox"/> | |
| Yes, two or more | <input type="checkbox"/> | |
| No | <input type="checkbox"/> | ⇒ 2.2 |
| Don't know | <input type="checkbox"/> | ⇒ 2.2 |

(Source: new)

2.1.1. And why exactly <<is it/are they>> familiar to you?

Interviewer: Multiple answers possible. Tick category/categories which correspond to respondents answer. If the respondent just states that (s)he lived there, ask for elaboration.

- | | |
|--|--------------------------|
| Work | <input type="checkbox"/> |
| Study | <input type="checkbox"/> |
| Family/partner relationships (including born there; grew up there) | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> |
| Leisure, holidays | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: new)

2.2. Apart from <<[CoO] and>> [CoR], are there one or more other countries that you are very familiar with – that is, that you know well enough to feel comfortable in?

Interviewer: Read out list.

- | | |
|----------|--------------------------|
| Yes, one | <input type="checkbox"/> |
|----------|--------------------------|

- Yes, two or more
- No ⇒ 2.3/ 2.4
- Don't know ⇒ 2.3/2.4

(Source: new)

2.2.1. Which <<country/countries>> were you thinking of?

Interviewer: Don't read out list. Tick country/region. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list.

The answer categories consist of the same country list as in question 1.4

(Source: new)

2.2.2. And why exactly is this country/are those countries familiar to you?

Interviewer: Multiple answers possible. Tick category/categories which correspond to respondents answer. If the respondent just states that (s)he lived there, ask for elaboration.

- Work
- Study
- Family/partner relationships (including born there; grew up there)
- Friends
- Leisure, holidays
- Other
- Don't know

(Source: new)

2.3. Why did you decide to settle in [CoR]?

Interviewer: Do not read out list. Tick no more than two options in the right-hand column (first two mentioned). If respondent is vague, identify general category (left-hand column) and propose alternatives within that category (right-hand column). If the respondent migrated together with his/her parents when (s)he was a child (i.e. the migration was not his/her decision but the decision of the parents) tick "To live together with members of family of origin (e.g. parents)".

WORK	To look for a job	<input type="checkbox"/>
	To accept a job offer	<input type="checkbox"/>
	To start a business	<input type="checkbox"/>
	Because of my occupation (already employed)	<input type="checkbox"/>
EDUCATION	To study in secondary school	<input type="checkbox"/>
	To participate in a study exchange program (e.g. Erasmus)	<input type="checkbox"/>
	To study at university level (undergraduate) (regular, not exchange)	<input type="checkbox"/>
	To study at graduate/post-graduate/specialization level (regular, not exchange)	<input type="checkbox"/>
	To do an internship	<input type="checkbox"/>
	To learn [CoR language]	<input type="checkbox"/>
QUALITY OF LIFE	To gain new experiences	<input type="checkbox"/>
	To live in a better natural environment, enjoy natural beauty	<input type="checkbox"/>
	To live in a better/healthier weather, enjoy climate	<input type="checkbox"/>
	To live in a culturally stimulating place (cultural activities, international community, etc.)	<input type="checkbox"/>
FAMILY/LOVE	To live together with members of family of origin (e.g. parents)	<input type="checkbox"/>
	To live together with partner/spouse/children	<input type="checkbox"/>
	<i>Other</i>	<input type="checkbox"/>
	<i>Don't know</i>	<input type="checkbox"/>

(Source: EIMSS)

2.4. <<Apart from your country of birth and [CoR],>> Have you ever lived in another country for three or more consecutive months before you turned 18?

Yes
 No ⇒ 2.5

(Source: new, inspired by EUMARR)

2.4.1. In which country or countries?

Interviewer: Don't read out list. Multiple answers possible. Tick all mentioned countries/regions. If you are unsure to which region a country belongs, write down its name at the end of the list. If the respondent states that (s)he lived in the Soviet Union or Yugoslavia, please ask for the specific republic. In the case of Estonia, Latvia and Lithuania (Soviet Union) tick those, respectively tick Slovenia (Yugoslavia) if it applies. However, for all other republics tick only the corresponding region (e.g. "Other European country" if the respondent states that (s)he lived in the Yugoslav Republic Serbia). Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

(Source: new, inspired by EUMARR)

<i>If respondent stated one country</i>	<i>⇒ 2.4.2 a</i>
<i>If respondent stated more than one country</i>	<i>⇒ 2.4.2 b</i>

2.4.2. A) When did you live in this country?

Interviewer: Note year (e.g. 1998) or period (e.g. from 2003 to 2005). Note just the longest period, if the respondent stayed several times in the same country.

In |_|_|_|_| (e.g. 1998)
From |_|_|_|_| to |_|_|_|_|

(Source: new)

B) In which of these countries have you lived the longest and when did you live there?

Interviewer: Tick country and note year (e.g. 1998) or period (e.g. from 2003 to 2005). Note just the longest period, if the respondent stayed several times in the same country. Note the last one, if the respondent stayed abroad for several periods of the same duration.

The answer categories consist of the same country list as in question 1.4

In |_|_|_|_| (e.g. 1998)
From |_|_|_|_| to |_|_|_|_|

(Source: new)

2.5. Please think about all your journeys abroad before you turned 18 (e.g. with your parents, other relatives, school or alone). How many countries did you visit before you turned 18?

Interviewer: Read list. "Abroad" means all countries other than [CoR] and country of birth.

- None
- One
- Two
- 3-5
- 6-10
- More than 10
- Don't know

(Source: new)

2.6. << Apart from [CoO] and [CoR],>> Have you lived in another country for three or more consecutive months since you turned 18?

- Yes
- No ⇒ 2.7 / 2.8

(Source: EIMSS, adapted)

2.6.1. In which country or countries?

Interviewer: Don't read out list. Multiple answers possible. Tick all mentioned countries/regions. If the respondent states that (s)he lived in the Soviet Union or Yugoslavia, please ask for the specific republic. In the case of Estonia, Latvia and Lithuania (Soviet Union) tick those, respectively tick Slovenia (Yugoslavia) if it applies. However, for all other republics tick only the corresponding region (e.g. "Other European country" if the respondent states that (s)he lived in the Yugoslav Republic Serbia). Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

(Source: EIMSS, adapted)

<i>If respondent stated one country</i>	⇒ 2.6.2 a
<i>If respondent stated more than one country</i>	⇒ 2.6.2 b

2.6.2. A) When did you live in this country?

Interviewer: Note year (e.g. 1998) or period (e.g. from 2003 to 2005). Note just the longest period, if the respondent stayed several times in the same country.

In |_|_|_|_| (e.g. 1998)
From |_|_|_|_| to |_|_|_|_|

(Source: new)

B) In which of these countries have you lived the longest and when did you live there?

Interviewer: Tick country and note year (e.g. 1998) or period (e.g. from 2003 to 2005). Note just the longest period, if the respondent stayed several times in the same country. Note the last one, if the respondent stayed abroad for several periods of the same duration.

The answer categories consist of the same country list as in question 1.4

In |_|_|_|_| (e.g. 1998)
From |_|_|_|_| to |_|_|_|_|

(Source: new)

2.6.3. Why did you move there?

Interviewer: Do not read out list. Tick no more than two options in the right-hand column (first two mentioned). If respondent is vague, identify general category (left-hand column) and propose alternatives within that category (right-hand column).

WORK	To look for a job	<input type="checkbox"/>
	To accept a job offer	<input type="checkbox"/>
	To start a business	<input type="checkbox"/>
	Because of my occupation (already employed)	<input type="checkbox"/>
EDUCATION	To study in secondary school	<input type="checkbox"/>
	To participate in a study exchange program (e.g. Erasmus)	<input type="checkbox"/>
	To study at university level (undergraduate) (regular, not exchange)	<input type="checkbox"/>
	To study at graduate/post-graduate/specialization level (regular, not exchange)	<input type="checkbox"/>
	To do an internship	<input type="checkbox"/>
	To learn [CoR language]	<input type="checkbox"/>
QUALITY OF LIFE	To gain new experiences	<input type="checkbox"/>
	To live in a better natural environment, enjoy natural beauty	<input type="checkbox"/>
	To live in a better/healthier weather, enjoy climate	<input type="checkbox"/>
	To live in a culturally stimulating place (cultural activities, international community, etc.)	<input type="checkbox"/>
	To live together with members of family of origin (e.g. parents)	<input type="checkbox"/>
FAMILY/LOVE	To live together with partner/spouse/children	<input type="checkbox"/>
	<i>Other</i>	<input type="checkbox"/>
	<i>Don't know</i>	<input type="checkbox"/>

(Source: EIMSS)

2.7. If you could significantly improve your work or living conditions, would you be willing to move back to your country of birth?

Yes
 No
 Don't know

(Source: new)

2.8. If you could significantly improve your work or living conditions, would you be willing to move to a country other than [CoR] <<and your country of birth>>?

Yes
 No
 Don't know

(Source: new)

2.9. Have you ever (e.g. as student or during your professional career) participated in an international exchange program that has been funded or co-funded by the European Union?

Interviewer: This question is just about programs as part of which the respondent went to another country (including [CoR] if born abroad).

- Yes
No
Don't know

(Source: new)

2.10. Imagine you have school age children, would you like them to spend three months or more in another country?

Interviewer: Read out list.

- Yes, definitely
Maybe
No, not at all
Don't know

(Source: new)

2.11. Please think of trips abroad which included at least one overnight stay. How many of these trips have you had in the past 24 months?

Please think of trips other countries than [CoR] and [CoO] which included at least one overnight stay. How many of these trips have you had in the past 24 months?

Interviewer: Read list. "Abroad" means all countries other than [CoR] and country of birth.

- None ⇒ 2.13
One
Two
3-5
6-10
More than 10
Don't know ⇒ 2.13

(Source: inspired by ESS)

2.11.1. Which country or countries did you visit?

Interviewer: Tick all mentioned countries/regions. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list.

The answer categories consist of the same country list as in question 1.4

(Source : new)

2.11.2. Which were the main reasons for those trips?

Interviewer: Multiple answers possible

- Vacations (including short and week-end trips etc.)
- To visit friends and/or relatives
- Other private reasons
- Professional reasons (e.g. business trips, conferences)
- Education (e.g. language classes, internships)
- Volunteering (e.g. doing unpaid work for an NGO)
- Other*
- Don't know*

(Source: Transnationalisierung sozialer Beziehungen [Steffen Mau], adapted)

2.12. Placeholder: Item 2.12 was deleted from the questionnaire after pre-tests and not included in the field version.

2.13. Please think about all family members, in-laws and friends you have who live in [CoR]. I would like to know how many are originally from other countries.

Interviewer: Read out list.

- A lot
- A few
- None
- Don't know*

Please think about all family members, in-laws and friends you have who live in [CoR]. I would like to know ...

Interviewer: Read out list one by one.

	A lot	A few	None	Don't know
How many are originally from your country of birth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
And how many are from [CoR]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
And how many are originally from other countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Source: new, inspired by EIMSS)

2.14. Do you have any family members, in-laws or friends who live outside [CoR]?

Yes
No

⇒ 2.21
(Source: new)

2.15. Please think about those family members, in-laws and friends who live in other countries.

Interviewer: Read out list one by one. If the answer is not "none" the follow-up question and country list should appear. Tick all mentioned countries/regions.

	A lot	A few	None	Don't know	In which country or countries are they living?
How many are originally from your country of birth and also live there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	---
How many are from your country of birth but live neither there nor in [CoR]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	⇒ country list q 1.4 (Multiple answers possible.)
How many are originally from [CoR] and live in another country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	⇒ country list q 1.4 (Multiple answers possible.)
And how many are from other countries than [CoR] <<and your country of birth >> and live in other countries than [CoR]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	⇒ country list q 1.4 (Multiple answers possible.)

(Source: new, inspired by EIMSS)

2.16. Please think about the last 12 months: How frequently did you talk to family members, in-laws and friends abroad by phone or using your computer?

Interviewer: Read out list. Tick "never" if the respondent does not use any of these ways of communication in general. By communication using a computer we are referring to the use of packages like Skype or Google talk, including video chat etc.

- | | |
|-----------------------|--------------------------|
| Every day | <input type="checkbox"/> |
| At least once a week | <input type="checkbox"/> |
| At least once a month | <input type="checkbox"/> |
| Less often | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: new)

2.17. And how frequently did you communicate with them by mail or e-mail?

Interviewer: Read out list. Tick "never" if the respondent does not use any of these ways of communication in general. This question is still referring to the last 12 months.

- | | |
|-----------------------|--------------------------|
| Every day | <input type="checkbox"/> |
| At least once a week | <input type="checkbox"/> |
| At least once a month | <input type="checkbox"/> |
| Less often | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: new)

2.18. And how frequently via social networks? (e.g. Facebook, Hi5, Google+ etc)

Interviewer: Read out list. Tick "never" if the respondent does not use any of these ways of communication in general. This question is still referring to the last 12 months.

- | | |
|-----------------------|--------------------------|
| Every day | <input type="checkbox"/> |
| At least once a week | <input type="checkbox"/> |
| At least once a month | <input type="checkbox"/> |
| Less often | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: new)

2.19. How well did you speak [CoR language] when you arrived here?

Interviewer: Read out list.

- | | |
|-----------------------------------|--------------------------|
| Almost as well as native language | <input type="checkbox"/> |
| Quite well | <input type="checkbox"/> |
| Just so-so | <input type="checkbox"/> |
| Poorly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: EIMSS, adapted)

2.20. And how well do you speak [CoR language] now?

Interviewer: Read out list.

- | | |
|-----------------------------------|--------------------------|
| Almost as well as native language | <input type="checkbox"/> |
| Quite well | <input type="checkbox"/> |
| Just so-so | <input type="checkbox"/> |
| Poorly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

(Source: EIMSS)

2.21. Is [official language of CoR] your native language?

Is [official language of CoO] your native language?

- | | | |
|-----|--------------------------|--------|
| Yes | <input type="checkbox"/> | ⇒ 2.22 |
| No | <input type="checkbox"/> | |

(Source: new)

2.21.1. What is your native language?

Interviewer: Don't read out list. Tick only one language or add it at the end of the list, if it is missing.

- | | | | | | |
|----------|--------------------------|-----------------|--------------------------|----------------------|--------------------------|
| Albanian | <input type="checkbox"/> | Hungarian | <input type="checkbox"/> | Slovenian | <input type="checkbox"/> |
| Arabic | <input type="checkbox"/> | Irish | <input type="checkbox"/> | Spanish (castellano) | <input type="checkbox"/> |
| Basque | <input type="checkbox"/> | Italian | <input type="checkbox"/> | Swedish | <input type="checkbox"/> |
| Catalan | <input type="checkbox"/> | Japanese | <input type="checkbox"/> | Turkish | <input type="checkbox"/> |
| Chinese | <input type="checkbox"/> | Kurdish | <input type="checkbox"/> | Welsh | <input type="checkbox"/> |
| Cornish | <input type="checkbox"/> | Latin | <input type="checkbox"/> | | |
| Czech | <input type="checkbox"/> | Latvian | <input type="checkbox"/> | _____ | |
| Danish | <input type="checkbox"/> | Lithuanian | <input type="checkbox"/> | | |
| Dutch | <input type="checkbox"/> | Norwegian | <input type="checkbox"/> | | |
| English | <input type="checkbox"/> | Polish | <input type="checkbox"/> | | |
| Estonian | <input type="checkbox"/> | Portuguese | <input type="checkbox"/> | | |
| Finnish | <input type="checkbox"/> | Romanian | <input type="checkbox"/> | | |
| French | <input type="checkbox"/> | Russian | <input type="checkbox"/> | | |
| Galician | <input type="checkbox"/> | Scots | <input type="checkbox"/> | | |
| German | <input type="checkbox"/> | Scottish Gaelic | <input type="checkbox"/> | | |
| Greek | <input type="checkbox"/> | Slovak | <input type="checkbox"/> | | |

(Source: new)

Ask question 2.21.2 only if the respondent was not born in [CoR] (q 1.5) or if [official CoR language] is not his/her native language (q 2.21)

2.21.2. Which language do you speak at home most of the time (i.e., with the members of the household you live in)?

Interviewer: Only the language which is primarily spoken in the respondent's household should be ticked. Only if the respondent insists that it is impossible for him/her to determine one language that is more often used than another tick two.

The answer categories consist of the same language list as in question 2.22.1

(Source: new)

2.22. In general, irrespective of the level of your knowledge, have you ever learned any other language besides <<your native language>> and [official language of CoR]?

In general, irrespective of the level of your knowledge, have you ever learned any other language besides << [official language of CoR]>> <<, your native language>> and [official language of CoO]?

Yes
No ⇒ 2.23

(Source: new)

2.22.1. Which other language or languages have you learned?

Interviewer: Don't read out list. This question is still about all languages the respondent might have learned at any point of his/her life, irrespective of the level of current knowledge in them. Tick all mentioned languages and add missing ones at the end of the list.

The answer categories consist of the same language list as in question 2.22.1

(Source: new)

If the respondent stated one language ⇒ 2.22.3
If the respondent stated two or more languages ⇒ 2.22.2

2.22.2. And which of these do you speak best?

Interviewer: Tick only one language.

The answer categories consist of the same language list as in question 2.22.1

2.22.3. And how well do you speak this language?

Interviewer: Read out list.

Almost as well as native language
Quite well
Just so-so
Poorly
Not at all
Don't know

(Source: EIMSS, adapted)

2.23. Please think about all private and business related messages you received by e-mail and, if you use them, via social networking sites during the last 12 months. Approximately which percentage of them came from abroad (excluding spam and junk messages)?

Interviewer: Note estimated percentage. If necessary specify that respondents should think about all their accounts (e.g. private as well as professional ones) and that she/he does not need to give an accurate number but an estimate only.

Approximately |_|_|_| %

I don't use the Internet

2.24. In the last 12 months, have you in your spare time been active in any organization or group which is oriented towards other countries or cultures? (e.g. voluntary relief organizations, cultural associations, Salsa clubs etc.)

Yes
No

(Source: new)

2.25. Do you ever send money abroad for reasons other than purchasing goods or services?

Interviewer: This does not include donations.

Yes
No ⇒ 2.26

(Source: National Immigrant Survey [Spain], adapted)

2.25.1. How often?

Interviewer: Read out list.

At least once a month
At least once a year
Less than once a year
Don't know

(Source: National Immigrant Survey [Spain], adapted)

2.25.2. Who do you send money to?

Interviewer: Multiple answers possible. Ask for the respondents relation to said person if necessary (e.g., if the respondent just gives a name). Attention: Only parents, siblings and children are regarded as close relatives.

- | | |
|--|--------------------------|
| Partner | <input type="checkbox"/> |
| Close relatives (i.e. parents, siblings, children) | <input type="checkbox"/> |
| Other relatives | <input type="checkbox"/> |
| Other persons | <input type="checkbox"/> |
| To an own bank account | <input type="checkbox"/> |

(Source: National Immigrant Survey [Spain], adapted)

2.26. In the last 12 months, have you received money from someone who is living in another country? If yes, could you tell me who from?

Interviewer: Multiple answers possible.

- | | | |
|--|--------------------------|--|
| Yes, from ... | | |
| my partner | <input type="checkbox"/> | |
| close relatives (i.e. parents, siblings, children) | <input type="checkbox"/> | |
| other relatives | <input type="checkbox"/> | |
| other persons | <input type="checkbox"/> | |
| No | <input type="checkbox"/> | |

(Source: new)

2.27. Do you <<or your partner>> own property in [CoO], [CoR] or another country?

Interviewer: Multiple answers possible.

- | | | |
|-------------------------|--------------------------|---|
| Yes, in [CoO] | <input type="checkbox"/> | ⇒ 2.28, if "in another country" is not ticked |
| Yes, in [CoR] | <input type="checkbox"/> | ⇒ 2.28, if "in another country" is not ticked |
| Yes, in another country | <input type="checkbox"/> | |
| No | <input type="checkbox"/> | ⇒ 2.28 |

(Source: EUMARR, adapted)

2.27.1. And in which country is this property?

Interviewer: Don't read out list. Tick country/region. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list.

The answer categories consist of the same country list as in question 1.4

(Source: new)

2.28. Thinking about the last 12 months, have you purchased any goods or services from sellers or providers who were located abroad? That is, for example, via websites, mail, phone, etc.

Interviewer: This question is just about goods/services the respondent purchased her-/himself while being physically located in [CoR]. Neither purchases made by family members nor shopping trips abroad etc. are included.

Yes
No ⇒ 2.29

(Source: inspired by Eurobarometer 69.1)

2.28.1. In which countries were these sellers or providers located?

Interviewer: Multiple answers possible. Tick respective category/categories.

The answer categories consist of the same country list as in question 1.4

(Source: inspired by Eurobarometer 69.1)

2.29. Do you, in general, follow sports in the media (e.g., TV, radio, newspapers, internet)?

Interviewer: Read out list. If necessary give as example: e.g. by watching sports broadcasts on TV

No ⇒ 2.30
Yes, at least once a week
Yes, at least once a month
Yes, but less often
Don't know ⇒ 2.30

(Source: new)

2.29.1. And do you follow sports on an international level or in another country than [CoO] and [CoR] (e.g. watching matches of the German Bundesliga or the Formula-One world championship)?

Interviewer: Read out list.

No
Yes, at least once a week
Yes, at least once a month
Yes, but less often
Don't know

(Source: new)

2.30. The following question is about TV content (e.g. movies, sitcoms, news broadcasts etc.) in other languages than [official CoR language] <<and your native language>>:

The following question is about TV content (e.g. movies, sitcoms, news broadcasts etc.) in other languages than [official CoR language] <<, your native language>> and [official CoO language]:

How often do you watch TV content which is in another language and has not been dubbed, either directly on TV or via the Internet?

Interviewer: Read out list. Content which is subtitled BUT NOT DUBBED also counts as foreign language content. DVD content is included as well.

- Every day
- At least once a week
- At least once a month
- Less often
- Never
- Don't know

(Source: new)

2.31. On a scale from one to five, where one means “Not at all” and five means “Very much”, how much do you like the following kinds of music?

Interviewer: Read out list one by one. Tick “don't know” also if the respondent does not know any songs of the type.

	1	2	3	4	5	Don't know
	Not at all				Very Much	
World music (e.g. Brazilian, African, Caribbean, Middle Eastern)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classical music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jazz and Blues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional and folk music from [COR]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional and folk music from other European countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hip-hop and R'n'B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Source: new, inspired by EUMARR)

2.32. Please think about foreign cuisine, i.e., all which is originally from outside [CoR]. Which national cuisines do you like best?

Interviewer: Multiple answers possible. Tick the first three countries (or respective regions) mentioned. Regarding nationals the CoR and regarding migrants the respective CoO are not valid answers. However, you can tick the CoR in the case of migrant respondents.

The answer categories consist of the same country list as in question 1.4

I don't like/eat any foreign dishes
Don't know

(Source: new, inspired by EUMARR)

2.33. On a scale from one to five, where one means very dissatisfied and five means very satisfied: How satisfied are you with your life as a whole nowadays - all things considered?

1 very dissatisfied	2	3	4	5 very satisfied	<i>Don't know</i>
------------------------	---	---	---	---------------------	-------------------

(Source: EIMSS, ESS, adapted)

3. SECTION: EUROPEAN IDENTIFICATION AND COSMOPOLITAN VALUES

3.1. On a scale from one to five, where one means “strongly disagree” and five means “strongly agree”, please tell me how much you agree with the following statements?

Interviewer: Read out list one by one.

	1 strongly disagree	2 Agree	3 Neither agree nor disagree	4 Disagree	5 strongly agree	Don't know
I feel as a citizen of the town where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel as a citizen of the [region] where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel [CoR]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel European	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel as a citizen of the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Source: EUMARR, adapted)

3.2. Do you consider yourself as being...

Interviewer: Read out list.

- [CoR] only
- [CoR] and European
- European and [CoR]
- European only
- Don't know

*Interviewer: If the respondent refuses to choose any of the categories mentioned above and states instead one of the following, tick the corresponding option. **HOWEVER, DO NOT READ THESE OPTIONS!***

- Regional identity (e.g., [example]) and European
- European and Regional identity (e.g., [example])
- Regional only (e.g., [example])
- Country of birth and European
- European and Country of birth
- Country of birth only

Interviewer: Read out list.

- | | |
|--------------------|--------------------------|
| [CoO] only | <input type="checkbox"/> |
| [CoO] and European | <input type="checkbox"/> |
| European and [CoO] | <input type="checkbox"/> |
| European only | <input type="checkbox"/> |
| <i>Don't know</i> | <input type="checkbox"/> |

*Interviewer: If the respondent refuses to choose any of the categories mentioned above and states instead one of the following, tick the corresponding option. **HOWEVER, DO NOT READ THESE OPTIONS!***

- | | |
|--|--------------------------|
| Regional identity (e.g., [example]) and European | <input type="checkbox"/> |
| European and Regional identity (e.g., [example]) | <input type="checkbox"/> |
| Regional only (e.g., [example]) | <input type="checkbox"/> |
| [CoR] and European | <input type="checkbox"/> |
| European and [CoR] | <input type="checkbox"/> |
| [CoR] only | <input type="checkbox"/> |
| [CoO] and [CoR] | <input type="checkbox"/> |
| [CoR] and [CoO] | <input type="checkbox"/> |

(Source: EIMSS, Eurobarometer, adapted)

3.3. If you hear the term „Europe“, which of the following is most likely to come to your mind first?

Interviewer: Read out list. Tick just one answer!

- | | |
|---------------------------------------|--------------------------|
| The European continent | <input type="checkbox"/> |
| The European Union | <input type="checkbox"/> |
| A shared European culture and history | <input type="checkbox"/> |
| The Christian Religion | <input type="checkbox"/> |
| <i>None of these</i> | <input type="checkbox"/> |
| <i>Don't know</i> | <input type="checkbox"/> |

(Source: new)

Note: Item 3.4 was not included in the Turkish questionnaire.

3.4. Did you vote in the last elections of the European Parliament in June 2009?

- Yes
No
Don't know

(Source: EIMSS, Muxel)

3.5. Did you vote in the last general elections in [CoR] in [month and year]?

- Yes
No
Don't know

(Source: EIMSS, Muxel)

3.6. Please think about the last seven days. Did you see the flag of the European Union or an image of the flag during this time?

- Yes
No ⇒ 3.7
Don't know

(Source: new)

3.6.1. And where did you see the flag of the European Union?

Interviewer: Multiple answers possible.

- Flag as such (e.g., in front of a public building, during a TV broadcast, in a newspaper picture)
- Pictogram ...
- on license plates of cars
 - on money (i.e., EURO paper money and coins)
 - on passport, ID cards
 - on drivers licenses
 - in official publications or documents of state or EU institutions (i.e., everything that has been published by those institutions)
- Other*

(Source: new)

3.7. In politics people sometimes talk of “left” and “right”. Which of the following positions best describes your political outlook?

Interviewer: Read out list. Tick “left and right do not exist anymore” only if the respondent makes an explicit statement in this sense (i.e., this differentiation is not relevant anymore etc.). If the respondent is simply unable or reluctant to chose one of the existing categories - without questioning them in general - tick “don’t know”.

- Left
- Centre-Left
- Centre
- Centre-Right
- Right
- Left and right do not exist anymore*
- Don’t know*

(Source: EIMSS, ESS, adapted)

3.8. On a scale from one to five, where one means “strongly disagree” and five means “strongly agree”: Please tell me how much you agree with each of the following statements.

Interviewer: Read out items one by one.

	1	2	3	4	5	Don’t know
	strongly disagree	Agree	Neither agree nor disagree	Disagree	strongly agree	
It is a good thing for a society to be made up of people from different ethnic groups, religions and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased exposure to foreign films, music, and books is damaging national and local cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(source: EUCROSS WP #2, p. 42; ISSP 2013)

3.9. The European Union has various aims. On a scale from one to five, where one means “not at all important” and five means “very important”, please tell me for each of them how important they are from your point of view.

Interviewer: Read out list one by one.

	1 strongly disagree	2 Agree	3 Neither agree nor disagree	4 Disagree	5 strongly agree	Don't know
Solidarity between the peoples in the EU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy and human rights in the single EU countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic stability in the single EU countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right to work in any country of the EU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A common currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(source: new)

3.10. On a scale from one to five, where one means “strongly disagree” and five means “strongly agree”: Please tell me how much you agree with each of the following statements.

Interviewer: Read out list one by one.

	1 strongly disagree	2 Agree	3 Neither agree nor disagree	4 Disagree	5 strongly agree	Don't know
The EU should not continue to accept new member states.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EU institutions should transfer some of their decision-making power back to the member states.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(source: new)

3.11. I am now going to read to you the names of some countries. Please tell me whether you think that it would be a good or bad idea to admit each of them to the European Union. Please use a scale from one to five, where one means “very bad idea” and five means “very good idea”

Would it be a good or a bad idea to admit ...

		1	2	3	4	5	Don't know
		Very bad idea				Very good idea	
What about ... and ... and ...	Turkey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Croatia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ukraine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Norway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(source: new)

3.12. Now, still using the same scale, I would like to ask you a similar question in retrospect: For each of the following countries, do you think that it was a good or a bad idea to admit them to the European Union.

Was it a good or a bad idea to admit ...

		1	2	3	4	5	Don't know
		Very bad idea				Very good idea	
What about ... and ... and ...	Finland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Greece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bulgaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Source: new)

3.13. Imagine that another [country's relevant administrative district or region] was struck by a natural disaster. Who do you think should make financial contributions to its reconstruction?

Interviewer: Read list. This question refers to any other region in [CoR] than the one the respondent is living in.

- Only the respective [country's relevant administrative district or region]
- [CoR] as a whole
- Don't know

(source: new, inspired by EUMARR)

3.14. Now please imagine that another member-state of the European Union was struck by a natural disaster. Who do you think should make financial contributions to its reconstruction?

<i>Interviewer: Read list</i>

- Only the respective country
- All member states of the European Union
- Don't know*

(Source: new, inspired by EUMARR)

3.15. The EU member states are currently pooling national state funds to help EU countries having difficulties in paying their debts. On a scale from one to five, where one means “strongly disagree” and five means “strongly agree”: Please tell me how much you agree with this measure?

1	2	3	4	5	
strongly disagree				strongly agree	<i>Don't know</i>

(source: new)

3.16. If you were told tomorrow that the European Union had been dissolved, would you be sorry about it, indifferent or relieved?

- Sorry
- Indifferent
- Relieved
- Don't know*

(Source: Eurobarometer, adapted)

4. SECTION: DEMOGRAPHICS

Finally, we would like to ask some questions about you and your family members' education and occupation.

4.0 Did you achieve your highest level of education in [CoO] or in [CoR]?

- | | | |
|--------------|--------------------------|---------|
| [CoO] | <input type="checkbox"/> | ⇒ 4.1 a |
| [CoR] | <input type="checkbox"/> | ⇒ 4.1 b |
| <i>Other</i> | <input type="checkbox"/> | ⇒ 4.1 a |

(Source: new)

4.1 What is the highest level of education you have achieved?

a) Received highest educational title in Romania/Turkey.

Note: This battery displayed either Romanian or Turkish educational titles.

- | | |
|--|--------------------------|
| Fără școală | <input type="checkbox"/> |
| Școală primară | <input type="checkbox"/> |
| Gimnaziu | <input type="checkbox"/> |
| Școală profesională ori de meserii | <input type="checkbox"/> |
| Liceu | <input type="checkbox"/> |
| Școală post-liceală (inclusiv colegiu) | <input type="checkbox"/> |
| Studii superioare/facultate | <input type="checkbox"/> |
| Studii post-universitare | <input type="checkbox"/> |
| <i>Nu știu</i> | <input type="checkbox"/> |

b) Received highest educational [CoR].

Note: This battery was adapted for each country.

- | | |
|---------------------------------|--------------------------|
| Not completed primary education | <input type="checkbox"/> |
| Primary education | <input type="checkbox"/> |
| GCSEs | <input type="checkbox"/> |
| A or AS Levels | <input type="checkbox"/> |
| GNVQ or Apprenticeship | <input type="checkbox"/> |
| Undergraduate Degree | <input type="checkbox"/> |
| Post-Graduate Degree | <input type="checkbox"/> |
| <i>Don't know</i> | <input type="checkbox"/> |

(source: EIMSS, ESS, adapted)

4.1. What is the highest level of education you have achieved?

Note: This battery was adapted for each country.

- Not completed primary education
- Primary education
- GCSEs
- A or AS Levels
- GNVQ or Apprenticeship
- Undergraduate Degree
- Post-Graduate Degree
- Don't know

(source: EIMSS, ESS, adapted)

4.2. Which of these descriptions applies best to your CURRENT situation?

Interviewer: Read out underlined words. Tick the corresponding of the first two options also if the respondent is working without a regular contract.

- In full time paid work(or away temporarily) (employee, self-employed, working for your family business, military service, civil/community service) ⇒ 4.4
- In part time paid work(or away temporarily) (employee, self-employed, working for your family business, civil/community service) ⇒ 4.4
- In education, even if on vacation (not paid for by employer)
- Unemployed
- Retired
- Doing housework, looking after children or other persons
- Other (e.g. permanently sick or disabled)
- Don't know

(Source: EIMSS, ESS adapted)

4.3. Have you ever had a paid job?

- Yes ⇒4.4
- No ⇒4.7

(Source: inspired by EIMSS)

4.4. In your main job you <<are/were...>>?

Interviewer: Read out list.

- An employee
- Self-employed
- Working for your family business
- Don't know

(Source: EIMSS, ESS F12)

4.5. What <<is/was>> the name or title of your main job?

Interviewer: If not mentioned, ask for details on content of job (performed activities) and position in the work place (organizational rank). E.g.: not teacher, but teacher of math in high school; not clerk, but cashier in a bank; not soldier, but sergeant of infantry; not blue-collar worker, but building foreman.

Don't know

(Source: EIMSS, ESS)

If the respondent does currently not have a paid work (q 4.2)

⇒ 4.7

4.6. In your work, how often did you interact with people (e.g. business partners, clients, colleagues) who are located in another country than [CoR] during the last 12 months?

Interviewer: Do not read categories. Tick corresponding frequency. If necessary specify that this question is not about the nationality of the respective clients/colleagues etc. but just about their location. This question is not only about physical meetings but also telephone and e-mail contact etc.

Every day

At least once a week

At least once a month

Less often

Never

Don't know

(Source: new)

4.7. What was the national citizenship of your father at his birth?

Interviewer: Don't read out list. Tick respective country/region. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list. Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

Don't know

(Source: new)

4.8. What is the highest level of education your father has achieved?

Note: This battery was adapted for each country.

- | | |
|---------------------------------|--------------------------|
| Not completed primary education | <input type="checkbox"/> |
| Primary education | <input type="checkbox"/> |
| GCSEs | <input type="checkbox"/> |
| A or AS Levels | <input type="checkbox"/> |
| GNVQ or Apprenticeship | <input type="checkbox"/> |
| Undergraduate Degree | <input type="checkbox"/> |
| Post-Graduate Degree | <input type="checkbox"/> |
| <i>Don't know</i> | <input type="checkbox"/> |

Note: For the migrant surveys the Romanian/Turkish battery was used and the following interviewer instruction included.

Interviewer note: If the respondent's father did not receive his highest degree in Turkey, ask the respondent to state the Turkish educational title which is the equivalent of it.

(Source: EIMSS, ESS)

4.9. What was the national citizenship of your mother at her birth?

Interviewer: Don't read out list. Tick respective country/region. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list. Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

Don't know

(Source: new)

4.10. What is the highest level of education your mother has achieved?

Note: This battery was adapted for each country.

- | | |
|---------------------------------|--------------------------|
| Not completed primary education | <input type="checkbox"/> |
| Primary education | <input type="checkbox"/> |
| GCSEs | <input type="checkbox"/> |
| A or AS Levels | <input type="checkbox"/> |
| GNVQ or Apprenticeship | <input type="checkbox"/> |
| Undergraduate Degree | <input type="checkbox"/> |
| Post-Graduate Degree | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Note: For the migrant surveys the Romanian/Turkish battery was used and the following interviewer instruction included.

Interviewer note: If the respondent's mother did not receive his highest degree in Turkey, ask the respondent to state the Turkish educational title which is the equivalent of it.

(Source: EIMSS, ESS)

4.11. When you were 14, did your father or your mother contribute financially the most to the household income?

- | | |
|------------|---------------------------------|
| Father | <input type="checkbox"/> |
| Mother | <input type="checkbox"/> |
| Other | <input type="checkbox"/> ⇒ 4.14 |
| Don't know | <input type="checkbox"/> ⇒ 4.14 |

(source: new)

4.12. When you were 14, was your <<father/mother>> ...

Interviewer: Read out list.

- | | |
|---------------|---------------------------------|
| An employee | <input type="checkbox"/> |
| Self-employed | <input type="checkbox"/> |
| Not working | <input type="checkbox"/> ⇒ 4.14 |
| Don't know | <input type="checkbox"/> ⇒ 4.14 |

(Source: EIMSS, ESS F46, adapted)

4.13. What was the name or title of <<his/her>> job then?

Interviewer: If not mentioned, ask for details on content of job (performed activities) and position in the work place (organizational rank). E.g.: not teacher, but teacher of math in high school; not clerk, but cashier in a bank; not soldier, but sergeant of infantry; not blue-collar worker, but building foreman.

(Source: EIMSS, ESS F12)

Don't know

4.14. Which of the following descriptions comes closest to your feelings about how well off the household you were living in was when you were 14 years old?

Interviewer: Read out list.

We were living very comfortably on the money we had

We were living comfortably on the money we had

We made ends meet

We found it difficult

We found it very difficult

Don't know

(Source: inspired by ESS)

Interviewer: If the respondent is neither married/living in a registered civil union (screening part q1.6) nor in another romantic partnership (q1.6.1) skip the following questions 4.15– 4.22 and go directly to 4.23.

4.15. Is your partner male or female?

Male

Female

(Source: EIMSS)

4.16. Since when have you and your partner been in a relationship?

|_|_|_|_|

Less than one year

(Source: ISSP 2012, N34, adapted)

4.17. What was the national citizenship of your partner at <<his/her>> birth?

Interviewer: Don't read list. Tick respective country/region. Multiple answers possible. If you are unsure to which region a country belongs, write down its name at the end of the list. Tick Germany for the Federal Republic and the GDR.

The answer categories consist of the same country list as in question 1.4

Don't know

(Source: new)

4.18. What is the highest level of education your partner has achieved?

- Not completed primary education
- Primary education
- GCSEs
- A or AS Levels
- GNVQ or Apprenticeship
- Undergraduate Degree
- Post-Graduate Degree
- Don't know*

Note: This battery was adapted for each country. The Romanian/Turkish battery of educational titles was used if the answer to item 4.17 was Romania (Romanian migrant sample) or Turkey (Turkish migrants sample).

- Not completed primary education
- Primary education
- GCSEs
- A or AS Levels
- GNVQ or Apprenticeship
- Undergraduate Degree
- Post-Graduate Degree
- Don't know*

(Source: EIMSS)

4.19. Which of these descriptions best describes your current partner's situation?

Interviewer: Read out underlined words. Tick the corresponding of the first two options also if the respondent partner is working without a regular contract.

- In full time paid work(or away temporarily) (employee, self- employed, working for your family business, military service, civil/community service) ⇒ 4.21
- In part time paid work(or away temporarily) (employee, self- employed, working for your family business, civil/community service) ⇒ 4.21
- In education, even if on vacation (not paid for by employer)
- Unemployed
- Retired
- Doing housework, looking after children or other persons
- Other (e.g. permanently sick or disabled)
- Don't know

(Source: EIMSS, ESS adapted)

4.20. Has your partner ever had a paid job?

- Yes
- No ⇒ 4.23

(Source: new)

4.21. In <<his/her>> main job your partner <<is / was>> ...

Interviewer: Read out list.

- An employee
- Self-employed
- Working for his/her family business
- Don't know

(Source: EIMSS, ESS F12)

4.22. What <<is/was>> the name or title of your partner's main job?

Interviewer: If not mentioned, ask for details on content of job (performed activities) and position in the work place (organizational rank). E.g.: not teacher, but teacher of math in high school; not clerk, but cashier in a bank; not soldier, but sergeant of infantry; not blue-collar worker, but building foreman.

Don't know

(Source: EIMSS, ESS)

4.23. Which of the following descriptions comes closest to how you feel about how well off your household is today?

Interviewer: Read out list.

We are living very comfortably on the money we have

We are living comfortably on the money we have

We make ends meet

We find it difficult

We find it very difficult

Don't know

(Source: ESS, adapted)

4.24. Have you ever felt discriminated against in [CoR] because you were born in another country?

Interviewer: Read out list.

No, never

Yes, sometimes

Yes, frequently

Don't know

(Source: EIMSS, adapted)

4.25. Are you male or female?

Interviewer: ASK ONLY IF NECESSARY BUT TICK IN ANY CASE

Male

Female

(Source: EIMSS, ESS)

II) EUMEAN guidelines (nationals)

Semi-structured interview questions for nationals

EUMEAN GUIDELINES FOR SEMI-STRUCTURED INTERVIEWS

(for Nationals)

Notes to the interviewer:

- EUMEAN is the second stage of the EUCROSS project, which examines the relationship between the activities of EU residents (nationals, mobile EU citizens, and third-country nationals) across the borders of nation states and their collective identities. In the first stage, a quantitative survey was carried out among nationals, intra-EU movers (Romanian citizens) and third-country nationals (Turkish citizens) who reside in six European countries (Denmark, Germany, Italy, Romania, Spain and the United Kingdom). In the second stage of this project, our goal is to explore and unpack the meaning given by individuals to cross-border practices, their collective identifications, and the role that the European Union, globalization, and the nation play in these personal narratives.
- We will be interviewing nationals of <COUNTRY> as well as Turkish and Romanian migrants. The questions are relevant for participants from all three groups.
- Throughout the interview, our specific goal is to identify an event/story that involves a transnational experience and unpack the reasons, emotions and intentions attached to it.

1) Introduction (3-5 minutes)

[[To the interviewer: Introduce yourself and your organization, briefly summarize the goals of this study. Begin with some general questions to get to know the respondent and establish a rapport with him/her]]

Probes:

Information about the EUCROSS consortium: participating institutions

Process: Confidentiality; no right or wrong answers; audio recording

Subject: Transnational experiences, broadly defined

2) Travel practices / Leisure time activities

Travel

[[To the interviewer: Place the map on the table before the conversation. Make sure to ask Qa, b, c, d. Try to maintain a natural flow of the conversation, and make use of the probes as necessary. Be sensitive to the type of trip the respondent is talking about—and be ready to probe into another, more meaningful trip.]

Now, we would like to know more about your travel experiences.

- a. Please tell me about the first trip/stay abroad that you can remember well.

Probes:

- How did you go there?
- How did it feel to move between countries?
- Who was traveling with you?
- Where did you stay?
- What did you like and did not like in the place?
- What did you do there?
- Was this a good or bad experience?
- How did you get around?
- What did you like and did not like about the people in this country?
- Did you think about similarities and differences between this country and your country?
- Did anybody from your group meet new people in the country that you were visiting?
- Did you do any shopping? What did you buy, if anything?

- b. Tell me about the first trip/stay abroad independently/as a young adult (i.e. without your parents)

Probes:

- How did it feel to travel independently? [Anxiety, happiness....];
- How did you go there?
- How did it feel to move between countries?

- Who was traveling with you?
- Where did you stay?
- What did you like and did not like in the place?
- What did you do there?
- Was this a good or bad experience?
- How did you get around?
- What did you like and did not like about the people in this country?
- Did you think about similarities and differences between this country and your country?
- Did anybody from your group meet new people in the country that you were visiting?
- Did you do any shopping? What did you buy, if anything?
- Did you miss not being home?
- More generally, reflecting back on your experience growing up, how did your parents react to your traveling abroad?

c. Tell me about your most memorable trip/stay abroad.

Probes:

What makes it memorable or different from other trips?

d. Are there countries where you would not travel? Why?

e. Here's a map of the world. You may find it useful or not; feel free to use it.

What are the foreign countries that you have visited?

What geographic areas would you say that you are familiar with because of your past trips?

Where do you like to travel best? Can you tell me why?

f. *[[If the respondent did not point to any country in Europe while using the world map, turn the page and show the map of Europe]]*

Here's another map, feel free to use it if you wish.

What are the places that you have visited? Can you show me?

What geographic areas would you say that you are familiar with because of your past trips?

Where do you like to travel best? Can tell me why?

- g. Are there countries in the world that you would like to visit that you have not visited before? Where would you like to go, for example? Can you tell me why?

Taste

[To the interviewer: recap what we know about the respondent's cultural tastes based on his/her answers in the quantitative survey and try to unpack the history of how the respondent developed his/her cultural taste(s).]

In the survey you have mentioned that you like [foreign films/ music/cuisine—choose based on the survey]. At what point in your life did you start liking these [foreign films/ music/cuisine]? What do you think makes you like [foreign films/ music/cuisine] them?

3) Social circle and exchanges with foreign residents

[[To the interviewer: if the respondent has no acquaintances with nationalities other than his/her own in <COUNTRY> and abroad, move to the questions on the use of Internet and opinions on diversity]]

Now we would like to talk about your social circle, contacts with friends and relatives.

[To the interviewer: recap what we know about the respondent's social circle based on his/her answers in the quantitative survey]

We know from the survey that you completed that some of your friends/acquaintances (here and/or abroad) are not from <COUNTRY> and we are interested in how these relationships develop.

Now, please think of a person with a different nationality other than your own, living in this country, and whom you know well.

Probes:

[[To the interviewer: refer to the following questions as necessary to unpack a notable event/story about this relationship]]

- How did you become acquainted?
- How important is this acquaintance/friendship to you?
- What kinds of activities do you do together?
- Do you have special memories connected to this acquaintance/friendship? Could you tell me more about this? *[[To the interviewer: we are primarily interested in memories that involve a transnational dimension, i.e. memories related to traveling across borders, exploring different cuisines, going to concerts and the like. If the respondent mentions such an event, focus on unpacking it.]]*

Now, think of a person from a different nationality other than your own, living abroad and whom you know well.

- How did you become acquainted?
- How important is this acquaintance/friendship to you?
- What kind of contact do you maintain with each other?
- Do you have special memories connected to this acquaintance/friendship? Could you tell me more about this? *[[To the interviewer: we are primarily interested in memories that involve a transnational dimension, i.e. memories related to traveling across borders, exploring different cuisines, going to concerts and the like. If the respondent mentions such an event, focus on unpacking it.]]*
- Would you say that it's easy or difficult to develop and sustain friendships with people from other countries? Why?

Use of Internet in maintaining social contacts:

[[To the interviewer: To make a smooth transition, recap respondent's answers to relevant questions in the quantitative survey. Refer to the following questions to explore whether the respondent has an interesting experience/story regarding his/her use of Internet]]

- In general, would you say that Internet is important/relevant to your social life?
- Is it important/relevant for communication with people you know who live abroad?
- Is Internet important/relevant when you organize trips/stays abroad?

- Are there specific people/organizations/companies/web sites whom you contact when you plan a trip/stay abroad?
- Do you read foreign newspapers or follow foreign media? [If yes] Can you tell me more? What media? How often? Why?

On diversity

- This country, like many others in the world, is becoming more diverse in terms of people's origins. What do you think about these changes? Can you explain why?
- Is there anything that you don't like about it?
- How happy are you living in this city? What are some of the things that you like and don't like about it?
- Do you like this neighborhood? What are some of the things that you like and don't like about it?

4) Work

Now, we would like to talk about your daily experiences at <work>/<university>/<organization>/<voluntary network>.

[To the interviewer: questions will be adapted for people studying or involved in organizations /university/voluntary work. Start with questions about the workplace/ organizations /university...and subsequently move to explore the respondent's experience with the crisis.]

Probes:

- How big is/was your <workplace>/<organization/university>/<voluntary network>?
- How many people work/study there? How many people are involved?
- Are there foreign nationals among the workers/students/volunteers?
- How many?
- Where do they come from?

[[If foreigners are mentioned]]

- Do you have contact with them in performing specific tasks?

- How would you evaluate this contact/work together?
- Do you get together with them on a social basis?
- Does your organization do any business with firms and/or cooperate with individuals from other European countries?
- Where do your customers/providers/cooperators come from, mostly?
- Would you say that it is easy or difficult to cooperate and/or work/do business/with people/organizations in other countries? Why?
- Do you have meetings with them? Where?
- Do you travel for professional/education/voluntary work related reasons?

[If yes]

- What do you like or don't like about those trips?
- Can you tell me more about your interaction with your foreign partners in these trips?
- Is language a barrier to communication in these trips?

On Crisis:

- How would you describe the situation in your workplace/business/organization these days?
- How has the crisis affected your firm/organization?
- And you personally?
- Did your family and/or friends experience the current economic crisis in anyway? If so, can you tell me more about this?
- Who do you think is responsible for the current crisis?
- Can the EU contribute to solve the crisis?
- Would EU with more power be better able to deal with the crisis? Can you tell me why you think so?
- Would you say that people/government have shown enough solidarity toward each other in addressing the crisis?

- In 2012, the EU was awarded the Nobel peace prize. How do you feel about this?
- Is there anything else you would like to tell us about what you think of Europe?

III) EUMEAN guidelines (migrants)

Semi-structured interview questions for MIGRANTS
EUMEAN GUIDELINES FOR SEMI-STRUCTURED INTERVIEWS
(Adapted for Turkish and Romanian Migrants)

Notes to the interviewer:

- EUMEAN is the second stage of the EUCROSS project, which examines the relationship between the activities of EU residents (nationals, mobile EU citizens, and third-country nationals) across the borders of nation states and their collective identities. In the first stage, a quantitative survey was carried out among nationals, intra-EU movers (Romanian citizens) and third-country nationals (Turkish citizens) who reside in six European countries (Denmark, Germany, Italy, Romania, Spain and the United Kingdom). In the second stage of this project, our goal is to explore and unpack the meaning given by individuals to cross-border practices, their collective identifications, and the role that the European Union, globalization, and the nation play in these personal narratives.
- We will be interviewing nationals of <COUNTRY> as well as Turkish and Romanian migrants. The questions are relevant for participants from all three groups.
- Throughout the interview, our specific goal is to identify an event/story that involves a transnational experience and unpack the reasons, emotions and intentions attached to it.

5) Introduction (3-5 minutes)

[[To the interviewer: Introduce yourself and your organization, briefly summarize the goals of this study. Begin with some general questions to get to know the respondent and establish a rapport with him/her]]

Probes:

Information about the EUCROSS consortium: participating institutions

Process: Confidentiality; no right or wrong answers; audio recording

Subject: Transnational experiences, broadly defined

6) Travel practices / Leisure time activities

Travel

Now, we would like to know more about your travel experiences.

[[To the interviewer: Place the map on the table before the conversation. Make sure to ask Qa, b, c, d. Try to maintain a natural flow of the conversation, and make use of the probes as necessary. Be sensitive to the type of trip the respondent is talking about—and be ready to probe into another, more meaningful trip.]

h. Please tell me about the first trip/stay abroad that you can remember well.

Probes:

- How did you go there?
- How did it feel to move between countries?
- Who was traveling with you?
- Where did you stay?
- What did you like and did not like in the place?
- What did you do there?
- Was this a good or bad experience?
- How did you get around?
- What did you like and did not like about the people in this country?
- Did you think about similarities and differences between this country and your country?
- Did anybody from your group meet new people in the country that you were visiting?
- Did you do any shopping? What did you buy, if anything?

i. Tell me about the first trip/stay abroad independently/as a young adult (i.e. without your parents).

Probes:

- How did it feel to travel independently? [Anxiety, happiness....];
- How did you go there?
- How did it feel to move between countries?
- Who was traveling with you?
- Where did you stay?
- What did you like and did not like in the place?
- What did you do there?
- Was this a good or bad experience?
- How did you get around?
- What did you like and did not like about the people in this country?
- Did you think about similarities and differences between this country and your country?
- Did anybody from your group meet new people in the country that you were visiting?
- Did you do any shopping? What did you buy, if anything?
- Did you miss not being home?
- More generally, reflecting back on your experience growing up, how did your parents react to your traveling abroad?

j. Tell me about your most memorable trip/stay abroad.

What makes it memorable or different from other trips?

k. Are there countries where you would not travel? Why?

l. Here's a map of the world. You may find it useful or not; feel free to use it.

What are the foreign places that you have visited?

What geographic areas would you say that you are familiar with because of your past trips?

Where do you like to travel best? Can you tell me why?

m. *[[If the respondent did not point to any country in Europe while using the world map, turn the page and show the map of Europe]]*

Here's another map, feel free to use it if you wish.

What are the places that you have visited? Can you show me?

What geographic areas would you say that you are familiar with because of your past trips?

Where do you like to travel best? Can tell me why?

- n. Are there countries in the world that you would like to visit, but have not yet done so? Where would you like to go, for example? Can you tell me why?

Taste

[To the interviewer: recap what we know about the respondent's cultural tastes based on his/her answers in the quantitative survey and try to unpack the history of how the respondent developed his/her cultural taste(s).]

In the survey you have mentioned that you like [foreign films/ music/cuisine—choose based on the survey]. At what point in your life did you start liking these [foreign films/ music/cuisine]? What do you think makes you like [foreign films/ music/cuisine] them?

7) Social circle and exchanges with foreign residents

[[To the interviewer: if the respondent has no acquaintances with nationalities other than his/her own in <COUNTRY> and abroad, move to the questions on the use of Internet and opinions on diversity]]

Now we would like to talk about your social circle, contacts with friends and relatives.

[To the interviewer: recap what we know about the respondent's social circle based on his/her answers in the quantitative survey.]

We know from the survey that you completed that some of your friends/acquaintances (here and/or abroad) are not from <COUNTRY> and we are interested in how these relationships develop.

Now, please think of a person with a different nationality other than your own, living in this country, and whom you know well.

Probes:

[[To the interviewer: we are primarily interested in exploring the respondent's interactions with non-nationals other than the natives of <COUNTRY>. If the respondent mentions such a relationship, focus on unpacking it using the following probes as necessary to identify a notable event/story about this relationship. If the respondent only mentions interactions with natives of <COUNTRY>, refer to the same set of questions to map out the dynamics of this exchange]]

- How did you become acquainted?
- How important is this acquaintance/friendship to you?
- What kinds of activities do you do together?
- Do you have special memories connected to this acquaintance/friendship? Could you tell me more about this? *[[To the interviewer: we are primarily interested in memories that involve a transnational dimension, i.e. memories related to traveling across borders, exploring different cuisines, going to concerts and the like. If the respondent mentions such an event, focus on unpacking it.]]*
- Would you say that it's easy or difficult to develop and sustain friendships with nationals from this country? Why?

Now, think of a person from a different nationality other than your own, living abroad and whom you know well.

- How did you become acquainted?
- How important is this acquaintance/friendship to you?
- What kind of contact do you maintain with each other?
- Do you have special memories connected to this acquaintance/friendship? Could you tell me more about this? *[[To the interviewer: we are primarily interested in memories that involve a transnational dimension, i.e. memories related to traveling across borders, exploring different cuisines, going to concerts and the like. If the respondent mentions such an event, focus on unpacking it.]]*
- Would you say that it's easy or difficult to develop and sustain friendships with people from other countries? Why?

Use of Internet in maintaining social contacts:

[[To the interviewer: To make a smooth transition, recap respondent's answers to relevant questions in the quantitative survey. Refer to the following questions to explore whether the respondent has an interesting experience/story regarding his/her use of Internet]]

- In general, would you say that Internet is important/relevant to your social life?
- Is it important/relevant for communication with people you know who live abroad?
- Is Internet important/relevant when you organize trips/stays abroad?
- Are there specific people/organizations/companies/web sites whom you contact when you plan a trip/stay abroad?
- Do you read foreign newspapers or follow foreign media? [If yes] Can you tell me more? What media? How often? Why?

On diversity

- This country, like many others in the world, is becoming more diverse in terms of people's origins. What do you think about these changes? Can you explain why?
- Is there anything that you don't like about it?
- Now, you've been living here for some time already. What are the things that you like and do not like about this country and its people? Are there things that you find peculiar, surprising, or interesting about this country and its people? Can you tell me why? Have you ever felt or do you feel treated differently by people in this country? Can you tell me why you think so?
- How happy are you living in this city? What are some of the things that you like and don't like about it?
- Do you like this neighborhood? What are some of the things that you like and don't like about it?

8) Work

Now, we would like to talk about your daily experiences at <work>/<university>/<organization>/<voluntary network>.

[To the interviewer: questions will be adapted for people studying or involved in organizations /university/voluntary work. Start with questions about the workplace/ organizations /university...and subsequently move to explore the respondent's experience with the crisis.]

Probes:

- How big is/was your <workplace>/<organization/university>/<voluntary network>?
- How many people work/study there? How many people are involved?
- Are there foreign nationals other than your own among the workers/students/volunteers?
- How many?
- Where do they come from?

[[If foreigners are mentioned]]

- Do you have contact with them in performing specific tasks?
- How would you evaluate this contact/work together?
- Do you get together with them on a social basis?
- Does your organization do any business with firms and/or cooperate with individuals from other European countries?
- Where do your customers/providers/cooperators come from, mostly?
- Would you say that it is easy or difficult to cooperate and/or work/do business/with people/organizations in other countries? Why?
- Do you have meetings with them? Where?
- Do you travel for professional/education/voluntary work related reasons?

[If yes]

- What do you like or don't like about those trips?
- Can you tell me more about your interaction with your foreign partners in these trips?
- Is language a barrier to communication in these trips?

On Crisis and the EU:

- How would you describe the situation in your workplace/business/organization these days?
- How has the crisis affected your firm/organization?
- And you personally?
- Did your family and/or friends experience the current economic crisis in anyway? If so, can you tell me more about this?
- Who do you think is responsible for the current crisis?
- Can the EU contribute to solve the crisis?
- Would EU with more power be better able to deal with the crisis? Can you tell me why you think so?
- Would you say that people/government have shown enough solidarity toward each other in addressing the crisis?
- In 2012, the EU was awarded the Nobel peace prize. How do you feel about this?
- Is there anything else you would like to tell us about what you think of Europe?