

ESF Exploratory workshop grant on

“Integrating immigrants into their new societies: implications for psychological adjustment, family functioning and labour force participation across five European nations”

Appendices:

Workshop 1: Budapest

APPENDIX 1, BUDAPEST:

Pre-prepared papers for the Workshop:

Please contact convenor to obtain hard copies:

Robin Goodwin: EMAIL: robin.goodwin@brunel.ac.uk

- 1.1. Regimes of immigration policy or why politics matters (Dr Burau)
- 1.2. Summary of hypotheses and findings from earlier ARC/British Council research (Goebel/ Goodwin)
- 1.3. Estonia: Multiculturalism as social fact (Dr Realo)
- 1.4. Integration in Estonian Society (Dr Realo)
- 1.5. Multiculturalism – Diversity in Action (Dr Realo)
- 1.6. Process of Integration in Estonia (Dr Realo)
- 1.7. Questionnaires and Interview schedules from previous research (collated by Dr Goodwin but with contributory materials from complete team of project members)

APPENDIX 2, BUDAPEST:

Work programme for pilot research

Workshop 2: Madrid

APPENDIX 1, MADRID:

Category listings for open-ended questions

APPENDIX 2, MADRID:

Interview sheets produced by Dr Burau

APPENDIX 2, BUDAPEST: WORK PROGRAMME FOR PILOT RESEARCH

Participants

5 countries with two groups of participants in each country. In each country both a younger population and an older population. These represent major migration groups in each country, but a range of different acculturation experiences.

Spain (Moroccans) and Hungary (Vietnamese)

Young Group aged 18-25, migrated within 5 years

Older Group migrated more than 15 years ago, aged 35 +

Germany (Turks), the UK (Indians) and Estonians (Russians)

Young Group aged 18-25, 2nd or 3rd generation

Older Group, first generation, aged 50+

Procedure

A minimum of 12 interviews, 6 per group (old and young) in each culture. Interviews to be conducted by appropriate interviewers (ideally members of minority group). Language of interview is dependent on culture and the acculturation situation, but need to assess competence of majority language requires some discussion in majority language too.

At least half of the interviews (6) to be conducted by the time of the second group meeting, in Spain in September 2001. All interviews to be conducted in a natural setting and to be recorded (no transcription is needed).

230 Euros per country available for costs.

Interview questions

A: Coding information for all respondents

1. Country and cultural group (just indicate name)
2. Age group (young or older)
3. Language of interview

B: Background information for all respondents

1. Gender (1 – male, 2 – female)
2. Age in years
3. Where were you born? (just report)
4. Where were you parents born? (just report)
5. If you were not born in the host country (England etc) how long have you been in this country? (in years)
6. Do you have family members here in this country? IF SO: please can you tell me who they are? (just report).
7. Number of years of education (code in years)
8. What language(s) do you use at home? (just report)
9. How do you assess your language competence in the host culture?
 - a. Speaking
 - b. Understanding
 - c. Reading and writing

Code all 3 competencies as 1- very poor: 2 – poor: 3 – good: 4 –very good

10. **Majority language** competence CODED BY INTERVIEWER. Code as 1- very poor: 2 – poor: 3 – good: 4 –very good
11. What is your resident status in the host country? (just report)
12. What is your job? (just report)
13. Do you work full time in this job? (code as yes or no)
14. Do you like to have contact with the majority group? (Yes, no: sometimes means yes!)

15. Do you like to keep contact with your own ethnic group? (Yes, no: sometimes means yes!)
16. Do you have friends here in this country? IF SO: please can you tell me from which ethnic group they are? (majority, your minority group, another minority group).
17. From which ethnic group is/are your best friends (majority, your minority group, another minority group). (report where there is multiple group memberships)
18. What do you like about the host country? E.g. what do you like about Estonia? (just report)
19. What do you not like about the host country? (just report)
20. How likely is it that you will remain in this (host) society? (code as 1 – not at all likely, 2 – unlikely 3 – quite likely and 4 – very certainly)
21. How important is it to belong to the majority community in order to fit in with this society? (1 –not at all important 2- not that important 3 –important 4 – very important)
22. How difficult is it to be a part of this majority group? (1 –extremely difficult 2- quite difficult 3 – quite easy 4 – very easy)

C. Assessing the situation prior to migration:

NB: Questions for just the first generation migrants...

1. What was the main reason for moving to this country? (Open ended question)
2. How did you assess your economic situation in your home country?
 - a. Very bad
 - b. Bad
 - c. Good
 - d. Very good
3. How did you expect your economic situation would be in your new country?
 - a. Very bad
 - b. Bad
 - c. Good
 - d. Very good
4. What other expectations did you have about your new society? (Open ended question)

Prior to moving to the new country...

5. Did you have friends in the new society? (Yes or no)
6. Did you have family in the new society? (Yes or no)
7. Did you have work colleagues or connections in the new society? (Yes or no)

D. Social support networks: QUESTIONS FOR ALL RESPONDENTS

Instructions

The following questions are about the support you might receive from others when you face particular problems and situations. We will ask you about three different types of problems and we would like you to think about who might provide you with support for each one: the three kinds of support we are interested in are practical support and help, emotional support and getting helpful information and advice.

1. Practical support

Practical support is about getting help with things like money, having people doing you favours like looking after your apartment when you are away, or helping you move home.

- a. Do you have enough practical support to help you deal with your everyday problems?
Code as: Definitely not, rather not, rather yes, definitely yes
- b. Which of the following 3 groups are most important for providing you with this kind of support?
Present respondents with 11 cards each on one-eighth of an A4 piece of white hard paper, font sized 24, non-italicised and not bold but in capitals and black on white ink. To be prepared in the interview language
 - a. Close family member in this country
 - b. Relative(s) in this country
 - c. Friends from your own ethnic group
 - d. Friends from another ethnic minority group
 - e. Friends from the majority group (specify name of this group)
 - f. Colleagues from your own ethnic group
 - g. Colleagues from another ethnic minority group
 - h. Colleagues from the majority group (specify name of this group)
 - i. Neighbours from your own ethnic group
 - j. Neighbours from another ethnic minority group
 - k. Neighbours from the majority group (specify name of this group)

c. Can you think of a recent and significant incident in which someone has given you this emotional help? Please tell me about it (just report: **if it is not clear from this incident make sure we know whether the support came from friends or family, acquaintances or institutions, and that whether it is from a member(s) of the same ethnic group, from the majority group, or from another ethnic group!**)

d. How satisfied were you with the emotional support they offered you? "Please tell me on a scale of 1 to 10, with 1 being "not at all satisfied " to 10 being "extremely satisfied" (just report)"

e. Can you get this kind of emotional support from people who are living “back home” (e.g. in India / Turkey).

3. Informational support

Informational support is about providing you with useful information about your work or studies, useful contacts and knowledge, helpful financial information and the like. Is there someone who might provide you with useful financial advice, or is useful for your work or studies? Is there someone who knows about local schools, or can give you useful knowledge about getting particular jobs?

a. Do you have enough informational support to help you deal with your everyday problems? Code as: Definitely not, rather not, rather yes, definitely yes
Definitely not, rather not, rather yes, definitely yes

b. Which of the following 3 groups are most important for providing you with this kind of informational support?

Present respondents with 11 cards each on one-eighth of an A4 piece of white hard paper, font sized 24, non-italicised and not bold but in capitals and black on white ink. To be prepared in the interview language

- a. Close family member in this country
- b. Relative(s) in this country
- c. Friends from your own ethnic group
- d. Friends from another ethnic minority group
- e. Friends from the majority group (specify name of this group)
- f. Colleagues from your own ethnic group
- g. Colleagues from another ethnic minority group
- h. Colleagues from the majority group (specify name of this group)
- i. Neighbours from your own ethnic group
- j. Neighbours from another ethnic minority group
- k. Neighbours from the majority group (specify name of this group)

Respondents pick the 3 groups and the ranks these 3 groups from 1 to 3 with 1 being the most important. Interviewer codes on the following table the choices

	a	b	c	d	e	F	g	h	i	j	K
Rank 1											
Rank 2											
Rank 3											

c. Can you think of a recent and significant incident in which someone has given you this informational help? Please tell me about it (just report: **if it is not clear from this incident make sure we know whether the support came from friends or family, acquaintances or institutions, and that whether it is from a member(s) of the same ethnic group, from the majority group, or from another ethnic group!**)

d. How satisfied were you with the informational support they offered you? "Please tell me on a scale of 1 to 10, with 1 being "not at all satisfied " to 10 being "extremely satisfied" (just report)"

e. Can you get this kind of informational support from people who are living “back home” (e.g. in India / Turkey).

VALUE SURVEY

In this questionnaire you are to ask yourself: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" There are two lists of values on the following pages. These values come from different cultures. In the parentheses following each value is an explanation that may help you to understand its meaning.

Your task is to rate how important each value is for you as a guiding principle in your life. Use the rating scale below:

0--means the value is not at all important, it is not relevant as a guiding principle for you.

3--means the value is important.

6--means the value is very important.

The higher the number (0, 1, 2, 3, 4, 5, 6), the more important the value is as a guiding principle in YOUR life.

-1 is for rating any values opposed to the principles that guide you.

7 is for rating a value of supreme importance as a guiding principle in your life; ***ordinarily there are no more than two such values.***

In the space before each value, write the number (-1,0,1,2,3,4,5,6,7) that indicates the importance of that value for you, personally. Try to distinguish as much as possible between the values by using all the numbers. You will, of course, need to use numbers more than once.

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values -1	not important 0	1	2	important 3	4	5	very important 6	of supreme importance 7
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Before you begin, read the values in List I, choose the one that is most important to you and rate its importance. Next, choose the value that is most opposed to your values and rate it -1. If there is no such value, choose the value least important to you and rate it 0 or 1, according to its importance. Then rate the rest of the values in List I.

VALUES LIST I

- 1 EQUALITY (equal opportunity for all)
- 2 SOCIAL POWER (control over others, dominance)
- 3 PLEASURE (gratification of desires)
- 4 FREEDOM (freedom of action and thought)
- 5 SENSE OF BELONGING (feeling that others care about me)
- 6 SOCIAL ORDER (stability of society)
- 7 AN EXCITING LIFE (stimulating experiences)

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values -1	not important 0	1	2	important 3	4	5	very important 6	of supreme importance 7
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- 8 POLITENESS (courtesy, good manners)
- 9 WEALTH (material possessions, money)
- 10 NATIONAL SECURITY (protection of my nation from enemies)
- 11 ___ RECIPROCATION OF FAVORS (avoidance of indebtedness)
- 12 ___ CREATIVITY (uniqueness, imagination)
- 13 ___ A WORLD AT PEACE (free of war and conflict)
- 14 ___ RESPECT FOR TRADITION (preservation of time-honored customs)
- 15 ___ SELF-DISCIPLINE (self-restraint, resistance to temptation)
- 16 ___ PRIVACY (the right to have a private sphere)
- 17 ___ FAMILY SECURITY (safety for loved ones)
- 18 ___ SOCIAL RECOGNITION (respect, approval by others)
- 19 ___ UNITY WITH NATURE (fitting into nature)
- 20 ___ A VARIED LIFE (filled with challenge, novelty and change)
- 21 ___ WISDOM (a mature understanding of life)
- 22 ___ AUTHORITY (the right to lead or command)
- 23 ___ TRUE FRIENDSHIP (close, supportive friends)
- 24 ___ A WORLD OF BEAUTY (beauty of nature and the arts)
- 25 ___ SOCIAL JUSTICE (correcting injustice, care for the weak)
- 26 ___ “(name of the interviewee ethnic group)” IDENTITY (feeling a member of “ethnic group” people)

* * * * *

VALUES LIST II

Now rate how important each of the following values is for you as a guiding principle in YOUR life. These values are phrased as ways of acting that may be more or less important for you. Once again, try to distinguish as much as possible between the values by using all the numbers.

Before you begin, read the values in List II, choose the one that is most important to you and rate its importance. Next, choose the value that is most opposed to your values, or--if there is no such value--choose the value least important to you, and rate it -1, 0, or 1, according to its importance. Then rate the rest of the values.

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values	not important			important			very important	of supreme importance
-1	0	1	2	3	4	5	6	7

- 27 INDEPENDENT (self-reliant, self-sufficient)
- 28 MODERATE (avoiding extremes of feeling & action)

- 29 ___ LOYAL (faithful to my friends, group)
- 30 ___ AMBITIOUS (hard-working, aspiring)
- 31 ___ BROADMINDED (tolerant of different ideas and beliefs)
- 32 ___ HUMBLE (modest, self-effacing)
- 33 ___ DARING (seeking adventure, risk)
- 34 ___ PROTECTING THE ENVIRONMENT (preserving nature)
- 35 ___ INFLUENTIAL (having an impact on people and events)
- 36 ___ HONORING OF PARENTS AND ELDERS (showing respect)
- 37 ___ CHOOSING OWN GOALS (selecting own purposes)
- 38 ___ HEALTHY (not being sick physically or mentally)
- 39 ___ CAPABLE (competent, effective, efficient)
- 40 ___ ACCEPTING MY PORTION IN LIFE (submitting to life's circumstances)
- 41 ___ HONEST (genuine, sincere)
- 42 ___ PRESERVING MY PUBLIC IMAGE (protecting my "face")
- 43 ___ OBEDIENT (dutiful, meeting obligations)
- 44 ___ HELPFUL (working for the welfare of others)
- 45 ___ ENJOYING LIFE (enjoying food, sex, leisure, etc.)
- 46 ___ DEVOUT (holding to religious faith & belief)
- 47 ___ RESPONSIBLE (dependable, reliable)
- 48 ___ CURIOUS (interested in everything, exploring)
- 49 ___ FORGIVING (willing to pardon others)
- 50 ___ SUCCESSFUL (achieving goals)
- 51 ___ CLEAN (neat, tidy)
- 52 ___ SELF-INDULGENT (doing pleasant things)
- 53 ___ “(name of the majority group)” IDENTITY (feeling a member of “majority group” people)

Questions F: Subjective Well-being short scale (5 items from Diener)

Our final items concern how you feel about your life. Please tell me the extent to which you think the following are true or false using a 5-point scale (where 1 is ‘absolutely false’ and 5 is ‘absolutely true’).

Use to illustrate if required: (Absolutely false 1 2 3 4 5 Absolutely true)

1. In most ways my life is close to ideal
2. The conditions of my life are excellent
3. I am satisfied with my life
4. So far I have got the important things I want in my life
5. If I could live my life again, I would change almost nothing

Appendices: Madrid meeting

APPENDIX 1, MADRID: CATEGORY LISTINGS FOR OPEN-ENDED QUESTIONS

B6

- a. Parents
- b. Children
- c. Spouse
- d. Siblings
- e. Other relatives

B8.

- A Language of host culture
- B Other language

B11

- a. Citizenship
- b. Permanent residence
- c. Temporary residence
- d. Insecure or illegal

B12

- a. None or unemployed
- b. Retired
- c. Student
- d. Nonmanual worker
- e. Manual worker
- f. Self-employed
- g. Other

B18

- a. Social infrastructure (e.g. welfare system, education, medicine)
- b. Technical infrastructure (e.g. transport)
- c. General ambience (e.g. likeable atmosphere, peaceful, safe, clean)
- d. Culture
- e. People
- f. Discipline
- g. Nature
- h. Size of country
- i. Political system (e.g. democracy, stability)
- j. Economic opportunity (jobs, living standard)

B19

- a. Social inequality (e.g. unemployment)
- b. Social problems (e.g. alcohol)
- c. Family life
- d. People
- e. Racism and hostility
- f. Immigration law
- g. Size of country
- h. Refugees
- i. Climate
- j. Politics

C1

- a. Finance
- b. Work
- c. Study
- d. Marriage
- e. Children's education
- f. Political situation
- g. Family reasons

C4

- a. Freedom
- b. Nothing
- c. Better living standards
- d. Generally OK life
- e. Nothing more
- f. Better education
- g. Better work
- h. Broadening horizons

Practical Support

- 1. Helping with moving house
- 2. Money
- 3. Help with transport
- 4. Practical support with the house
- 5. Fixing the computer
- 6. Looking after the house
- 7. Childcare
- 8. Accommodation received
- 9. Shopping
- 10. Helping bury someone
- 11. Work-related support
- 12. Helping find a job
- 13. Help find new friends
- 14. Giving school tutoring
- 15. Financial guarantor
- 16. No incident

Emotional support

- 1. None
- 2. Divorce
- 3. Illness
- 4. Love
- 5. Some
- 6. Death
- 7. Housing problems
- 8. Theft
- 9. Job change
- 10. Relationship problem
- 11. Money
- 12. Pregnancy
- 13. Everything
- 14. Depression and self-esteem

Informational support

1. Business
 2. Schooling
 3. Work-related
 4. Cultural and leisure activities
 5. Legal help
 6. Non specific
 7. How to interact with job centre
 8. Job possibilities
 9. University studies
 10. Shopping help
 11. Visa and immigration
 12. Money information and loans
 13. Housing
 14. How to bury someone
 15. Medical aid
 16. None
 17. How to get social care
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THE STORY SO FAR

At our first meeting in Budapest I presented some ideas about ‘regimes of immigration policy’ and how these influence immigration. Based on the review of the relevant (politics) literature I suggested that these regimes consist of three, core elements: the definition of national citizenship/identity, policies that control immigration and the system of welfare state provision. I then went on to argue that regimes of immigration policy influence the patterns of migration, the paths of integration and the role of support networks within that.

In the subsequent discussion it became clear that there are considerable parallels with the psychology literature on acculturation; indeed the culture and immigration policies of the host country are considered as one of the factors influencing the acculturation experience. On that basis the central elements of the concept of ‘regimes of immigration policy’ were integrated into the schematic overview outlining the basic argument underlying the pilot project (see figure ‘Antecedents, processes and consequences of immigration and acculturation in the New Europe: a multi-level analysis of five cultures’).

We agreed that I would provide you with a checklist of issues and questions that would help to characterise the regimes of immigration policy in the five (host) countries we look at. This is what follows.

IN PREPARATION FOR THE MEETING IN MADRID

As far as I understand the argument underlying the pilot project is as follows: the importance of social networks for adaptation in the host society reflects the characteristics of the individual migrant, such as her values, language competence and acculturation strategy. In turn, the relationships between these variables (?) are influenced by the characteristics of the migrant’s and the host society (as well as by the ties between immigrants and host societies prior to moving). The regime of immigration policy accounts for some of the central characteristics of the host society; namely: national identity and citizenship, immigration policy (and control) and welfare state provision (including education access?).

As such identifying the regimes of immigration policy in our five host countries provides contextual information that we can use when analysing and interpreting the interview data. These characteristics of the host countries might explain why migrants in some host countries rely to a greater extent on social support networks than in other countries; why social support networks are more formalised in some countries than others; why the social support networks of migrants in some countries is more successful (in terms of adaptation) than others.

When we meet in Madrid some of the data will have been gathered and, I assume, there will be scope for some initial analysis across the five host countries. It is here that the information about the regimes of immigration policies in each country could come in. Considering that the analysis will be at a very early stage in September the aim of the lists below is perhaps more to help you as country experts to order your contextual knowledge about the regime of immigration policies in your case. So, a couple of bullet points under each item would probably do. This would give us a basic idea of the characteristics of each host country and would help us to get a better idea of their importance for understanding social support networks and individual adaptation. On that basis we could discuss whether and how the lists below need to be changed, refined and amended.

National identity and citizenship.

- How does your host country define national identity? Is citizenship based on residence or parentage?
- What kind of society prevails in your host country? In cultural terms, does the society tend to be homogenous (as in Sweden for example) or sheterogeneous (as in the US for example)?
- Has immigration changed the notion of citizenship in your host country?
- What legal status does your host country give to the immigrant group you look at?

Immigration policy and control.

- How does the exclusiveness/inclusiveness of the definition of national identity impact on immigration policy of your host country?
- How open/closed are your host country's policies on admitting and selecting immigrants?
- What kind of rights (rights of residence, political and social rights) do immigrants get and how quickly?
- What is your host country's approach to integrating immigrants? Is the aim to assimilate them or to respect (even foster) cultural difference?
- What kind of rights does your host country give to the immigrant group you look at?
- Are there any (political) organisations representing the interests of the immigrant group you look at and what is their influence on the politics of the host country?

Welfare state provision.

- How is the welfare state provision organised in your host country?
 - A. Social insurance; whereby access to welfare benefits is based on employment and entitlements resulting from previous employment.
 - B. Universality; whereby access to welfare benefits is based on residence (for example basic pension based on years of residence rather than past salary and length of previous employment as in social insurance systems).
 - C. Selectivity; whereby access to welfare benefits is based on the needs of the individual (and otherwise on private insurance paid for by the individual).
- What kinds of welfare benefits are most important to the immigrant group you look at?

- In the case the immigrant group you look at how would you characterise the access to and level of benefits the welfare system in your host country?
- Has the immigrant group you look at set up any welfare organisations (such as charities, schools, hospitals, and community centres) for its members? How important are these?

Appendix 3, Madrid: Country profiles on regimes of immigration policy

In preparation of the meeting I had asked you to prepare short profiles on regime of immigration policy in your country focusing on

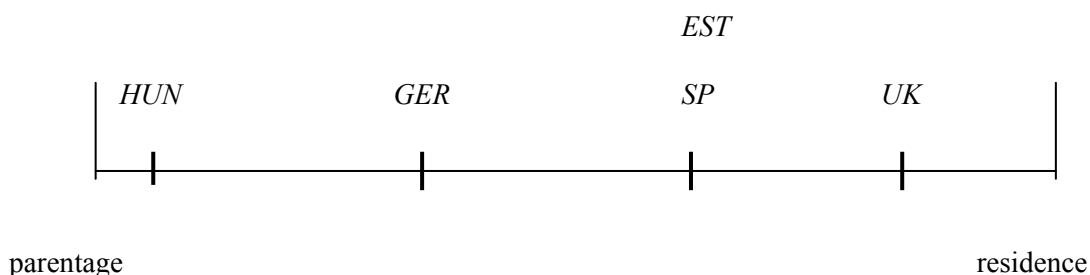
- national identity and citizenship
- immigration policy and control
- welfare state provision.

Our discussions in Madrid focused on exploring some initial comparison and contrast. The underlying aim was to evaluate the usefulness of the framework and the corresponding questions. The framework is still very much evolving and what follows is as much a summary as an invitation for further discussion. Nevertheless the information you have provided so far will be useful for the analysis of the pilot data and it would be helpful if you could close some small gaps (indicated as part of individual sections).

National identity and citizenship

Definition of citizenship

Britain (UK)	based on residence; citizenship after a certain period of legal residence in the country
Hungary (HUN)	based on parentage; strengthened by public discourse that emphasises exclusiveness [to be clarified with LAN]
Germany (GER)	traditionally based on parentage; but more recently introduction of elements of citizenship by residence
Estonia (EST)	citizenship based on mix between parentage and residence, similar to Spain
Spain (SP)	mainly based on residence but with elements of citizenship based on parentage



The description and relative positioning of individual countries in terms of the definition of citizenship seemed to be relatively straightforward. Our countries offer a nice spread on the continuum between citizenship based on parentage (jus sanguinis) and residence. In relation to support networks an initial hypothesis could be that the more citizenship is based on residence, the easier the access to rights, which in turn is an important factor in the integration of migrants.

Type of society

It was agreed that the type of society in the host country is an important contextual factor for understanding support networks. However the initial characterisation of countries raised questions about how to exactly define relative homogeneity or heterogeneity. Here, the composition of societies in terms of citizenship and ethnic groupings was seen to be important. At the same time otherness is also a question of perception. To simplify operationalisation it was agreed that we would define heterogeneity/homogeneity in terms the number of migrants in the last fifty years, and among those, the number of migrants from the group we look at.

Immigration as a force for change

The initial question had implied that immigration might lead to a change in the definition of citizenship. A recent example of this is Germany where pressures from second and third generation migrants have led to the introduction of elements of residence-based citizenship. There have not been any similar developments in the other countries. However in the discussion it became clear that change needs to be understood more broadly and incorporate the notion of increased cultural diversity. On this count immigration is having an important impact in Spain and Britain, and to a lesser extent in Estonia and Hungary. More generally, it also has to be taken into account that we are dealing with countries with very different political backgrounds, ranging from established West European democracies to ‘younger’ Southern European democracies and emerging Eastern European democracies.

Legal status given to migrant groups

Britain (GB)	most Indians have British citizenship
Hungary (HUN)	the Vietnamese who have been in the country for a long time tend to have permanent residence, whereas new arrivals either have no status or temporary residence
Germany (GER)	the great majority of Turks has legal residence; first and second generation Turks tend to have Turkish citizenship, while some of the second and third generation have opted to German citizenship
Estonia (EST)	one third of Russians holds Estonian citizenship, about 20% are citizens of another country, whereas the citizenship status of about 40% of Russians remains undefined
Spain (SP)	most Moroccans have legal status [clarify with HG]

With the exception of some Vietnamese in Hungary all our migrant groups enjoy legal residence (as opposed to no status). The situation would be different if we had looked at more recent migrant groups that predominantly entered the country as refugees/asylum seekers. However, there are differences in the relative proportion of migrants with citizenship of the host country. This reflects differences in the access to citizenship (see first section) as well as the characteristics of the specific migrant group.

Immigration policy and control

The questions under this heading concerned the political context of immigration, which in part reflects varying definitions of citizenship. In the course of the discussions it was suggested that immigration policies and controls are less relevant to the type of established migrant groups we looked at. At the same time, the question about the approaches to cultural diversity can be dealt with together with the issue of immigration as a force of change (see first section). However, it was felt that information about the (political) organisations representing the interests of the migrant group would help to contextualise support networks.

Welfare state provision

Welfare states may provide important (formal) support for migrants, in the form of welfare benefits (such as pensions, social assistance) and welfare services (such as health services, education and housing). As such welfare state provision may help the integration of migrants. The more selective welfare states are (that is the more the individual is required to make his/her own arrangements) the more difficult it is for migrants to access welfare (because migrants often are less well off economically). In contrast, the more universal welfare states are (that is the more access to welfare benefits and services is based on residence in the host country) the better for migrants (because their weak economic status does not prevent them from accessing welfare benefits and services). The case of welfare states that are based on social insurance systems is more ambivalent as access to welfare services and benefits depends on employment.

Our initial discussion initially focused on trying to assign individual countries to one type of welfare state (that is welfare state based on social insurance, universality or selectivity). This is a common approach in the comparative social policy literature. Our countries can be characterised as follows:

- Britain (GB) mixture of universality and (increasingly) selectivity
- Hungary (HUN) social insurance
- Germany (GER) social insurance
- Estonia (EST) mixture of universality and selectivity
- Spain (SP) mixture of universality, social insurance, selectivity

However, it was felt that this was characterisation is problematic as the welfare states in most countries are in effect mixed. Instead we identified those welfare services/benefits that are most important to migrants and characterised them using the three principles outlined above

	pension	education	health	housing	Family
Britain	Universality combined with social insurance	Universality	Universality	Selectivity	Selectivity

Hungary	Social insurance	Universality (for those with green card)	Social insurance	Selectivity	Universality
Germany	Social Insurance	Universality	Social insurance	Selectivity	Universality
Estonia	Universality combined with selectivity	Universality	Universality	Selectivity	Universality
Spain	Social insurance moving to selectivity	Universality	Universality	Selectivity	Social insurance

This suggests that migrants' access to welfare varies not only between countries but also between types of welfare services and benefits. For example, education tends to be available on the basis of residence (universality) whereas access to housing tends to depend on the market (and the ability of the migrant to pay). Other welfare benefits are more mixed, such as pensions where there is a clear trend to complement the social insurance with elements of privately arranged (and paid for) pensions (selectivity). At the same time, countries themselves also show typical features. In Britain and Estonia the principle of universality, combined with selectivity, is quite prominent, whereas in Germany social insurance plays a more influential role.

In addition it was suggested to include the economic status of migrants under this heading as it is an important factor influencing access to welfare (especially if welfare is based on social insurance and/or selectivity).

The revised model

On the basis of our discussions in Madrid our revised model could look as follows:

HOST SOCIETY

Definition of citizenship

- Legal status of migrant group
 - Level of migration
 - Cultural diversity of host society
 - Social representation and attitudes towards migrant group
 - (Political) organisations representing migrant group
 - Welfare provision
- Economic situation of migrant group

Appendix 4, Madrid: Coding scheme devised by the group and enhanced and modified by Dr Realo

Coding information for Interview DATA.

Note this refers to the coding for a questionnaire at the end of this appendix 4.

A1. Coding information for all respondents

A1_a

- 1 England
- 2 Estonia
- 3 Hungary
- 4 Spain
- 5 Germany

A1_b

- 1 Indians
- 2 Russians
- 3 Vietnamese
- 4 Moroccans
- 5 Turks

A2

- 1 Younger
- 2 Older

A3

- 1 English
- 2 Estonian
- 3 Hungarian
- 4 Spanish
- 5 German
- 6 Hindi
- 7 Russian
- 8 Vietnamese
- 9 Arabic
- 10 Turkish

B. Background information for all respondents

B1

- 1 Male
- 2 Female

B3_a

- 1 England
- 2 Estonia
- 3 Hungary
- 4 Spain
- 5 Germany
- 6 India
- 7 Russia
- 8 Vietnam
- 9 Morocco
- 10 Turkey
- 11 The Ukraine
- 12 Byelorussia
- 13 Africa

B3_b

- 1 Host country
- 2 Ethnic origin country
- 3 Other country

B4_a (mother)

- 1 Host country
- 2 Ethnic origin country
- 3 Other country

B4_b (father)

- 1 Host country
- 2 Ethnic origin country
- 3 Other country

B6_a

- 1 No
- 2 Yes

B6_b1 Parents

B6_b2 Children

B6_b3 Spouse

B6_b4 Siblings

B6_b5 Other relatives

B8_a

- | | |
|-------------|-----------------------------|
| 1 English | 16 English and Hindi |
| 2 Estonian | 27 Estonian and Russian |
| 3 Hungarian | 38 Hungarian and Vietnamese |
| 4 Spanish | 39 Spanish and Arabic |

5 German	51	German and Turkish
6 Hindi	99	Other
7 Russian		
8 Vietnamese		
9 Arabic		
10 Turkish		

B8_b

- 1 Language of host country
- 2 Language of ethnic origin group
- 3 Both languages
- 4 Other languages

B9_a, B9_b, B9_c, B10

- 1 Very poor
- 2 Poor
- 3 Good
- 4 Very good

B11

- 1 Citizen of host country
- 2 Permanent residence permit
- 3 Temporary residence permit
- 4 Insecure or illegal

B12

- 1 None or unemployed
- 2 Retired
- 3 Student
- 4 Nonmanual worker
- 5 Manual worker
- 6 Self-employed
- 7 Other

B13, B14, B15

- 1 No
- 2 Yes

B16_a

- 1 No
- 2 Yes

- B16_b1 From majority group
- B16_b2 From own ethnic group
- B16_b3 From another minority group

B17

- 1 Majority group
- 2 Own ethnic group
- 3 Other minority group
- 4 Both majority and own ethnic group
- 5 Both own ethnic and other minority group
- 6 Both majority and other minority group
- 7 Both majority, own ethnic and other minority group

B18_a

- 1 Nothing or no response
- 2 Something (specified below)
 - B18_b1 Social infrastructure (e.g. welfare system, education, medicine)
 - B18_b2 Technical infrastructure (e.g. transport)
 - B18_b3 General ambience (e.g. likeable atmosphere, peaceful, safe, clean)
 - B18_b4 Culture
 - B18_b5 People
 - B18_b6 Discipline
 - B18_b7 Nature
 - B18_b8 Size of country
 - B18_b9 Political system (e.g. democracy, stability)
 - B18_b10 Economic opportunity (jobs, living standard)
 - B18_b11 Everything
 - B18_b12 Other

B19_a

- 1 Nothing or no response
- 2 Something (specified below)
 - B19_b1 Social inequality (e.g. unemployment)
 - B19_b2 Social problems (e.g. alcohol)
 - B19_b3 Family life
 - B19_b4 People
 - B19_b5 Racism, discrimination, and hostility
 - B19_b6 Immigration law
 - B19_b7 Size of country
 - B19_b8 Refugees
 - B19_b9 Climate
 - B19_b10 Politics
 - B19_b11 Respondent's own financial situation
 - B19_b12 Other

B20

- 1 Not at all likely
- 2 Unlikely
- 3 Quite likely
- 4 Very likely

B21

- 1 Not at all important
- 2 Not that important
- 3 Important
- 4 Very important

- 1 Very easy
- 2 Quite easy
- 3 Quite difficult
- 4 Very difficult

C. Assessing situation prior to migration (only the older group)

C1

- 1 Finance
- 2 Work
- 3 Study
- 4 Marriage

- 5 Children's education
- 6 Political situation
- 7 Family reasons

C2, C3

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

C4_a

- 1 No specific expectations
- 2 Certain expectations (specified below)

- | | |
|-------|----------------------------|
| C4_b1 | Freedom |
| C4_b2 | Better living standards |
| C4_b3 | Generally OK and nice life |
| C4_b4 | Better education |
| C4_b5 | Better work |
| C4_b6 | Broadening horizons |
| C4_b7 | Other |

C5, C5, C6

- 1 No
- 2 Yes

D1. Practical Support

D1_a

- 1 Definitely not
- 2 Rather not
- 3 Rather yes
- 4 Definitely yes

D1_b1, D1_b2, D1_b3

- 1 a Close family member in this country
- 2 b Relative(s) in this country
- 3 c Friends from your own ethnic group
- 4 d Friends from another ethnic minority group
- 5 e Friends from the majority group (specify name of this group)
- 6 f Colleagues from your own ethnic group
- 7 g Colleagues from another ethnic minority group
- 8 h Colleagues from the majority group (specify name of this group)
- 9 i Neighbours from your own ethnic group
- 10 j Neighbours from another ethnic minority group
- 11 k Neighbours from the majority group (specify name of this group)
- 12 All friends (regardless of their ethnicity)
- 13 All colleagues (regardless of their ethnicity)
- 14 All neighbours (regardless of their ethnicity)

D1_c1

- 1 No incident mentioned
- 2 Helping with moving house
- 3 Practical support with the house
- 4 Looking after the house
- 5 Money / financial support
- 6 Help with transport
- 7 Fixing the computer
- 8 Childcare
- 9 Accommodation received
- 10 Shopping
- 11 Helping bury someone
- 12 Work-related support
- 13 Helping find a job
- 14 Help find new friends
- 15 Giving school tutoring
- 16 Financial guarantor
- 17 All kinds of practical support
- 18 Other

D1_c2 (people involved in a recent incident of practical support)

- 1 a Close family member in this country
- 2 b Relative(s) in this country
- 3 c Friends from your own ethnic group
- 4 d Friends from another ethnic minority group
- 5 e Friends from the majority group (specify name of this group)
- 6 f Colleagues from your own ethnic group
- 7 g Colleagues from another ethnic minority group
- 8 h Colleagues from the majority group (specify name of this group)
- 9 i Neighbours from your own ethnic group
- 10 j Neighbours from another ethnic minority group
- 11 k Neighbours from the majority group (specify name of this group)
- 12 All friends (regardless of their ethnicity)
- 13 All colleagues (regardless of their ethnicity)
- 14 All neighbours (regardless of their ethnicity)
- 15 Various people from several abovementioned groups
- 16 Institutions (funds, organizations, local government etc.)

D1_d

- 1 Not satisfied at all
- ...
- 10 Very satisfied

D1_e

- 1 No
- 2 Yes
- 3 Perhaps/ depends on

D2. Emotional support

D2_a

- 1 Definitely not
- 2 Rather not
- 3 Rather yes
- 4 Definitely yes

D2_b1, D2_b2, D2_b3

- 1 a Close family member in this country
- 2 b Relative(s) in this country
- 3 c Friends from your own ethnic group
- 4 d Friends from another ethnic minority group

- 5 e Friends from the majority group (specify name of this group)
- 6 f Colleagues from your own ethnic group
- 7 g Colleagues from another ethnic minority group
- 8 h Colleagues from the majority group (specify name of this group)
- 9 i Neighbours from your own ethnic group
- 10 j Neighbours from another ethnic minority group
- 11 k Neighbours from the majority group (specify name of this group)
- 12 All friends (regardless of their ethnicity)
- 13 All colleagues (regardless of their ethnicity)
- 14 All neighbours (regardless of their ethnicity)

D2_c1

- 1 None
- 2 Divorce
- 3 Illness
- 4 Love
- 5 Death
- 6 Housing problems
- 7 Theft
- 8 Job change
- 9 Relationship problem
- 10 Money
- 11 Pregnancy
- 12 Depression and self-esteem
- 13 All kinds of moral support
- 14 Other

D2_c2 (people involved in a recent incident of emotional support)

- 1 a Close family member in this country
- 2 b Relative(s) in this country
- 3 c Friends from your own ethnic group
- 4 d Friends from another ethnic minority group
- 5 e Friends from the majority group (specify name of this group)
- 6 f Colleagues from your own ethnic group
- 7 g Colleagues from another ethnic minority group
- 8 h Colleagues from the majority group (specify name of this group)
- 9 i Neighbours from your own ethnic group
- 10 j Neighbours from another ethnic minority group
- 11 k Neighbours from the majority group (specify name of this group)
- 12 All friends (regardless of their ethnicity)

- 13 All colleagues (regardless of their ethnicity)
- 14 All neighbours (regardless of their ethnicity)
- 15 Various people from several abovementioned groups
- 16 Institutions (funds, organizations, local government etc.)

D2_d

1 Not satisfied at all

...

10 Very satisfied

D2_e

1 No

2 Yes

3 Perhaps/ depends on

D3. Informational support

D3_a

1 Definitely not

2 Rather not

3 Rather yes

4 Definitely yes

D3_b1, D3_b2, D3_b3

1 a Close family member in this country

2 b Relative(s) in this country

3 c Friends from your own ethnic group

4 d Friends from another ethnic minority group

5 e Friends from the majority group (specify name of this group)

6 f Colleagues from your own ethnic group

7 g Colleagues from another ethnic minority group

8 h Colleagues from the majority group (specify name of this group)

9 i Neighbours from your own ethnic group

10 j Neighbours from another ethnic minority group

11 k Neighbours from the majority group (specify name of this group)

12 All friends (regardless of their ethnicity)

13 All colleagues (regardless of their ethnicity)

14 All neighbours (regardless of their ethnicity)

D3_c1

1 None

2 Business

3 Schooling

- 4 Work-related
- 5 Cultural and leisure activities
- 6 Legal help
- 7 How to get social care
- 8 How to interact with job centre
- 9 Job possibilities
- 10 University studies
- 11 Shopping help (incl. where to get things cheaper)
- 12 Visa and immigration
- 13 Money information and loans
- 14 Housing
- 15 How to bury someone
- 16 Medical aid
- 17 All kinds of informational support
- 18 Other

D3_c2

- 1 a Close family member in this country
- 2 b Relative(s) in this country
- 3 c Friends from your own ethnic group
- 4 d Friends from another ethnic minority group
- 5 e Friends from the majority group (specify name of this group)
- 6 f Colleagues from your own ethnic group
- 7 g Colleagues from another ethnic minority group
- 8 h Colleagues from the majority group (specify name of this group)
- 9 i Neighbours from your own ethnic group
- 10 j Neighbours from another ethnic minority group
- 11 k Neighbours from the majority group (specify name of this group)
- 12 All friends (regardless of their ethnicity)
- 13 All colleagues (regardless of their ethnicity)
- 14 All neighbours (regardless of their ethnicity)
- 15 Various people from several abovementioned groups
- 16 Institutions (funds, organizations, local government etc.)
- 17 Media (TV, newspapers, radio, internet)

D3_d

- 1 Not satisfied at all
- ...
- 10 Very satisfied

- 1 No
- 2 Yes
- 3 Perhaps/ depends on

Appendix 4 (contd). Questionnaire items

Interview questions

A: Coding information for all respondents

- 4. Country and cultural group (just indicate name)
- 5. Age group (young or older)
- 6. Language of interview

B: Background information for all respondents

- 23. Gender (1 – male, 2 – female)
- 24. Age in years
- 25. Where were you born? (just report)
- 26. Where were you parents born? (just report)
- 27. If you were not born in the host country (England etc) how long have you been in this country? (in years)
- 28. Do you have family members here in this country? IF SO: please can you tell me who they are? (just report).
- 29. Number of years of education (code in years)
- 30. What language(s) do you use at home? (just report)
- 31. How do you assess your language competence in the host culture?
 - a. Speaking
 - b. Understanding
 - c. Reading and writing

Code all 3 competencies as 1- very poor: 2 – poor: 3 – good: 4 –very good

- 32. **Majority language** competence CODED BY INTERVIEWER. Code as 1- very poor: 2 – poor: 3 – good: 4 –very good
- 33. What is your resident status in the host country? (just report)
- 34. What is your job? (just report)
- 35. Do you work full time in this job? (code as yes or no)
- 36. Do you like to have contact with the majority group? (Yes, no: sometimes means yes!)
- 37. Do you like to keep contact with your own ethnic group? (Yes, no: sometimes means yes!)
- 38. Do you have friends here in this country? IF SO: please can you tell me from which ethnic group they are? (majority, your minority group, another minority group).
- 39. From which ethnic group is/are your best friends (majority, your minority group, another minority group). (report where there is multiple group memberships)
- 40. What do you like about the host country? E.g. what do you like about Estonia? (just report)
- 41. What do you not like about the host country? (just report)
- 42. How likely is it that you will remain in this (host) society? (code as 1 – not at all likely, 2 – unlikely 3 – quite likely and 4 – very certainly)
- 43. How important is it to belong to the majority community in order to fit in with this society? (1 –not at all important 2- not that important 3 –important 4 – very important)
- 44. How difficult is it to be a part of this majority group? (1 –extremely difficult 2- quite difficult 3 – quite easy 4 – very easy)

C. Assessing the situation prior to migration: **NB: Questions for just the first generation migrants...**

- 8. What was the main reason for moving to this country? (Open ended question)
- 9. How did you assess your economic situation in your home country?
 - a. Very bad
 - b. Bad
 - c. Good
 - d. Very good

10. How did you expect your economic situation would be in your new country?
 - a. Very bad
 - b. Bad
 - c. Goodd.
 - d. Very good
11. What other expectations did you have about your new society? (Open ended question)

Prior to moving to the new country...

12. Did you have friends in the new society? (Yes or no)
13. Did you have family in the new society? (Yes or no)
14. Did you have work colleagues or connections in the new society? (Yes or no)

D. Social support networks: QUESTIONS FOR ALL RESPONDENTS

Instructions

The following questions are about the support you might receive from others when you face particular problems and situations. We will ask you about three different types of problems and we would like you to think about who might provide you with support for each one: the three kinds of support we are interested in are practical support and help, emotional support and getting helpful information and advice.

2. Practical support

Practical support is about getting help with things like money, having people doing you favours like looking after your apartment when you are away, or helping you move home.

- a. Do you have enough practical support to help you deal with your everyday problems?
Code as: Definitely not, rather not, rather yes, definitely yes
- b. Which of the following 3 groups are most important for providing you with this kind of support?

Present respondents with 11 cards each on one-eighth of an A4 piece of white hard paper, font sized 24, non-italicised and not bold but in capitals and black on white ink. To be prepared in the interview language

- l. Close family member in this country*
- m. Relative(s) in this country*
- n. Friends from your own ethnic group*
- o. Friends from another ethnic minority group*
- p. Friends from the majority group (specify name of this group)*
- q. Colleagues from your own ethnic group*
- r. Colleagues from another ethnic minority group*
- s. Colleagues from the majority group (specify name of this group)*
- t. Neighbours from your own ethnic group*
- u. Neighbours from another ethnic minority group*
- v. Neighbours from the majority group (specify name of this group)*

Respondents pick the 3 groups and the ranks these 3 groups from 1 to 3 with 1 being the most important. Interviewer codes on the following table the choices

	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>F</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
Rank 1											
Rank 2											
Rank 3											

c. Can you think of a recent and significant incident in which someone has given you this practical help? Please tell me about it (just report: **if it is not clear from this incident make sure we know whether the support came from friends or family or acquaintances or institutions, and that whether it is from a member(s) of the same ethnic group, from the majority group, or from another ethnic group!**)

d. How satisfied were you with the practical support they offered you? "Please tell me on a scale of 1 to 10, with 1 being "not at all satisfied " to 10 being "extremely satisfied" (just report)"

e. Can you get this kind of practical support from people who are living “back home” (e.g. in India / Turkey).

2. Emotional support

These questions concern the situations in which you might expect emotional help from others. For example, is there someone who you can turn to when you have some emotional problems, or could help you make delicate decisions in your life?

a. Do you have enough emotional support to help you deal with your everyday problems?

Code as: Definitely not, rather not, rather yes, definitely yes

Definitely not, rather not, rather yes, definitely yes

b. Which of the following 3 groups are most important for providing you with this kind of support?

Present respondents with 11 cards each on one-eighth of an A4 piece of white hard paper, font sized 24, non-italicised and not bold but in capitals and black on white ink. To be prepared in the interview language

Close family member in this country

- l. Close family member in this country*
- m. Relative(s) in this country*
- n. Friends from your own ethnic group*
- o. Friends from another ethnic minority group*
- p. Friends from the majority group (specify name of this group)*
- q. Colleagues from your own ethnic group*
- r. Colleagues from another ethnic minority group*
- s. Colleagues from the majority group (specify name of this group)*
- t. Neighbours from your own ethnic group*
- u. Neighbours from another ethnic minority group*
- v. Neighbours from the majority group (specify name of this group)*

Respondents pick the 3 groups and the ranks these 3 groups from 1 to 3 with 1 being the most important. Interviewer codes on the following table the choices

	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>K</i>
Rank 1											
Rank 2											
Rank 3											

c. Can you think of a recent and significant incident in which someone has given you this emotional help? Please tell me about it (just report: **if it is not clear from this incident make sure we know whether the support came from friends or family, acquaintances or institutions, and that whether it is from a member(s) of the same ethnic group, from the majority group, or from another ethnic group!**)

d. How satisfied were you with the emotional support they offered you?

"Please tell me on a scale of 1 to 10, with 1 being "not at all satisfied " to 10 being "extremely satisfied" (just report)"

e. Can you get this kind of emotional support from people who are living “back home” (e.g. in India / Turkey).

3. Informational support

Informational support is about providing you with useful information about your work or studies, useful contacts and knowledge, helpful financial information and the like. Is there someone who might provide you with useful financial advice, or is useful for your work or studies? Is there someone who knows about local schools, or can give you useful knowledge about getting particular jobs?

- a. Do you have enough informational support to help you deal with your everyday problems? Code as: Definitely not, rather not, rather yes, definitely yes
Definitely not, rather not, rather yes, definitely yes
- b. Which of the following 3 groups are most important for providing you with this kind of informational support?

Present respondents with 11 cards each on one-eighth of an A4 piece of white hard paper, font sized 24, non-italicised and not bold but in capitals and black on white ink. To be prepared in the interview language

- l. Close family member in this country*
- m. Relative(s) in this country*
- n. Friends from your own ethnic group*
- o. Friends from another ethnic minority group*
- p. Friends from the majority group (specify name of this group)*
- q. Colleagues from your own ethnic group*
- r. Colleagues from another ethnic minority group*
- s. Colleagues from the majority group (specify name of this group)*
- t. Neighbours from your own ethnic group*
- u. Neighbours from another ethnic minority group*
- v. Neighbours from the majority group (specify name of this group)*

Respondents pick the 3 groups and the ranks these 3 groups from 1 to 3 with 1 being the most important. Interviewer codes on the following table the choices

	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>F</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>K</i>
Rank 1											
Rank 2											
Rank 3											

- c. Can you think of a recent and significant incident in which someone has given you this informational help? Please tell me about it (just report: **if it is not clear from this incident make sure we know whether the support came from friends or family, acquaintances or institutions, and that whether it is from a member(s) of the same ethnic group, from the majority group, or from another ethnic group!**)
- d. How satisfied were you with the informational support they offered you? "Please tell me on a scale of 1 to 10, with 1 being "not at all satisfied " to 10 being "extremely satisfied" (just report)"
- e. Can you get this kind of informational support from people who are living "back home" (e.g. in India / Turkey).

VALUE SURVEY

In this questionnaire you are to ask yourself: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" There are two lists of values on the following pages. These values come from different cultures. In the parentheses following each value is an explanation that may help you to understand its meaning.

Your task is to rate how important each value is for you as a guiding principle in your life. Use the rating scale below:

- 0--means the value is not at all important, it is not relevant as a guiding principle for you.
- 3--means the value is important.
- 6--means the value is very important.

The higher the number (0, 1, 2, 3, 4, 5, 6), the more important the value is as a guiding principle in YOUR life.

-1 is for rating any values opposed to the principles that guide you.

7 is for rating a value of supreme importance as a guiding principle in your life; **ordinarily there are no more than two such values.**

In the space before each value, write the number (-1,0,1,2,3,4,5,6,7) that indicates the importance of that value for you, personally. Try to distinguish as much as possible between the values by using all the numbers. You will, of course, need to use numbers more than once.

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values -1	not important 0	1	2	important 3	4	5	very important 6	of supreme importance 7
----------------------------------	-----------------------	---	---	----------------	---	---	------------------------	----------------------------------

Before you begin, read the values in List I, choose the one that is most important to you and rate its importance. Next, choose the value that is most opposed to your values and rate it -1. If there is no such value, choose the value least important to you and rate it 0 or 1, according to its importance. Then rate the rest of the values in List I.

VALUES LIST I

- 1 EQUALITY (equal opportunity for all)
- 2 SOCIAL POWER (control over others, dominance)
- 3 PLEASURE (gratification of desires)
- 4 FREEDOM (freedom of action and thought)
- 5 SENSE OF BELONGING (feeling that others care about me)
- 6 SOCIAL ORDER (stability of society)
- 7 AN EXCITING LIFE (stimulating experiences)

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values -1	not important 0	1	2	important 3	4	5	very important 6	of supreme importance 7
----------------------------------	-----------------------	---	---	----------------	---	---	------------------------	----------------------------------

- 8 POLITENESS (courtesy, good manners)
- 9 WEALTH (material possessions, money)
- 10 NATIONAL SECURITY (protection of my nation from enemies)
- 11 ___ RECIPROCATION OF FAVORS (avoidance of indebtedness)
- 12 ___ CREATIVITY (uniqueness, imagination)
- 13 ___ A WORLD AT PEACE (free of war and conflict)
- 14 ___ RESPECT FOR TRADITION (preservation of time-honored customs)
- 15 ___ SELF-DISCIPLINE (self-restraint, resistance to temptation)

- 16 ___ PRIVACY (the right to have a private sphere)
- 17 ___ FAMILY SECURITY (safety for loved ones)
- 18 ___ SOCIAL RECOGNITION (respect, approval by others)
- 19 ___ UNITY WITH NATURE (fitting into nature)
- 20 ___ A VARIED LIFE (filled with challenge, novelty and change)
- 21 ___ WISDOM (a mature understanding of life)
- 22 ___ AUTHORITY (the right to lead or command)
- 23 ___ TRUE FRIENDSHIP (close, supportive friends)
- 24 ___ A WORLD OF BEAUTY (beauty of nature and the arts)
- 25 ___ SOCIAL JUSTICE (correcting injustice, care for the weak)
- 26 ___ “(name of the interviewee ethnic group)” IDENTITY (feeling a member of “ethnic group” people)

* * * * *

VALUES LIST II

Now rate how important each of the following values is for you as a guiding principle in YOUR life. These values are phrased as ways of acting that may be more or less important for you. Once again, try to distinguish as much as possible between the values by using all the numbers.

Before you begin, read the values in List II, choose the one that is most important to you and rate its importance. Next, choose the value that is most opposed to your values, or--if there is no such value--choose the value least important to you, and rate it -1, 0, or 1, according to its importance. Then rate the rest of the values.

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

opposed to my values	not important			important		very important	of supreme importance	
-1	0	1	2	3	4	5	6	7

- 27 ___ INDEPENDENT (self-reliant, self-sufficient)
- 28 ___ MODERATE (avoiding extremes of feeling & action)
- 29 ___ LOYAL (faithful to my friends, group)
- 30 ___ AMBITIOUS (hard-working, aspiring)
- 31 ___ BROADMINDED (tolerant of different ideas and beliefs)
- 32 ___ HUMBLE (modest, self-effacing)
- 33 ___ DARING (seeking adventure, risk)
- 34 ___ PROTECTING THE ENVIRONMENT (preserving nature)
- 35 ___ INFLUENTIAL (having an impact on people and events)

- 36 ___ HONORING OF PARENTS AND ELDERS (showing respect)
- 37 ___ CHOOSING OWN GOALS (selecting own purposes)
- 38 ___ HEALTHY (not being sick physically or mentally)
- 39 ___ CAPABLE (competent, effective, efficient)
- 40 ___ ACCEPTING MY PORTION IN LIFE (submitting to life's circumstances)
- 41 ___ HONEST (genuine, sincere)
- 42 ___ PRESERVING MY PUBLIC IMAGE (protecting my "face")
- 43 ___ OBEDIENT (dutiful, meeting obligations)
- 44 ___ HELPFUL (working for the welfare of others)
- 45 ___ ENJOYING LIFE (enjoying food, sex, leisure, etc.)
- 46 ___ DEVOUT (holding to religious faith & belief)
- 47 ___ RESPONSIBLE (dependable, reliable)
- 48 ___ CURIOUS (interested in everything, exploring)
- 49 ___ FORGIVING (willing to pardon others)
- 50 ___ SUCCESSFUL (achieving goals)
- 51 ___ CLEAN (neat, tidy)
- 52 ___ SELF-INDULGENT (doing pleasant things)
- 53 ___ “(name of the majority group)” IDENTITY (feeling a member of “majority group” people)

Questions F: Subjective Well-being short scale (5 items from Diener)

Our final items concern how you feel about your life. Please tell me the extent to which you think the following are true or false using a 5-point scale (where 1 is ‘absolutely false’ and 5 is ‘absolutely true’).

Use to illustrate if required: (Absolutely false 1 2 3 4 5 Absolutely true)

1. In most ways my life is close to ideal
2. The conditions of my life are excellent
3. I am satisfied with my life
4. So far I have got the important things I want in my life
5. If I could live my life again, I would change almost nothing