

Technical Report 2015

Background, methodology, fieldwork and data
Benefits of Gender Equality through Infrastructure
Provision (BGEIP): an EU-Wide survey

Country codes

Country of the survey	Country code
Austria	AT
Belgium	BE
Bulgaria	BG
Croatia	HR
Cyprus	CY
Czech Republic	CZ
Denmark	DK
Estonia	EE
Finland	FI
France	FR
Germany	DE
Greece	EL
Hungary	HU
Ireland	IE
Italy	IT
Latvia	LV
Lithuania	LT
Luxembourg	LU
Malta	MT
Netherlands	NL
Poland	PL
Portugal	PT
Romania	RO
Slovakia	SK
Slovenia	SI
Spain	ES
Sweden	SE
United Kingdom	UK

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1. Introduction

This document presents the methodological work of the first survey conducted in the 28 countries of the EU with the aim of collecting direct information on the level of well-being that public infrastructure provides to European residents. The survey was conducted by the European Institute for Gender Equality, EIGE, within the framework of the project *Benefits of Gender Equality*, BGE, launched in 2012 and the later study was carried out by a research group led by the University of Murcia, Spain.

The theoretical framework of this study lies on the well-being theory, which started being developed in the late 20th century and early 21st century. It replaced the prevailing perspective of the mid 20th century, according to which the progress and development of countries were indicators of their economic development, measured by macroeconomic variables such as GDP and per capita income. Well-being theories argue that people and their capabilities, instead of economic growth alone, should be the ultimate criteria for assessing the development of a country.

This is the rationale underlying the European *Beyond GDP initiative*¹, whose main objective is to develop indicators that are as clear and appealing as GDP, but more inclusive of environmental and social aspects of progress and to address global challenges of the 21st century, such as climate change, poverty, resource depletion, health and quality of life.

Thus, European residents' well-being is becoming a goal for many governments of developed countries, in general, and the EU, in particular. The challenge is to find a method for measuring well-being and generating indicators, which is one of the methodological challenges of this work as well.

According to the last century's prevailing theories, expenditure on public infrastructure is related to investments in physical capital, and its convenience is assessed in terms of productivity or rate of return. Therefore, infrastructure generating economic production and consumption is prioritized, while infrastructure related to care of people is not as frequently financed because it is regarded as unproductive in terms of GDP and as a part of the private sphere.

Nevertheless, as the new paradigm of European development pretends to be based on the Beyond GDP initiative, all European policies, including public infrastructure policies, must aim at improving the well-being of the population, rather than its economic development. Subsequently, such actions must be analysed and assessed based on their ability to provide well-being. Public infrastructure is one of the main issues involved in European policy, as well as in the budget, and it belongs to the European regional policies mainly covered by the DG Regio and also by the DG Move.

¹http://ec.europa.eu/environment/beyond_gdp/background_en.html.

Public infrastructure, usually embedded in the concept of urban policies or urban planning, has not been traditionally studied from the well-being perspective. However, infrastructure is crucial for meeting European residents' structural needs, such as public centres where the dependants can be taken care of so that their relatives can enter the labour market and enjoy their leisure time; access to public transport to go to work or engage in social relationships; well-lit pedestrian paths generating personal autonomy and freedom, etc. All this is determinant for high well-being levels.

Additionally, by the provision for such structural needs, a new socio-economic model with no gender differences is promoted (Hayden, 1981; Borderías and Carrasco, 1994).

As a crosscutting issue and integral to every area of work, rather than a stand-alone matter, gender equality is closely intertwined with substantive policy sectors, particularly those revolving around social policy, justice, employment and economic policy. Gender mainstreaming has brought people to the centre of policy making across sectors. In return, gender mainstreaming has provided gender-equality policies with wider reach and impact. Sectoral policies benefit from gender mainstreaming because it broadens knowledge about inequality and different population needs, allowing for better targeted policy-making.

The methodology used here combines two well-being theories: the Capability Approach, CA, which determines the extent to which public infrastructure has an impact on the capabilities that are the base of human dignity; and the subjective point of view of the Subjective Well-Being theory, SWB. This methodology is also applicable to every public policy because it examines the coverage of the policy, the extent of capability development and satisfaction levels.

The research topic of this study starts from the following exploratory hypotheses that will serve as "basic propositions" in our research (Halperin & Heath, 2012):

- The approach by which the development of countries is measured by their economic development is being replaced by the theories focusing on the population well-being as the real measure of progress.
- The CA and SWB theories advise to study the effects of public policy on the well-being of men and women, as they consider that the economic and social development must focus on everyone's capability development, satisfaction and life quality.
- CA and SWB are a set of conceptual tools that have proved to be able to achieve significant improvements when turning theory into practice, or when turning institutional discourse into policies, plans and programmes.
- Infrastructure is key to meeting citizens' structural needs and well-being, providing citizens with the structural conditions that promote a new socioeconomic model with no gender differences.
- As in other fields, removing the disadvantaged position of women means greater equality in opportunities and results in the sphere of infrastructure too. Policies on public

infrastructure are crucial in changing the current gender division of labour and fostering social rights.

- Previous research points out that differences between men and women derive from their roles. However, most of that research focuses only on gender, ignoring the roles played by citizens.

The main aim of this work is to construct indicators for making the right choices to foster the well-being of men and women and the development of male and female roles. To this end, a survey is conducted to collect the necessary data.

This report is based on the following survey documents and data provided by EIGE:

- Data subsets in a spss format for each MS collected using Qrel; the data for each member state will be entered using the same spss data map.
- Initial sample files for each MS in a spss format based on Qre2. The data structure for some member states will be different depending on their methodological approach (number of callbacks, how non-response is defined).
- Technical report for each MS; Sampling and CATI reports submitted by contractors prior to the launch of the survey.
- All the documentation circulated to guide and facilitate the survey (Guiding principles for the data collection and processing, Frequently asked questions and answers, Interviewer guidelines).
- Final versions of the translated questionnaire.
- Pre-test documentation and files, including the pre-test reports and the versions of the questionnaire used in the pre-test.

By measuring the gender impact in this theoretical, empirical and segmented way, this study aims to contribute, not only to filling the research gap, but also to offering a tool able to help scholars and policy makers to better understand citizens' needs and plan a more efficient and balanced allocation of public resources.

This report is divided into nine chapters. The first chapter presents the theoretical and methodological framework, as well as the objectives and hypotheses. Next, the survey development is described in relation to the theoretical framework and the elaboration process. The methodology chapter describes the whole sample selection process, sampling methods, sample design and data collection process, highlighting the methods for reaching the population under study and the key requirements for collecting quality data. The chapter on briefing explains the training of the interviewing staff, team coordination and some strategies implemented during the interview. Chapter VII, Fieldwork Procedure, describes how the data were collected and delivered and establishes the stratification criteria followed

by the national coordinators; the interview duration, explaining why the shortest and longest calls were excluded; the estimation of the response rate by country; and the techniques for quality control. Chapter VIII, Statistical Analysis, describes the necessary steps prior to the statistical analyses, such as database debugging, and examines missing values and filter questions. Preliminary descriptive analyses are also conducted and weightings are presented. Finally, Chapter IX describes income and income distribution and the system of Context Indicators.

As for the annexes, Annex 1 includes the questionnaire “Benefits of Gender Equality by Spending on Public services” addressed to the 28 countries of the EU. The second annex presents the tables with the information concerning data quality, reliability, validity and robustness, as well as descriptive analyses.

- Firstly, results of normality and homocedasticity tests are provided in order to evaluate the suitability of parametric methods to analyse the data. That is, the underlying assumptions of parametric analyses are verified.
- Secondly, Cronbach’s Alpha and corrected item-total correlation of the multi-item scale Q12 are provided to ensure the reliability of the measure. Additionally, correlations among constructs are provided showing an expected pattern in order to evaluate the validity of the collected data.
- Thirdly, this annex includes the modification in the parameters when outliers are eliminated. Both the parameters with and without the outliers are provided so they can easily be compared.
- Finally, this study provides for metric variables descriptive parametric and non-parametric statistics and for categorical variables other important descriptive statistics (basic frequencies).

Annex 3 includes information on the distribution of the population of every country by gender, age, labour status and areas (rural vs. urban).

Annex 4 contains the System of Context indicators for each country, this is, the elementary macro indicators taking into account:

- Income and Income distribution
- Labour Market
- Gender Equality
- Violence against women
- Health
- Public Expenditure in:
 - Transport
 - Social Policies
 - Health
 - Culture
 - Environment
- Crime and Corruption Environment expenditure as a % of GDP

2. Theoretical framework

The prevailing economic model of the mid 20th century has measured the development and progress of countries by their economic development. Economic growth was the main criterion for assessing society development and designing public policy strategies based on the idea that the quality of life improves with increased GDP or per capita income.

However, the precept that the GDP growth is the main goal of societies has been put into question since the late 20th century and the early 21st century.

The first initiative in changing the measure of development was led by the UNPD in 1990 with the Human Development Index². The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The named initiative was supported by the OECD³ with the Better Life Index⁴.

In the EU context, the European Commission, European Parliament, Club of Rome, OECD and WWF hosted the high-level conference "Beyond GDP"⁵ in 2007. The objectives were to clarify which indices are most appropriate to measure progress, and how these can be best integrated into the decision-making process and taken up by public debate.

The Beyond GDP initiative⁶ is about developing indicators that are as clear and appealing as GDP, but more inclusive of environmental and social aspects of progress. Economic indicators such as GDP were never designed to be comprehensive measures of prosperity and well-being. Adequate indicators are needed in order to address the global challenges of the 21st century such as climate change, poverty, resource depletion, health and quality of life.

In August 2009, the European Commission released its road map, the Communication "GDP and beyond: Measuring progress in a changing world". The Communication outlines an EU roadmap with five key actions to improve our indicators of progress in ways that meet citizens' concerns and make the most of new technical and political developments.

Thus, European residents' well-being is becoming a goal for many governments of developed countries in general, and the EU in particular.

According to the model pursued by the European Union, human development and achievements must be measured by considering European population' living standards, well-being, equality and capability development. Consequently, European governments are now more willing to assess European population' well-being in order to make decisions that have a positive impact on the development of capabilities and satisfaction levels.

² <http://hdr.undp.org/en/content/human-development-index-hdi>.

³ <http://www.oecd.org/statistics/better-life-initiative.htm>.

⁴ <http://www.oecdbetterlifeindex.org/#/111111111111>.

⁵ A brief conference summary is available for download, and more details may be found under 2007 conference.

⁶ http://ec.europa.eu/environment/beyond_gdp/background_en.html.

Public infrastructure expenditure requires big efforts in European policy performance as well as a large share of the EU budget.

Infrastructure is the material support of not only the part of our life in which public spaces and services are used, but also of communications, the environment, housing or the economic activity serving a country, city, or area⁷. It refers to the fundamental facilities and systems including the services and facilities necessary for its economy to function⁸. It typically characterises technical structures such as roads, bridges, tunnels, water supply, sewers, electrical grids, telecommunications, and so forth, and can be defined as “the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions.”⁹.

Infrastructure can be broadly defined as long-term physical assets that operate in markets with high barriers to entry and enable the provision of goods and services¹⁰.

There is a distinction between physical and social infrastructure¹¹.

A **physical infrastructure**¹² consists of a broad array of systems and facilities that house and transport people and goods and provide services. Among other things, this infrastructure includes transportation networks, including roads, airports, rail, and mass transit; housing; federal buildings and facilities; and postal and telecommunications services.

A **Social Infrastructure**¹³ is a subset of the infrastructure sector and typically includes assets that accommodate social services. As set out in the table below, examples of Social Infrastructure Assets include schools, universities, hospitals, prisons and community housing. Social Infrastructure does not typically extend to the provision of social services, such as the provision of teachers at a school or custodial services at a prison.

⁷ <http://dictionary.reference.com/browse/infrastructure>.

⁸ Sullivan, Arthur; Steven M. Sheffrin (2003). Economics: Principles in action. Upper Saddle River, New Jersey 07458: Pearson Prentice Hall. p. 474. ISBN 0-13-063085-3.

⁹ Fulmer, Jeffrey (2009). "What in the world is infrastructure?". PEI Infrastructure Investor (July/August): 30–32.

¹⁰ <http://www.nzsif.co.nz/Social-Infrastructure/What-is-Social-Infrastructure/>.

¹¹ There are other criteria to classify infrastructure: “Hard” infrastructure refers to the large physical networks necessary for the functioning of a modern industrial nation, whereas “soft” infrastructure refers to all the institutions which are required to maintain the economy, health, and cultural and social standards of a country, such as the financial system, the education system, the health care system, the system of government, and law enforcement, as well as emergency services. Niskanen, William A. (1991). The soft infrastructure of a market economy, Cato Journal, 11, No. 2.

¹² http://itlaw.wikia.com/wiki/Physical_infrastructure.

¹³ <http://www.nzsif.co.nz/Social-Infrastructure/What-is-Social-Infrastructure/>.

Both performances are embraced by the European Regional Policy, which depends mainly on the DG Regio and Urban and its budget¹⁴, and the DG Move to a lesser extent.

The European Regional Policy is funded by the Structural Funds and the Cohesion Fund (CF)¹⁵ which together finance a wide range of economic and social activities covering projects on transport and environment contributing to regional development carried out in the Member States by national, regional and local government. The European Regional Development Fund (ERDF), which since 1975 has provided support for the creation of infrastructure and productive job-creating investment, mainly for businesses, is part of the Structural Funds with the European Social Fund (ESF), set up in 1958. Both contribute to the integration into working life of the unemployed and disadvantaged sections of the population, mainly by funding training measures. Other funds are the Instrument for Pre-Accession Assistance (IPA), which helps candidate countries to develop transport networks and improve environmental infrastructure, and the European Union Solidarity Fund (EUSF).

Additionally, the new pluriannual financial framework 2014-2020 was approved by the Council in December 2013, following the European Parliament's consent. Overall, the reformed cohesion policy will make available up to € 366.8 billion to invest in Europe's regions, cities and the economy. The new EU spending programmes define spending priorities that are targeted to sustainable growth, jobs and competitiveness in line with the EU strategy Europe 2020. Though mentioning inclusiveness, there is no specific reference to gender. However, the mid-term review of the Strategy for equality between women and men (2010-2015)¹⁷ reports a commitment to mainstream gender in the ESF and ERDF, committing to promote gender equality in the preparations of the 2014-2020 cohesion policy programming period.

On 6 October 2011 the Commission adopted the Cohesion Policy 2014-2020, legislative proposals for the period 2014-2020 that included the Urban Development Platform and Innovative Actions on sustainable urban development. Although aiming at fostering integrated urban policies to enhance sustainable urban development, there is no mention of the gender dimension. It proposes integrated investment strategies, through the ERDF to tackle the economic, environmental, climate and social challenges of the urban areas (Art. 7, paragraph 1 of the proposed ERDF regulations). It also proposes that EU Member States should seek to use the European Social Funds (ESF), in synergy with the ERDF, to support measures related to employment, education, social inclusion and institutional capacity, aligning them with Europe 2020, in order to maximise the impact and effectiveness of cohesion policy with the Union strategy for smart, sustainable and inclusive growth.

¹⁴ For the period 2007-2013, the budget allocated to regional policy amounts was around €348 billion, comprising €278 billion for the Structural Funds and €70 billion for the Cohesion Fund. This represented 35% of the Community budget and was the second largest budget item.

¹⁵ The Cohesion Fund aimed to speed up economic, social and territorial convergence in 1994.

¹⁶ 11791/7/13.

¹⁷ SWD (2013) 339 final.

In the framework of last century's prevailing theories, expenditure on public infrastructure is related to investments in physical capital and its convenience is assessed in terms of productivity or rate of return. Therefore, infrastructure generating economic production and consumption is prioritized, and that related to care of people¹⁸, is not financed as often because it is regarded as private and unproductive.

Nevertheless, as the new paradigm of European development pretends to be based on the Beyond GDP initiative, such performances must be analysed and assessed based on their capacity to provide well-being.

Public infrastructure, usually embedded in the concept of urban policies or urban planning, has not been traditionally studied from the well-being perspective. However, infrastructure is crucial for meeting European residents' structural needs, such as public centres where the dependants can be taken care of so that their relatives can enter the labour market and enjoy their leisure time; access to public transport to go to work or engage in social relationships; well-lit pedestrian paths generating personal autonomy and freedom, etc.

Additionally, by the provision for such structural needs, a new socio-economic model with no gender differences is promoted (Hayden, 1981; Borderías and Carrasco, 1994). In this line, Bofill (2012) suggests that urban planning must take into account not only the needs derived from paid work, but also from unpaid work, education, leisure, physical and mental health, or personal autonomy, among others. In gender mainstreaming, local well-being must include a thorough reflection on women's role and activities when redefining urban space (Macchi, 2006; Johnson and Miles, 2014; Gunluk-Senesen et al., 2014).

Therefore, this policy area offers the possibility to include the gender dimension through a gender mainstreaming approach, horizontally, throughout all the projects in line with its aim to achieve more inclusive results for a sustainable urban development. In addition to this, the connection of the Urban Development Platform and Innovative Actions on sustainable urban development, as included in the Cohesion Policy 2014-2020, to the objective of the Europe 2020 strategy will support the achievement of its objectives and targets.

Gender mainstreaming in infrastructure analysis started in the USA with Dolores Hayden's works (1981, 1984). She is the pioneer in this field, as she pointed out the existing crisis in the prevailing model of infrastructure provision and urban planning. Her solution was to combine the concepts of work and household, and to study the city bearing in mind social, economic and physical changes. She focuses her analysis on the relationship between daily life (child-rearing, access to public space, public transport) and the existing public infrastructure spaces

¹⁸ A remarkable exception is found in the European Project Barcelona Target. Structural Funds have supported action to reach the Barcelona objectives as highlighted in a report of the Status quo of the Barcelona target conducted by the Commission (European Commission, 2013b). European Commission (2013b) Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. DG Justice. Barcelona objectives. The development of childcare facilities for young children in Europe with a view to sustainable and inclusive growth.

and provision. She suggests the idea of “domesticating urban space” (Hayden, 1984) and creating innovative institutions that link public and private spaces¹⁹.

Despite the invisible impact on well-being and the supposedly neutral and universal character of public infrastructure, these first studies reveal that it is necessary to mainstream gender in this field, paying attention to the following considerations:

- Women live and experience the city more than men, as women use urban public space more to develop the daily tasks of household management (Bofill, 1998).
- Women’s excessive workload because of their different roles: reproduction, production and community (EGGE, 2009).
- Women’s limited voice in the decision making given their limited control in productive resources as well as the small share of women in high-responsibility posts (Dahlerup, 2007).
- Due to cultural factors and male preponderance in transportation, women often suffer from little or no mobility (Miralles-Guasch, 2010; Miralles-Guasch and Martínez Melo, 2012; Fitzgerald and Michie, 2001).
- Safety mostly affects women (Morrell, 1998) and is related to maintenance and control measures that have been overlooked when designing public infrastructure (Massolo, 2005).

Public infrastructure planning must take into account the above-mentioned considerations. Men and women have different obligations, opportunities, needs and interests. This insight must be implemented to ensure a positive impact on all members of a community as well as the full effectiveness and sustainability of the project. Therefore, infrastructure planning from a gender perspective implies the construction of a society that allows for the efficient use of human resources and for the enhancement of the well-being of men and women and considering both the male and female roles. Otherwise, the distribution of well-being would be unjust, the role division would persist and women’s talent and potential would be undermined, putting European birth rate at risk²⁰. Thus, from the perspective of use, people’s well-being and the provision for individual and collective needs, it is a must to mainstream gender in infrastructure decision-making processes.

There is a great number of considerations to be taken into account. For instance, are nursery schools and centres for the dependent as useful for men as for women?; are men and women equally affected by the unavailability or low access and quality of these services when engaging in working or social activities?; if there was enough investment in these services, would the current gap between unemployed men and women be bridged?; does transport guarantee the access to work, markets, nursery schools, hospitals, recreational areas, schools or centres for the elderly to the same extent?; are these centres well connected to residential

¹⁹ Following Hayden, see Bofill, 1981; Ferrer, 2003; Sánchez de Madariaga, 2004; Lasao, 2006, among others.

²⁰ Alarcón et al., 2015.

areas?; is access to private transport equal to men and women?; are there any gender gaps in the most expensive infrastructure, such as highways, high-speed trains or airports? There is no doubt that these are very important infrastructure in the economic development of a country but first (Lasaosa, 2006), it is necessary to guarantee collective transport systems that equally benefit men and women. Besides, the impacts of such investments from a gender perspective must be analysed in order to balance them either by policies that promote women's empowerment in these areas so that they become beneficiaries, or by investments in other areas in order to compensate inequalities.

Gender mainstreaming in infrastructure planning implies leaving aside the perception that infrastructure is neutral and universal. On the contrary, it can be debated whether men and women make the same use of infrastructure and whether they are addressed to the female or male roles. Thinking about the gender of nurseries, sports centres, street lighting or parks means wondering about when, how and why they are used by men and women and whether that use belongs to the public/productive sphere or the private/reproductive one. The answer will determine if the infrastructure is equally useful to men and women and to both roles, and whether the impact on the well-being is the same regardless of gender (Alarcón and Colino, 2011; Alarcón et al., 2012; Alarcón and Colino, 2013; Alarcon et al., 2015).

Therefore, gender mainstreaming in the first stages of infrastructure projects (identification and planning) is crucial because it is on these stages that the concept and the structure are defined. Otherwise, if this approach is ignored, the project is unsuccessful and the correction of resulting deficiencies in later stages is hampered (Guixé, 2003).

Significant progress has been made in line with the European initiative Beyond the GDP: connecting public policies and well-being, and identifying the human capabilities developed and satisfaction levels attained by such policies.

This work aims at making progress in connecting infrastructure provision from a gender perspective with the different well-being theories.

Actually, our previous studies (Alarcon and Colino, 2013; Alarcon, 2015) showed that the infrastructure that most determine gender inequality in well-being are those related to caretaking services for children and the dependent²¹. Note that four infrastructure are directly related to caretaking, which is linked to the female role (Via Clavero et al., 2010). Urban public spaces, such as streets, parks and markets, also affect the articulation of individual and collective lives, and hence European men and women's well-being.

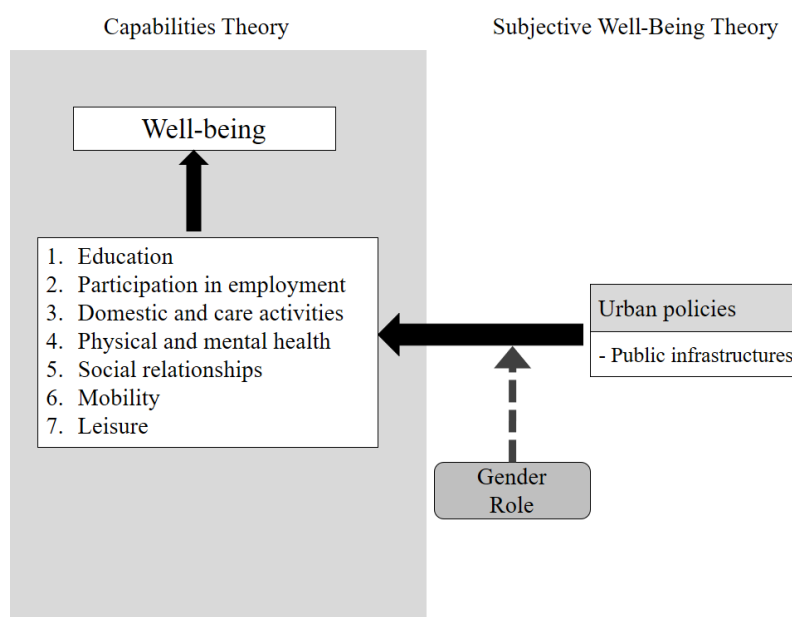
Our methodology consists in the assessment of public infrastructure based on the Capability Approach theory, CA, and the Subjective Well-Being theory, SWB. This way it can be determined the extent to which public infrastructure have an impact on the capabilities, which are the basis of human dignity, according to Sen (1980) and Nussbaum (2012). Additionally, the life satisfaction index of the SWB is also used. Attempts of measuring subjective well-

²¹ In this previous study, a qualitative technique is used in order to obtain the starting data.

being –at a local level- based on life satisfaction can be found in Bernini et al. (2013) and D’Emilione et al. (2015), among others.

As shown in Figure 1, the conceptual model developed here is original since it is a combination of both SWB and CA theories. Based on the CA theory, 7 capabilities²² are identified and, based on the SWB theory, a subjective indicator of well-being is used. This allows for the use of indicators that provide direct information on well-being, satisfaction level of the individual and collective needs and freedoms they might enjoy by asking directly to the citizens instead of using a theoretical perspective.

Figure 1.1 Conceptual model



Our methodological proposal is to reconcile both approaches into one general model in order to assess the impact of the improvement of infrastructure in Europe on the different capabilities and the subjective well-being. In other words, in our model CA and SBW are not rival concepts but complements of each other. One interesting antecedent of this model is the work by Muffles and Heady (2013), who showed that increases in basic capabilities, like the human, social and cultural capital, improve subjective and objective well-being among citizens of Britain and Germany using a longitudinal panel data.

²² The list elaborated by Nussbaum (2012) and Robeyns (2005) has been shortened to a total of 7 capabilities, as a consequence of the survey process, which will be explained under the paragraph “Principal changes to the questionnaire following the pretest. Part C”, page 22.

To implement the CA in our methodology, Nussbaum (2009) and Robeyns (2005)²³ guidances have been followed, and a list of seven capabilities has been created. The respondents of the survey had to assess the impact of the infrastructure under study on each of these capabilities. It has been determined which infrastructure promote which capabilities through the statistical analyses of these variables.

To implement the SWB theory, and following Veenhoven (1991, 1996)²⁴, EU residents were asked directly about their experienced well-being by using the methodology and model questions of the SWB theory (Rojas, 2012). In this sense, the direct questions in the survey provide direct observations on the well-being concept and its measurement.

Well-being theories advise to analyse the effects of public policies on the capability development, the objective and subjective quality of life and the level of satisfaction. This work supports an analysis from an individual perspective but takes into account an objective and a subjective approach that pursues a sustainable and equitable model.

The reasoning behind is that men and women have different duties, opportunities, roles, needs and interests related to reproduction, production and community.

In keeping with this, urban policies have different impacts on mothers and non-mothers or non-caregivers because they have different needs. But how are these needs different? To what extent are they met? Is well-being guaranteed in both cases? Are there any gaps between the needs of men and women, mothers and fathers, caregivers and non-caregivers? Is well-being safeguarded to the same extent? Where are the gaps resulting from infrastructure? What should be done to balance the existing differences?

The objective of this study is to contrast these assumptions by providing information on the way infrastructure affect European residents' well-being from an objective, CA, and subjective, SWB, approach. Data collection from the EU-28 will allow to identify differences in the evaluation of the infrastructure based on both gender (male vs. female) and role (father-mother/caregivers vs. non-caregivers) in Europe as a whole.

Regarding infrastructure, Sen (2009) warned that urban planning is a little researched field but really meaningful to the capability approach. Moreover, as suggested by Irish (2014)²⁵, although conventionally, urban and environmental policy is in a separate category than social and cultural policy and rarely appears at all. Yet all four are essential to human well-being.

²³ Robeyns, Ingrid. (2005) The Capability Approach: a theoretical survey, *Journal of Human Development*, 6 (1): 93-114.

²⁴ Veenhoven, R. (1991) Questions on Happiness: Classical Topics, Modern Answers, Blind Spots, in F. Strack, M. Argyle, and N. Schwarz (eds.) *Subjective Well-Being. An Inter-disciplinary Perspective*, London: Pergamon Press, 7-26; Veenhoven, R. (1996) Developments in Satisfaction Research, *Social Indicators Research*, 37: 1-45.

²⁵ Irish, Aiden J. (2014) "An Ethos of Sustainability: Integrated Sustainability for Urban Development," *International Journal of Undergraduate Research and Creative Activities*: Vol 6, Article 1.

Following this theory, Villota et al. (2009)²⁶ suggest the need of recognizing the differentiated situation of men and women in relation to their well-being and capability development when it comes to deciding on public policies.

²⁶ Villota, Paloma, Jubeto, Yolanda and Ferrari, Ignacio (2009) *Estrategias para la integración de la perspectiva de género en los presupuestos públicos*, Instituto de la Mujer, Madrid: Ministerio de Igualdad.

3. Questionnaire development

The questionnaire, the methodology and the guidelines for the Europe-wide research “Estimation of the costs and benefits of mainstreaming gender into the expenditures in public infrastructure” were provided by a research team from the University of Murcia²⁷ to the EIGE, and then by the EIGE to the EIGEnet. EIGEnet was in charge of the data collection and processing. The information was collected via a telephone-based survey addressed to the general population of the EU Member States.

In keeping with the proposed theoretical framework, the most important part of the questionnaire is that which includes the questions related to our methodology: the questions to implement the CA (Part C) and the SWB (Part D). Part E is also highly important because the questions (Q14-20) deal with the gender roles, caring activities and time use.

Additionally, Part B aims at determining the levels of importance, access and satisfaction given to public infrastructure by European population, obtaining objective and subjective information on this issue.

The questions on importance, access and satisfaction were asked in relation to the nine infrastructure in Q10, but also in relation to cultural centres for activities and workshops and gyms and other centres for workout and play. This question was used to prospect for further research projects.

The remaining questions are related to the stratification criteria of the sample as well as to conventional demographic information, such as income, education or labour status (Part A and Part E Q21-Q22).

The implementation of the CA into the questionnaire is focused on the formulation of item Q10, in which respondents relate capabilities to infrastructure by rating the importance of the infrastructure in the development of each of the capabilities. This question is made up by 7 sub-items corresponding to the 7 capabilities shaping well-being in line with the CA. The selected capabilities are education, employment, care and domestic activities, health, social relationships, mobility and leisure.

The following 9 infrastructure were selected for the analysis²⁸:

²⁷ The research group is called Fiscal Observatory of the University of Murcia. FOSUM, and is led by Prof. Dr. Gloria Alarcón García.

²⁸ This selection is based on previous analyses on the subject matter (Alarcón and Colino, 2012, 2013 and 2015) and this study studies not only the physical infrastructure – sidewalks and pedestrian paths, parks and green areas and street lights- but the social infrastructure – nursery schools, health services and medical centers, centers for elderly and dependent people and public transport..

- Nursery schools (less than 3 year olds)
- Nursery schools (3 year olds to mandatory school age)
- Health services and medical centres
- Centres for the elderly (nursing homes, day centres)
- Centres for people with long-term disabilities
- Sidewalks and pedestrian paths
- Parks and green areas
- Public transport (local trips, daily commuting)
- Street lights in your residential area

By analysing the extent to which infrastructure help develop each capability, the impact of infrastructure planning and performance on each capability can be assessed. A well-being aggregated index can be also constructed by the sum of the capabilities developed by each infrastructure.

EIGE decided that only respondents that had had a direct experience with each infrastructure for the last 10 years could answer this question. The advantage is that responses are the result from direct experience judgements. But the setback is that certain infrastructure have been assessed by very few respondents, bringing about a large number of truncated data.

Questions Q11, Q12 and Q13 are related to the implementation of the SWB in our methodology. They are standard questions set by the theorists of this approach. Q11 asks about the level of satisfaction with several life domains, which are closely related to the capabilities analysed in the CA section. This allowed the research to connect both theories from the methodological perspective. Q12 and Q13 reveal the level of life satisfaction. Q12 allows for modulating the degree of satisfaction with certain aspects, while Q13 asks in just one question on the level of life satisfaction in general, which allows to generate an index per individual for more complex econometric analyses.

As our theoretical framework intends to assess the impact of infrastructure on the well-being of men and women and specially on the development of the female and male roles, the aforementioned sets of questions plus the section relate to dependents and time use can determine whether the assessment of capabilities and SWB varies with the caregiver role and time use of the respondents.

The EIGENet's partners involved in the fieldwork and data collection had to respect all requirements expressed in the instructions of the contract, including the implementation of minimum quality standards.

EIGE contacted EIGENet's partners for the fieldwork, validation and debugging of the data matrices, elaboration of SPSS files and description of important results (marginal totals, contingency tables with absolute terms and vertical and horizontal percentages...).

3.1. The process

The questionnaire was translated into every national language of the 28 Member States.

All necessary information (data, metadata and paradata) was stored in a comprehensive fashion, best supported by a relational database management system (SPSS) that allows for easy access and optimal support for the analysis-report step.

After the translation of the questionnaire, there were discussions between EIGE and EIGEnet concerning the wording of some of the questions. The main opinion of the national coordinators was that the questionnaire was very complex and represented a research framework rather than an interview instrument. In order to simplify the structure of some of the questions before the pilot stage, some changes were introduced based on three main issues regarding the structure of the questions:

- a) The interviewers will not be able to use this structure as a guideline – they will need to rework the [insert services] questions to make them work in the interview;
- b) The respondents will have difficulties following the multi-layered structure of relationships that these questions represent (e.g., Q8: think of X – which is ABC – how important is Y to X – give evaluation on 10 levels of relevance – agree that X in fact is Z);
- c) The questions are very compact.

Examples:

1. Flow problems to reduce interviewers' workload:

For instance, the definition of 'dependant person' was introduced in the first part of the question Q5: 'Have you, or a person who depends on you (such as a child or an elderly parent), used in the last ten years ...'

2. Reducing complexity to enhance perception of the spoken language, informing the respondents of what is going to happen. For instance, in the introductory part of Q8, respondents are informed that various aspects of well-being will be discussed. Complex long structures were divided into several sentences, and definitions should refer to respondents' experience and characteristics, rather than to dictionary definitions (not 'the ability' but 'your ability').

After this process, a pilot stage of the survey was carried out.

Some guidelines for the pre-test:

1. The table at the end of FAQ2 includes the information on the number of the Pre-test interviews to be conducted for each country (last column). There are no specific quotas to be attained but it is important that respondents of different demographic backgrounds are interviewed, on the assumption that people of any experience can interpret and respond to the questionnaire.
2. It is important that a randomized selection process was used to select the respondents and that phone interviews were conducted already at this stage, which gave to researchers invaluable information on aspects such as response rate and authentic, spontaneous reactions of the respondent to the questionnaire/study.
3. The pre-test interviews had to be conducted by the most experienced interviewers; in providing their feedback, they had to reflect their own experience with the questionnaire and the respondent/respondents' reactions and responses to the questionnaire.
4. The results of this pre-test allow to evaluate the questionnaire, how it works in different cultures/languages, and to identify problems and propose solutions for further improvement of the questionnaire. Please report on these and other aspects that you deem important& if possible, propose concrete changes/solutions:

The procedures associated with the questionnaire (introduction, important information to the respondent about the study), including response and completion rates (also if large variation detected in completion time or response patterns observed - what it might depend on).

Question sequence and layout (the placement of questions in the questionnaire, clear instructions for the respondent or interviewer).

Which questions and answers presented problems with regard to clarity, specificity, and simplicity. If and which questions were asked with interaction for clarification, e.g. requests to define term, to give examples, ask for meaning, hesitation...

National coordinators conducting pre-tests in more than one country are asked to deliver separate reports on each country; and national coordinators who conduct pre-tests in several languages within one country are asked to report the results for each language. This is important to this research the exploration of patterns in the way the questionnaire works across various European contexts.

Schedule of the Pre-test. The following steps of this process are specified below:

05-20/03: Set-up & briefing interviewers for the pre-test, pre-test, evaluation/analysis of pre-test results. Comment: the pre-test does not need to take place in one day.

23-24/03: Reporting/Sending the pre-test results to EIGE.

25/03-24/04: EIGE revises the feedback, and if necessary, makes changes to the master questionnaire.

Feedback of the national coordinators following the pre-test.

Principal changes to the questionnaire following the pretest

There were five main changes that affected the structure of the questionnaire:

- 1,2) The dimensions/topics of the 'community' and 'well-being' were removed.
- 3) The services that were deemed too abstract were narrowed down: 'pedestrian zones' to 'sidewalks and pedestrian paths'; 'public transport' to 'local and daily trips'; 'cultural and sports facilities' to 'centres/organizations where people can engage in artistic activities and exercise' (such as reading books, dancing, doing crafts, playing football); and lighting was narrowed down from 'local' to 'residential' area.
- 4) The introduction of "DK or refuse to answer" options in the whole questionnaire.
- 5) Finally, "numbers in between" to express intermediate levels in the scale were added to the questions.

The questionnaire consists of Introduction and PARTS A, B, C, D and E. The order of questions was changed in PARTS A, B and C. Next, the changes are explained following the main structure of the questionnaire.

Introduction

The introduction was shortened and rewritten. However, the national coordinators could additionally integrate the information below if they feel it is culturally appropriate and expected (alternatively, they could choose to provide this information if asked directly by the respondents).

- My name is [enter interviewer's name].
- The study is conducted on behalf of the European Institute for Gender Equality, the European Union agency.
- The answers you give to this survey will be used exclusively for research purposes and will be presented anonymously.

There were several concerns about the gender dimension in the questionnaire as misleading and confusing. In case the interviewers would be asked to clarify how the data will be analysed, they could answer in the following way:

- "The researchers will analyse how women and men attribute importance to various services similarly and differently".

PART A

Part A includes a new question (Q3); this is the only newly introduced question. Q3 enquires about the region (A) or whether the respondent is a resident of a member state (B). Question A or B is asked depending on whether the national coordinator is going to stratify based on region (A is asked in a member state) or not (B is asked in a member state). This question

ensures that the target population is being interviewed (i.e., residents of a member state). However, please adapt this question in relation to your methodology. That is, if you are among the member states that will ask Q3A, you could adapt this question by asking for a postal code (not region) if it is more convenient, as NUTS 2 regions are not meaningful units in several countries. Also, if you stratify on a regional level other than NUTS2 (e.g. NUTS1 or NUTS3), you will adapt the question accordingly to represent your methodology.

Please ask this question as a closed-ended question. When coding the regions please create a four-digit code for each region (0000). The first two digits will be the two-digit code of a member state and the last two digits will be the two-digit code for each region that will be assigned by you and reported to EIGE (starting from 01).

Q4 (previously Q3) was simplified because the scale used was not appropriate in some countries (number of residents in a settlement).

Q5 (previously Q4) on employment status was changed by introducing the explanation that only one status –the one regarded as their main employment status by a respondent- is to be registered in case the respondents have multiple roles. Also 'occupation' was replaced with 'employment status' as a more appropriate term.

PART B

This part evaluates the importance and quality of all the 11 services through 5 questions. Q6, Q7 and Q8 are asked to all the respondents; Q9A and Q9B are asked only to those who answered YES (1) to Q8. Part B now accommodates two questions that previously were in Part C: Q6 and Q9A, which formerly were Q9 and Q8.5.

Rearranged as Q6, former Q9 is supposed to be answered by all respondents regardless of their experience of using the services. Since the questionnaire was simplified by removing the dimension of well-being, this question now enquires about the importance of services in terms of a respondent's needs. Q6 includes the definition of 'public services'. The question is created to shape the expectations of the respondents so that they know the number of services under consideration. Highlighting the role of services in creating 'friendlier neighbourhoods' encourages individuals to think about 'importance' in more general and broader terms rather than about their most immediate needs.

Rearranged as Q9A (former Q8.5), it asks respondents to evaluate the safety of the services they use (whereas Q8.5 asked for their views on how important services are in making them feel safe/protected).

Finally, Q7 was accepted. It was a national coordinator's proposal to measure "access level" instead of "satisfaction with access level". In response to multiple pre-test feedback requests, the definition of "access" was added to the question.

Q8 was rewritten to make it more acceptable to native English speakers. It might be that it will not affect other versions in any way. Please verify.

PART C

PART C now consists of Q10 (former Q8), which covers only 7 domains (former version covered 9 domains). It was further simplified by evaluating the importance of only 9 services (instead of 11) and only if they had been used at some point during the last 10 years (only those who answered YES [1] to Q8 were asked).

The domains were redefined (participation in Education (in languages where this term alone does not include Training more generally, please enter EDUCATION and TRAINING), participation in employment, participation in domestic and care activities, physical and mental health, participation in social networks and associations, moving around independently, and leisure).

The dimensions that overlapped or caused confusion were deleted, such as 'gaining knowledge' and 'producing knowledge', which was redefined as 'gaining knowledge'; and confusing explanations were deleted.

Former Q8.5 (Safety and security) and Q8.9 (emotional integrity) was altogether deleted from the questionnaire. And former Q10 was introduced as Q11.8.

Most feedback expressed concerns about this question in yet another way: it was difficult to relate the domains and services. In response to these insights, the two services that were deemed least meaningful in relation to all the domains were removed altogether from this part (i.e., recreational services - sport and cultural facilities). Furthermore, it has been noticed in our tests that respondents, when asked about education, thought about seminars and courses offered by those services (rather than of their ability to take advantage of these learning opportunities because there are all these services that make their lives easier). Each domain therefore is now introduced giving examples of how the services could support them (i.e., by freeing their time, providing opportunities and creating a safe environment). This change worked very well: the connections immediately became apparent to respondents once this clarification was provided.

In several cases, it was reported that, for example, the respondents who 'do not work' could not answer Q10.2 (former Q8.2). Firstly, this resulted in rewording Q10 to use 'have been' tense. The formerly used 'is' form was confusing in that it was directing respondents to think about their current situations rather than their experience during the last 10 years. Secondly, the reasons why a respondent did not participate in, for example, employment may vary and it is very important to find out whether they consider poor provision of services as contributing to that. This question illustrates how the rationale works and could be asked if a respondent had difficulties to answer because they thought that the question does not apply to them: "Could you please think of whether the service did not enable sufficiently or prevented your participation anyhow (e.g., bad quality, poor accessibility). Also in this case, 1 means that the service has not been important at all and 10 means that it has been very important."

Importantly, this concern was present in only two reports. However, the problem might strengthen in this update of the questionnaire due to the definition of several domains in terms of participation (that is, education, employment, domestic and care activities, social networks and associations). Please instruct the interviewers to understand this question as measuring the importance of services in both facilitating and inhibiting certain domains.

There was one report stating that it was difficult to work without having the question specified with reference to each service. This might be related to scripting, more specifically to the amount of information an interviewer can see on the screen. For example, if the respondent did not use nurseries, the system might not show the question to the interviewer. Then not having the question specified for other services might become a problem. Please discuss with your subcontractor how these questions should be developed in relation to their CATI system.

- How important have [insert service] been for you to be able to participate in Education?
- How important have [insert service] been for you to be able to participate in Employment?
- How important have [insert service] been for you to be able to carry out domestic and care activities?
- How important have [insert service] been for you to take care of your physical and mental health?
- How important have [insert service] been for you to participate in social networks and associations?
- How important have [insert service] been for you to be able to move around?
- How important have [insert service] been you to be able to have leisure?

PART D

Changes to this part are minor. In Q11, they are aimed at reducing tensions that some of you reported within the answer options.

Q12 is part of the methodology standard in the well-being studies and was validated in 1985. I updated the passages inserting the original statements in English. Please verify whether these changes somehow affect your translated passages. You might consider referring to Ed Diner's *The Satisfaction with Life Scale*; the translation might exist in your language.

PART E

Q18 was changed to use the same terminology as elsewhere in the questionnaire. Q18 enquires about the time spent working at home (and this includes various domestic activities as well as care for children and other dependent people at home). Q19 and Q20 ask to specify

the part of time that respondents spent taking care of children and other dependent people. For consistency tests, Q19 and Q20 can be equal to Q18 but neither of them can be more than Q18; Q19 and Q20 are independent from each other (that is, theoretically they both can be equal to Q18, for example, if a respondent cares for a child and a dependent person in parallel). Q19 could be 0, even if a respondent answered 'Yes' to Q14. This would be the case when their dependent child does not live with a respondent and/or the respondent does not care for the child at home.

The sum of Q17 and Q18 cannot be more than 168 hours/week; and none of them alone can be more than 168 h/week.

Q21 is developed with reference to the terminology that the respondents may not be familiar with. The countries are invited to change the levels of education in Q21 to adapt to their national systems and common sense terminology but ISCED levels are appropriately differentiated.

Q22 was split into Q22A and B. Please ask A, and if the respondent has difficulties to answer or hesitates, offer them the range in Q22B.

The national coordinator of the EU Member States translated the Questionnaire and the instructions to complete the questionnaire into the language of their contract(s). The national coordinator provided the final translation of the Questionnaire to EIGE prior to launching the survey. After translating the questionnaire, companies took care of the layout of the Questionnaire and the instructions to complete the questionnaire.

Prior to the survey, a pre-test of the translated Questionnaire took place. The aim of the pre-test was to ensure that questions and answer scales in the translated Questionnaire were clear, complete and correct. As consequence of this pretest phase, the third version of the questionnaire was implemented to make it more appropriate for phone interview. The pilot was an appropriate tool in the process of preparing the questionnaire. You can see the final questionnaire "Benefits of Gender Equality by Spending on Public services" in Annex I.

This research was conducted in the period 2012-2015 by experts in the fields of economics, law, psychology and communication, as well as specialists in survey studies, and gender and econometric analysis. The research team, led by Prof. Gloria Alarcón García (University of Murcia, Spain), was comprised by the following collaborators: Tindara Addabbo (University of Modena, Italy), Edgardo Ayala Gaytan (Institut Technological of Monterrey, Mexico), José Colino Sueiras (University of Murcia, Spain), Julio Sánchez Meca (University of Murcia, Spain), Juan José García Escribano (University of Murcia, Spain), Estela Fernandez Sabiote (University of Murcia, Spain), Andreu Castellet (University of Murcia, Spain), Cristina VilaplanaPrieto (University of Murcia, Spain), Angela O'Hegan (Research Fellow), María Rubio Aparicio (University of Murcia, Spain), Jose Manuel Mayor Balsas (University of Murcia, Spain), and Emilia Colino García (University of Murcia, Spain).

On the other hand, Vaida Obelene and Barbara Limanowska took part as EIGE coordinators.

And twenty three organisations and consortiums supported the survey implementation. Efforts made by Genoveva Petrova (Alpha Research), Constance Isaac & Marleen Teugels (Amazona), Jeanette Ericsson & Johan Hultgren (BraRöster), Nikolaj Wøhler Voulfsbach (CEM-Institute Voxmeter), Rasa Erentaitė & Virginija Aleksejūnė (Center for Equality Advancement), Alfonso Brunetti (Delos Ricerche), Bas van Helden & Philip Rouwenhorst (Ditmeijers' Research), Tatiana Isnard (Emprou S.à r.l.), Marianne Meior (Estonian Human Rights Centre), Sara Gysen (GFK), Katerina Mantouvalou (ICF International), Clive Falzon (Informa Consultants), Davide Barbieri & Flavia Pesce (IRS – Istituto per la Ricerca Sociale), Vanessa Leigh (Milieu Ltd), Kristina Urbonienė (Norstat LT), Lin McDevitt-Pugh & Thera van Osch & Margherita Sofia Zambelli (OQ Consulting & NETSHEILA), Emilia Johansson & Ylva Grauers Berggren & Anna Thoreson (Oxford Consulting Sweden), Clara Ellegaard & Helle Ourø Nielsen (Oxford Research Denmark), Tatjana Pucko (Target Ltd.), TNS CSOP, Tommy Klein (TNS Ilres), Liis Grünberg & Tõnis Stamberg (Turu-uuringute AS), and Roberta Lepre (Weave Consulting), are particularly appreciated.

4. Developing the survey

The European Institute for Gender Equality launched a project on the Benefits of Gender Equality (BGE) in April 2013. By introducing a focus on the benefits of gender equality, EIGE seeks to effectively advocate for a stronger gender mainstreaming in the political agenda across the EU, in times when the economic and social crisis hampers gender equality achievements and structures.

The BGE project started with an online consultation on 24-25 April 2013 through EIGE's online platform Eurogender. The outcomes of this discussion and initial findings from desk research were presented at two Expert group meetings (EGMs) in Vilnius in 2013.

In addition to the organized online discussion and expert group meetings, the BGE project included the commission of several background papers. Based on the results of consultations four background papers were commissioned to further develop some of the most promising ideas suggested by experts during meetings.

These brief studies explored different angles for future research and offered initial evidence on the benefits of gender equality. Specifically, these background papers were foreseen to assist EIGE in the crafting of the terms of reference for the study requested under the current request for services.

The objective of commissioning the papers was to find out the best methodological approach for EIGE's work on the benefits of gender equality in the future. One of these four studies was the paper "The benefits of gender equality by the expenditures on public infrastructures", en el marco de **SECTORAL APPROACH TO THE BENEFITS OF GENDER EQUALITY**, presented by Prof. Dr. Gloria Alarcón García, University of Murcia, Spain. After consultations with the experts, invited to the meeting at EIGE in January 2014, and internal consultations at EIGE, sectoral focus to benefits of gender equality was selected as the most promising approach.

Results of this study showed interesting possibilities for addressing the benefits of gender equality in selected sectors on European level. Therefore, based on the new proposed methodology and field of analysis and very promising results of the test research conducted in Spain by the University of Murcia, EIGE decided to use similar methodology for the Europe-wide research on the "The benefits of gender equality by the expenditures in public infrastructure".

The methodology foresees the assessment of public infrastructure using the CA (to determine the extent to which public infrastructure have an impact on the capabilities that are the base of human dignity) and together with the subjective point of view of the Subjective Well-Being. This methodology would be also applicable to every public policy because it determines the extent of coverage of the policy, the possible gaps and European residents' satisfaction levels.

The aim of this request for services is to obtain data in the strategically important area of public infrastructure.

The national coordinators were in charge of data collection, based on a survey design and the questionnaire attached to a Request for Services. For that purpose, the national coordinator had to use supporting technical survey infrastructure such as SPSS, CATI technology, ICT tools to file survey data, etc. The national coordinator would take responsibility for the translation of the survey into the national language, overseeing the survey support operations and for the data collection and processing.

5. Methodology

5.1. Selection of samples

The contract²⁹, which gave rise to the theoretical framework, the methodology and the survey, intended to measure the well-being infrastructure provide to European population.

As proved by national and international experience, implementing the gender perspective in urban planning and infrastructure has many benefits for society as a whole. In addition, the benefits of gender mainstreaming affect the whole society, as the infrastructure that deal with social reproduction do not make life easier only for women but also for men, allowing them to become caregivers. However, generally speaking, infrastructure is considered "neutral" regarding gender and "universal" because it is used by all people. Furthermore, taking into account the needs of both women and men, or rather the male and female roles, enables the transformation of the current configuration of roles, which would entail the reconciliation of family life.

To this end, our methodology aims at the assessment of urban infrastructure using the The Subjective Well-Being theory and the Capability Approach to determine the extent to which public infrastructure have an impact on the capabilities that are the base of human dignity. This methodology is also applicable to every public policy because it allows determining the performance of the policy, the existing gaps and the satisfaction levels.

A. In Phase A, all countries were grouped in clusters. Iacovou's fourfold grouping (2004)³⁰ was used, including Croatia, Malta, Romania and Bulgaria:

1. Nordic: Sweden, Denmark, Finland and Netherlands.
2. North-Western: United Kingdom, France, Germany, Austria, Belgium, Luxembourg and Ireland.
3. Southern: Italy, Spain, Portugal, Greece and Cyprus, plus Malta and Croatia.
4. Eastern: Czech Republic, Hungary, Estonia, Latvia, Lithuania, Slovenia, Slovakia and Poland, plus Romania and Bulgaria.

The sampling error was 1.4% and the sample size 5,378 and all the contractors for the fieldwork conducted a survey with the sample size indicated in the table below.

²⁹ The Europe-wide research about "Estimation of the costs and benefits of mainstreaming gender into the expenditures in public infrastructure", led by prof. Dr. Gloria Alarcón García, University of Murcia

³⁰ Iacovou, M. and Skew, A.J. (2010), 'Household Structure in the EU', in Income and living conditions in Europe, Eurostat, Luxembourg.

Table 5.1 Sample size for Phase A by country and cluster

Cluster	Country of the survey	Pop. 2014*	% total	Population	%	Sample	Sampling error	Sample in cluster (EU28)	Final Sample in cluster (EU28)
North Western	AT	8,507,786	1.68	233,882,356	0.46	2,313	2.1	84	84
	BE	11,203,992	2.22					111	111
	FR	63,928,608	12.65					632	632
	DE	80,780,000	15.98					799	803
	LU	549,680	0.11					5	5
	IE	4,604,029	0.91					46	46
	UK	64,308,261	12.72					636	636
Southern	HR	4,246,700	0.84	134,240,402	0.27	1,328	2.7	42	42
	CY	858,000	0.17					8	8
	EL	10,992,589	2.17					109	109
	IT	60,782,668	12.02					601	601
	MT	425,384	0.08					4	4
	PT	10,427,301	2.06					103	105
	ES	46,507,760	9.20					460	460
Eastern	BG	7,245,677	1.43	99,813,190	0.20	1,112	3.0	81	81
	CZ	10,512,419	2.08					117	117
	HU	9,879,000	1.95					110	110
	EE	1,315,819	0.26					15	15
	LV	2,001,468	0.40					22	22
	LT	2,943,472	0.58					33	33
	PL	38,495,659	7.62					429	430
	RO	19,942,642	3.95					222	222
	SK	5,415,949	1.07					60	60
	SI	2,061,085	0.41					23	23
Nordic	NL	16,829,289	3.33	37,552,658	0.07	625	4.0	280	280
	DK	5,627,235	1.11					94	94
	FI	5,451,270	1.08					91	91
	SE	9,644,864	1.91					161	239
Total of EU Member States		505,488,606		505,488,606		5,378	1.4	5,378	5,385

*Source: EUROSTAT Population 2014 (15th September)

B. In the light of the results and the analyses conducted in phase A, after identifying the trends in the survey by clusters and countries and confirming the exploratory hypotheses, it was the turn for phase B to be developed. In phase B, the survey and the analysis were carried out by countries. The error was 0.79 and the simple size 15,917. Phase A was an exploratory stage within the theoretical framework and the methodology because they were a novelty

that needed to be validated. Phase B is the confirmatory stage regarding the results on phase A. To sum up, the information provided by the results obtained are highly valuable tools for policy makers.

Table 5.2 Sample size for Phase B by country

Country of the survey	Pop. 2014	%	Global and Member Report Total Error 0.79%. Sample size 15,917	
			member error	size
AT	8,507,786	1.68	5.00	400
BE	11,203,992	2.22	5.00	400
BG	7,245,677	1.43	5.00	400
HR	4,246,700	0.84	5.00	400
CY	858,000	0.17	5.00	400
CZ	10,512,419	2.08	5.00	400
DK	5,627,235	1.11	5.00	400
EE	1,315,819	0.26	5.00	400
FI	5,451,270	1.08	5.00	400
FR	63,928,608	12.65	3.00	1,111
DE	80,780,000	15.98	3.00	1,111
EL	10,992,589	2.17	5.00	400
HU	9,879,000	1.95	5.00	400
IE	4,604,029	0.91	5.00	400
IT	60,782,668	12.02	3.00	1,111
LV	2,001,468	0.40	5.00	400
LT	2,943,472	0.58	5.00	400
LU	549,680	0.11	5.00	400
MT	425,384	0.08	5.00	400
NL	16,829,289	3.33	4.00	625
PL	38,495,659	7.62	3.00	1,111
PT	10,427,301	2.06	5.00	400
RO	19,942,642	3.95	4.00	625
SK	5,415,949	1.07	5.00	400
SI	2,061,085	0.41	5.00	400
ES	46,507,760	9.20	3.00	1,111
SE	9,644,864	1.91	5.00	400
UK	64,308,261	12.72	3.00	1,111
TOTAL	505,488,606			

The Phase B will be contingent upon results in Option A. Given the high cost of examining all EU Member States, the study would only analyze a limited number of Member States according to the results of the first stage. This option will yield an output in the form of country case studies that would illustrate the main differences and similarities among EU

Member States that belong to the different clusters outlined above.

The cost of the surveys in each country was one of the factors determining the study of the country in Phase B. In the case of participating in the Phase B, the companies had only to conduct the number of surveys set for that stage (400, 625 or 1,111) rather than the number set in stage A. This is, those participating in stage B only developed that stage.

The clusters were introduced in order to enable data analysis in Phase A with reference to four different contextual settings. Even though it was a clearly problematic analysis, it could have facilitated the formulation of hypothesis for Phase B. A religious-geographical classification that is proposed to account for different household structures in the EU (Iacovou & Skew 2010) was used for grouping EU Member states into the four clusters. However, the evaluation of collected data concluded that there is not enough data (primarily due to the effect of Q8 filter) to perform the analysis by clusters within an acceptable error level. Therefore, this perspective was discarded.

The fieldwork had to be done within two months' time for both Phases.

The survey was implemented by 11 contractors covering 28 member states. As they were not survey organisations, the contractors were requested to contract professional survey organisations for this project. All in all, there were 10 different survey organisations from various European countries, one of them covered 17 countries (working with their own branches/sub-sub-contractors but using one coherent methodology).

5.1.1. The scope of data collection

Respondents from the 28 countries of the European Union took part in this study. The design was based on one sample of 5378 respondents (residents over 18 years old). The sample was designed to be representative at European level.

Data collection was developed by following the guidelines in Table 5.1. The data on European population were taken from EUROSTAT on September 15th 2014. Daily and monthly updates are published on the EUROSTAT website. Therefore, although these data represent a temporal estimation at the time of extraction, this does not result in a methodological problem because differences in times of extraction are not important when designing a thorough sample.

The expected final sample was 5378 respondents but it was increased up to 5385: four more respondents in Germany, two in Portugal and one in Poland.

The universe was made up by the total population, rather than the over 18 population because it has been considered that infrastructure and/or services are used by the general population. It is just for ethical and legal reasons that respondents had to be over 18 to participate in the survey. Moreover, the share of people over 18 in the total population was very similar across the 28 EU countries, accounting for 80% approximately.

5.1.2. Sample design

The object under consideration in every Member State (MS) was the general population of both sexes, aged 18 and above (≥ 18), and residing in the EU countries. In order to address the survey to the selected populations, a stratified probabilistic sample (populations/regions, sex and age) was carried out with a stratification of units from the first and second stages, selecting an independent sample within every population (MS).

The units of the first stage were populations/regions, while those of the second stage were sex and age variables.

In every region (the organizational level above the local entity of every MS, Unit NUTS 2), the units of the first stage were stratified by following age and sex criteria. The allocation among stages and strata was strictly proportional. The strategic variables of stratification for the sample had been determined as follows:

Stratum 1: Regions (NUTS 2) of the MS under consideration

MS regions can be more than 200 across the EU. Given that the regional dimension is not as important in all MSs, a feasible alternative would consist in including the regional dimension in countries with a federal or highly decentralized state structure, like Spain, Belgium, UK, Germany and Austria.

Stratum 2: Sex and age.

The stratification of age distribution was 18-39, 40-64, and 65 or over.

Although these are not stratification criteria, the contractor must take into account that:

At least 25% must live in rural areas. This can vary depending on the rural population weight within the total population in every Member State, with a maximum fluctuation of 10%.

At least 35% must be employed workers (Q4: self-employed (+ employers with employees), employed).

5.2. Data Collection

Data were collected through a telephone-based survey addressed to the general population of the EU Member States. The information is obtained through a telephone conversation between the interviewer and the eligible respondent. The program chosen, Computer Assisted Telephone Interviews (CATI), makes random calls and allows the interviewer to manage and fill in the questionnaire with computer aid. This type of telephone-based survey is an economic advantage, as fewer interviewers are needed, monitoring is appropriate, and it makes it fast and efficient to access a great population diversity.

All versions of CATI-system were valid for the data collection. The contractor was expected to inform EIGE, prior to the survey, about the version of CATI system being used.

In addition, in order to determine the sampling frames, the contractor (or the subcontractor) had to have phone files of the population under study in every national territory.

These files had to comply with the following features:

- To be fully computerized.
- To include all dwellings in the Member State that had at least one telephone line regardless of the telephone company.
- The smallest manageable field was the telephone number of the household. This characteristic allowed for complying with one of the maxims of probability samples (each element must have the same probability, other than zero, to be selected).

Most people in the EU member states are not connected to a landline telephone. For this reason, both landline and cell phone numbers were surveyed. The sample frames that were used are up-to-date high quality country-specific telephone registers including mobile telephone samples as well as landline samples. Where mobile lines are undercovered in the registers, the gross sample of mobile numbers will be generated by RDD (Random Digit Dialing).

To determine the proportion of mobile and fixed lines to be sampled the following formula was used:

$$\text{Proportion Fixed numbers} = (F + MF) / (M + 2MF + F)$$

$$\text{Proportion Mobile numbers} = (M + MF) / (M + 2MF + F)$$

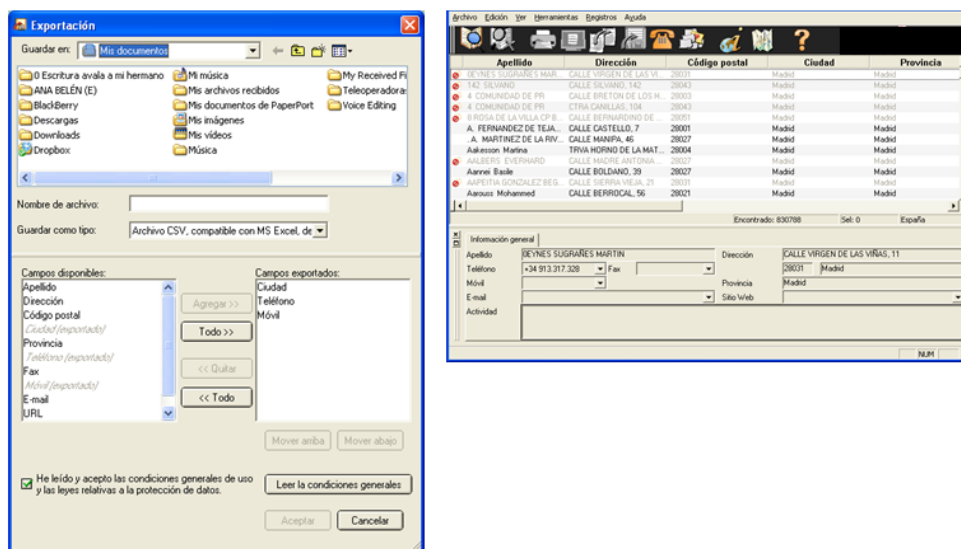
F = fixed only, M = mobile only and MF = mobile - fixed

In countries where this calculation resulted in an extreme low proportion of either fixed or mobile lines, it may be considered to oversample for that low proportion to guarantee sufficient 'completes' via that type of line.

As far as possible, landlines were stratified based on the existing regional prefixes.

The sample was presented in a uniform format to facilitate the verification process. Among other variables (e.g. language, region, urbanisation, age, sex...) the contractor verified whether these gross samples contained enough fixed and mobile numbers.

Figure 5.1 Telephone management system for the generation of sampling frames



5.3. Sampling and target response rates

The country sample is one of named individuals with telephone numbers. At the beginning, the expected response rate was set at 70%. But this response rate was too positive. Considering the topic of the survey (benefits of gender equality), a response rate of 20 to 30 % was more realistic. Table 5.3 shows the expected response rate by EU Member State.

Table 5.3 Expected Response rate by each EU Member State

Country of the survey	Expected Response Rate (%)	Country of the survey	Expected Response Rate (%)
AT	difficult to estimate	IT	35
BE	8	LV	5
BG	18	LT	39
HR	23	LU	6.94
CY	45	MT	25
CZ	70	NL	25
DK	17.6	PL	5
EE	4.6	PT	difficult to estimate
FI	50	RO	1.9
FR	45	SK	5
DE	35	SI	4
EL	25	ES	20-25
HU	10	SE	8.9 or 9.42
IE	3	UK	3

Outcomes of all contact attempts were defined and recorded according to a pre-specified categorization: ineligible, non-contact, refusal, contact but not interview, and other types of non-response (see Table 5.4).

Table 5.4 The categorization of non-response:

Uniform (non) response codes		
100	Complete	
201	Partly completed: refusal during interview (no call back)	In some countries combined with code 203
202	Partly completed: call back later	
203	Partly completed: interrupted during interview (no call back)	
401	Not eligible respondent: age < 18 years	
402	Not eligible respondent: not residing in country	
403	Not eligible respondent: does not speak national language	
501	No response: immediate refusal (hung up before introduction)	In some countries combined with code 502
502	No response: refusal at start	
503	No response: eligible person not available (call back later)	
504	No response: eligible person mentally or physically unable to participate	
505	No response: answering machine (potential respondent)/busy line	
506	No response: invalid number (e.g. fax, other technical issues)	
999	Number not used	Not applicable in all countries

5.4. Data quality control

It was important that the data collected and provided to EIGE were sound, robust and of the highest quality. Quality assurance on comparability required following clear definitions and statements:

- Coverage of sample: representing the target population of establishments regionally and across types and size and comparable across countries.
- Non-response: computed according to one internationally accepted standard across all participating countries.
- Non-response bias estimated in a standard fashion across all participating countries.

- Listing of sampling management systems used; indication of risk due to possible differences in fieldwork across countries due to usage of different sampling management systems.
- Listing of CATI systems used; indication of risks by using different CATI systems
- Listing of the interviewer staff composition (age, gender, education) for each country, indication of risks involved due to different staff composition.
- Documentation of translation process and outcomes; indication of risks involved due to translation or adaptation.

EIGE made an effort to harmonise and control this process, introducing certain methodological solutions. Methodology reports were produced before the fieldwork in order to inform EIGE about the central aspects of the methodological implementation. Furthermore, EIGE disseminated methodological guidelines to all the 10 subcontractors in order to ensure the comparability and data quality control. Some of the major tasks and challenges were the following:

- 1) The questionnaires in all national languages needed to be programmed for CATI and interviewers trained. The tasks: finalise the master English questionnaire, develop guidelines for interviewers and scripting.
- 2) National survey methodologies needed to be "signed off". The tasks: Define pan-European methodology and assessment criteria, request information on national methodologies, and approve the methodologies.
- 3) Specify the deliverables. Develop SPSS data map, requirements for final SPSS data file and contacting data base file and fieldwork report.
- 4) FAQ circulated, data map and (non)response codes, etc.

Once all 100% questionnaire responses were duly recorded and stored, the contractor was entrusted with the performance of all consistency and validation tests for all matrixes. After the validation and debugging of the obtained results, a final longitudinal file was created and sent in SPSS format. This file had to contain the whole data matrix obtained by the codification of the answers given to the survey. Upon completion and satisfaction of all validation and data depuration, the contractor had to generate the final longitudinal file completely debugged, error-free and double checked for repetitions, etc.

After the methodology is applied, it is foreseen to analyse the data and draw conclusions and recommendations on the basis of the EU-wide analysis. The results will help model EIGE's future work on the Benefits of Gender Equality.

6. Interviewer briefing

Interviewers were expected to have been trained in and to have experience with telephone surveys to random samples. They were given specific instructions for this particular survey research project, such as description of the project, questionnaire and rules, respondent selection procedures, if applicable, and contact recording using the model contact forms. Briefings had to enable interviewers to practise asking questions from the survey, supported by the EIGE expert. Communication was continuous not only in the interviewer briefing but also during the fieldwork process, when the contact between the fieldwork manager and interviewers was permanent.

The interviewers were briefed for the pre-test, and re-briefed for the main survey. These two training phases were needed due to the significant changes in the questionnaire and the increase in the number of interviewers in the main survey compared to the pilot study. However, the number of interviewers was not always increased; for instance, it was reduced after the pre-test in Sweden.

All interviewers had to be personally briefed by the contractor, drawing on detailed instructions designed by the EIGE expert. The EIGE expert provided standardised interviewer briefing materials. A guideline for interviewers was developed based on the pre-test reports of the survey “Benefits of Gender Equality by Spending on Public Services”. The purpose of this document was to solve doubts and provide guidelines on how to deal with challenging situations in the interview setting (e.g., when the respondent asked for a clarification of a term or was confused on how to answer a question). Professional companies conducted the interviews. In Italy, for instance, all interviewers were trained at the beginning of the pre-test phase, and yet another briefing was developed prior to the survey, under the responsibility of IRS-Istituto per la Ricerca Sociale. In Lithuania there were two supervisors and a CATI Department Leader, as well as a Project Manager supervising interviewers’ work.

The interviewers had to make respondents understand the dominant perspective in the problematic questions. In case of tension between perspectives, suggestions were provided on how to tackle the tension and accept one of the perspectives. One of the most troublesome dimensions was the present perspective vs. ten years’ duration, and ten years’ duration vs. current place of residence. For example, in Q9b, if a respondent changed the place of residence at least once during the last 10 years, and especially if this change aimed to get better access to public services, the respondent had to assess the quality of services differentiating between the previous and the current place of residence. In Q3 the interviewers could ask about the place of residence and then recode the answers in the given scale, because respondents might not know the population of their living areas.

Different strategies were implemented to ensure the highest number of fully completed interviews, such as the monitoring of the interview process and problem-solving strategies. For example, in Luxembourg, the fieldwork coordinator listened to part of the interviews on a daily basis and checked the quality of the interviewer in terms of presentation, persuasion,

question reading, neutral position, knowledge on the survey topic, survey undertaking, and so on.

All the above-mentioned issues prove how rigorous the training of interviewers had to be and the extensive information provided to achieve the best quality of the interviews.

Last, Table 6.1 shows the composition of the interviewing staff in each EU member state.

Table 6.1 Interviewing staff composition

Country of the survey	Interviewing staff composition	Country of the survey	Interviewing staff composition
AT	102 women and 65 men	IT	6 women
BE	50 women and 53 men	LV	22 women and 4 men
BG	8 women and 2 men	LT	25 women and 4 men
HR	11 women and 4 men	LU	1 interviewer*
CY	15 men and 35 women	MT	1 woman
CZ	30 women and 20 men	NL	5 women and 3 men
DK	More than 100*	PL	92 women and 28 men
EE	5 interviewers	PT	55 women and 36 men
FI	80 women and 70 men	RO	4 women and 1 man
FR	120 women and 80 men	SK	170 women and 28 men
DE	525 women and 225 men	SI	32 women and 11 men
EL	88 women and 64 men	ES	163 women and 87 men
HU	65 women and 15 men	SE	12 interviewers*
IE	6 women and 4 men	UK	6 women and 4 men

* Description not possible.

7. Procedure Fieldwork

7.1. Survey setup

ICF International collected the information in Austria, Belgium, Cyprus, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Latvia, Poland, Portugal, Slovakia, Slovenia, Spain and the United Kingdom; Milieu Ltd. in Bulgaria, Croatia and Romania; Oxford Research in Denmark and Sweden; Estonian Human Rights Centre in Estonia; Istituto per la Ricerca Sociale (IRS) in Italy; Center for Equality Advancement in Lithuania; Emprousaarl in Luxembourg; Weave Consulting in Malta; and OQ Consulting BV in Netherlands.

Every EU Member State collected the data for the survey through CATI-system and all versions of CATI were effective, as explained in the methodology. Table 7.1 shows the different CATI-systems used by each country.

Table 7.1 CATI system used

Country of the survey	CATI system used	Country of the survey	CATI system used
AT	Quancept/Web CATI	IT	Simut
BE	CONFIRMIT	LV	Dimensions
BG	CATI system	LT	Norstat
HR	CATI system	LU	TNS LLres
CY	QPSMR CATI	MT	CATI system (Snap Professional)
CZ	Dimensions	NL	Enalyzer
DK	Catglobe system	PL	Dimensions
EE	Turu-uuringuye AS' CATI	PT	Marktab
FI	ASKIA	RO	NIPO CATI
FR	CONFIRMIT	SK	Dimensions
DE	Quancept and CONFIRMIT	SI	Web(CATI)
EL	Converso	ES	CONFIRMIT
HU	Expert Call Manager	SE	NEBU
IE	Dimensions	UK	Dimensions

Initial samples were obtained through two channels: mobile phone numbers and landline phone numbers. However, sometimes only one of these means was used to get a representative national sample, i.e., in Latvia, Greece, Spain and the United Kingdom.

The information, collected in May and June 2015, meets the stratification criteria described in the methodology. The collected data allow for the segmentation by the suggested age groups: 18 to 39 years old, 40 to 64 and 65 or over. The population criterion is also met (at least 25% live in rural areas, with a maximum fluctuation of 10%). And regarding the labour situation, at least 35% of respondents are employed (see Table 11.64 in Annex 3).

Note that the affected variables have been re-encoded to create the table above and study the compliance of stratification criteria. More specifically, to question "Q4: Where do you live?", there are four types of response: 1. The open countryside or a village, 2. A small town, 3. A medium to large town, and 4. A city or a city suburb. This question has been dichotomised to calculate the percentage of respondents living in rural areas vs. those living in urban areas: category 1 (Rural Area) is made up by subjects living in the open countryside, a village or small town; and category 2 (Urban Area) by those living in a medium to large town or a city or city suburb. Likewise, question "Q5: Could you please tell me what is your current employment status?" includes six types of answer: 1. Student, 2. Housewife/Stay-at-home husband/partner, 3. Retired or pensioner, 4. Self-employed, 5. Employee, and 6. Unemployed. This question has been dichotomised to calculate the percentage of employed respondents in the sample: category 1 (Employed) includes self-employed and employee, whereas category 2 (Unemployed) includes the rest of respondents; hence the latter category does not only include unemployed subjects.

7.2. Interview duration

The master questionnaire (English) was designed to last between 15 and 20 minutes, which did in English-speaking countries: Ireland (19 min) and United Kingdom (17 min). Like in other cross-national surveys, the duration varies depending on the specific nature of each language. Outliers on both sides (extremely short: < 5 min and extremely long: > 60) have been excluded from the data included in Table 7.2. Long durations may be due to a range of potential issues:

- The respondent demanded a lot of extra explanations.
- The respondent had some difficulties in understanding and the interviewer had to repeat the question or answer options several times.
- There were several pauses during the interview because of disturbances.
- The interview was stopped and resumed with a new call at a later moment in time (e.g. when the respondent requested this). When resuming the interview, the interviewer had to introduce the survey again.

Short durations have to do with the filtering in the questionnaire. If for example a respondent had very limited experience with the services listed, this person had to answer a short set of questions. Even though some of the interviews in the final database are too short or too long, they are of sufficient quality, as this has been checked by the local supervisors.

Table 7.2 Interview duration (in minutes)

Country of the survey	Mean	Minimum	Maximum	Country of the survey	Mean	Minimum	Maximum
AT	19	10	43	IT	11	3	72
BE	19	12	33	LV	20	14	26
BG	14	10	18	LT	24	17	29
HR	28	19	37	LU	20	12	28
CY	11	6	16	MT	23	15	31
CZ	21	9	58	NL	16	13	21
DK	18	6	33	PL	20	5	56
EE	19	12	28	PT	28	5	59
FI	21	10	54	RO	20	15	32
FR	20	7	57	SK	18	8	29
DE	24	7	59	SI	15	8	23
EL	13	6	24	ES	15	6	50
HU	13	5	36	SE	22	14	49
IE	19	11	48	UK	17	7	53

7.3. Effective Response Rate

Response rate (RR) in survey research refers to the number of people who answered the survey divided by the number of people in the sample.

There are different methods for calculating the response rate. The effective response rates have been calculated using two definitions of response rate proposed by the American Association for Public Opinion Research (AAPOR)³¹.

To obtain the response rate in every MS, the ratio of completed interviews out of the total number of respondents eligible to take part in the survey has been estimated:

$$RR_1 = \text{Complete} / (\text{Complete} + \text{Refusal} + \text{Person Not Available} + \text{Partly Completed}) \times 100\%$$

Where complete refers to the subjects that completed the survey successfully; refusal to those who refused to participate, either immediately after picking up the phone or right at the beginning of the questionnaire; personnotavailable to eligible respondents who were not available at the moment of the survey; and partlycompleted to incomplete questionnaires due to an interruption or the respondent's refusal to continue or request to be contacted later.

Table 7.3 shows the Response Rate in each EU Member State using the described formula above.

³¹ American Association for Public Opinion Research (2011), Standard definitions: Final dispositions of case codes and outcome rates for surveys, 7th edition, AAPOR.

Table 7.3 Response Rate by EU Member State

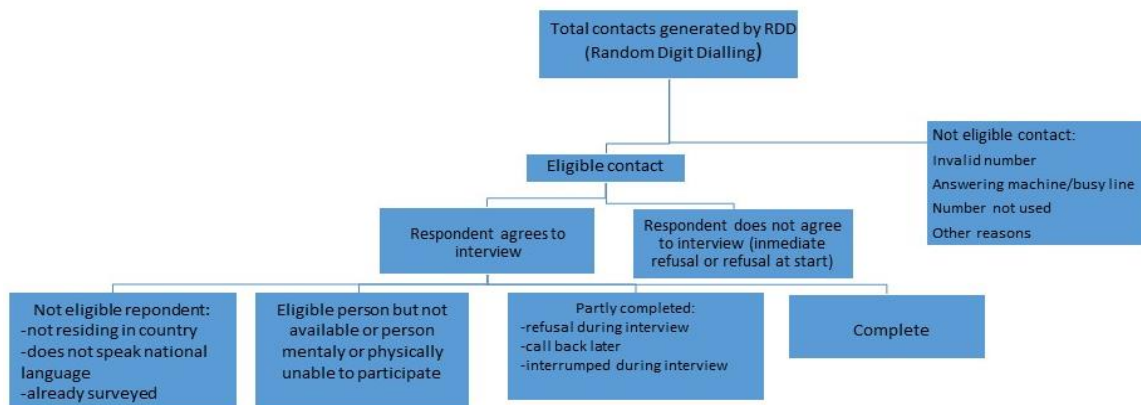
Country of the survey	Response Rate (%)	Country of the survey	Response Rate (%)
AT	8.91	IT	22.66
BE	7.08	LV	15.60
BG	17.63	LT	8.75
HR	18.34	LU	6.58
CY	12.90	MT	50
CZ	6.39	NL	18.19
DK	17.31	PL	7.01
EE	36.59	PT	81.97
FI	23.69	RO	7.23
FR	10.67	SK	5.31
DE	10.47	SI	15.33
EL	14.19	ES	6.84
HU	70.06	SE	23.64
IE	5.11	UK	4.21

The respondents refusing to answer mainly argued that the matter of study was of no interest to them, that they lacked time or the questionnaire was too long.

Random Digit Dialing (RDD) includes thousands of contacts that are eventually discovered as ineligible contacts: invalid number, answering machine/busy line or number not used. This is why the ineligible contacts were ruled out from the response rate estimation. Neither were ineligible respondents (e.g., non-residents, people who did not speak the language of the country, or those who had already been surveyed) included in the estimation. Eligible subjects with mental or psychic issues were also discarded.

Defining and understanding the response rate calculation technique in each country is highly important. Figure 7.1 shows a flow diagram of the elements taking part in the formula and those excluded, as well as an outline of the whole process.

Figure 7.1 Fieldwork outcomes



The other way for calculating the RR was focused on the questions of the survey. RR has been calculated dividing the number of completed interviews by the number of interviews made.

$$RR_2 = (\text{Number of interviews completely responded} / \text{Number of interviews}) \times 100\%$$

This formula was applied in each question of the survey in order to know the success rate in each question. Table 7.4 shows the RR in each item.

Table 7.4 Response Rate in each item

Items	RR(%)	Items	RR(%)	Items	RR(%)	Items	RR(%)
q0	100	q9a_1	96.7	q10_1_3	92.4	q10_5_7	91.9
q1	100	q9a_2	97.3	q10_2_3	91.7	q10_6_7	89.5
q2	100	q9a_3	97.9	q10_3_3	86.1	q10_7_7	91.8
q3A	99.2	q9a_4	96.6	q10_4_3	91.7	q10_8_7	92.5
q3B	100	q9a_5	95.1	q10_5_3	92.1	q10_11_7	88.7
q4	99.8	q9a_6	99.4	q10_6_3	86.8	q11_1	99.7
q5	100	q9a_7	99.2	q10_7_3	88.6	q11_2	99.4
q6_1	96.2	q9a_8	99	q10_8_3	89.9	q11_3	98.6
q6_2	96.6	q9a_9	97	q10_11_3	87	q11_4	99.4
q6_3	99.5	q9a_10	98.4	q10_1_4	91.6	q11_5	96.9
q6_4	97.1	q9a_11	98.1	q10_2_4	89.9	q11_6	99.6
q6_5	96.8	q9b_1	95.9	q10_3_4	93.1	q11_7	99.4
q6_6	98.9	q9b_2	93.5	q10_4_4	91	q11_8	97.4
q6_7	98.9	q9b_3	99.5	q10_5_4	94	q12_1	99.3
q6_8	98.7	q9b_4	96.9	q10_6_4	89.3	q12_2	99.7
q6_9	97.6	q9b_5	95.7	q10_7_4	91.7	q12_3	99.3
q6_10	96.7	q9b_6	99.6	q10_8_4	91.5	q12_4	98.6
q6_11	98.6	q9b_7	99.5	q10_11_4	88.9	q13	99.6

q7_1	83.9	q9b_8	99.3	q10_1_5	91.8	q14	100
q7_2	86.1	q9b_9	98.6	q10_2_5	91.2	q15	99.6
q7_3	99.1	q9b_10	98.7	q10_3_5	86.3	q16	100
q7_4	87.9	q9b_11	99.5	q10_4_5	89.2	q17	97.9
q7_5	83.4	q10_1_1	92.1	q10_5_5	91.7	q18	96.1
q7_6	98.6	q10_2_1	91.5	q10_6_5	88	q19	62.4
q7_7	98.7	q10_3_1	87.7	q10_7_5	91.4	q20	97.9
q7_8	97.7	q10_4_1	89.9	q10_8_5	91.1	q21	98.9
q7_9	94.9	q10_5_1	92.3	q10_11_5	87.6	q22a	65.7
q7_10	94.1	q10_6_1	87.4	q10_1_6	90.1	q22b	89.4
q7_11	98.1	q10_7_1	89.6	q10_2_6	89.9		
q8_1	99.7	q10_8_1	90.9	q10_3_6	86.3		
q8_2	99.6	q10_11_1	87.4	q10_4_6	89.9		
q8_3	99.9	q10_1_2	89.5	q10_5_6	91.9		
q8_4	99.8	q10_2_2	88.8	q10_6_6	92.2		
q8_5	99.6	q10_3_2	85.6	q10_7_6	90.5		
q8_6	99.8	q10_4_2	88.6	q10_8_6	95.6		
q8_7	99.8	q10_5_2	90.6	q10_11_6	90.9		
q8_8	99.8	q10_6_2	86.7	q10_1_7	93.4		
q8_9	99.7	q10_7_2	87.8	q10_2_7	91.8		
q8_10	99.7	q10_8_2	89.7	q10_3_7	86.3		
q8_11	98.8	q10_11_2	86.8	q10_4_7	90.4		

As the table shows, the RR was very high in all questions, above 85% in most of them. It is a central indicator of the survey quality, higher RRs ensure more accurate survey results.

However, in Q19 and Q22a, the RRs were 62.4% and 65.7%, respectively. Q19 asks *How many hours a week do you dedicate to caring for the children?*, and Q22a asks about the monthly income. These questions are usually more difficult to respond, because the subject has to say a number and hence the RRs could be lower. Note that Q22b was formulated to improve the RR in Q22a, where the respondent could choose among a list of possible answers. In this sense, the RR of Q22b (89.4%) was higher than the RR of Q22a.

Filter questions have been considered to calculate the RRs of each item. To apply the formula it is necessary to insert the total number of interviews made in the denominator, that is, 5385 interviews or respondents. Nevertheless, when there is a filter question, these data change, so the number of respondents able to ask these questions is smaller. In particular, to calculate the RR in Q9 and Q10, the denominator was the number of the respondents who answered "yes" to filter question Q8. On the other hand, to calculate the RRs in Q11_3 and Q17, the denominator were the subjects who had a job (filter question Q5); to calculate the RRs in Q15 and Q19, the denominator were the subjects with a dependent child (filter question Q14); and to calculate the RR in Q20, the denominator were the subjects with a dependent person (filter question Q16).

7.4. Quality control

Data checks were implemented on the pre-test data then on the soft launch data. Completed interviews were then checked during and after fieldwork. These quality controls include checking for missing or erroneous data, filtering, interview duration, duplicates, straightliners, cross-consistency, outliers and non-response.

During fieldwork, the fieldwork and sample quotas were closely monitored throughout, with regular data checks during the fieldwork. For instance, in Lithuania, during the fieldwork, the subcontractor reported that it was easier to complete the quota by contacting mobile telephone numbers. However, the request to reduce the percent of landline phone interviews to 20% was not approved by the national coordinator and the required 30% was reached by continued calling attempts.

Interviewers attended an in-depth briefing. Supervisors then conducted quality controls during the fieldwork by listening in on interviews and providing the interviewers with feedback. After fieldwork, a thorough data cleaning process was implemented.

The effective Response Rate was satisfactory using the two estimation procedures in most cases. It is a central indicator of the survey quality: higher Response Rates ensure more accuracy in the survey. In general, the stratification criteria were taken into account and countries were reported explicitly on the data collection process, sampling and CATI system used.

8. Statistical Analysis

8.1. Error detection and debugging data file

Prior to the analysis, it is essential to verify the absence of errors, as it is very easy to make an incorrect entry and subsequent errors can significantly modify the results.

To this end, the first step was to examine each data file in order to detect possible errors and inconsistencies in responses. Two strategies were used:

- Study frequencies of each variable in the dataset in order to check for values outside the range of the variable.
- Create contingency tables using filter questions to detect whether the respondent had answered non-applicable questions.

10 sets of data were received and the errors detected were minimal. For example, when studying the frequencies, a rare case was found in item Q20. In this question the respondent is asked to say how many hours a week they dedicate to look after dependent relatives, and one response was 450 hours. This is impossible because a week only has 168. Some decisions were made in order to achieve maximum homogenization of databases.

In Q22A the income had to be expressed in the national currency. The contractors reported exchange rates during the pre-test and they are integrated as footnotes in their questionnaires or the pre-test reports, using <http://www.xe.com/> for rate conversion.

Once the datasets in each country were debugged, the second step was to merge files into one dataset. In the European dataset, a new variable called 'monthly income' was introduced. It was measured in a quantitative scale, matching Q22A and Q22B and using the middle value of each interval in order to turn Q22B into a quantitative variable. This new variable could be more informative to analyse the data.

8.2. Missing value

One of the most common problems in data analysis is the presence of missing data. Missing values are part of the research work, but responses are missing in some of the variables. In other words, the responses of the same participant are available in some variables but they are missing in others. The missing values are usually caused by unknown processes: the subjects do not want to answer certain questions, no knowledge to answer... These data are collected within the category DK or NA.

There is not a very high percentage of missing values (DK / NA category) in most variables (see Table 8.1.). Q22A shows the highest percentage (23.2%), as this item asks for monthly income. Since it may be regarded as a very personal issue, respondents are likely to refuse to answer.

Table 8.1 Percentage of data within DK/NA category in each question

	N	Percentage		N	Percentage
Q6_1	207	3.8	Q10_6_2	625	11.6
Q6_2	184	3.4	Q10_7_2	552	10.3
Q6_3	27	0.5	Q10_8_2	416	7.7
Q6_4	155	2.9	Q10_11_2	626	11.6
Q6_5	175	3.2	Q10_1_3	70	1.3
Q6_6	57	1.1	Q10_2_3	117	2.2
Q6_7	57	1.1	Q10_3_3	671	12.5
Q6_8	71	1.3	Q10_4_3	71	1.3
Q6_9	129	2.4	Q10_5_3	37	0.7
Q6_10	180	3.3	Q10_6_3	624	11.6
Q6_11	77	1.4	Q10_7_3	516	9.6
Q7_1	866	16.1	Q10_8_3	409	7.6
Q7_2	747	13.9	Q10_11_3	614	11.4
Q7_3	46	0.9	Q10_1_4	77	1.4
Q7_4	652	12.1	Q10_2_4	141	2.6
Q7_5	894	16.6	Q10_3_4	330	6.1
Q7_6	73	1.4	Q10_4_4	77	1.4
Q7_7	69	1.3	Q10_5_4	28	0.5
Q7_8	123	2.3	Q10_6_4	502	9.3
Q7_9	277	5.1	Q10_7_4	378	7
Q7_10	320	5.9	Q10_8_4	345	6.4
Q7_11	104	1.9	Q10_11_4	527	9.8
Q8_1	18	0.3	Q10_1_5	75	1.4
Q8_2	20	0.4	Q10_2_5	124	2.3
Q8_3	3	0.1	Q10_3_5	661	12.3
Q8_4	13	0.2	Q10_4_5	93	1.7
Q8_5	20	0.4	Q10_5_5	39	0.7
Q8_6	9	0.2	Q10_6_5	564	10.5
Q8_7	10	0.2	Q10_7_5	390	7.2
Q8_8	9	0.2	Q10_8_5	359	6.7
Q8_9	16	0.3	Q10_11_5	586	10.9
Q8_10	14	0.3	Q10_1_6	91	1.7
Q8_11	63	1.2	Q10_2_6	142	2.6
Q9A_1	30	0.6	Q10_3_6	660	12.3
Q9A_2	38	0.7	Q10_4_6	87	1.6
Q9A_3	100	1.9	Q10_5_6	38	0.7
Q9A_4	27	0.5	Q10_6_6	367	6.8
Q9A_5	23	0.4	Q10_7_6	430	8
Q9A_6	27	0.5	Q10_8_6	178	3.3
Q9A_7	35	0.6	Q10_11_6	428	7.9
Q9A_8	40	0.7	Q10_1_7	61	1.1
Q9A_9	91	1.7	Q10_2_7	115	2.1
Q9A_10	45	0.8	Q10_3_7	660	12.3
Q9A_11	90	1.7	Q10_4_7	82	1.5
Q9B_1	38	0.7	Q10_5_7	38	0.7
Q9B_2	37	0.7	Q10_6_7	495	9.2
Q9B_3	23	0.4	Q10_7_7	370	6.9
Q9B_4	27	0.5	Q10_8_7	303	5.6
Q9B_5	20	0.4	Q10_11_7	535	9.9
Q9B_6	20	0.4	Q11_1	14	0.3

Q9B_7	21	0.4	Q11_2	31	0.6
Q9B_8	30	0.6	Q11_3	39	0.7
Q9B_9	42	0.8	Q11_4	31	0.6
Q9B_10	39	0.7	Q11_5	163	3
Q9B_11	22	0.4	Q11_6	21	0.4
Q10_1_1	73	1.4	Q11_7	34	0.6
Q10_2_1	119	2.2	Q11_8	139	2.6
Q10_3_1	591	11	Q12_1	37	0.3
Q10_4_1	87	1.6	Q12_2	18	0.3
Q10_5_1	36	0.7	Q12_3	37	0.7
Q10_6_1	595	11	Q12_4	76	1.4
Q10_7_1	470	8.7	Q13	22	0.4
Q10_8_1	369	6.9	Q17	61	1.1
Q10_11_1	596	11.1	Q18	206	3.8
Q10_1_2	97	1.8	Q19	106	2
Q10_2_2	157	2.9	Q20	14	0.3
Q10_3_2	692	12.9	Q21	59	1.1
Q10_4_2	98	1.8	Q22A	1252	23.2
Q10_5_2	44	0.8	Q22B	816	15.2

8.3. Filter data

Filter questions are asked prior to some other question so as eliminate the respondents to whom the latter is not applicable. Responses allow for a selection or classification of respondents (Knäuper, 1998)³² Information from filter questions cannot be regarded as missing vales because non-response is not a random phenomenon.

The design of the questionnaire included some filter questions to focus on the respondents affected by the question and to know the perception of the respondents with a direct experience with the services under analysis. The data show that respondents who have access to services value them differently from respondents with no access.

Q5, Q8, Q14 and Q16 are filter questions. Some filters are unavoidable; for example, you could not ask about the number of hours devoted to paid work (Q17) to respondents who had already stated they were not engaged in any paid work in Q5. Other filters (mainly those concerned with Q8 and the most substantial part of the research: Q9A, Q9B and Q10) were determined by the designers of the questionnaire. An analysis of the questions affected by filter Q8 shows that questions related to services 3 (health services and medical centres), 11 (lightening), 6 (sidewalks and walkways) and 7 (parks and gardens) show a percentage of non-response around 10-15%. Service 8 (public transport) shows about 25% of non-response, and services 9 (cultural centres) and 10 (sport) are close to 50%. However, services 2 (nursery schools for children between three and mandatory school age), 1 (nursery schools for children

³² Knäuper, B. (1998). Filter questions and question interpretation: Presuppositions at work. *The Public Opinion Quarterly*, 62(1), 70-78.

under 3), 4 (senior centres) and 5 (centres for the disabled) are above 70%, 80% or 90% of non-response, as can be seen in Table 8.2. For Q9B and Q10 (from 1 to 7), the figures are the same as those that have been just discussed.

Table 8.2 Univariate Statistics

	N	Mean	Standard deviation	Missing	
				Count	Percentage
Q9a_1	920	11.11	16.247	4465	82.9
q9a_2	1408	10.48	14.858	3977	73.9
q9a_3	4819	9.45	13.184	566	10.5
q9a_4	858	10.25	16.137	4527	84.1
q9a_5	468	11.81	19.956	4917	91.3
q9a_6	4710	7.66	7.247	675	12.5
q9a_7	4536	8.23	8.225	849	15.8
q9a_8	4045	8.20	9.288	1340	24.9
q9a_9	3054	10.54	15.603	2331	43.3
q9a_10	2903	9.32	11.388	2482	46.1
q9a_11	4731	9.68	12.581	654	12.1

The analyses are conducted with the sample of subjects who responded. The survey results generalize this available subpopulation reference. Logically, the error is greater, and the sample size and the accuracy of the estimates lower (see Table 8.3.).

Table 8.3 Sampling error

	N	Sampling error (+/-), with a confidence level of 2σ y $P=Q$
q9a_1	920	3.3
q9a_2	1408	2.7
q9a_3	4819	1.4
q9a_4	858	3.4
q9a_5	468	4.6
q9a_6	4710	1.5
q9a_7	4536	1.5
q9a_8	4045	1.6
q9a_9	3054	1.8
q9a_10	2903	1.9
q9a_11	4731	1.5

8.4. Data quality

Data quality was ensured during the whole data life cycle, this is, in the processes of (1) planning, (2) implementation and (3) assessment.

During the planning stage (1), the methodology (e.g., items of the questionnaire, number, location and timing of the samples to be collected) is key to ensuring data quality. In order to measure the concepts under study, measurements already tested in previous studies were used. Moreover, since the questionnaire needed to be translated into 25 different languages by the contractor of the EU Member States, pre-tests were performed to ascertain that questions and answer scales were clear, complete and correct. The sampling design was based on the population and the clusters (aiming to control the level of error) and a proposal of data collection was carried out. This proposal is very close to the final data collection process. Specifications for data collection were described.

During the implementation phase (2), data collection specifications were followed (see Annex II). As previously mentioned, the data collection system was computerized, interviewers were briefed and the phone files of the population under study had to meet established quality standards.

During the assessment stage (3), the data were validated and verified to ensure that the previously-specified sampling and analysis protocols were followed. In this phase, the steps to be taken are the following:

- Review of the project objectives and sampling design,
- Conduct a preliminary data review,
- Select the statistical method,
- Verify the assumptions of the statistical method,
- Draw conclusions from the data.

These steps are presented in a linear sequence, but this is an iterative process. If the preliminary data review reveals patterns of anomalies in the dataset that are inconsistent with the project objectives, then some aspects of the study planning may have to be reconsidered in Step 1. Likewise, if the underlying assumptions of the statistical method are not supported by the data, the previous steps of this process may have to be revisited.

In Table 5.1, information of the sample sizes, both planned and final, is provided. Due to the filter question (Q8), for some variables (i.e., Q9, Q10, Q11...) there are not enough data to perform the analysis by clusters or countries within an acceptable error level. Since this information cannot be considered as missing values, a review of the project objectives is necessary. In addition, modifications of the statistical methods planned are unavoidable.

Despite the fact that this dataset only provides information of people with experience with the services evaluated, this is not a setback. Instead, these data are highly valuable since the

evaluation of the services are based on personal experience rather than on others' experience, word of mouth or inferences based on intuition. Users with experience in the services analysed are likely to have a clear perception and accurate evaluation of the services. Then, drawing conclusions from the overall population is not possible, but they can be drawn from the users of the services.

Based on the proceedings followed and the results obtained, it is possible to conclude that data quality cannot be questioned. Data quality has been ensured at all stages.

Besides, the statistical methods used to analyse data and draw conclusions differ in the data requirements. Parametric methods require data to follow a distribution (such as the Normal distribution) and the error variances must be similar (then data homocedasticity must be checked). Since parametric analyses were planned to answer all the questions raised by the study objective, the underlying assumptions of parametric analyses needed to be verified. Although there are many methods available for verifying these assumptions, three well-known tests are used to test normality and homocedasticity. Results for normality (Kolmogorov-Smirnov and Shapiro-Wilk test) and homoscedasticity (Levene test) are provided in Annex II. As it can be seen in the aforementioned annex, from Tables 11.1 to Table 11.13, the data show normality. However, most variables show the existence of heterocedasticity; that is, error variance is not similar. These results mean that some of the planned statistical methods must be modified and other statistical methods such as non-parametric methods must be used. Nevertheless, these results have no impact in the quality of the data but on the statistical methods for the analysis.

8.5. Data reliability, validity and robustness

Once data quality has been guaranteed, other data requirements must be also safeguarded: (a) reliability, (b) validity and (c) robustness. Reliability is the overall consistency of a measure. Reliability does not ensure validity. However, a lack of reliability limits the validity. As for validity, it would prove that the measurements used are well-founded and correspond accurately to the real world (measuring what they claim to measure). Finally, robustness ensures that a small fraction of data, such as outliers, does not affect the results.

a) Reliability is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. Due to the nature of the questions and the context, the focus has been put on multi-item measures. Only, multi-item measures reliability was measured with Cronbach's Alpha (Annex II, Tables 11.14 and 11.15) in order to check the internal consistency. Following a well-known procedure, corrected item-total correlation was also checked. Based on the results, it can be concluded that the multi-item scale Q12 is a reliable measure.

b) The concept of validity can be split into three different aspects: content validity, criterion validity, and construct validity.

Content validity refers to the extent to which a measure represents all facets of a given social construct. It requires the use of recognized subject matter experts to evaluate whether test items assess defined content. Since subject matter experts developed the questionnaire, it is plausible to expect the different concepts measured in the questionnaire to have content validity. Criterion validity is a measure of how well one variable or set of variables predicts an outcome based on information from other variables. Finally, construct validity is “the degree to which a test measures what it claims, or purports, to be measuring.” A single study does not prove construct validity. Rather it is a continuous process of evaluation, re-evaluation, refinement, and development. Correlations that fit the expected pattern contribute evidence of construct validity. Correlations among the constructs are provided in Annex II (from Tables 11.16 to 11.27). Instead of checking for all the possible correlations (a matrix of 154 x 154), the focus was on those constructs that were expected to be related. As it can be seen in the tables, all the correlations fit the expected pattern. For example, Table 11.27 shows how all the measures of satisfaction and happiness are significantly correlated. Robustness refers to the extent to which a change in the sample entails a big change in the parameters. The database can be analysed to check how the elimination of outliers changes the parameters in order to evaluate its robustness. Robust statistics can be also used to ensure good performance for data drawn from a wide range of probability distributions.

Outliers were identified in a previous stage. Analyses without the outliers are replicated. Outliers were found only in these variables: Q15, Q17, Q18, Q19 and Q20.

In order to make it easier to compare the changes in the parameters, previous results are included in Annex II (see Tables 11.28 and 11.29). For example, when 32 outliers are eliminated, the mean of Q15 goes from 1.80 to 1.74 while the median does not change. With data from 1845 interviewees, this change in the mean can be considered small. Meanwhile, 391 outliers of 2837 cases were eliminated for Q17. In this case, although the median remains equal, the mean changes from 39.21 to 40.17. Still, this change can be considered as small. Summing up, robustness of data is also ensured.

8.6. Descriptive analyses

Although this information is provided at this point of the report, all these analyses are part of conducting a preliminary data review. Important descriptive parametric and non-parametric statistics are provided for metric variables, while other important descriptive statistics for categorical variables (basic frequencies) are studied. Moreover, graphs of the data in percentages of these variables are shown in order to illustrate the most important information (See Annex II, Tables 11.30-11.62).

8.7. Weighting

In this survey-based research, the selected sample was proportional to the size of the adult population in every participating country. This means that in each country the selected sample size was proportional to the population size. In particular, in each country the sample size for the survey was a 0,0001% of the population size. Therefore, the sample size of each country will act implicitly in the analyses as the weighting factor and it is not necessary insert weights in the microdata to make the sample representative of the UE. The selected sample was also selected proportionally to age (18-39, 40-64 and 65 or over) and gender. As it was a random selection of cases in each country, some discrepancies between the age and gender distribution of the sample and that of the population may have occurred. In order to determine the reach of these discrepancies by country, the percentage distribution by gender and age of the sample was calculated and compared to the distribution in the population.

Table 11.65 (Annex 3) shows the percentage distributions, where 'u (%)' (unweighted percentage) refers to the proportion of the sample that belonged to that category, whereas 'w (%)' (weighted percentage) is the proportion of the population belonging to that category. For instance, the percentage of men aged 18-39 was 20.24% and 17.38% in the Austrian sample and population, respectively.

Columns 'u (%)' and 'w (%)' reveal the extent of discrepancy/similarity between sample and population percentages by country.

It is only worth mentioning that there is a lack of 18-39 year-old male respondents in Luxembourg and Malta, even though the percentage of this part of the population is 19.60% and 19.74%, respectively.

Table 11.66 (Annex 3) shows a percentage distribution similar to that in Table 1, but in the former the data are disaggregated by gender and labour status (employed vs. unemployed). It was a prerequisite that 30% of respondents were employed. Table reveals the extent of compliance of such criterion in every MS by gender.

Last, Table 11.67 (Annex 3) includes the percentage distribution of rural, intermediate and urban areas in the sample and the population of each country. It was a prerequisite that 30% of respondents lived in rural areas. Table reveals the extent of compliance of such criterion in every MS by gender.

9. Contextual information at Member State level The System of Context Indicators

The perception about the context is useful when individuals elaborate subjective perceptions that the ad hoc survey aims to measure. To test the impact of the context, this study included a set of macro indicators that aim at reconstructing the economic, health and political environments of each cluster with special regards to gender inequalities.

Therefore, the microdata of the ad hoc survey was matched with a System of Context Indicators (thereafter SCI) that the research group produced by using different data sources with regard to each country. Indicators of the latest available year were included with attention to the countries coverage.

The SCI complementary file is also available in Excel and SPSS format. The elementary macro indicators were included by country to allow future country analysis or different clustering based on the area of interest. However, it is important to stress at this stage that, due to available observations, the descriptive statistics are produced at cluster level.

SCI is structured according to the following areas of indicators:

- Income and Income distribution
- Labour Market
- Gender
- Transport
- Social Expenditure
- Crime and Corruption
- Environment
- Culture
- Violence against women

9.1. Income and income distribution

Income and Income distribution contain Gross Domestic Product at market prices and per capita GDP, which allows for a measure of the income of each country. However, specific indicators have been included on income distribution (Gini Index) and poverty (money poverty, material deprivation and poverty with respect to housing) to take into account the inequality in income distribution and poverty.

Table 9.1 Indicators included in the Income and income distribution area

Indicator	Year	Source
GDP at market prices	2014	Eurostat http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=teco0001
GDP per capita in PPS	2014	Eurostat http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=teco0114
Gini Index	2013	Eurostat http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tessi190
At risk of poverty rate	2013	Eurostat in terms of money income (EU-SILC) Eurostat data base
At risk of material deprivation	2013	Eurostat 4 items or more (Eu-SILC) Eurostat data base
Housing Deprivation	2013	Eurostat 2 items or more (Eu-SILC) Eurostat data base

9.1.1. Labour market

Labour Market contains the gender specific unemployment rates (number of unemployed persons as a percentage of the labour force based on International Labour Office (ILO) definition) for people aged 15 to 74 referred to 2014 (Source Eurostat).

9.1.2. Gender

Gender includes EIGE indicators on the Gender Equality Index and its intermediate dimensions and the gender wage gap. The area has been introduced to analyse how countries/clusters characterized by a different degree of gender equality can show different degrees of satisfaction in the use and access to infrastructure that are considered to be particularly important from a gender perspective.

Table 9.2 Indicators included in the Gender Area

Indicator	Year	Source
Gender Equality Index	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
WORK domain in GEI	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
Knowledge domain in GEI	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
Time domain in GEI	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
Power domain in GEI	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
Health domain in GEI	2012	EIGE http://eige.europa.eu/lt/gender-statistics/gender-equality-index
Gender Wage Gap	2013	Eurostat http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdsc340

The Gender Equality Index is produced by EIGE and contains six core domains -work, money, knowledge, time, power and health– and two satellite domains: violence against women and intersecting inequalities that are considered to be important to the European policy framework (EIGE, 2015).

The data set has included the single summary measure (the Gender Equality Index) and the indicators of the core domains with reference to the latest available year. In Annex IV, there is

reference to single elementary indicators that have been included by EIGE in each core domain. The values range from 0 to 1, where 1 can be considered as complete gender equality and 0 complete gender inequality.

The gender wage gap is the unadjusted Gender Pay Gap computed as the difference between average gross hourly earnings of male paid employees and of female paid employees as a percentage of average gross hourly earnings of male paid employees. The reference population consists of all paid employees in enterprises with 10 employees or more. One has to take into account that for countries that are characterized by lower and non-randomly selected female employment, the unadjusted gender pay gap can underestimate the gap obtained by properly accounting for the non-random selection of women into employment. However, due to the unavailability of this finer indicator for all the countries in the sample, the research unit has used the gender pay gap described above.

9.1.3. Transport

Here can be found an indicator on the investment in inland transport infrastructure as a percentage of GDP and on the total government expenditure in Transport as % of GDP from Eurostat meta data base on the general government expenditure by function (COFOG) [Code: gov_10a_exp].

9.1.4. Social Expenditure

In this area, expenditure as % of GDP has been included in:

- Social protection (Expenditure on social protection includes social benefits, which consist of transfers, in cash or in kind, to households and individuals to relieve them including the following expenditure: Sickness /Health care; Disability; Old age; Survivors; Family/children; Unemployment; Housing; Social exclusion not elsewhere classified),
- Housing (including interventions by public authorities to help households meet the cost of housing),
- Family/Children (support (except healthcare) in connection with the costs of pregnancy, childbirth, childbearing and caring for other family members),
- Disability (Social expenditure on disability, including pensions).

9.1.5. Environment expenditure

Total general government expenditure in Environment as % of GDP from Eurostat meta data base on the general government expenditure by function (COFOG) [Code: gov_10a_exp].

9.1.6. Culture Expenditure

As a context variable, heterogeneity in cultural expenditure by government has been taken into account by including the total government expenditure in Recreation, Culture and

Religion (GFo8) as a percentage of the GDP from Eurostat meta data base on the general government expenditure by function (COFOG) [Code: gov_10a_exp].

9.1.7. Violence against women

Women who have experienced physical and/or sexual violence by current and/or previous partner or by any other person since the age of 15 have been included from the European Union Agency for Fundamental Rights (2014) ad hoc survey. On the problems that can arise in the violence against women indicators more can be found in EIGE (2015).

9.1.8. Corruption and Crime

This area includes a set of indicators on the degree of corruption and civiness in the country and statistics on the perception of crimes and violence in the area.

The Corruption perception index by Transparency International expresses the perceived level of public sector corruption on a scale of 0 (highly corrupt) to 100 (very clean).

This section includes indicators produced by the World Bank on voice and accountability, government effectiveness and on the control of corruption within the Worldwide Governance Indicators (WGI) project.

Voice and Accountability is based upon the perceptions of the extent to which European residents are able to participate in selecting their government, as well as freedom of expression, freedom of association, and a free media. The index ranges from -2.5 to 2.5, where the highest value shows a better voice and accountability achievement.

Government effectiveness reflects the perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.

The control of corruption indicators reflects the perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption as well as "capture" of the state by elites and private interests.

See "Indicators on Corruption and Crime" in Annex IV.

9.1.9. Health

This section includes the Healthy life years in absolute value at birth indicator (Eurostat) disaggregated by gender. It measures the number of years that a person at birth is still expected to live in a healthy condition. As a context variable, heterogeneity in health expenditure has been taken into account too by including the related total government expenditure as a percentage of the GDP.

9.2. System of Context Indicators

The Indicators in the System of Context Indicators (thereafter SCI), which the research group has produced by using different data sources, have been analysed consistently with the aims announced in Deliverable 2 to highlight heterogeneity across the clusters. The research group has included the indicators with reference to the latest available year and to the country coverage of the indicators. Here are presented descriptive statistics by cluster (in the final Technical report more comments on each indicator will be included) and heterogeneity of indicators is exploited by cluster to analyse the interaction with subjective individual indicators that can be obtained by the ad hoc survey.

Table 9.3 Country Clusters

Cluster 1	Cluster 2	Cluster 3	Cluster 4
North Western Countries	Southern Countries	Eastern Countries	Nordic Countries
Austria Belgium France Germany Ireland Luxembourg UK	Croatia Cyprus Greece Italy Malta Portugal Spain	Bulgaria Czech Rep Estonia Hungary Latvia Lithuania Poland Romania Slovakia Slovenia	Denmark Finland Netherlands Sweden

SCI is structured according to the following areas of indicators:

- Income and Income distribution
- Labour Market
- Gender
- Government Expenditure in Infrastructure and Social protection
- Health
- Crime and Corruption

9.2.1. Income and Income distribution indicators

The indicators on GDP per capita shows heterogeneity amongst the observed clusters with Eastern Countries cluster showing a lower average level (66.1 per capita) and the Nordic countries characterized by the highest level of per capita GDP (124.6).

Inequality in income distribution is summarized by the Gini Index. The highest value denotes higher inequality in income distribution in the Cluster of Southern Countries, whereas the cluster of Nordic countries show the lowest inequality.

Data on poverty and material deprivation (with also a special focus on housing conditions) show again a important degree of heterogeneity by cluster of countries, being the Nordic Cluster better than the others.

9.2.2. Labour Market Indicator

Cluster of Southern Countries is subjected to a high risk of unemployment (see Annex IV).

9.2.3. Gender

Given the focus of the analysis, SCI contains a set of indicators on Gender Equality. GEI indicator shows a better achievement in the Nordic Cluster (71%) followed by North Western Countries (56%), Southern (45%) and Eastern Cluster (41%) with the lowest achievement. The following tables show how the indicators of the different core domains analysed by EIGE contributed to this heterogeneity.

9.2.4. Government Expenditure in Infrastructure and Social protection

This area of indicators includes government expenditures in infrastructure and social protection as percentage of GDP. Social protection expenditure appears at the lowest level in the Eastern cluster (18%) and the highest level is expected in the Nordic cluster (32.5%).

Government expenditure in family and children is at the lowest level in Eastern (1.3%) and Southern (1.4%) Clusters. The Eastern European cluster shows the lowest level also for expenditure on disability (see Annex IV).

The highest level of expenditure in housing is found in North-Western countries (0.89%), whereas the lowest is shown by the Southern countries (0.05%).

Lower variation amongst countries can be found in Transport expenditure and in environment expenditure (see Annex IV).

9.2.5. Health

Health expenditure is higher in Southern European Countries (0.18%), where also the indicator on healthy life years is better.

9.2.6. Crime and Corruption

The Indicator on voice and accountability is higher in Nordic countries (1.64), where also the indicator on corruption perception shows the best situation in terms of the perceived level of public sector corruption (86.3) (the index ranges from 0 (highly corrupt) to 100 (very clean) and in terms of government effectiveness.

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11. Annexes

11.1. Annex 1

- The Questionnaire "Benefits of Gender Equality by Spending on Public services"

MASTER QUESTIONNAIRE (CATI)
"The benefits of gender equality by the spending on public services"

PRESENTATION:

Hello. I am calling from [ENTER NAME OF YOUR ORGANIZATION]. We are carrying out the [MEMBER STATE] part of a pan-European study on the importance of publicly funded services to people's lives. Your help will contribute to a better understanding of what people all over Europe believe are important private and public services to receive public funds. It will only take 20 minutes to answer the questions.

A. GENERAL BACKGROUND INFORMATION [DO NOT READ OUT]

Q0:

Respondent reached by mobile line: 'Do you also have a fixed line?' 1. Yes 2. No

Respondent reached by fixed line: 'Do you also have a mobile line?' 1. Yes 2. No

Q1: Indicate the gender of the respondent:[DO NOT READ OUT]

Woman ☐

Man ☐

Q2: Can you please tell me your age?

[] years

DK or refuse to answer (DO NOT READ OUT) ☐

Q2. FILTER: if age under 18 years old or DK/Refuse to answer, stop questionnaire! and say: I'm sorry, you are not old enough to take this survey. Thanks for your time!

Q3A [ask in COUNTRIES that stratify on the NUTS2 level, ask this as a close-ended question].

In which [enter NUTS2 term for region in your language, e.g., Province, County, Voivodeship] do you live?

[__names of regions__]

Not a resident of any region/the country

DK or Refuse to answer [DO NOT READ OUT] ☐

Q3A FILTER: if not a resident or DK/Refuse to answer, stop questionnaire! and say: I'm sorry, you are not part of the group of people we are looking for this survey. Thanks for your time!

Q3B [asked in COUNTRIES that do not stratify on the NUTS2 level]:

Are you a resident of [this country]?

1. YES

2. NO

DK or Refuse to answer [DO NOT READ OUT] ☐

Q3B FILTER: if not a resident or DK/Refuse to answer, stop questionnaire! and say: I'm sorry, you are not part of the group of people we are looking for this survey. Thanks for your time!

Q4. Where do you live?

The open countryside or a village

A small town

A medium to large town

A city or city suburb

Do not know [DO NOT READ OUT]

Q5. Could you please tell me what is your current employment status? [MARK ONE ANSWER ONLY: "Main" status]

Student

Housewife/ Stay-at-home husband/partner

Retired or pensioner

Self- employed (might have employees)

Employee (by another person/company)

Unemployed

Other [DO NOT READ OUT]

B. ACCESS AND USE OF PUBLIC SERVICES [DO NOT READ OUT]

Q6. [ASK ALL FOR EACH SERVICE] I have a list of 11 public services that some people might think are important, for example, because they help them with their everyday life or contribute to friendlier neighbourhoods.

By "public services" I mean both public and subsidised private services.

Can you please tell me how important each one of the services is to your needs?

Please use a scale from 1 to 10, where 1 means that the service's is not important at all and 10 means that it is very important.

You can use the numbers in between to express intermediate levels of relevance.

	Public services	Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
Q6.1	In your view, how important are NURSERY SCHOOLS for children under 3 years old?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.2	And NURSERY SCHOOLS for children from 3 year olds to mandatory school age?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.3	And HEALTH SERVICES AND MEDICAL CENTRES?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.4	And CENTRES FOR THE ELDERLY (nursing homes, day centres)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.5	And CENTRES FOR PEOPLE WITH LONG-TERM DISABILITIES?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.6	And SIDEWALKS AND PEDESTRIAN PATHS?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.7	And PARKS AND GREEN AREAS?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.8	And PUBLIC TRANSPORT (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.9	And CULTURAL CENTRES FOR ACTIVITIES AND WORKSHOPS?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.10	And GYMS AND OTHER CENTRES FOR WORKOUT AND PLAY?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q6.11	And STREET LIGHTS IN YOUR RESIDENTIAL AREA?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q7. [ASK ALL FOR EACH SERVICE]. Could you please assess the provision of these public services, where 1 means that to your knowledge you have no access to the service at all and 10 means you have full access.

You can use the numbers in between to express other intermediate levels of access.

By "access" I mean whether the public service exists, whether it can be reached and whether you can afford it. In case you cannot use the service for one of these reasons, it means it is not accessible to you.

Public services	Access Level	DO NOT READ OUT: DK or N/A
What level of access do you have to ...?		
Q7.1 NURSERY SCHOOLS (for children up to three years old)	☐	☐
Q7.2 NURSERY SCHOOLS (3 year olds to mandatory school age)	☐	☐
Q7.3 HEALTH SERVICES AND MEDICAL CENTRES	☐	☐
Q7.4 CENTRES FOR THE ELDERLY (nursing homes, day centres)	☐	☐
Q7.5 CENTRES FOR PEOPLE WITH LONG-TERM DISABILITIES	☐	☐
Q7.6 SIDEWALKS AND PEDESTRIAN PATHS	☐	☐
Q7.7 PARKS AND GREEN AREAS	☐	☐
Q7.8 PUBLIC TRANSPORT (local trips, daily commuting)	☐	☐
Q7.9 CULTURAL CENTRES FOR ACTIVITIES AND WORKSHOPS	☐	☐
Q7.10 GYMS AND OTHER CENTRES FOR WORKOUT AND PLAY	☐	☐
Q7.11 STREET LIGHTS IN YOUR RESIDENTIAL AREA	☐	☐

Q8. [ASK ALL FOR EACH SERVICE] In the last 10 years, have you, or a person who depends on you used public services such as ...

By 'dependent person', I mean a person that you care for, such as a child or elderly parent.

Public Services	1 YES 2 NO	DO NOT READ OUT: DK or N/A
Q8.1 NURSERY SCHOOLS for children up to three years old	☐	☐
Q8.2 NURSERY SCHOOLS (3 year olds to mandatory school age)	☐	☐
Q8.3 HEALTH SERVICES AND MEDICAL CENTRES	☐	☐
Q7.4 CENTRES FOR THE ELDERLY (nursing homes, day centres)	☐	☐
Q8.5 CENTRES FOR PEOPLE WITH LONG-TERM DISABILITIES	☐	☐
Q8.6 SIDEWALKS AND PEDESTRIAN PATHS	☐	☐
Q8.7 PARKS AND GREEN AREAS	☐	☐
Q8.8 PUBLIC TRANSPORT (local trips, daily commuting)	☐	☐
Q8.9 CULTURAL CENTRES FOR ACTIVITIES AND WORKSHOPS	☐	☐
Q8.10 GYMS AND OTHER CENTRES FOR WORKOUT AND PLAY	☐	☐
Q8.11 STREET LIGHTS IN YOUR RESIDENTIAL AREA	☐	☐

Q9A. [DO NOT ASK Q9A FOR SERVICES NEVER USED]. [IF NONE OF THE ABOVE SERVICES WERE USED IN THE LAST TEN YEARS SKIP TO PART D].

How would you rate your satisfaction with the safety and security of the public services used?
Could you please tell me on a scale of 1 to 10, where 1 means you have been not at all satisfied with the safety and 10 that you have been very satisfied with the safety of the services. You can use the numbers in between to express intermediate levels.

Public Services	Satisfaction level	DO NOT READ OUT: DK or N/A
Q9A.1 NURSERY SCHOOLS (less than 3 year olds)		☐
Q9A.2 NURSERY SCHOOLS (3 year olds to mandatory school age)		☐
Q9A.3 HEALTH SERVICES AND MEDICAL CENTRES		☐
Q9A.4 CENTRES FOR THE ELDERLY (nursing homes, , day centres)		☐
Q9A.5 CENTRES FOR PEOPLE WITH LONG-TERM DISABILITIES		☐
Q9A.6 SIDEWALKS AND PEDESTRIAN PATHS		☐
Q9A.7 PARKS AND GREEN AREAS		☐
Q9A.8 PUBLIC TRANSPORT (local trips, daily commuting)		☐
Q9A.9 CULTURAL CENTRES FOR ACTIVITIES AND WORKSHOPS		☐
Q9A.10 GYMS AND OTHER CENTRES FOR WORKOUT AND PLAY		☐
Q9A.11 STREET LIGHTS IN YOUR RESIDENTIAL AREA		☐

Q9B. [DO NOT ASK Q9B FOR SERVICES NEVER USED] [IF NONE OF THE ABOVE SERVICES WERE USED IN THE LAST TEN YEARS SKIP TO PART D].

How would you rate your satisfaction with the quality of the public services used?
Could you please tell me on a scale of 1 to 10, where 1 means you have been not at all satisfied with the quality and 10 that you have been very satisfied with the quality of the services. You can use the numbers in between to express intermediate levels.

Public Services	Satisfaction Level	DO NOT READ
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		OUT: DK or N/A
Q9B.1 NURSERY SCHOOLS (less than 3 year olds)	☐	☐
Q9B.2 NURSERY SCHOOLS (3 year olds to mandatory school age)	☐	☐
Q9B.3 HEALTH SERVICES AND MEDICAL CENTRES	☐	☐
Q9B.4 CENTRES FOR THE ELDERLY (nursing homes, day centres)	☐	☐
Q9B.5 CENTRES FOR PEOPLE WITH LONG-TERM DISABILITIES	☐	☐
Q9B.6 SIDEWALKS AND PEDESTRIAN PATHS	☐	☐
Q9B.7 PARKS AND GREEN AREAS	☐	☐
Q9B.8 PUBLIC TRANSPORT (local trips, daily commuting)	☐	☐
Q9B.9 CULTURAL CENTRES FOR ACTIVITIES AND WORKSHOPS	☐	☐
Q9B.10 GYMS AND OTHER CENTRES FOR WORKOUT AND PLAY	☐	☐
Q9B.11 STREET LIGHTS IN YOUR RESIDENTIAL AREA	☐	☐

C. ASPECTS OF WELL-BEING [DO NOT READ OUT]

Q10. [DO NOT ASK FOR SERVICES NEVER USED]. I would like to ask you about seven different domains of your life, such as education, leisure and health. I am interested in how important has the role of various services been in enabling you to reach your goals and to live the life you want.

Q10.1 Education

To start with, I would like to ask about your participation in Education. I am interested in how various services have helped your ability to gain knowledge. For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means that it has been very important. You can use the numbers in between to express intermediate levels of relevance.

	Q10.1. Education	Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	you to be able to participate in Education?											
2	And how important have Nursery schools for 3 year olds to mandatory school age children been for you to be able to participate in Education?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.2 Participation in employment

As the next step, I would like to ask about your participation in employment. I am interested in how various services have helped you to work as an employee or self-employed. For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means that it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

	Q10.2. Employment	Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for you to be able to participate in Employment?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.3 Domestic and care activities

Now I would like to ask you about your ability to carry out domestic chores or care for a child or another adult at home. I am interested in how various services have helped you to carry out domestic and care activities. For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means that it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

	Q10.3. Domestic and care activities	Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for you to be able to carry out domestic and care activities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport(local trips, daily commuting) ?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.4. Physical and mental health

Could you please tell me how various services have helped you to take care of you physical and mental health? For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

	Q10.4. Physical and mental health	Not important at all ←→ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for you to take care of your physical and mental health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.5. Social relationships

Could you please tell me how various services have helped you to participate in social networks and associations? For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

	Q10.5. Social relationships	Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for you to participate in social networks and associations?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport (local trips, daily commuting) ?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.6 Mobility

The next question concerns your ability to move around. Could you please tell me how various services have helped you to move from place to place and reach various destinations independently? For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

Q10.6. Mobility		Not important at all ↔ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been for you to be able to move around?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

8	And Public transport (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Q10.7 Leisure

Could you please tell me how various services have helped your ability to have leisure? For example, by freeing your time, providing opportunities and creating a safe environment.

Please use a scale from 1 to 10, where 1 means that the service has not been important at all and 10 means it has been very important. You can use the numbers in between to express other intermediate levels of relevance.

	Q10.7. Leisure	Not important at all ←→ Very important										DO NOT READ OUT DK or N/A
		1	2	3	4	5	6	7	8	9	10	99
1	How important have Nursery schools for children up to three years old been you to be able to have leisure?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	And how important have Nursery schools for 3 year olds to mandatory school age children been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	And Health services or medical centres?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	And Centres for the elderly been?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	And Centres for people with long-term disabilities?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	And Sidewalks and pedestrian paths?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	And Parks and green areas?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	And Public transport (local trips, daily commuting)?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	And Street lights in your residential area?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

D. SUBJECTIVE WELL-BEING [DO NOT READ OUT]

Q11. Could you please tell me on a scale of 1 to 10, where 1 means that you are not satisfied at all and 10 means you are very satisfied, how satisfied you are with . . .

		Scale of 1 to 10	[DO NOT READ OUT] DK or N/A
11.1	Your health	☐	99
11.2	The economic situation of your household	☐	99
11.3	FILTER: ONLY ASK Q11.3. if Q5 = 4 or 5: Your job or occupational activity	☐	99
11.4	How much free time you have	☐	99
11.5	Your domestic and care activities	☐	99
11.6	The neighbourhood where you live	☐	99
11.7	Your relationships with people who are close to you	☐	99
11.8	How various public services help your everyday life	☐	99

Q12. I am going to read four statements. Could you please tell me to what extent you agree or disagree with each statement on a scale of 1 to 10, where 1 means that you do not agree at all and 10 means you completely agree.

		Scale of 1 to 10	[DO NOT READ OUT] DK or N/A
12.1	In most ways my life is close to my ideal	☐	99
12.2	The conditions of my life are excellent	☐	99
12.3	So far I have gotten the important things I want in life	☐	99
12.4	If I could live my life over, I would change almost nothing	☐	99

Q13. Taking everything in your life into consideration, could you please tell me on a scale of 1 to 10 how satisfied you are with your life in general, where 1 means that you are not satisfied at all and 10 means you are very satisfied.

Not satisfied at all ↔ Very satisfied										[DO NOT READ OUT] DK or N/A
1	2	3	4	5	6	7	8	9	10	99
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

E. DETAILED BACKGROUND INFORMATION [DO NOT READ OUT]

To finish the survey, I would like to ask some general questions to help me understand more about you and your current situation.

Q14. Do you have any dependent children? By 'dependent children, I mean children that you are paying for or carrying for irrespective of whether they live with you.

1. Yes
2. No

FILTER : DO NOT ASK Q15 IF RESPONDENT ANSWERED "NO" (option 2) TO Q14

Q15. How many dependent children do you have?

[] []

Q16. Do you have other people who depend on you? By 'other people who depend on you', I mean elderly relatives/people with disabilities that you are paying for or carrying for irrespective of whether they live with you.

1. Yes
2. No

FILTER: ONLY ASK Q17 if Q5 = 4 or 5:

Q17. How many hours a week do you dedicate to paid work?

[] [] []

DK or refuse to answer (DO NOT READ OUT) ☐

ASK Q18 TO ALL

Q18. How many hours a week do you dedicate to domestic and care activities in general?

[] [] []

DK or refuse to answer (DO NOT READ OUT) ☐

FILTER: DO NOT ASK Q19 IF RESPONDENT ANSWERED "NO" (option 2) TO Q14

Q19. How many hours a week do you dedicate to caring for the children?

[] [] []

DK or refuse to answer (DO NOT READ OUT) ☐

FILTER: DO NOT ASK Q20 IF RESPONDENT ANSWERED "NO" (option 2) TO Q16

Q20 How many hours a week do you dedicate to taking care for other persons dependent on you? [][][]

DK or refuse to answer (DO NOT READ OUT) ☐

Q21. What is your highest completed level of education?

	Levels of education:	DO NOT READ OUT	
1	Early childhood education	(ISCED 0)	☐
2	Primary education	(ISCED 1)	☐
3	Lower secondary education	(ISCED 2)	☐
4	Upper secondary education	(ISCED 3)	☐
5	Post-secondary non-tertiary education	(ISCED 4)	☐
6	Short-cycle tertiary education	(ISCED 5)	☐
7	Bachelor's or equivalent level	(ISCED 6)	☐
8	Master's or equivalent level	(ISCED 7)	☐
9	Doctoral or equivalent level	(ISCED 8)	☐
99	Refuse to answer (DO NOT READ OUT)		☐

Q22A. Please can you tell me how much your disposable personal income per MONTH usually is, in [insert Your national currency]? Just tell me the amount of money earned that you have left over after paying any tax. [WRITE IN AMOUNT].

[][][][][][]

DK or Refuse to answer [DO NOT READ OUT] ☐ [ASK 22B]

Q22B. If you don't know the exact figure, I will read figures of disposable income per month in [insert Your national currency]. Could you tell me to which range you belong?

(INTERVIEWER TO COMPLETE THE TABLE BELOW)

		Tick as appropriate
1	Less than 100 EUR	☐
2	Between 100 and up to 300 EUR	☐
3	Between 300 and up to 600 EUR	☐
4	Between 600 and up to 800 EUR	☐

5	Between 800 and up to 1,000 EUR	☐
6	Between 1,000 and up to 1,500 EUR	☐
7	Between 1,500 and up to 2,000 EUR	☐
8	Between 2,000 and up to 3,000 EUR	☐
9	Between 3,000 and up to 4,000 EUR	☐
10	Between 4,000 and up to 5,000 EUR	☐
11	More than 5,000 EUR	☐
13	No income	☐
99	DK or refuse to answer (DO NOT READ OUT)	☐

Thank you for taking part in this survey, we appreciate your cooperation.

11.2. Annex 2

Tables related to descriptive analyses.

Table 11.1. Q6 Normality and homocedasticity tests

How important is each public service to your needs?...	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
Indicators	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q6_1 Nursery schools for children up to 3 years old -	0.193	4953	0.000	0.819	4953	0.000	5018	1	5176	.025
Q6_2 Nursery schools for 3 year olds to mandatory school age	0.208	4953	0.000	0.786	4953	0.000	.306	1	5199	.580
Q6_3 Health services or medical centres	0.302	4953	0.000	0.675	4953	0.000	36017	1	5356	.000
Q6_4 Centres for the elderly (nursing homes. day centres)	0.205	4953	0.000	0.82	4953	0.000	1845	1	5228	.174
Q6_5 Centres for people with long-term disabilities	0.204	4953	0.000	0.809	4953	0.000	.058	1	5208	.809
Q6_6 Sidewalks and pedestrian paths	0.187	4953	0.000	0.824	4953	0.000	19600	1	5326	.000
Q6_7 Parks and green areas	0.19	4953	0.000	0.82	4953	0.000	19616	1	5326	.000
Q6_8 Public transport (local trips. daily commuting)	0.207	4953	0.000	0.81	4953	0.000	37705	1	5312	.000
Q6_9 Cultural centres for activities and workshops	0.155	4953	0.000	0.908	4953	0.000	13022	1	5254	.000
Q6_10 Gyms and other centres for workout and play	0.148	4953	0.000	0.905	4953	0.000	3870	1	5203	.049
Q6_11 Street lights in your residential area	0.198	4953	0.000	0.805	4953	0.000	10914	1	5306	.001

Table 11.2. Q7 Normality and homocedasticity tests

What level of access do you have to ...	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
Indicators	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q7_1 Nursery schools for children up to 3 years old -	.173	3915	.000	.868	3915	.000	4922	1	4517	.027
Q7_2 Nursery schools for 3 year olds to mandatory school age	.183	3915	.000	.850	3915	.000	.003	1	4636	.959
Q7_3 Health services or medical centres	.183	3915	.000	.863	3915	.000	1914	1	5337	.167
Q7_4 Centres for the elderly (nursing homes. day centres)	.129	3915	.000	.912	3915	.000	2844	1	4731	.092
Q7_5 Centres for people with long-term disabilities	.135	3915	.000	.914	3915	.000	.308	1	4489	.579
Q7_6 Sidewalks and pedestrian paths	.180	3915	.000	.869	3915	.000	.775	1	5310	.379
Q7_7 Parks and green areas	.189	3915	.000	.859	3915	.000	.023	1	5314	.879
Q7_8 Public transport (local trips. daily commuting)	.179	3915	.000	.880	3915	.000	2291	1	5260	.130
Q7_9 Cultural centres for activities and workshops	.125	3915	.000	.933	3915	.000	9669	1	5106	.002
Q7_10 Gyms and other centres for workout and play	.140	3915	.000	.915	3915	.000	20372	1	5063	.000
Q7_11 Street lights in your residential area	.202	3915	.000	.824	3915	.000	.553	1	5279	.457

Table 11.3. Q9a Normality and homocedasticity tests

Satisfaction with the safety and security of the public services used	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
Indicators	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q9A_1 Nursery schools for children up to 3 years old -	.191	32	.004	.824	32	.000	.607	1	888	.436
Q9A_2 Nursery schools for 3 year olds to mandatory school age	.213	32	.001	.825	32	.000	4350	1	1368	.037
Q9A_3 Health services or medical centres	.145	32	.087	.901	32	.006	.000	1	4717	.996

QgA_4 Centres for the elderly (nursing homes. day centres)	.174	32	.015	.860	32	.001	.962	1	829	.327
QgA_5 Centres for people with long-term disabilities	.166	32	.025	.868	32	.001	1188	1	443	.276
QgA_6 Sidewalks and pedestrian paths	.195	32	.003	.901	32	.007	.662	1	4681	.416
QgA_7 Parks and green areas	.149	32	.069	.897	32	.005	1094	1	4499	.296
QgA_8 Public transport (local trips. daily commuting)	.175	32	.014	.915	32	.015	1170	1	4003	.280
QgA_9 Cultural centres for activities and workshops	.203	32	.002	.858	32	.001	5378	1	2961	.020
QgA_10 Gyms and other centres for workout and play	.166	32	.025	.848	32	.000	8181	1	2856	.004
QgA_11 Street lights in your residential area	.181	32	.009	.866	32	.001	.172	1	4639	.679

Table 11.4. Qgb Normality and homocedasticity tests

Indicators	Normality tests						Homocedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig	Statistic	df	Sig	Levene Statistic	gl1	gl2	Sig.
Qgb_1 Nursery schools for children up to 3 years old -	.165	32	.026	.832	32	.000	.160	1	880	.690
Qgb_2 Nursery schools for 3 year olds to mandatory school age	.182	32	.008	.843	32	.000	.912	1	1369	.340
Qgb_3 Health services or medical centres	.189	32	.005	.893	32	.004	.340	1	4794	.560
Qgb_4 Centres for the elderly (nursing homes. day centres)	.132	32	.171	.910	32	.011	5784	1	829	.016
Qgb_5 Centres for people with long-term disabilities	.124	32	.200*	.893	32	.004	2550	1	446	.111
Qgb_6 Sidewalks and pedestrian paths	.137	32	.131	.912	32	.013	.020	1	4688	.889
Qgb_7 Parks and green areas	.153	32	.054	.878	32	.002	1051	1	4513	.305
Qgb_8 Public transport (local trips. daily commuting)	.126	32	.200*	.925	32	.029	2924	1	4013	.087
Qgb_9 Cultural centres for activities and workshops	.220	32	.000	.844	32	.000	.095	1	3010	.758
Qgb_10 Gyms and other centres for workout and play	.231	32	.000	.846	32	.000	1032	1	2862	.310
Qgb_11 Street lights in your residential area	.207	32	.001	.862	32	.001	1703	1	4707	.192

Table 11.5. Q10_1 Normality and homocedasticity tests

How important have each of these public services been for you to be able to participate in Education?....	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_1 Nursery schools for children up to 3 years old -	.240	37	.000	.783	37	.000	.060	1	845	.807
Q10_2_1 Nursery schools for 3 year olds to mandatory school age	.216	37	.000	.801	37	.000	4307	1	1287	.038
Q10_3_1 Health services or medical centres	.221	37	.000	.814	37	.000	6341	1	4226	.012
Q10_4_1 Centres for the elderly (nursing homes. day centres)	.149	37	.038	.878	37	.001	.118	1	769	.731
Q10_5_1 Centres for people with long-term disabilities	.183	37	.003	.853	37	.000	.112	1	430	.739
Q10_6_1 Sidewalks and pedestrian paths	.148	37	.040	.879	37	.001	.156	1	4113	.693
Q10_7_1 Parks and green areas	.184	37	.003	.839	37	.000	1533	1	4064	.216
Q10_8_1 Public transport (local trips. daily commuting)	.194	37	.001	.835	37	.000	1199	1	3674	.274
Q10_11_1 Street lights in your residential area	.154	37	.027	.876	37	.001	.004	1	4133	.949

Table 11.6. Q10_2 Normality and homocedasticity tests

How important have each of these public services been for you to be able to participate in Employment?....	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_2 Nursery schools for children up to 3 years old -	.244	35	.000	.759	35	.000	8125	1	821	.004
Q10_2_2 Nursery schools for 3 year olds to mandatory school age	.248	35	.000	.760	35	.000	12888	1	1249	.000
Q10_3_2 Health services or medical centres	.174	35	.009	.845	35	.000	1955	1	4125	.162

Q10_4_2 Centres for the elderly (nursing homes. day centres)	.176	35	.008	.841	35	.000	.019	1	758	.890
Q10_5_2 Centres for people with long-term disabilities	.183	35	.004	.825	35	.000	.266	1	422	.606
Q10_6_2 Sidewalks and pedestrian paths	.137	35	.096	.901	35	.004	.064	1	4083	.800
Q10_7_2 Parks and green areas	.164	35	.018	.849	35	.000	3094	1	3982	.079
Q10_8_2 Public transport (local trips. daily commuting)	.209	35	.000	.827	35	.000	8574	1	3627	.003
Q10_11_2 Street lights in your residential area	.185	35	.004	.833	35	.000	.082	1	4103	.775

Table 11.7. Q10_3 Normality and homocedasticity tests

How important have each of these public services been for you to be able to carry out domestic and care activities?...	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_3 Nursery schools for children up to 3 years old -	.207	36	.000	.796	36	.000	3129	1	848	.077
Q10_2_3 Nursery schools for 3 year olds to mandatory school age	.219	36	.000	.788	36	.000	1120	1	1289	.290
Q10_3_3 Health services or medical centres	.243	36	.000	.816	36	.000	.104	1	4146	.747
Q10_4_3 Centres for the elderly (nursing homes. day centres)	.183	36	.004	.842	36	.000	.898	1	785	.344
Q10_5_3 Centres for people with long-term disabilities	.165	36	.014	.852	36	.000	1084	1	429	.298
Q10_6_3 Sidewalks and pedestrian paths	.189	36	.002	.834	36	.000	2680	1	4084	.102
Q10_7_3 Parks and green areas	.222	36	.000	.767	36	.000	8161	1	4018	.004
Q10_8_3 Public transport (local trips. daily commuting)	.206	36	.001	.806	36	.000	4843	1	3634	.028
Q10_11_3 Street lights in your residential area	.182	36	.004	.827	36	.000	4680	1	4115	.031

Table 11.8. Q10_4 Normality and homocedasticity tests

How important have each of these public services been for you to take care of your physical and mental health?	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_4 Nursery schools for children up to 3 years old -	.201	38	.000	.787	38	.000	.359	1	841	.549
Q10_2_4 Nursery schools for 3 year olds to mandatory school age	.222	38	.000	.773	38	.000	.1173	1	1265	.279
Q10_3_4 Health services or medical centres	.213	38	.000	.815	38	.000	.5226	1	4487	.022
Q10_4_4 Centres for the elderly (nursing homes. day centres)	.166	38	.010	.875	38	.001	.4685	1	779	.031
Q10_5_4 Centres for people with long-term disabilities	.157	38	.020	.880	38	.001	.093	1	438	.761
Q10_6_4 Sidewalks and pedestrian paths	.224	38	.000	.840	38	.000	.098	1	4206	.755
Q10_7_4 Parks and green areas	.247	38	.000	.772	38	.000	.1181	1	4156	.277
Q10_8_4 Public transport (local trips. daily commuting)	.207	38	.000	.829	38	.000	.2259	1	3698	.133
Q10_11_4 Street lights in your residential area	.257	38	.000	.817	38	.000	.097	1	4202	.755

Table 11.9. Q10_5 Normality and homocedasticity tests

How important have each of these public services been for you to participate in social networks and associations?	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_5 Nursery schools for children up to 3 years old -	.227	38	.000	.821	38	.000	.551	1	843	.458
Q10_2_5 Nursery schools for 3 year olds to mandatory school age	.200	38	.001	.831	38	.000	.836	1	1282	.361

Q10_3_5 Health services or medical centres	.179	38	.004	.879	38	.001	14849	1	4156	.000
Q10_4_5 Centres for the elderly (nursing homes. day centres)	.173	38	.005	.868	38	.000	.180	1	763	.671
Q10_5_5 Centres for people with long-term disabilities	.150	38	.030	.883	38	.001	.281	1	427	.596
Q10_6_5 Sidewalks and pedestrian paths	.130	38	.105	.897	38	.002	3363	1	4144	.067
Q10_7_5 Parks and green areas	.152	38	.027	.873	38	.000	.039	1	4144	.843
Q10__8_5 Public transport (local trips. daily commuting)	.174	38	.005	.843	38	.000	.093	1	3684	.761
Q10_11_5 Street lights in your residential area	.209	38	.000	.831	38	.000	3935	1	4143	.047

Table 11.10. Q10_6 Normality and homocedasticity tests

How important have each of these public services been for you to be able to move around?	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_6 Nursery schools for children up to 3 years old -	.206	38	.000	.808	38	.000	.485	1	827	.486
Q10_2_6 Nursery schools for 3 year olds to mandatory school age	.203	38	.000	.816	38	.000	.804	1	1264	.370
Q10_3_6 Health services or medical centres	.142	38	.050	.884	38	.001	.7732	1	4157	.005
Q10_4_6 Centres for the elderly (nursing homes. day centres)	.189	38	.001	.868	38	.000	1041	1	769	.308
Q10_5_6 Centres for people with long-term disabilities	.187	38	.002	.854	38	.000	.002	1	428	.967
Q10_6_6 Sidewalks and pedestrian paths	.132	38	.094	.893	38	.002	.000	1	4341	.990
Q10_7_6 Parks and green areas	.157	38	.019	.864	38	.000	1765	1	4104	.184
Q10__8_6 Public transport (local trips. daily commuting)	.175	38	.005	.857	38	.000	.184	1	3865	.668
Q10_11_6 Street lights in your residential area	.171	38	.006	.851	38	.000	.167	1	4301	.683

Table 11.11. Q10_7 Normality and homocedasticity tests

How important have each of these public services been for you to be able to have leisure?	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q10_1_7 Nursery schools for children up to 3 years old -	.206	38	.000	.808	38	.000	.485	1	827	.486
Q10_2_7 Nursery schools for 3 year olds to mandatory school age	.203	38	.000	.816	38	.000	.804	1	1264	.370
Q10_3_7 Health services or medical centres	.142	38	.050	.884	38	.001	7732	1	4157	.005
Q10_4_7 Centres for the elderly (nursing homes. day centres)	.189	38	.001	.868	38	.000	1041	1	769	.308
Q10_5_7 Centres for people with long-term disabilities	.187	38	.002	.854	38	.000	.002	1	428	.967
Q10_6_7 Sidewalks and pedestrian paths	.132	38	.094	.893	38	.002	.000	1	4341	.990
Q10_7_7 Parks and green areas	.157	38	.019	.864	38	.000	1765	1	4104	.184
Q10__8_7 Public transport (local trips. daily commuting)	.175	38	.005	.857	38	.000	.184	1	3865	.668
Q10_11_7 Street lights in your residential area	.171	38	.006	.851	38	.000	.167	1	4301	.683

Table 11.12. Q11, Q12 and Q13 Normality and homocedasticity tests

Indicators	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q11_1 Your health - Satisfaction	.206	2772	.000	.893	2772	.000	22029	1	5369	.000
Q11_2 The economic situation of your household - Satisfaction	.165	2772	.000	.930	2772	.000	12204	1	5352	.000
Q11_3 Your job or occupational activity - Satisfaction	.179	2772	.000	.902	2772	.000	.082	1	2893	.775
Q11_4 How much free time you have - Satisfaction	.150	2772	.000	.943	2772	.000	.968	1	5352	.325

Q11_5 Your domestic and care activities - Satisfaction	.146	2772	.000	.943	2772	.000	.359	1	5220	.549
Q11_6 The neighbourhood where you live - Satisfaction	.204	2772	.000	.887	2772	.000	.1577	1	5362	.209
Q11_7 Your social relationships with people who are close to you - Satisfaction	.188	2772	.000	.826	2772	.000	.322	1	5349	.570
Q11_8 How various public services help your everyday life	.178	2772	.000	.923	2772	.000	.3874	1	5244	.049
Q12_1 In most ways my life is close to my ideal	.183	2772	.000	.930	2772	.000	.1200	1	5346	.273
Q12_2 The conditions of my life are excellent	.165	2772	.000	.936	2772	.000	.005	1	5365	.944
Q12_3 So far I have gotten the important things I want in life	.161	2772	.000	.926	2772	.000	.864	1	5346	.353
Q12_4 If I could live my life over. I would change almost nothing	.146	2772	.000	.926	2772	.000	.8492	1	5306	.004
Q13 Taking everything in your life into consideration. could you please tell me on a scale of 1 to 10 how satisfied you are with your life in general?	.176	2772	.000	.913	2772	.000	.008	1	5361	.928

Table 11.13. Q2, Q15, Q17-20, Q22a Normality and homocedasticity tests

Indicators	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q2. Age	.061	5385	.000	-	-	-	2981	1	5383	.084
Q15 How many dependent children do you have?	.416	200	.000	.125	200	.000	3351	1	1875	.067
Q17 How many hours a week do you dedicate to paid work?	.140	200	.000	.942	200	.000	.484	1	2835	.487
Q18 How many hours a week do you dedicate to domestic and care activities in general?	.175	200	.000	.795	200	.000	144293	1	5173	.000
Q19 How many hours a week do you dedicate to caring for the children?	.211	200	.000	.718	200	.000	99464	1	1770	.000
Q20 How many hours a week do you dedicate to taking care for other persons dependent on you?	.245	200	.000	.686	200	.000	11725	1	767	.001

Q22A Monthly income - Please can you tell me how much your disposable personal income per MONTH usually is. according to your national currency?

.237 166 .000 .740 166 .000 .039 1 3535 .843

Table 11.14. Q12 Reliability statistics

	Cronbach's Alpha	Cronbach's Alpha based on standardized items	Nr of elements
Q11	.815	.818	8
Q12	.848	.855	4

Table 11.15. Q11 and Q12 Item-Total statistics

	Scale Mean if Item deleted	Scale variance if item deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item deleted
Q11_1	50.34	101.321	.457	.804
Q11_2	51.12	91.347	.641	.778
Q11_3	50.41	94.694	.582	.787
Q11_4	51.85	88.507	.530	.798
Q11_5	51.02	93.376	.594	.785
Q11_6	50.18	97.855	.520	.796
Q11_7	49.37	103.856	.485	.801
Q11_8	51.28	96.979	.480	.801
Q12_1	20.53	32.321	.735	.789

Q12_2	20.46	31.978	.736	.788
Q12_3	20.05	32.690	.706	.800
Q12_4	20.56	30.533	.600	.856

Table 11.16. Correlations of Measures related to Nursery schools for children up to 3 years old

Correlations		Q6_1	Q7_1	Q9a_1	Q9b_1	Q10_1_1	Q10_1_2	Q10_1_3	Q10_1_4	Q10_1_5	Q10_1_6	Q10_1_7
Q6_1	Pearson correlation	1	.248**	.083*	.081*	.238**	.240**	.354**	.325**	.304**	.236**	.355**
	Sig. (2-tailed)		0	0.014	0.017	0	0	0	0	0	0	0
	N	5178	4460	882	874	842	816	843	836	838	822	852
Q7_1	Pearson correlation	.248**	1	.316**	.333**	.120**	.153**	.187**	.185**	.179**	.135**	.215**
	Sig. (2-tailed)	0		0	0	0.001	0	0	0	0	0	0
	N	4460	4519	861	853	822	797	825	818	817	799	835
Q9a_1	Pearson correlation	.083*	.316**	1	.699**	.141**	.206**	.183**	.185**	.154**	.120**	.203**
	Sig. (2-tailed)	0.014	0		0	0	0	0	0	0	0.001	0
	N	882	861	890	871	830	807	833	826	829	784	842
Q9b_1	Pearson correlation	.081*	.333**	.699**	1	.158**	.211**	.187**	.180**	.145**	.126**	.161**
	Sig. (2-tailed)	0.017	0	0		0	0	0	0	0	0	0
	N	874	853	871	882	820	799	824	818	820	776	833
Q10_1_1	Pearson correlation	.238**	.120**	.141**	.158**	1	.414**	.400**	.391**	.327**	.331**	.283**
	Sig. (2-tailed)	0	0.001	0	0		0	0	0	0	0	0
	N	842	822	830	820	847	801	816	813	813	774	820
Q10_1_2	Pearson correlation	.240**	.153**	.206**	.211**	.414**	1	.461**	.467**	.409**	.461**	.396**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	816	797	807	799	801	823	807	801	801	761	805
Q10_1_3	Pearson correlation	.354**	.187**	.183**	.187**	.400**	.461**	1	.597**	.548**	.505**	.573**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	843	825	833	824	816	807	850	831	826	786	836
Q10_1_4	Pearson correlation	.325**	.185**	.185**	.180**	.391**	.467**	.597**	1	.661**	.607**	.647**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	836	818	826	818	813	801	831	843	823	791	832
Q10_1_5	Pearson correlation	.304**	.179**	.154**	.145**	.327**	.409**	.548**	.661**	1	.627**	.636**

	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	838	817	829	820	813	801	826	823	845	786	831
Q10_1_6	Pearson correlation	.236**	.135**	.120**	.126**	.331**	.461**	.505**	.607**	.627**	1	.595**
	Sig. (2-tailed)	0	0	0.001	0	0	0	0	0	0		0
	N	822	799	784	776	774	761	786	791	786	829	794
Q10_1_7	Pearson correlation	.355**	.215**	.203**	.161**	.283**	.396**	.573**	.647**	.636**	.595**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	852	835	842	833	820	805	836	832	831	794	859

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed)..

Table 11.17. Correlations of Measures related to Nursery schools for 3 year olds to mandatory school age

Correlations		Q6_2	Q7_2	Q9a_2	Q9b_2	Q10_2_1	Q10_2_2	Q10_2_3	Q10_2_4	Q10_2_5	Q10_2_6	Q10_2_7
Q6_2	Pearson correlation	1	.359**	.128**	.148**	.236**	.260**	.294**	.321**	.282**	.220**	.287**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0
	N	5201	4589	1360	1361	1281	1242	1282	1258	1274	1256	1284
Q7_2	Pearson correlation	.359**	1	.328**	.357**	.149**	.157**	.178**	.121**	.143**	.096**	.140**
	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0.001	0
	N	4589	4638	1325	1326	1249	1217	1254	1235	1243	1226	1259
Q9a_2	Pearson correlation	.128**	.328**	1	.635**	.191**	.208**	.156**	.163**	.148**	.112**	.170**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	1360	1325	1370	1354	1264	1226	1264	1241	1259	1210	1268
Q9b_2	Pearson correlation	.148**	.357**	.635**	1	.204**	.262**	.198**	.195**	.190**	.164**	.178**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
	N	1361	1326	1354	1371	1262	1226	1264	1240	1258	1210	1268
Q10_2_1	Pearson correlation	.236**	.149**	.191**	.204**	1	.432**	.405**	.379**	.340**	.337**	.274**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
	N	1281	1249	1264	1262	1289	1219	1243	1230	1236	1205	1244
Q10_2_2	Pearson correlation	.260**	.157**	.208**	.262**	.432**	1	.507**	.475**	.448**	.451**	.411**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0

	N	1242	1217	1226	1226	1219	1251	1226	1219	1219	1189	1226
Q10_2_3	Pearson correlation	.294**	.178**	.156**	.198**	.405**	.507**	1	.622**	.544**	.508**	.588**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	1282	1254	1264	1264	1243	1226	1291	1249	1254	1214	1260
Q10_2_4	Pearson correlation	.321**	.121**	.163**	.195**	.379**	.475**	.622**	1	.622**	.609**	.629**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	1258	1235	1241	1240	1230	1219	1249	1267	1237	1212	1248
Q10_2_5	Pearson correlation	.282**	.143**	.148**	.190**	.340**	.448**	.544**	.622**	1	.586**	.595**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	1274	1243	1259	1258	1236	1219	1254	1237	1284	1215	1258
Q10_2_6	Pearson correlation	.220**	.096**	.112**	.164**	.337**	.451**	.508**	.609**	.586**	1	.578**
	Sig. (2-tailed)	0	0.001	0	0	0	0	0	0	0		0
	N	1256	1226	1210	1210	1205	1189	1214	1212	1215	1266	1218
Q10_2_7	Pearson correlation	.287**	.140**	.170**	.178**	.274**	.411**	.588**	.629**	.595**	.578**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	1284	1259	1268	1268	1244	1226	1260	1248	1258	1218	1293

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.18. Correlations of Measures related to Health services or medical centres

Correlations		Q6_3	Q7_3	Q9a_3	Q9b_3	Q10_3_1	Q10_3_2	Q10_3_3	Q10_3_4	Q10_3_5	Q10_3_6	Q10_3_7	
Q6_3	Pearson correlation		1	.309**	.118**	.109**	.270**	.235**	.255**	.290**	.206**	.185**	.197**
	Sig. (2-tailed)			0	0	0	0	0	0	0	0	0	
	N	5358	5323	4704	4782	4221	4119	4141	4480	4150	4152	4152	
Q7_3	Pearson correlation	.309**		1	.428**	.434**	.131**	.138**	.104**	.243**	.074**	.095**	.115**
	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0	
	N	5323	5339	4696	4773	4215	4116	4135	4477	4146	4147	4147	
Q9a_3	Pearson correlation	.118**	.428**		1	.700**	.125**	.143**	.106**	.269**	.087**	.107**	.130**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0	
	N	4704	4696	4719	4702	4201	4096	4118	4438	4128	4120	4126	
Q9b_3	Pearson correlation	.109**	.434**	.700**		1	.149**	.161**	.110**	.312**	.115**	.147**	.175**

	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4782	4773	4702	4796	4213	4114	4132	4474	4145	4136	4145
Q10_3_1	Pearson correlation	.270**	.131**	.125**	.149**	1	.538**	.500**	.370**	.439**	.393**	.423**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4221	4215	4201	4213	4228	4017	4033	4176	4038	4035	4039
Q10_3_2	Pearson correlation	.235**	.138**	.143**	.161**	.538**	1	.542**	.443**	.522**	.455**	.502**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4119	4116	4096	4114	4017	4127	3984	4100	3984	3985	3992
Q10_3_3	Pearson correlation	.255**	.104**	.106**	.110**	.500**	.542**	1	.455**	.529**	.469**	.493**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4141	4135	4118	4132	4033	3984	4148	4122	4025	4017	4028
Q10_3_4	Pearson correlation	.290**	.243**	.269**	.312**	.370**	.443**	.455**	1	.414**	.374**	.406**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4480	4477	4438	4474	4176	4100	4122	4489	4136	4128	4139
Q10_3_5	Pearson correlation	.206**	.074**	.087**	.115**	.439**	.522**	.529**	.414**	1	.633**	.652**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4150	4146	4128	4145	4038	3984	4025	4136	4158	4037	4053
Q10_3_6	Pearson correlation	.185**	.095**	.107**	.147**	.393**	.455**	.469**	.374**	.633**	1	.683**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4152	4147	4120	4136	4035	3985	4017	4128	4037	4159	4061
Q10_3_7	Pearson correlation	.197**	.115**	.130**	.175**	.423**	.502**	.493**	.406**	.652**	.683**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0
	N	4152	4147	4126	4145	4039	3992	4028	4139	4053	4061	4159

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.19. Correlations of Measures related to Centres for the elderly

Correlations	Q6_4	Q7_4	Q9a_4	Q9b_4	Q10_4_1	Q10_4_2	Q10_4_3	Q10_4_4	Q10_4_5	Q10_4_6	Q10_4_7
Q6_4	1	.250**	.137**	.111**	.357**	.286**	.297**	.269**	.264**	.225**	.236**
		0	0	0.001	0	0	0	0	0	0	0
	N	5230	4686	826	826	766	757	784	778	761	773
Q7_4	Pearson correlation	.250**	1	.387**	.416**	.196**	.180**	.175**	.224**	.257**	.223**

	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0
	N	4686	4733	805	806	747	735	764	759	743	749	754
Q9a_4	Pearson correlation	.137**	.387**	1	.694**	.212**	.209**	.203**	.210**	.218**	.195**	.243**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	826	805	831	824	755	746	774	767	750	730	763
Q9b_4	Pearson correlation	.111**	.416**	.694**	1	.195**	.228**	.224**	.215**	.213**	.230**	.240**
	Sig. (2-tailed)	0.001	0	0		0	0	0	0	0	0	0
	N	826	806	824	831	757	746	773	767	749	732	763
Q10_4_1	Pearson correlation	.357**	.196**	.212**	.195**	1	.528**	.466**	.458**	.435**	.466**	.378**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
	N	766	747	755	757	771	737	747	750	736	717	741
Q10_4_2	Pearson correlation	.286**	.180**	.209**	.228**	.528**	1	.626**	.569**	.629**	.585**	.600**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	757	735	746	746	737	760	740	744	731	710	734
Q10_4_3	Pearson correlation	.297**	.175**	.203**	.224**	.466**	.626**	1	.629**	.583**	.571**	.636**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	784	764	774	773	747	740	787	760	746	728	754
Q10_4_4	Pearson correlation	.269**	.224**	.210**	.215**	.458**	.569**	.629**	1	.672**	.675**	.669**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	778	759	767	767	750	744	760	781	754	733	759
Q10_4_5	Pearson correlation	.264**	.257**	.218**	.213**	.435**	.629**	.583**	.672**	1	.715**	.732**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	761	743	750	749	736	731	746	754	765	721	753
Q10_4_6	Pearson correlation	.225**	.223**	.195**	.230**	.466**	.585**	.571**	.675**	.715**	1	.730**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	766	749	730	732	717	710	728	733	721	771	729
Q10_4_7	Pearson correlation	.236**	.265**	.243**	.240**	.378**	.600**	.636**	.669**	.732**	.730**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	773	754	763	763	741	734	754	759	753	729	776

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.20. Correlations of Measures related to Centres for people with long-term disabilities

Correlations		Q6_5	Q7_5	Q9a_5	Q9b_5	Q10_5_1	Q10_5_2	Q10_5_3	Q10_5_4	Q10_5_5	Q10_5_6	Q10_5_7
Q6_5	Pearson correlation	1	.194**	.177**	.178**	.384**	.360**	.308**	.310**	.312**	.247**	.229**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0
	N	5210	4451	444	447	431	423	430	439	428	429	429
Q7_5	Pearson correlation	.194**	1	.484**	.453**	.165**	.232**	.151**	.232**	.201**	.251**	.223**
	Sig. (2-tailed)	0		0	0	0.001	0	0.002	0	0	0	0
	N	4451	4491	430	433	417	410	416	425	416	410	415
Q9a_5	Pearson correlation	.177**	.484**	1	.740**	.213**	.296**	.235**	.275**	.295**	.223**	.268**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	444	430	445	439	417	410	414	424	412	403	415
Q9b_5	Pearson correlation	.178**	.453**	.740**	1	.261**	.258**	.244**	.305**	.298**	.272**	.306**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
	N	447	433	439	448	419	411	416	425	415	405	417
Q10_5_1	Pearson correlation	.384**	.165**	.213**	.261**	1	.612**	.476**	.525**	.507**	.461**	.474**
	Sig. (2-tailed)	0	0.001	0	0		0	0	0	0	0	0
	N	431	417	417	419	432	413	412	424	415	403	415
Q10_5_2	Pearson correlation	.360**	.232**	.296**	.258**	.612**	1	.584**	.633**	.605**	.564**	.564**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	423	410	410	411	413	424	409	418	409	399	410
Q10_5_3	Pearson correlation	.308**	.151**	.235**	.244**	.476**	.584**	1	.647**	.618**	.587**	.630**
	Sig. (2-tailed)	0	0.002	0	0	0	0		0	0	0	0
	N	430	416	414	416	412	409	431	426	414	408	418
Q10_5_4	Pearson correlation	.310**	.232**	.275**	.305**	.525**	.633**	.647**	1	.692**	.663**	.658**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	439	425	424	425	424	418	426	440	424	416	428
Q10_5_5	Pearson correlation	.312**	.201**	.295**	.298**	.507**	.605**	.618**	.692**	1	.641**	.711**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	428	416	412	415	415	409	414	424	429	406	419
Q10_5_6	Pearson correlation	.247**	.251**	.223**	.272**	.461**	.564**	.587**	.663**	.641**	1	.713**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	429	410	403	405	403	399	408	416	406	430	413
Q10_5_7	Pearson correlation	.229**	.223**	.268**	.306**	.474**	.564**	.630**	.658**	.711**	.713**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	

N	429	415	415	417	415	410	418	428	419	413	430
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** Correlation is significant at the 0.01 level (2-tailed).

Table 11.21. Correlations of Measures related to Sidewalks and pedestrian paths

Correlations	Q6_6	Q7_6	Q9a_6	Q9b_6	Q10_6_1	Q10_6_2	Q10_6_3	Q10_6_4	Q10_6_5	Q10_6_6	Q10_6_7
Q6_6											
Pearson correlation	1	.243**	.097**	.100**	.279**	.310**	.261**	.310**	.300**	.280**	.299**
Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0
N	5328	5282	4666	4672	4103	4073	4075	4196	4134	4333	4203
Q7_6											
Pearson correlation	.243**	1	.505**	.505**	.147**	.157**	.067**	.137**	.145**	.236**	.133**
Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0
N	5282	5312	4658	4665	4103	4071	4073	4194	4135	4330	4203
Q9a_6											
Pearson correlation	.097**	.505**	1	.731**	.180**	.173**	.097**	.160**	.161**	.217**	.167**
Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
N	4666	4658	4683	4671	4102	4071	4074	4192	4134	4319	4200
Q9b_6											
Pearson correlation	.100**	.505**	.731**	1	.213**	.230**	.140**	.200**	.205**	.248**	.213**
Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
N	4672	4665	4671	4690	4106	4075	4076	4196	4137	4324	4209
Q10_6_1											
Pearson correlation	.279**	.147**	.180**	.213**	1	.600**	.544**	.529**	.469**	.370**	.491**
Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
N	4103	4103	4102	4106	4115	3971	3977	4064	3986	4062	4032
Q10_6_2											
Pearson correlation	.310**	.157**	.173**	.230**	.600**	1	.572**	.561**	.580**	.464**	.526**
Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
N	4073	4071	4071	4075	3971	4085	3959	4041	3970	4033	4014
Q10_6_3											
Pearson correlation	.261**	.067**	.097**	.140**	.544**	.572**	1	.623**	.583**	.413**	.535**
Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
N	4075	4073	4074	4076	3977	3959	4086	4060	3985	4047	4024
Q10_6_4											
Pearson correlation	.310**	.137**	.160**	.200**	.529**	.561**	.623**	1	.634**	.506**	.626**
Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
N	4196	4194	4192	4196	4064	4041	4060	4208	4073	4149	4129
Q10_6_5											
Pearson correlation	.300**	.145**	.161**	.205**	.469**	.580**	.583**	.634**	1	.544**	.637**
Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0

	N	4134	4135	4134	4137	3986	3970	3985	4073	4146	4094	4083
Q10_6_6	Pearson correlation	.280**	.236**	.217**	.248**	.370**	.464**	.413**	.506**	.544**	1	.570**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	4333	4330	4319	4324	4062	4033	4047	4149	4094	4343	4164
Q10_6_7	Pearson correlation	.299**	.133**	.167**	.213**	.491**	.526**	.535**	.626**	.637**	.570**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	4203	4203	4200	4209	4032	4014	4024	4129	4083	4164	4215

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.22. Correlations of Measures related to Parks and green areas

Correlations		Q6_7	Q7_7	Q9a_7	Q9b_7	Q10_7_1	Q10_7_2	Q10_7_3	Q10_7_4	Q10_7_5	Q10_7_6	Q10_7_7
Q6_7	Pearson correlation	1	.273**	.138**	.196**	.307**	.274**	.281**	.354**	.308**	.292**	.317**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0
	N	5328	5288	4485	4499	4055	3973	4009	4147	4133	4094	4154
Q7_7	Pearson correlation	.273**	1	.444**	.501**	.123**	.101**	.097**	.232**	.143**	.146**	.175**
	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0
	N	5288	5316	4487	4501	4060	3978	4013	4151	4139	4097	4158
Q9a_7	Pearson correlation	.138**	.444**	1	.692**	.190**	.159**	.142**	.212**	.142**	.163**	.181**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	4485	4487	4501	4490	4047	3965	4002	4138	4128	4069	4146
Q9b_7	Pearson correlation	.196**	.501**	.692**	1	.229**	.194**	.180**	.272**	.199**	.205**	.243**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
	N	4499	4501	4490	4515	4054	3976	4010	4147	4135	4079	4155
Q10_7_1	Pearson correlation	.307**	.123**	.190**	.229**	1	.600**	.571**	.446**	.470**	.483**	.441**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
	N	4055	4060	4047	4054	4066	3911	3939	4035	3957	3987	4008
Q10_7_2	Pearson correlation	.274**	.101**	.159**	.194**	.600**	1	.631**	.470**	.536**	.566**	.430**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	3973	3978	3965	3976	3911	3984	3887	3961	3894	3914	3937

Q10_7_3	Pearson correlation	.281**	.097**	.142**	.180**	.571**	.631**	1	.522**	.553**	.549**	.472**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	4009	4013	4002	4010	3939	3887	4020	4000	3938	3952	3971
Q10_7_4	Pearson correlation	.354**	.232**	.212**	.272**	.446**	.470**	.522**	1	.597**	.540**	.593**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	4147	4151	4138	4147	4035	3961	4000	4158	4041	4057	4093
Q10_7_5	Pearson correlation	.308**	.143**	.142**	.199**	.470**	.536**	.553**	.597**	1	.562**	.577**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	4133	4139	4128	4135	3957	3894	3938	4041	4146	3988	4047
Q10_7_6	Pearson correlation	.292**	.146**	.163**	.205**	.483**	.566**	.549**	.540**	.562**	1	.520**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	4094	4097	4069	4079	3987	3914	3952	4057	3988	4106	4046
Q10_7_7	Pearson correlation	.317**	.175**	.181**	.243**	.441**	.430**	.472**	.593**	.577**	.520**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	4154	4158	4146	4155	4008	3937	3971	4093	4047	4046	4166

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.23. Correlations of Measures related to Public transport (local trips, daily commuting)

Correlations		Q6_8	Q7_8	Q9a_8	Q9b_8	Q10_8_1	Q10_8_2	Q10_8_3	Q10_8_4	Q10_8_5	Q10_8_6	Q10_8_7
Q6_8	Pearson correlation	1	.293**	.197**	.195**	.293**	.362**	.325**	.374**	.344**	.326**	.370**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0
	N	5314	5231	3990	4000	3665	3618	3625	3689	3675	3853	3731
Q7_8	Pearson correlation	.293**	1	.461**	.554**	.259**	.298**	.219**	.246**	.263**	.342**	.296**
	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0
	N	5231	5262	3980	3991	3663	3616	3624	3685	3673	3848	3728
Q9a_8	Pearson correlation	.197**	.461**	1	.694**	.253**	.244**	.216**	.238**	.242**	.283**	.247**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	3990	3980	4005	3993	3656	3609	3619	3678	3666	3821	3720
Q9b_8	Pearson correlation	.195**	.554**	.694**	1	.316**	.311**	.264**	.295**	.296**	.354**	.320**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
	N	4000	3991	3993	4015	3658	3611	3618	3679	3667	3824	3722

Q10_8_1	Pearson correlation	.293**	.259**	.253**	.316**	1	.555**	.509**	.516**	.479**	.426**	.474**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
	N	3665	3663	3656	3658	3676	3560	3576	3621	3588	3614	3627
Q10_8_2	Pearson correlation	.362**	.298**	.244**	.311**	.555**	1	.551**	.574**	.579**	.561**	.576**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	3618	3616	3609	3611	3560	3629	3537	3584	3552	3570	3596
Q10_8_3	Pearson correlation	.325**	.219**	.216**	.264**	.509**	.551**	1	.694**	.588**	.446**	.583**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	3625	3624	3619	3618	3576	3537	3636	3606	3578	3587	3605
Q10_8_4	Pearson correlation	.374**	.246**	.238**	.295**	.516**	.574**	.694**	1	.653**	.524**	.655**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	3689	3685	3678	3679	3621	3584	3606	3700	3626	3642	3664
Q10_8_5	Pearson correlation	.344**	.263**	.242**	.296**	.479**	.579**	.588**	.653**	1	.568**	.702**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	3675	3673	3666	3667	3588	3552	3578	3626	3686	3632	3649
Q10_8_6	Pearson correlation	.326**	.342**	.283**	.354**	.426**	.561**	.446**	.524**	.568**	1	.655**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	3853	3848	3821	3824	3614	3570	3587	3642	3632	3867	3685
Q10_8_7	Pearson correlation	.370**	.296**	.247**	.320**	.474**	.576**	.583**	.655**	.702**	.655**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	3731	3728	3720	3722	3627	3596	3605	3664	3649	3685	3742

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.24. Correlations of Measures related to Cultural centres for activities and workshops

Correlations	Q6 q	Q7 q	Q9a q	Q9b q
Q6_9	1	.338**	.205**	.241**
		0	0	0
	5256	5069	2955	3004
Q7_9	.338**	1	.426**	.497**
	0		0	0
	5069	5108	2943	2989

Q9a_9	Pearson correlation	.205**	.426**	1	.641**
	Sig. (2-tailed)	0	0		0
	N	2955	2943	2963	2945
Q9b_9	Pearson correlation	.241**	.497**	.641**	1
	Sig. (2-tailed)	0	0	0	
	N	3004	2989	2945	3012

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.25. Correlations of Measures related to Gyms and other centres for workout and play

Correlations	Q6_10	Q7_10	Q9a_10	Q9b_10
Q6_10	Pearson correlation	1	.361**	.211**
	Sig. (2-tailed)		0	0
	N	5205	5011	2848
Q7_10	Pearson correlation	.361**	1	.487**
	Sig. (2-tailed)	0		0
	N	5011	5065	2839
Q9a_10	Pearson correlation	.211**	.487**	1
	Sig. (2-tailed)	0	0	
	N	2848	2839	2858
Q9b_10	Pearson correlation	.254**	.524**	.684**
	Sig. (2-tailed)	0	0	0
	N	2854	2845	2839

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.26. Correlations of Measures related to Street lights in your residential area

Correlations	Q6_11	Q7_11	Q9a_11	Q9b_11	Q10_11_1	Q10_11_2	Q10_11_3	Q10_11_4	Q10_11_5	Q10_11_6	Q10_11_7
Q6_11	Pearson correlation	1	.367**	.155**	.158**	.321**	.363**	.325**	.367**	.329**	.338**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0
	N	5308	5248	4618	4686	4115	4085	4096	4182	4124	4282
Q7_11	Pearson correlation	.367**	1	.622**	.634**	.181**	.199**	.128**	.184**	.157**	.241**

	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0
	N	5248	5281	4609	4677	4114	4084	4096	4182	4125	4282	4177
Q9a_11	Pearson correlation	.155**	.622**	1	.798**	.242**	.205**	.159**	.202**	.190**	.244**	.187**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0
	N	4618	4609	4641	4626	4117	4083	4096	4179	4122	4265	4172
Q9b_11	Pearson correlation	.158**	.634**	.798**	1	.258**	.243**	.188**	.250**	.228**	.277**	.231**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0
	N	4686	4677	4626	4709	4130	4096	4107	4194	4137	4279	4188
Q10_11_1	Pearson correlation	.321**	.181**	.242**	.258**	1	.631**	.623**	.585**	.527**	.478**	.554**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0
	N	4115	4114	4117	4130	4135	4005	4018	4079	4018	4080	4060
Q10_11_2	Pearson correlation	.363**	.199**	.205**	.243**	.631**	1	.659**	.662**	.641**	.580**	.621**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0
	N	4085	4084	4083	4096	4005	4105	4002	4062	3996	4051	4033
Q10_11_3	Pearson correlation	.325**	.128**	.159**	.188**	.623**	.659**	1	.721**	.644**	.552**	.632**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0
	N	4096	4096	4096	4107	4018	4002	4117	4091	4030	4082	4061
Q10_11_4	Pearson correlation	.367**	.184**	.202**	.250**	.585**	.662**	.721**	1	.722**	.646**	.703**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0
	N	4182	4182	4179	4194	4079	4062	4091	4204	4090	4156	4139
Q10_11_5	Pearson correlation	.329**	.157**	.190**	.228**	.527**	.641**	.644**	.722**	1	.647**	.720**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0
	N	4124	4125	4122	4137	4018	3996	4030	4090	4145	4103	4093
Q10_11_6	Pearson correlation	.338**	.241**	.244**	.277**	.478**	.580**	.552**	.646**	.647**	1	.695**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0
	N	4282	4282	4265	4279	4080	4051	4082	4156	4103	4303	4154
Q10_11_7	Pearson correlation	.333**	.165**	.187**	.231**	.554**	.621**	.632**	.703**	.720**	.695**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	
	N	4174	4177	4172	4188	4060	4033	4061	4139	4093	4154	4196

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.27. Correlations of Measures related to satisfaction and happiness.

		Q11_1	Q11_2	Q11_3	Q11_4	Q11_5	Q11_6	Q11_7	Q11_8	Q12_1	Q12_2	Q12_3	Q12_4	Q13
Q11_1	Pearson correlat	1	.384**	.339**	.147**	.301**	.238**	.284**	.210**	.398**	.407**	.311**	.284**	.409**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0	0	0	0
	N	5371	5345	2892	5346	5215	5355	5342	5239	5340	5356	5337	5298	5353
Q11_2	Pearson correlat	.384**	1	.502**	.273**	.349**	.312**	.258**	.295**	.501**	.588**	.448**	.353**	.459**
	Sig. (2-tailed)	0		0	0	0	0	0	0	0	0	0	0	0
	N	5345	5354	2890	5331	5202	5340	5328	5228	5322	5339	5321	5284	5334
Q11_3	Pearson correlat	.339**	.502**	1	.313**	.333**	.333**	.303**	.270**	.462**	.473**	.423**	.319**	.421**
	Sig. (2-tailed)	0	0		0	0	0	0	0	0	0	0	0	0
	N	2892	2890	2895	2892	2830	2893	2890	2871	2884	2892	2890	2876	2885
Q11_4	Pearson correlat	.147**	.273**	.313**	1	.468**	.268**	.171**	.225**	.285**	.336**	.247**	.224**	.241**
	Sig. (2-tailed)	0	0	0		0	0	0	0	0	0	0	0	0
	N	5346	5331	2892	5354	5213	5346	5334	5231	5324	5340	5323	5285	5335
Q11_5	Pearson correlat	.301**	.349**	.333**	.468**	1	.349**	.325**	.293**	.383**	.405**	.355**	.267**	.371**
	Sig. (2-tailed)	0	0	0	0		0	0	0	0	0	0	0	0
	N	5215	5202	2830	5213	5222	5215	5211	5126	5194	5209	5199	5164	5205
Q11_6	Pearson correlat	.238**	.312**	.333**	.268**	.349**	1	.416**	.309**	.361**	.393**	.342**	.300**	.377**
	Sig. (2-tailed)	0	0	0	0	0		0	0	0	0	0	0	0
	N	5355	5340	2893	5346	5215	5364	5345	5237	5331	5350	5330	5291	5345
Q11_7	Pearson correlat	.284**	.258**	.303**	.171**	.325**	.416**	1	.263**	.332**	.333**	.345**	.285**	.407**
	Sig. (2-tailed)	0	0	0	0	0	0		0	0	0	0	0	0
	N	5342	5328	2890	5334	5211	5345	5351	5235	5317	5337	5319	5281	5333
Q11_8	Pearson correlat	.210**	.295**	.270**	.225**	.293**	.309**	.263**	1	.335**	.362**	.272**	.219**	.276**
	Sig. (2-tailed)	0	0	0	0	0	0	0		0	0	0	0	0
	N	5239	5228	2871	5231	5126	5237	5235	5246	5216	5232	5218	5185	5227
Q12_1	Pearson correlat	.398**	.501**	.462**	.285**	.383**	.361**	.332**	.335**	1	.738**	.619**	.519**	.623**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0		0	0	0	0
	N	5340	5322	2884	5324	5194	5331	5317	5216	5348	5339	5323	5287	5334
Q12_2	Pearson correlat	.407**	.588**	.473**	.336**	.405**	.393**	.333**	.362**	.738**	1	.634**	.509**	.652**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0		0	0	0
	N	5356	5339	2892	5340	5209	5350	5337	5232	5339	5367	5343	5304	5350
Q12_3	Pearson correlat	.311**	.448**	.423**	.247**	.355**	.342**	.345**	.272**	.619**	.634**	1	.555**	.625**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0		0	0

	N	5337	5321	2890	5323	5199	5330	5319	5218	5323	5343	5348	5300	5332
Q12_4	Pearson correlat	.284**	.353**	.319**	.224**	.267**	.300**	.285**	.219**	.519**	.509**	.555**	1	.574**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0		0
	N	5298	5284	2876	5285	5164	5291	5281	5185	5287	5304	5300	5308	5291
Q13	Pearson correlat	.409**	.459**	.421**	.241**	.371**	.377**	.407**	.276**	.623**	.652**	.625**	.574**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0	0	
	N	5353	5334	2885	5335	5205	5345	5333	5227	5334	5350	5332	5291	5363

** Correlation is significant at the 0.01 level (2-tailed).

Table 11.28. Statistics with and without outliers.

	Centralization				Parametric		Shape	
	Valid cases	Missing values	Mean	Median	Dispersion			
Indicators					Standard deviation	Variance	Skewness	Kurtosis
Q15 with outliers	1877	3508	1.80	2.00	4.180	17.470	20.703	46.7920
Q15 without outliers (q15<5)	1845	-	1.74	2.00	.783	.614	.769	.337
Q17 with outliers	2837	2548	39.21	40.00	14.198	201.597	.967	7.564
Q17 without outliers (q17<=60 and q17>20)	2446	-	40.17	40.00	7.871	61.949	.466	.694
Q18 with outliers	5175	210	18.20	12.00	19.493	379.976	3.065	14.503
Q18 without outliers (q18<=63)	5013	-	15.72	12	12.943	167.509	1.200	1.022
Q19 with outliers	1772	3613	25.23	16.00	29.768	886.120	2.518	7.730
Q19 without outliers (q19< 70)	1617	-	17.81	15.00	14.982	224.447	.901	.061
Q20 with outliers	769	4616	17.49	10.00	26.385	696.157	3.648	15.860
Q20 without outliers (q20<35)	668	-	9.61	8	7.985	63.767	.919	.190

Table 11.29. Normality and homocedasticity tests compared with and without outliers

Indicators	Normality tests						Homoscedasticity test			
	Kolmogorov-Smirnov			Shapiro-Wilk			Levene test			
	Statistic	df	Sig.	Statistic	df	Sig.	Levene Statistic	gl1	gl2	Sig.
Q15 with outliers	.416	200	.000	.125	200	.000	3351	1	1875	.067
Q15 without outliers (q15<5)	.255	1845	.000	.814	1845	.000	.781	1	1843	.377
Q17 with outliers	.140	200	.000	.942	200	.000	.484	1	2835	.487
Q17 without outliers (q17<=60 and q17>20)	.230	2446	.000	.931	2446	.000	.400	1	2444	.527
Q18 with outliers	.175	200	.000	.795	200	.000	144.293	1	5173	.000
Q18 without outliers (q18<=63)	.166	5013	.000	-	-	-	142.291	1	5011	.000
Q19 with outliers	.211	200	.000	.718	200	.000	99464	1	1770	.000
Q19 without outliers (q19< 70)	.133	1617	.000	.914	1617	.000	10.520	1	1615	.001
Q20 with outliers	.245	200	.000	.686	200	.000	11725	1	767	.001
Q20 without outliers (q20<35)	.166	668	.000	.907	668	.000	.925	1	666	.336

Table 11.30. Q6 Parametric parameters

How important is each public service to your needs?...			Parametric					
			Centralization		Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q6_1 Nursery schools for children up to 3 years old -	5178	207	5.74	7.00	3.682	13.560	-.186	-1.622
Q6_2 Nursery schools for 3 year olds to mandatory school age	5201	184	6.33	8.00	3.717	13.820	-.452	-1.494
Q6_3 Health services or medical centres	5358	27	8.77	10.00	1.906	3.634	-2.068	4.542
Q6_4 Centres for the elderly (nursing homes. day centres)	5230	155	7.01	8.00	3.181	10.122	-.822	-.708
Q6_5 Centres for people with long-term disabilities	5210	175	6.96	8.00	3.294	10.850	-.760	-.885

Q6_6 Sidewalks and pedestrian paths	5328	57	7.98	8.00	2.230	4.973	-1.289	1.362
Q6_7 Parks and green areas	5328	57	8.14	8.00	2.070	4.283	-1.366	1.814
Q6_8 Public transport (local trips. daily commuting)	5314	71	7.84	8.00	2.463	6.064	-1.273	.920
Q6_9 Cultural centres for activities and workshops	5256	129	7.13	8.00	2.396	5.739	-.803	.085
Q6_10 Gyms and other centres for workout and play	5205	180	6.76	7.00	2.690	7.234	-.690	-.403
Q6_11 Street lights in your residential area?	5308	77	8.09	9.00	2.238	5.010	-1.420	1.730

Table 11.31. Q6 Non-parametric parameters

How important is each public service to your needs?...	non-parametric			
	Robustness			
Indicators	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q6_1 Nursery schools for children up to 3 years old -	6.05	5.89	5.75	5.9
Q6_2 Nursery schools for 3 year olds to mandatory school age	7.45	7.9	7.1	7.91
Q6_3 Health services or medical centres	.	.	.	.
Q6_4 Centres for the elderly (nursing homes. day centres)	7.73	7.97	7.52	7.97
Q6_5 Centres for people with long-term disabilities	7.77	8.02	7.53	8.02
Q6_6 Sidewalks and pedestrian paths	8.28	8.35	8.19	8.35
Q6_7 Parks and green areas	8.38	8.43	8.3	8.43
Q6_8 Public transport (local trips. daily commuting)	8.43	8.6	8.34	8.6
Q6_9 Cultural centres for activities and workshops	7.42	7.43	7.31	7.42
Q6_10 Gyms and other centres for workout and play	7.13	7.15	7.04	7.15
Q6_11 Street lights in your residential area -	8.73	8.93	8.69	8.94

Note: M-estimators cannot be calculated for Q6_3

Table 11.32. Q7 Parametric parameters

What level of access do you have to ...	Valid cases	Missing values	Centralization		Parametric Dispersion		Shape	
			Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Indicators								
Q7_1 Nursery schools for children up to 3 years old -	4519	866	5.56	6.00	3.401	11.566	-.130	-1.460
Q7_2 Nursery schools for 3 year olds to mandatory school age	4638	747	6.56	8.00	3.252	10.574	-.609	-1.024
Q7_3 Health services or medical centres	5339	46	7.71	8.00	2.274	5.169	-1.029	.572
Q7_4 Centres for the elderly (nursing homes. day centres)	4733	652	5.95	6.00	2.961	8.766	-.337	-1.048
Q7_5 Centres for people with long-term disabilities	4491	894	5.02	5.00	2.984	8.902	.080	-1.193
Q7_6 Sidewalks and pedestrian paths	5312	73	7.51	8.00	2.475	6.126	-.974	.243
Q7_7 Parks and green areas	5316	69	7.64	8.00	2.364	5.587	-1.102	.691
Q7_8 Public transport (local trips. daily commuting)	5262	123	7.14	8.00	2.657	7.059	-.821	-.255
Q7_9 Cultural centres for activities and workshops	5108	277	6.30	7.00	2.629	6.910	-.464	-.625
Q7_10 Gyms and other centres for workout and play	5065	320	6.44	7.00	2.760	7.620	-.564	-.643
Q7_11 Street lights in your residential area	5281	104	7.92	8.00	2.311	5.342	-1.334	1.343

Table 11.33. Q7 Non-parametric parameters

What level of access do you have to ...		non-parametric Robustness		
Indicators	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q7_1 Nursery schools for children up to 3 years old -	5.43	5.46	5.41	5.46
Q7_2 Nursery schools for 3 year olds to mandatory school age	6.76	6.67	6.49	6.67

Q7_3 Health services or medical centres	7.99	8.02	7.88	8.02
Q7_4 Centres for the elderly (nursing homes. day centres)	6.14	6.14	6.06	6.14
Q7_5 Centres for people with long-term disabilities	4.83	4.91	4.95	4.91
Q7_6 Sidewalks and pedestrian paths	7.82	7.88	7.70	7.88
Q7_7 Parks and green areas	7.95	8.00	7.84	8.00
Q7_8 Public transport (local trips. daily commuting)	7.55	7.60	7.40	7.60
Q7_9 Cultural centres for activities and workshops	6.49	6.51	6.44	6.50
Q7_10 Gyms and other centres for workout and play	6.68	6.73	6.64	6.73
Q7_11 Street lights in your residential area	8.20	8.28	8.09	8.28

Table 11.34. Q9a Parametric parameters

					Parametric			
Satisfaction with the safety and security of the public services used			Centralization		Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q9A_1 Nursery schools for children up to 3 years old -	890	4495	8.15	8.00	1.857	3.447	-1.219	1.670
Q9A_2 Nursery schools for 3 year olds to mandatory school age	1370	4015	8.02	8.00	1.829	3.346	-1.127	1.616
Q9A_3 Health services or medical centres	4719	666	7.55	8.00	1.988	3.951	-.975	.991
Q9A_4 Centres for the elderly (nursing homes. day centres)	831	4554	7.37	8.00	2.081	4.329	-.892	.730
Q9A_5 Centres for people with long-term disabilities	445	4940	7.30	8.00	2.172	4.718	-.880	.521
Q9A_6 Sidewalks and pedestrian paths	4683	702	7.13	7.00	2.106	4.434	-.732	.344

Q9A_7 Parks and green areas	4501	884	7.52	8.00	1.897	3.600	-.811	.770
Q9A_8 Public transport (local trips. daily commuting)	4005	1380	7.30	8.00	1.986	3.943	-.777	.492
Q9A_9 Cultural centres for activities and workshops	2963	2422	7.82	8.00	1.768	3.125	-.911	1.018
Q9A_10 Gyms and other centres for workout and play	2858	2527	7.91	8.00	1.752	3.070	-1.041	1.504
Q9A_11 Street lights in your residential area	4641	744	7.95	8.00	1.899	3.607	-1.074	1.144

Table 11.35. Q9a Non-parametric parameters

Satisfaction with the safety and security of the public services used	non-parametric			
	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Indicators				
Q9A_1 Nursery schools for children up to 3 years old -	8.11	8.21	8.01	8.22
Q9A_2 Nursery schools for 3 year olds to mandatory school age	8.03	8.15	7.93	8.15
Q9A_3 Health services or medical centres	7.39	7.42	7.27	7.42
Q9A_4 Centres for the elderly (nursing homes. day centres)	7.65	7.75	7.52	7.75
Q9A_5 Centres for people with long-term disabilities	7.65	7.76	7.58	7.76
Q9A_6 Sidewalks and pedestrian paths	7.13	7.17	7.07	7.17
Q9A_7 Parks and green areas	7.21	7.19	7.15	7.19
Q9A_8 Public transport (local trips. daily commuting)	6.88	7.07	6.93	7.09
Q9A_9 Cultural centres for activities and workshops	7.90	8.19	8.02	8.20
Q9A_10 Gyms and other centres for workout and play	7.92	8.01	7.84	8.01
Q9A_11 Street lights in your residential area	7.73	7.82	7.65	7.82

Table 11.36. Qgb Parametric parameters

Satisfaction with the quality of the public services used		Centralization			Parametric Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Qgb_1 Nursery schools for children up to 3 years old -	882	4503	8.07	8.00	1.826	3.334	-1.256	1.949
Qgb_2 Nursery schools for 3 year olds to mandatory school age	1371	4014	8.01	8.00	1.792	3.212	-1.136	1.584
Qgb_3 Health services or medical centres	4796	589	7.34	8.00	2.057	4.232	-.917	.669
Qgb_4 Centres for the elderly (nursing homes. day centres)	831	4554	7.21	8.00	2.007	4.028	-.774	.552
Qgb_5 Centres for people with long-term disabilities	448	4937	7.09	8.00	2.263	5.122	-.836	.265
Qgb_6 Sidewalks and pedestrian paths	4690	695	7.09	7.00	2.058	4.237	-.709	.323
Qgb_7 Parks and green areas	4515	870	7.68	8.00	1.763	3.108	-.854	1.081
Qgb_8 Public transport (local trips. daily commuting)	4015	1370	7.09	7.00	2.043	4.174	-.751	.403
Qgb_9 Cultural centres for activities and workshops	3012	2373	7.60	8.00	1.734	3.006	-.823	.897
Qgb_10 Gyms and other centres for workout and play	2864	2521	7.73	8.00	1.706	2.910	-.905	1.255
Qgb_11 Street lights in your residential area	4709	676	7.86	8.00	1.930	3.724	-1.114	1.287

Table 8.37. Qgb Non-parametric parameters

		non-parametric			
Satisfaction with the safety and security of the public services used		Robustness			
Indicators		Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Qgb_1 Nursery schools for children up to 3 years old -		8.00	8.09	7.94	8.09
Qgb_2 Nursery schools for 3 year olds to mandatory school age		7.94	8.02	7.88	8.03
Qgb_3 Health services or medical centres		7.50	7.55	7.37	7.55
Qgb_4 Centres for the elderly (nursing homes. day centres)		6.70	7.05	6.81	7.08
Qgb_5 Centres for people with long-term disabilities		7.31	7.51	7.41	7.52
Qgb_6 Sidewalks and pedestrian paths		7.00	7.02	7.01	7.02
Qgb_7 Parks and green areas		7.55	7.61	7.48	7.61
Qgb_8 Public transport (local trips. daily commuting)		7.09	7.09	7.01	7.09
Qgb_9 Cultural centres for activities and workshops		7.64	7.92	7.79	7.91
Qgb_10 Gyms and other centres for workout and play		7.45	7.83	7.70	7.83
Qgb_11 Street lights in your residential area		7.82	7.89	7.70	7.89

Table 11.38. Q10_1 Parametric parameters

		Parametric						
How important have each of these public services been for you to be able to participate in Education?....		Centralization			Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_1 Nursery schools for children up to 3 years old -	847	4538	6.92	8.00	3.202	10.255	-.788	-.779
Q10_2_1 Nursery schools for 3 year olds to	1289	4096	7.28	8.00	3.080	9.486	-.992	-.363

mandatory school age

Q10_3_1 Health services or medical centres	4228	1157	6.72	8.00	2.939	8.635	-.641	-.778
Q10_4_1 Centres for the elderly (nursing homes. day centres)	771	4614	5.82	6.00	3.147	9.904	-.276	-1.269
Q10_5_1 Centres for people with long-term disabilities	432	4953	6.38	7.00	3.130	9.794	-.500	-1.077
Q10_6_1 Sidewalks and pedestrian paths	4115	1270	6.33	7.00	2.962	8.774	-.489	-.941
Q10_7_1 Parks and green areas	4066	1319	6.41	7.00	2.884	8.318	-.530	-.831
Q10_8_1 Public transport (local trips. daily commuting)	3676	1709	7.11	8.00	2.733	7.467	-.872	-.225
Q10_11_1 Street lights in your residential area	4135	1250	6.59	7.00	2.983	8.896	-.621	-.834

Table 11.39. Q10_1 Non-parametric parameters

Indicators	non-parametric			
	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_1 Nursery schools for children up to 3 years old -	7.87	8.22	7.60	8.23
Q10_2_1 Nursery schools for 3 year olds to mandatory school age	7.86	8.11	7.62	8.12
Q10_3_1 Health services or medical centres	7.85	8.04	7.70	8.05
Q10_4_1 Centres for the elderly (nursing homes. day centres)	6.24	6.15	6.00	6.15
Q10_5_1 Centres for people with long-term disabilities	6.37	6.40	6.14	6.39
Q10_6_1 Sidewalks and pedestrian paths	6.85	6.95	6.79	6.94
Q10_7_1 Parks and green areas	7.48	7.67	7.34	7.66
Q10_8_1 Public transport (local trips. daily commuting)	7.64	7.80	7.47	7.80
Q10_11_1 Street lights in your residential area	7.28	7.32	7.15	7.31

Table 11.40. Q10_2 Parametric parameters

How important have each of these public services been for you to be able to participate in Employment?....		Parametric						
		Centralization		Dispersion		Shape		
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_2 Nursery schools for children up to 3 years old -	823	4562	7.19	9.00	3.349	11.215	-.916	-.712
Q10_2_2 Nursery schools for 3 year olds to mandatory school age	1251	4134	7.31	8.00	3.186	10.153	-.973	-.480
Q10_3_2 Health services or medical centres	4127	1258	6.50	7.00	3.060	9.366	-.557	-.970
Q10_4_2 Centres for the elderly (nursing homes. day centres)	760	4625	5.62	6.00	3.307	10.939	-.185	-1.438
Q10_5_2 Centres for people with long-term disabilities	424	4961	6.18	7.00	3.278	10.747	-.406	-1.271
Q10_6_2 Sidewalks and pedestrian paths	4085	1300	6.00	7.00	3.106	9.646	-.326	-1.193
Q10_7_2 Parks and green areas	3984	1401	5.33	5.00	3.144	9.888	-.040	-1.345
Q10_8_2 Public transport (local trips. daily commuting)	3629	1756	6.86	8.00	3.037	9.222	-.747	-.712
Q10_11_2 Street lights in your residential area	4105	1280	6.28	7.00	3.123	9.756	-.473	-1.093

Table 11.41. Q10_2 Non-parametric parameters

How important have each of these public services been for you to be able to participate in Employment?....		non-parametric			
		Robustness			
Indicators	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave	
Q10_1_2 Nursery schools for children up to 3 years old -	7.74	8.35	7.44	8.38	

Q10_2_2 Nursery schools for 3 year olds to mandatory school age	8.76	9.45	9.06	9.45
Q10_3_2 Health services or medical centres	7.65	7.81	7.53	7.81
Q10_4_2 Centres for the elderly (nursing homes. day centres)	6.11	6.20	6.11	6.20
Q10_5_2 Centres for people with long-term disabilities	7.55	7.80	7.37	7.80
Q10_6_2 Sidewalks and pedestrian paths	6.70	6.73	6.66	6.73
Q10_7_2 Parks and green areas	6.42	6.29	6.09	6.29
Q10_8_2 Public transport (local trips. daily commuting)	7.58	7.82	7.40	7.82
Q10_11_2 Street lights in your residential area	7.32	7.49	7.11	7.49

Table 11.42. Q10_3 Parametric parameters

					Parametric			
How important have each of these public services been for you to be able to carry out domestic and care activities?...								
	Centralization				Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_3 Nursery schools for children up to 3 years old -	850	4535	6.75	8.00	3.294	10.849	-.693	-.975
Q10_2_3 Nursery schools for 3 year olds to mandatory school age	1291	4094	6.98	8.00	3.157	9.968	-.819	-.686
Q10_3_3 Health services or medical centres	4148	1237	6.57	7.00	3.096	9.587	-.583	-.974
Q10_4_3 Centres for the elderly (nursing homes. day centres)	787	4598	6.19	7.00	3.156	9.958	-.486	-1.117
Q10_5_3 Centres for people with long-term disabilities	431	4954	6.43	7.00	3.217	10.351	-.536	-1.080
Q10_6_3 Sidewalks and pedestrian paths	4086	1299	5.73	6.00	3.159	9.979	-.243	-1.297
Q10_7_3 Parks and green areas	4020	1365	5.75	6.00	3.176	10.084	-.247	-1.308

Q10__8_3 Public transport (local trips. daily commuting)	3636	1749	6.06	7.00	3.186	10.150	-.391	-1.213
Q10_11_3 Street lights in your residential area	4117	1268	6.03	7.00	3.199	10.232	-.364	-1.236

Table 11.43. Q10_3 Non-parametric parameters

Indicators	non-parametric			
	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_3 Nursery schools for children up to 3 years old -	6.30	6.13	5.92	6.13
Q10_2_3 Nursery schools for 3 year olds to mandatory school age	7.50	7.96	7.19	7.96
Q10_3_3 Health services or medical centres	7.66	7.93	7.46	7.93
Q10_4_3 Centres for the elderly (nursing homes. day centres)	6.79	6.67	6.50	6.67
Q10_5_3 Centres for people with long-term disabilities	6.87	6.72	6.61	6.72
Q10_6_3 Sidewalks and pedestrian paths	7.41	7.58	7.17	7.58
Q10_7_3 Parks and green areas	7.90	8.34	7.67	8.38
Q10__8_3 Public transport (local trips. daily commuting)	7.52	7.82	7.32	7.83
Q10_11_3 Street lights in your residential area	7.03	6.91	6.74	6.91

Table 11.44. Q10_4 Parametric parameters

Indicators	Valid cases	Missing values	Parametric					
			Centralization		Dispersion		Shape	
			Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_4 Nursery schools for children up to 3 years	843	4542	6.37	7.00	3.358	11.274	-.509	-1.220

old -

Q10_2_4 Nursery schools for 3 year olds to mandatory school age	1267	4118	6.58	8.00	3.214	10.327	-.609	-1.002
Q10_3_4 Health services or medical centres	4489	896	7.82	8.00	2.424	5.876	-1.250	.918
Q10_4_4 Centres for the elderly (nursing homes. day centres)	781	4604	6.07	7.00	3.219	10.363	-.404	-1.238
Q10_5_4 Centres for people with long-term disabilities	440	4945	6.55	7.00	3.158	9.975	-.603	-.984
Q10_6_4 Sidewalks and pedestrian paths	4208	1177	6.30	7.00	2.927	8.570	-.486	-.919
Q10_7_4 Parks and green areas	4158	1227	7.16	8.00	2.568	6.594	-.906	.057
Q10_8_4 Public transport (local trips. daily commuting)	3700	1685	6.36	7.00	2.958	8.752	-.514	-.905
Q10_11_4 Street lights in your residential area	4204	1181	6.43	7.00	2.983	8.901	-.530	-.919

Table 11.45. Q10_4 Non-parametric parameters

Indicators	non-parametric			
	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_4 Nursery schools for children up to 3 years old -	7.47	7.93	7.18	7.94
Q10_2_4 Nursery schools for 3 year olds to mandatory school age	7.69	8.20	7.40	8.22
Q10_3_4 Health services or medical centres	8.19	8.50	8.08	8.50
Q10_4_4 Centres for the elderly (nursing homes. day centres)	6.11	6.16	6.11	6.17
Q10_5_4 Centres for people with long-term disabilities	6.43	6.32	6.20	6.32
Q10_6_4 Sidewalks and pedestrian paths	7.49	7.65	7.33	7.65

Q10_7_4 Parks and green areas	8.15	8.41	8.01	8.42
Q10__8_4 Public transport (local trips. daily commuting)	7.45	7.68	7.26	7.68
Q10_11_4 Street lights in your residential area	7.29	7.51	7.04	7.50

Table 11.46. Q10_5 Parametric parameters

					Parametric			
How important have each of these public services been for you to participate in social networks and associations?			Centralization		Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_5 Nursery schools for children up to 3 years old -	845	4540	5.92	7.00	3.358	11.277	-.338	-1.351
Q10_2_5 Nursery schools for 3 year olds to mandatory school age	1284	4101	6.33	7.00	3.167	10.029	-.514	-1.066
Q10_3_5 Health services or medical centres	4158	1227	5.47	6.00	3.167	10.029	-.098	-1.335
Q10_4_5 Centres for the elderly (nursing homes. day centres)	765	4620	5.55	6.00	3.240	10.500	-.165	-1.369
Q10_5_5 Centres for people with long-term disabilities	429	4956	5.96	7.00	3.236	10.471	-.335	-1.279
Q10_6_5 Sidewalks and pedestrian paths	4146	1239	5.86	6.00	3.010	9.059	-.303	-1.117
Q10_7_5 Parks and green areas	4146	1239	6.33	7.00	2.858	8.170	-.525	-.803
Q10__8_5 Public transport (local trips. daily commuting)	3686	1699	6.41	7.00	3.003	9.019	-.550	-.905
Q10_11_5 Street lights in your residential area	4145	1240	6.00	7.00	3.128	9.787	-.353	-1.190

Table 11.47. Q10_5 Non-parametric parameters

non-parametric				
How important have each of these public services been for you to participate in social networks and associations?				
Indicators	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_5 Nursery schools for children up to 3 years old -	5.45	5.49	5.45	5.49
Q10_2_5 Nursery schools for 3 year olds to mandatory school age	5.87	5.95	5.82	5.95
Q10_3_5 Health services or medical centres	6.16	6.15	6.01	6.15
Q10_4_5 Centres for the elderly (nursing homes. day centres)	5.55	5.60	5.55	5.60
Q10_5_5 Centres for people with long-term disabilities	6.33	6.37	6.24	6.36
Q10_6_5 Sidewalks and pedestrian paths	6.33	6.40	6.31	6.40
Q10_7_5 Parks and green areas	7.06	7.16	6.99	7.15
Q10_8_5 Public transport (local trips. daily commuting)	6.65	6.54	6.32	6.54
Q10_11_5 Street lights in your residential area	6.44	6.27	6.12	6.27

Table 11.48. Q10_6 Parametric parameters

Parametric								
How important have each of these public services been for you to be able to move around?								
Indicators	Valid cases	Missing values	Centralization		Dispersion		Shape	
			Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_6 Nursery schools for children up to 3 years old -	829	4556	5.64	6.00	3.546	12.576	-.182	-1.557
Q10_2_6 Nursery schools for 3 year olds to mandatory school age	1266	4119	5.77	6.00	3.493	12.202	-.232	-1.502
Q10_3_6 Health services or medical centres	4159	1226	5.42	6.00	3.371	11.364	-.074	-1.501
Q10_4_6 Centres for the elderly (nursing homes.	771	4614	5.09	5.00	3.352	11.234	.048	-1.504

day centres)

Q10_5_6 Centres for people with long-term disabilities	430	4955	5.59	6.00	3.381	11.430	-.147	-1.478
Q10_6_6 Sidewalks and pedestrian paths	4343	1042	7.26	8.00	2.631	6.921	-.926	.023
Q10_7_6 Parks and green areas	4106	1279	6.02	7.00	3.019	9.115	-.355	-1.102
Q10_8_6 Public transport (local trips. daily commuting)	3867	1518	7.65	8.00	2.655	7.049	-1.173	.435
Q10_11_6 Street lights in your residential area	4303	1082	7.02	8.00	2.767	7.658	-.839	-.288

Table 11.49. Q10_6 Non-parametric parameters

Indicators	non-parametric			
	Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_6 Nursery schools for children up to 3 years old -	5.32	5.27	5.32	5.27
Q10_2_6 Nursery schools for 3 year olds to mandatory school age	5.42	5.39	5.42	5.39
Q10_3_6 Health services or medical centres	6.02	5.92	5.84	5.92
Q10_4_6 Centres for the elderly (nursing homes. day centres)	5.37	5.40	5.37	5.40
Q10_5_6 Centres for people with long-term disabilities	5.45	5.49	5.45	5.49
Q10_6_6 Sidewalks and pedestrian paths	7.10	7.13	7.02	7.12
Q10_7_6 Parks and green areas	6.95	7.03	6.86	7.03
Q10_8_6 Public transport (local trips. daily commuting)	7.49	7.61	7.30	7.60
Q10_11_6 Street lights in your residential area	6.58	6.49	6.28	6.49

Table 11.50. Q10_7 Parametric parameters

					Parametric			
How important have each of these public services been for you to be able to have leisure?		Centralization			Dispersion		Shape	
Indicators	Valid cases	Missing values	Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q10_1_7 Nursery schools for children up to 3 years old -	859	4526	6.19	7.00	3.389	11.483	-.450	-1.298
Q10_2_7 Nursery schools for 3 year olds to mandatory school age	1293	4092	6.27	7.00	3.293	10.843	-.470	-1.215
Q10_3_7 Health services or medical centres	4159	1226	5.21	5.00	3.250	10.563	.017	-1.427
Q10_4_7 Centres for the elderly (nursing homes. day centres)	776	4609	5.48	6.00	3.303	10.912	-.136	-1.446
Q10_5_7 Centres for people with long-term disabilities	430	4955	5.85	6.00	3.281	10.762	-.292	-1.351
Q10_6_7 Sidewalks and pedestrian paths	4215	1170	6.31	7.00	2.950	8.701	-.471	-.945
Q10_7_7 Parks and green areas	4166	1219	7.22	8.00	2.622	6.874	-.940	.067
Q10__8_7 Public transport (local trips. daily commuting)	3742	1643	6.72	7.00	2.895	8.381	-.717	-.596
Q10_11_7 Street lights in your residential area	4196	1189	6.40	7.00	3.033	9.196	-.535	-.962

Table 11.51. Q10_7 Non-parametric parameters

How important have each of these public services been for you to be able to have leisure?		non-parametric			
		Robustness			
		Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q10_1_7 Nursery schools for children up to 3 years old -		5.87	5.93	5.87	5.93
Q10_2_7 Nursery schools for 3 year olds to mandatory school age		6.27	6.28	6.13	6.28

Q10_3_7 Health services or medical centres	6.39	6.40	6.24	6.41
Q10_4_7 Centres for the elderly (nursing homes. day centres)	5.86	5.89	5.82	5.89
Q10_5_7 Centres for people with long-term disabilities	5.95	6.02	5.95	6.02
Q10_6_7 Sidewalks and pedestrian paths	6.90	6.99	6.83	6.98
Q10_7_7 Parks and green areas	8.04	8.23	7.91	8.23
Q10_8_7 Public transport (local trips. daily commuting)	7.06	6.97	6.82	6.97
Q10_11_7 Street lights in your residential area	6.99	7.10	6.83	7.09

Table 11.52. Q11, Q12, Q13 Parametric parameters

Indicators	Valid cases	Missing values	Centralization		Parametric Dispersion		Shape	
			Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q11_1 Your health - Satisfaction	5371	14	7.57	8.00	1.946	3.785	-1.072	1.321
Q11_2 The economic situation of your household - Satisfaction	5354	31	6.80	7.00	2.100	4.408	-.705	.357
Q11_3 Your job or occupational activity - Satisfaction	2895	2490	7.60	8.00	1.903	3.621	-1.020	1.320
Q11_4 How much free time you have - Satisfaction	5354	31	6.91	7.00	2.452	6.013	-.659	-.290
Q11_5 Your domestic and care activities - Satisfaction	5222	163	7.15	7.00	2.007	4.027	-.666	.361
Q11_6 The neighbourhood where you live - Satisfaction	5364	21	7.85	8.00	1.906	3.634	-1.168	1.603
Q11_7 Your social relationships with people who are close to you - Satisfaction	5351	34	8.53	9.00	1.577	2.486	-1.589	3.812
Q11_8 How various public services help your everyday life	5246	139	6.79	7.00	2.208	4.877	-.813	.390
Q12_1 In most ways my life is close to my ideal	5348	37	6.66	7.00	2.074	4.302	-.740	-.433

Q12_2 The conditions of my life are excellent	5367	18	6.73	7.00	2.109	4.446	-.672	.308
Q12_3 So far I have gotten the important things I want in life	5348	37	7.15	8.00	2.093	4.380	-.815	.469
Q12_4 If I could live my life over. I would change almost nothing	5308	77	6.63	7.00	2.551	6.509	-.641	-.386
Q13 Taking everything in your life into consideration. could you please tell me on a scale of 1 to 10 how satisfied you are with your life in general?	5363	22	7.56	8.00	1.697	2.880	-1.034	1.861

Table 11.53. Q11, Q12, Q13 Non-parametric parameters

Indicators	non-parametric Robustness			
	Huber M-estimator	Tukey's biweight	Hampelc M-estimator	Andrews' wave
Q11_1 Your health - Satisfaction	8.03	8.15	8.07	8.15
Q11_2 The economic situation of your household - Satisfaction	7.22	7.38	7.28	7.39
Q11_3 Your job or occupational activity - Satisfaction	7.86	8.01	7.90	8.01
Q11_4 How much free time you have - Satisfaction	6.61	6.62	6.57	6.62
Q11_5 Your domestic and care activities - Satisfaction	7.18	7.33	7.23	7.34
Q11_6 The neighbourhood where you live - Satisfaction	8.07	8.23	8.12	8.24
Q11_7 Your social relationships with people who are close to you - Satisfaction	8.81	8.85	8.76	8.85
Q11_8 How various public services help your everyday life	7.09	7.29	7.13	7.30
Q12_1 In most ways my life is close to my ideal	7.02	7.18	7.03	7.19
Q12_2 The conditions of my life are excellent	7.03	7.18	7.06	7.18
Q12_3 So far I have gotten the important things I want in life	7.47	7.67	7.50	7.67

Q12_4 If I could live my life over. I would change almost nothing	6.95	6.97	6.88	6.97
Q13 Taking everything in your life into consideration. could you please tell me on a scale of 1 to 10 how satisfied you are with your life in general?	7.80	7.86	7.80	7.87

Table 11.54. Others indicators Parametric parameters

Indicators	Valid cases	Missing values	Centralization		Parametric Dispersion		Shape	
			Mean	Median	Standard deviation	Variance	Skewness	Kurtosis
Q2. Age	5385	0	48.27	49.00	16860	284271	.017	-.981
Q15 How many dependent children do you have?	1877	3508	1.80	2.00	.944	.890	2.162	11.138
Q17 How many hours a week do you dedicate to paid work?	2837	2548	39.21	40.00	14.198	201.597	.967	7.564
Q18 How many hours a week do you dedicate to domestic and care activities in general?	5175	210	18.20	12.00	19.493	379.976	3.065	14.503
Q19 How many hours a week do you dedicate to caring for the children?	1772	3613	25.23	16.00	29.768	886.120	2.518	7.730
Q20 How many hours a week do you dedicate to taking care for other persons dependent on you?	769	4616	17.49	10.00	26.385	696.157	3.648	15.860

Table 11.55. Others indicators Non-Parametric parameters

Indicators	non-parametric Robustness			
	Huber M- estimator	Tukey's biweight	Hampelc M- estimator	Andrews' wave
Q2. Age	48.40	48.31	48.19	48.31
Q15 How many dependent children do you have?	1.75	1.71	1.76	1.71
Q17 How many hours a week do you dedicate to paid work?	38.51	38.44	38.19	38.46
Q18 How many hours a week do you dedicate to domestic and care activities in general?	17.19	15.82	17.03	15.82
Q19 How many hours a week do you dedicate to caring for the children?	14.77	13.12	14.59	13.09
Q20 How many hours a week do you dedicate to taking care for other persons dependent on you?	8.29	7.41	8.22	7.40

Table 11.56. Dichotomous variables

Indicators	Frequency Yes	Cumulative percentage	Frequency No	Cumulative percentage	Total	DK or N/A
Q8_1 Nursery schools for children up to 3 years old (In the last 10 years. have you. or a person who depends on you. used ...)	920	17.1	4447	100.0	5367	18
Q8_2 Nursery schools for 3 year olds to mandatory school age children (In the last 10 years. have you. or a person who depends on you. used ...)	1408	26.2	3957	100.0	5365	20
Q8_3 Health services or medical centres (In the last 10 years. have you. or a person who depends on you. used ...)	4819	89.5	563	100.0	5382	3

Q8_4 Centres for the elderly (nursing homes, day centres) (In the last 10 years, have you, or a person who depends on you, used ...)	858	16.0	4514	100.0	5372	13
Q8_5 Centres for people with long-term disabilities (In the last 10 years, have you, or a person who depends on you, used ...)	468	8.7	4897	100.0	5365	20
Q8_6 Sidewalks and pedestrian paths (In the last 10 years, have you, or a person who depends on you, used ...)	4710	87.6	666	100.0	5376	9
Q8_7 Parks and green areas (In the last 10 years, have you, or a person who depends on you, used ...)	4536	84.4	839	100.0	5375	10
Q8_8 Public transport (local trips, daily commuting) (In the last 10 years, have you, or a person who depends on you, used ...)	4045	75.2	1331	100.0	5376	9
Q8_9 Cultural centres for activities and workshops (In the last 10 years, have you, or a person who depends on you, used ...)	3054	56.9	2315	100.0	5369	16
Q8_10 Gyms and other centres for workout and play (In the last 10 years, have you, or a person who depends on you, used ...)	2903	54.0	2468	100.0	5371	14
Q8_11 Street lights in your residential area (In the last 10 years, have you, or a person who depends on you, used ...)	4731	88.9	591	100.0	5322	63
Q14 Do you have any dependent children?	1878	34.9	3507	100.0	5385	0
Q16 Do you have other people who depend on you?	784	14.6	4601	100.0	5385	0

Table 11.57. Gender

		Frequency	Percentage	Cumulative Percentage
Valid cases	Woman	2783	51.7	51.7
	Man	2602	48.3	100.0
	Total	5385	100.0	

Table 11.58. Cluster

		Frequency	Percentage	Cumulative Percentage
Valid cases	North Western	2317	43.0	43.0
	Southern	1329	24.7	67.7
	Eastern	1113	20.7	88.4
	Nordic	626	11.6	100.0
	Total	5385	100.0	

Table 11.59. Language of the questionnaire

		Frequency	Percentage	Cumulative Percentage
Valid cases	'Bulgarian'	81	1.5	1.5
	'Croatian'	42	.8	2.3
	'Czech'	117	2.2	4.5
	'Danish'	94	1.7	6.2
	'Dutch'	341	6.3	12.5
	'English'	682	12.7	25.2
	'Estonian'	10	.2	25.4
	'Finnish'	91	1.7	27.1
	'French'	684	12.7	39.8
	'German'	887	16.5	56.2
	'Greek'	117	2.2	58.4
	'Hungarian'	110	2.0	60.5
	'Italian'	601	11.2	71.6
	'Latvian'	14	.3	71.9
	'Lithuanian'	33	.6	72.5
	'Luxembourgish'	3	.1	72.6
	'Maltese'	4	.1	72.6

'Polish'	430	8.0	80.6
'Portuguese'	105	1.9	82.6
'Romanian'	222	4.1	86.7
'Slovak'	60	1.1	87.8
'Slovenian'	23	.4	88.2
'Spanish'	460	8.5	96.8
'Swedish'	161	3.0	99.8
'Russian'	13	.2	100.0
Total	5385	100.0	

Table 11.60. Q4 Where do you live?

		Frequency	Percentage	Cumulative Percentage
Valid cases	The open countryside or a village	1446	26.9	26.9
	A small town	1082	20.1	47.0
	A medium to large town	1251	23.2	70.3
	A city or city suburb	1596	29.6	100.0
	Total	5375	99.8	
Missing values	DK or Refuse to answer	10	.2	
Total		5385	100.0	

Table 11.61. Current employment status

		Frequency	Percentage	Cumulative Percentage
Valid cases	Student	318	5.9	5.9
	Housewife/ Stay-at-home husband/partner	342	6.4	12.3
	Retired or pensioner	1358	25.2	37.5
	Self- employed (might have employees)	418	7.8	45.2
	Employee (by another person/company)	2480	46.1	91.3
	Unemployed	377	7.0	98.3
	Other	92	1.7	100.0
	Total	5385	100.0	

Table 11.62. Education

Q21 Education - Which of these best describes your highest level of educational qualification?	Frequency	Cumulative percentage
Early childhood education (ISCED 0)	36	.7
Primary education (ISCED 1)	298	6.3
Lower secondary education (ISCED 2)	846	22.2
Upper secondary education (ISCED 3)	1370	47.9
Post-secondary non-tertiary education (ISCED 4)	785	62.6
Short-cycle tertiary education (ISCED 5)	598	73.8
Bachelor's or equivalent level (ISCED 6)	748	87.9
Master's or equivalent level (ISCED 7)	545	98.1
Doctoral or equivalent level (ISCED 8)	100	100.0

Total	5326
Refuse to answer	59

Table 11.63. Monthly income

Q22B Monthly income - If you do not know the exact figure. I will read figures of disposable income per month. Could you tell me to which range you belong?	Frequency	Cumulative percentage
Less than 100 EUR	34	2.8
Between 100 and up to 300 EUR	105	11.6
Between 300 and up to 600 EUR	115	21.2
Between 600 and up to 800 EUR	108	30.2
Between 800 and up to 1.000 EUR	119	40.1
Between 1.000 and up to 1.500 EUR	197	56.5
Between 1.500 and up to 2.000 EUR	134	67.7
Between 2.000 and up to 3.000 EUR	98	75.9
Between 3.000 and up to 4.000 EUR	35	78.8
Between 4.000 and up to 5.000 EUR	38	82.0
More than 5.000 EUR	25	84.1
No income	191	100.0
Total	1199	
DK or refuse to answer (DO NOT READ OUT)	816	
Not eligible to answer	3370	
Total	4186	

11.3. Annex3

Table 11.64. Stratification criteria by country (%)

Country of the survey	Age			Employed_Unemployed		Rural_Urban	
	18-39	40-64	65 or over	Employed	Unemployed	Rural	Urban
AT	33.3%	42.9%	23.8%	58.0%	42.0%	63.1%	36.9%
BE	20.7%	67.6%	11.7%	62.4%	37.6%	62.4%	37.6%
BG	28.4%	48.1%	23.5%	60.0%	40.0%	39.5%	60.5%
HR	31.0%	47.6%	21.4%	53.7%	46.3%	35.7%	64.3%
CY	50.0%	50.0%	.0%	62.5%	37.5%	37.5%	62.5%
CZ	40.2%	41.0%	18.8%	49.1%	50.9%	43.1%	56.9%
DK	31.9%	43.6%	24.5%	51.1%	48.9%	36.2%	63.8%
EE	33.3%	40.0%	26.7%	73.3%	26.7%	33.3%	66.7%
FI	31.9%	39.6%	28.6%	47.8%	52.2%	46.7%	53.3%
FR	38.0%	38.4%	23.6%	54.2%	45.8%	56.7%	43.3%
DE	34.4%	46.0%	19.7%	61.5%	38.5%	42.1%	57.9%
EL	35.8%	44.0%	20.2%	42.2%	57.8%	17.4%	82.6%
HU	37.3%	41.8%	20.9%	52.3%	47.7%	44.5%	55.5%
IE	37.0%	50.0%	13.0%	58.7%	41.3%	54.3%	45.7%
IT	30.8%	45.8%	23.5%	40.0%	60.0%	61.1%	38.9%
LV	27.3%	54.5%	18.2%	71.4%	28.6%	40.9%	59.1%
LT	36.4%	42.4%	21.2%	62.5%	37.5%	42.4%	57.6%
LU	20.0%	60.0%	20.0%	60.0%	40.0%	80.0%	20.0%
MT	25.0%	50.0%	25.0%	50.0%	50.0%	75.0%	25.0%
NL	35.0%	50.4%	14.6%	68.6%	31.4%	36.2%	63.8%
PL	39.8%	45.3%	14.9%	54.9%	45.1%	43.5%	56.5%
PT	35.2%	43.8%	21.0%	50.5%	49.5%	33.3%	66.7%
RO	36.5%	43.2%	20.3%	44.4%	55.6%	55.0%	45.0%
SK	41.7%	38.3%	20.0%	51.7%	48.3%	60.0%	40.0%
SI	34.8%	47.8%	17.4%	39.1%	60.9%	39.1%	60.9%
ES	33.5%	50.7%	15.9%	50.2%	49.8%	27.2%	72.8%
SE	41.6%	29.8%	28.6%	51.3%	48.7%	45.0%	55.0%
UK	33.2%	49.8%	17.0%	65.0%	35.0%	55.8%	44.2%
EU-28	34.8%	45.5%	19.7%	54.8%	45.2%	47.0%	53.0%

Table 11.65. Percentage distributions by gender and age

EU												
Member States	MALES						FEMALES					
	18-39 years		40-64 years		65 or over		18-39 years		40-64 years		65 or over	
	u	w	u	w	u	w	u	w	u	w	u	w
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Austria	20,24	17,38	19,05	21,53	9,52	9,42	13,1	17,05	23,81	21,85	14,29	12,78
Belgium	14,41	17,72	23,42	21,33	5,41	9,61	6,31	17,43	44,14	21,17	6,31	12,74
Bulgaria	19,75	17,98	14,81	20,66	12,35	9,46	8,64	16,8	33,33	21,19	11,11	13,9
Croatia	16,67	17,66	23,81	21,04	7,14	8,88	14,29	17,01	23,81	21,75	14,29	13,67
Cyprus	12,5	21,14	37,5	18,93	0	7,94	37,5	21,99	12,5	20,62	0	9,38
Czech Republic	22,22	19,36	17,95	20,6	6,84	8,68	17,95	18,37	23,08	20,6	11,97	12,39
Denmark	17,02	17,48	19,15	21,24	12,77	10,48	14,89	17,08	24,47	21,13	11,7	12,6
Estonia	20	18,74	13,33	19,37	13,33	7,56	13,33	17,71	26,67	21,63	13,33	14,99
Finland	16,48	17,63	17,58	20,74	16,48	10,32	15,38	16,74	21,98	20,74	12,09	13,83
France	18,51	17,06	17,88	20,81	11,23	9,79	19,46	17,23	20,57	21,76	12,34	13,34
Germany	14,45	15,77	24,16	22,06	9,71	10,69	19,93	15,27	21,79	22,06	9,96	14,15
Greece	20,18	17,15	18,35	19,94	10,09	10,99	15,6	16,8	25,69	21,25	10,09	13,87
Hungary	15,45	18,82	25,45	20,08	5,45	7,92	21,82	18,13	16,36	21,7	15,45	13,35
Ireland	21,74	20,21	19,57	20,84	8,7	7,85	15,22	20,94	30,43	21,01	4,35	9,16
Italy	15,47	15,65	23,63	21,26	10,65	11	15,31	15,33	22,13	22,05	12,81	14,71
Latvia	18,18	18,07	22,73	19,11	4,55	7,49	9,09	17,43	31,82	22,34	13,64	15,56
Lithuania	30,3	17,69	15,15	19,66	0	7,57	6,06	17,23	27,27	22,9	21,21	14,95
Luxembourg	0	19,6	40	22,36	0	7,76	20	19,18	20	21,19	20	9,92
Malta	0	19,74	25	20,25	25	9,62	25	18,26	25	20,01	0	12,12
Netherlands	15,36	17	25	22,27	8,57	9,82	19,64	16,77	25,36	22,15	6,07	11,98
Poland	22,56	20,52	20,23	20,24	4,88	7	17,21	19,79	25,12	21,24	10	11,21
Portugal	17,14	16,49	19,05	20,26	10,48	10	18,1	16,95	24,76	22,15	10,48	14,14
Romania	10,81	19,1	15,32	21	6,76	8,18	25,68	17,96	27,93	21,6	13,51	12,16
Slovakia	23,33	21,24	11,67	20,55	13,33	6,34	18,33	20,25	26,67	21,33	6,67	10,28
Slovenia	21,74	18,26	17,39	22,28	8,7	8,58	13,04	16,8	30,43	21,52	8,7	12,56
Spain	16,74	17,91	23,7	21,27	8,26	9,5	16,74	17,39	26,96	21,32	7,61	12,61
Sweden	21,12	18,28	18,63	20,15	11,8	11,11	20,5	17,46	11,18	19,77	16,77	13,23
United Kingdom	18,08	18,43	22,8	20,25	7,7	10	15,09	18,27	27,04	20,82	9,28	12,23
EU-28	17,33	17,51	21,34	21,01	9,04	9,71	17,44	17,12	24,16	21,55	10,7	13,12

Notes: u % = unweighted percentage; w % = weighted percentage

Table 11.66. Percentage distributions by gender and labour status

EU Member States												
	MALES						FEMALES					
	Employed		Unemployed		No answer		Employed		Unemployed		No answer	
	u (%)	w (%)	u (%)	w (%)	u (%)	w (%)	u (%)	w (%)	u (%)	w (%)	u (%)	w (%)
AT	30,95	51,26	15,48	1,61	2,38	0,00	25,00	45,83	25,00	1,31	1,19	0,00
BE	24,32	51,12	17,12	2,55	1,80	0,00	36,94	44,41	19,82	1,92	0,00	0,00
BG	25,93	49,58	20,99	3,52	0,00	0,00	33,33	44,31	18,52	2,59	1,23	0,00
HR	28,57	49,04	16,67	4,86	2,38	0,00	23,81	41,43	28,57	4,67	0,00	0,00
CY	25,00	46,32	25,00	4,83	0,00	0,00	37,50	44,85	12,50	4,00	0,00	0,00
CZ	27,35	54,81	18,80	1,49	0,85	0,00	21,37	42,01	31,62	1,69	0,00	0,00
DK	29,79	50,79	19,15	1,76	0,00	0,00	21,28	45,76	29,79	1,69	0,00	0,00
EE	33,33	49,36	13,33	2,14	0,00	0,00	40,00	46,75	13,33	1,75	0,00	0,00
FI	25,27	48,74	25,27	2,55	0,00	0,00	21,98	46,68	26,37	2,04	1,10	0,00
FR	25,00	48,98	20,41	2,90	2,22	0,00	26,27	45,57	22,94	2,55	3,16	0,00
DE	32,13	51,93	15,44	1,47	0,75	0,00	28,64	45,48	22,67	1,12	0,37	0,00
EL	28,44	49,13	20,18	7,66	0,00	0,00	13,76	35,50	37,61	7,71	0,00	0,00
HU	27,27	51,95	19,09	2,13	0,00	0,00	24,55	44,02	28,18	1,90	0,91	0,00
IE	36,96	50,74	13,04	3,80	0,00	0,00	21,74	43,21	28,26	2,25	0,00	0,00
IT	27,62	53,96	21,13	3,68	1,00	0,00	11,81	39,20	38,10	3,16	0,33	0,00
LV	31,82	46,76	13,64	3,18	0,00	0,00	36,36	47,43	13,64	2,63	4,55	0,00
LT	33,33	46,25	12,12	3,25	0,00	0,00	27,27	48,03	24,24	2,47	3,03	0,00
LU	40,00	53,60	0,00	1,71	0,00	0,00	20,00	43,36	40,00	1,33	0,00	0,00
MT	25,00	59,51	25,00	1,97	0,00	0,00	25,00	37,47	25,00	1,05	0,00	0,00
NL	30,71	51,79	15,00	2,02	3,21	0,00	35,71	44,32	15,36	1,87	0,00	0,00
PL	30,70	52,65	16,98	2,47	0,00	0,00	23,72	42,61	27,67	2,28	0,93	0,00
PT	24,76	47,29	20,95	3,81	0,95	0,00	24,76	45,05	27,62	3,84	0,95	0,00
RO	25,68	54,41	20,72	2,20	1,35	0,00	17,57	41,99	33,33	1,40	1,35	0,00
SK	26,67	51,75	21,67	3,82	0,00	0,00	25,00	41,18	26,67	3,26	0,00	0,00
SI	21,74	51,65	26,09	2,56	0,00	0,00	17,39	43,21	34,78	2,58	0,00	0,00
ES	25,43	46,82	23,26	7,26	0,00	0,00	24,78	39,21	26,52	6,71	0,00	0,00
SE	30,43	50,02	20,50	2,28	0,62	0,00	19,88	45,76	27,33	1,93	1,24	0,00
UK	32,86	51,43	15,41	1,78	0,31	0,00	31,60	45,36	19,34	1,43	0,47	0,00
EU-28	28,86	51,07	18,57	2,91	0,34	0,00	24,96	43,49	25,91	2,53	0,82	0,00

Notes: u % = unweighted percentage; w % = weighted percentage

Table 11.67. Percentage distributions by area

EU Member State						
	Urban regions		Intermediate regions		Rural regions	
	u (%)	w (%)	u (%)	w (%)	u (%)	w (%)
AT	28,57	35,11	27,38	20,79	44,05	44,11
BE	19,27	67,78	40,37	23,60	40,37	8,61
BG	29,63	18,07	49,38	44,81	20,99	37,11
HR	30,95	18,76	54,76	25,15	14,29	56,09
CY	37,50	0,00	25,00	100,00	37,50	0,00
CZ	35,34	24,21	39,66	42,88	25,00	32,90
DK	25,53	22,37	54,26	48,75	20,21	28,87
EE	66,67	43,48	20,00	11,36	13,33	45,16
FI	23,33	29,08	50,00	30,49	26,67	40,43
FR	22,22	35,11	46,35	35,22	31,43	29,67
DE	32,25	41,68	51,31	41,98	16,44	16,35
EL	45,87	45,64	43,12	10,57	11,01	43,79
HU	33,64	17,66	31,82	35,61	34,55	46,73
IE	19,57	27,61	45,65	0,00	34,78	72,39
IT	16,47	36,92	41,26	43,01	42,26	20,07
LV	50,00	50,48	22,73	12,89	27,27	36,62
LT	33,33	27,39	45,45	31,13	21,21	41,49
LU	0,00	0,00	60,00	100,00	40,00	0,00
MT	0,00	100,00	75,00	0,00	25,00	0,00
NL	43,37	72,50	30,82	26,87	25,81	0,63
PL	26,28	28,29	45,58	38,52	28,14	33,20
PT	33,33	49,11	44,76	17,09	21,90	33,79
RO	29,28	11,44	25,68	43,64	45,05	44,91
SK	16,67	11,42	48,33	38,36	35,00	50,22
SI	17,39	0,00	56,52	56,57	26,09	43,43
ES	52,17	59,18	45,00	33,50	2,83	7,33
SE	30,63	22,43	39,38	61,63	30,00	15,95
UK	25,55	73,87	43,69	23,25	30,76	2,88
EU-28	26,90	42,67	43,40	35,05	26,69	22,28

Notes: u % = unweighted percentage; w % = weighted percentage

11.4. Annex 4

Tables related to contextual information at Member State Level: The System of Context Indicators.

Table 11.68. Elementary indicators in each GEI core domain

Elementary Indicators in each GEI core domain	Domains
FTE employment (%) W	WORK
FTE employment (%) M	WORK
Duration of working life (years) W	WORK
Duration of working life (years) M	WORK
Sectoral segregation (%) W	WORK
Sectoral segregation (%) M	WORK
Flexible personal/family arrangements (%) W	WORK
Flexible personal/family arrangements (%) M	WORK
Work intensity (%) W	WORK
Work intensity (%) M	WORK
Earnings (PPS) W	MONEY
Earnings (PPS) M	MONEY
Income (PPS) W	MONEY
Income (PPS) M	MONEY
Not at-risk-of-poverty (%) W	MONEY
Not at-risk-of-poverty (%) M	MONEY
Income distribution S20/S80 (%) W	MONEY
Income distribution S20/S80 (%) M	MONEY
Graduates in tertiary education (%) W	KNOWLEDGE
Graduates in tertiary education (%) M	KNOWLEDGE
Segregation in education (%) W	KNOWLEDGE
Segregation in education (%) M	KNOWLEDGE
Lifelong learning (%) W	KNOWLEDGE
Lifelong learning (%) M	KNOWLEDGE
Childcare activities (%) W	TIME
Childcare activities (%) M	TIME
Domestic activities (%) W	TIME
Domestic activities (%) M	TIME
Sport, culture and leisure activities (%) W	TIME
Sport, culture and leisure activities (%) M	TIME
Volunteering and charitable activities (%) W	TIME
Volunteering and charitable activities (%) M	TIME
Ministerial representation (%) W	POWER
Ministerial representation (%) M	POWER
Parliamentary representation (%) W	POWER

Parliamentary representation (%) M	POWER
Regional assemblies representation (%) W	POWER
Regional assemblies representation (%) M	POWER
Members of boards (%) W	POWER
Members of boards (%) M	POWER
Members of Central Bank (%) W	POWER
Members of Central Bank (%) M	POWER
Self-perceived health (%) W	HEALTH
Self-perceived health (%) M	HEALTH
Life expectancy (years) W	HEALTH
Life expectancy (years) M	HEALTH
Healthy life years (years) W	HEALTH
Healthy life years (years) M	HEALTH
Unmet medical needs (%) W	HEALTH
Unmet medical needs (%) M	HEALTH
Unmet dental needs (%) W	HEALTH
Unmet dental needs (%) M	HEALTH

Table 11.69. Transport

Indicator	Year	Source
Transport	2013	Oecd OECD metadata (http://stats.oecd.org/)
Government Expenditure in Transport	2013	Eurostat General gov.expenditure by function Eurostat Metadata Code: gov:10a_exp

Table 11.70. Social Expenditure

Social Expenditure	Year	Source
Social Protection	2012	Eurostat http://ec.europa.eu/eurostat/web/social-protection/data/database
Housing	2012	Eurostat http://ec.europa.eu/eurostat/web/social-protection/data/database
Family/Children	2012	Eurostat http://ec.europa.eu/eurostat/web/social-protection/data/database
Disability	2012	Eurostat http://ec.europa.eu/eurostat/web/social-protection/data/database

Table 11.71. Environment expenditure

Environment	Year	Source
Government Expenditure in Environment	2013	Eurostat General gov.expenditure by function Eurostat Metadata Code: gov:10a_exp

Table 11.72. Culture Expenditure

Culture	Year	Source
Government Expenditure in Recreation, Culture & Religion	2013 Eurostat	General gov.expenditure by function Eurostat Metadata Code: gov:10a_exp

Table 11.73. Violence against women

Gender Based Violence	Year	Source
% of women experiencing partner and non partner violence since 15	2011-12 FRA	http://fra.europa.eu/DVS/DVT/vaw.php

Table 11.74. Indicators on Corruption and Crime

Corruption and Crime	Year	Source
Corruption Perception Index	2014	Transparency International http://www.transparency.org/cpi2014/results
Voice and Accountability	2013	World Bank www.govindicators.org
Gov.effectiveness	2013	World Bank www.govindicators.org
Control of Corr.	2013	World Bank www.govindicators.org
Crime, violence and vandalism	2013	Eurostat Eurostat metadata code: ilc_mddwo3 Source: EU SILC

Table 11.75. Health

Health	Year	Source
Healthy Life Years	2013 Eurostat	http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tsdph100&plugin=1 CODE:tsdph100
Government Expenditure in Health	2013 Eurostat	General government expenditure by function (COFOG) code:gov_10a_exp Eurostat Metadata

```
. by country: sum monthly incomeclass if incomeclass!=99
```

```
-> country = Austria
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	57	141,9272	266,402	0	980
incomeclass	13	6	1,581139	3	8

```
-> country = Belgium
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	68	71,63601	224,7359	0	900
incomeclass	27	8,777778	3,105	5	13

```
-> country = Bulgaria
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	81	400,3728	207,7815	1	800
incomeclass	81	2,308642	,7523625	1	6

```
-> country = Croatia
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	30	34,61033	154,078	1,2	850
incomeclass	11	12,09091	3,015113	3	13

```
-> country = Cyprus
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	8	369,2625	414,3269	0	900
incomeclass	0				

```
-> country = Czech Republic
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	101	32,92931	112,2021	0	900
incomeclass	15	5,333333	3,015831	3	13

```
-> country = Denmark
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	79	16,21928	11,38012	1	60
incomeclass	88	7,136364	2,150551	2	11

```

-----
-----
-> country = Estonia

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |      13    351,9923    244,5461         1      800
incomeclass |       1         6         .         6         6
-----
-----
-> country = Finland

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |      84    78,38545    200,1045         1      999
incomeclass |       4         7,5    1,290994         6         9
-----
-----
-> country = France

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |     393    127,2439    262,7117         0      950
incomeclass |     148    6,263514    2,256846         1      13
-----
-----
-> country = Germany

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |     545    59,59818    193,474         1      950
incomeclass |     164    7,780488    2,593169         1      13
-----
-----
-> country = Greece

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |      64    319,8906    338,5002         0      980
incomeclass |      22    4,772727    2,266355         1      13
-----
-----
-> country = Hungary

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |      59    109,5085    67,99426         0      360
incomeclass |      41    6,073171    3,416067         1      13
-----
-----
-> country = Ireland

  Variable |      Obs      Mean    Std. Dev.      Min      Max
-----+-----
  monthly |      33    239,5333    309,977         0      980
incomeclass |       7    4,142857    3,976119         2      13

```

```
-> country = Italy
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	30	191,6844	301,4426	1	800
incomeclass	313	7,955272	3,837807	3	13

```
-> country = Latvia
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	19	371,0526	183,5119	100	830
incomeclass	2	2,5	,7071068	2	3

```
-> country = Lithuania
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	27	235,3593	203,9484	1	700
incomeclass	3	2	1	1	3

```
-> country = Luxembourg
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	3	4,5	,5	4	5
incomeclass	4	10,25	,5	10	11

```
-> country = Malta
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	3	267,4333	461,2163	1	800
incomeclass	4	6,25	,9574271	5	7

```
-> country = Netherlands
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	259	86,05894	249,2948	0	960
incomeclass	2	7	1,414214	6	8

```
-> country = Poland
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	349	73,2725	209,2333	0	911
incomeclass	48	5,479167	3,951782	1	13

```
-> country = Portugal
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	56	332,0197	292,9882	0	800
incomeclass	23	6,826087	3,857132	1	13

```
-> country = Romania
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	195	204,8715	283,3091	0	900
incomeclass	16	5,125	4,787136	1	13

```
-> country = Slovakia
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	51	297,2353	246,6939	0	900
incomeclass	6	2,666667	1,032796	1	4

```
-> country = Slovenia
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	14	431,9893	342,7005	1	950
incomeclass	7	5,571429	4,685337	2	13

```
-> country = Spain
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	359	189,2043	302,0745	0	950
incomeclass	47	6,638298	3,516579	1	13

```
-> country = Sweden
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	147	18,49336	8,152251	2,5	55
incomeclass	7	8	1,527525	6	10

```
-> country = United Kingdom
```

Variable	Obs	Mean	Std. Dev.	Min	Max
monthly	409	165,9132	253,4335	0	900
incomeclass	95	5,284211	3,816713	1	13