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Comparative impact study of the European Social Survey (ESS) ERIC

Final report

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Peter Kolarz
Jelena Angelis
Adam Krčál
Paul Simmonds
Vincent Traag (CWTS)
Martin Wain

Study team: Annemieke Biesma, Victoria Blessing, Neil Brown, Anneloes de Ruiter, Katre Elias-Taal, Patrick Eparvier, Samuel Grange, Bea Mahieu, Ernestine Mbengue, Göran Melin, Kerli Müürisepp, Reda Nausedaite, Kalle Nielsen, Loic Perroud, Leonor Rivoire, Jasper Schipper, Ingvild Storsul-Opdahl, Julia Synnelius, Appoline Terrier, Erik van Wijk (CWTS), Elisabeth Zaparucha, Frank Zuijdam.

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Executive summary

This report presents the findings of the comparative impact study of the European Social Survey (ESS). It forms a work package of the Horizon 2020 project 'ESS-SUSTAIN', and was carried out by Technopolis, with bibliometric analysis undertaken by the Centre for Science and Technology Studies (CWTS).

The study assesses the academic, non-academic and teaching impacts that have been achieved through the ESS, by all different user groups and in all current member/observer countries. It also assesses how these impacts came about ('pathways' to impact), identifies best practice, and makes recommendations to ensure the long-term sustainability of the ESS.

The ESS is an international, comparative survey of social and political values and attitudes, which was launched in 2002 and is now in its 9th round of data collection. In 2013, it was given the status of a European Research Infrastructure Consortium (ERIC). The ESS ERIC currently has 16 member countries and one observer country. In total, 24 countries (including 'guest' countries) participated in the eighth round of data collection.

Headline conclusions

The ESS has a large and growing user base. It stands out as a valuable resource especially due to its high quality standards, simple and open access, and the increased capacity for international comparison, from which many academic and non-academic users benefit immensely.

The high quality standards, country coverage and increasing longevity have contributed to impressive levels of academic impact: ESS-based work is often highly-cited and has made important contributions to several fields, whilst often also strengthening both topical and methodological expertise and reputation at many institutions. For academic purposes, the ESS is rated as a gold standard for surveys of this type.

The ESS also provides an important teaching resource in many contexts: it is a useful tool for entry-level teaching, especially for methodological aspects of social science degrees and particularly in smaller countries that do not have many suitable alternative data sources to act as real-world teaching tools. Likewise, it is widely used at higher levels, both for guided learning and independent dissertation work (at masters and PhD levels).

The ESS has also been used to many different effects in non-academic domains. ESS data can be a powerful tool to demonstrate particular problems in a given country, and are also a useful resource for indicator construction and policy monitoring, though many other non-academic uses and impacts of the ESS are likewise showcased in this report.

ESS users

Since its inception, over 100,000 people have registered as ESS users. Numbers have increased consistently year-on-year, and even the number of net new users has increased fairly constantly each year, reaching almost 13,000 new users in the period from July 2015 to June 2016.

These users are widely distributed across member and observer countries, with substantial engagement from across Europe, and several notable international user communities, for instance in Russia and the USA. Smaller member countries tend to have proportionately more ESS users, possibly reflecting the greater interest in international comparisons and a smaller number of alternative data sources. The majority of countries show steady growth in their user base, albeit with varying trends. Greater publicity and promotional activities by national coordination teams as well as changes around teaching practices are associated with substantial increases in user registrations.

Around 64% of registered ESS users are students. A further 27% can be classed as academics (research/ faculty/ PhD) and just under 10% come from other domains (e.g. policy, NGOs, businesses, private individuals). The proportions between these different user types vary between countries, but student users and academics dominate in all cases.

Around 70% of registered users have downloaded ESS data. The other registered users may have engaged with ESS data via other routes, such as through the online analysis tool or research reports.

We further consider the category of 'active users', who we define as registered non-student users who have logged in to the ESS during the past year. For the period from February 2016 to February 2017, there were 6,578 active users, representing 17.7% of the non-student ESS user population. Whilst around a quarter of these had first registered with ESS in 2014 or later, most have been ESS users for a much longer time. There is therefore relatively little 'churn' in the active ESS user base: though many users inevitably 'drop off' shortly after registering, large numbers of new users keep registering and, significantly, many long-term users keep logging in. A continuing growth in ESS use is therefore a likely future scenario.

Benefits

There is widespread consensus about the high quality of ESS data, even in direct comparison to other surveys of similar purpose and scope. Sampling, comparability, and the presence of contextual information and theoretical background are often highlighted as especially appreciated features. The latter is acknowledged as particularly important in academic terms, as high-quality academic publications that draw on survey data need to explain the theoretical underpinnings of the data. Further, the mix of core and rotating modules ensures a balance between continuity and evolution.

When asked to note the extent to which the ESS led to benefits both personally and more widely, active users noted in particular that the ESS enabled them to access and use relevant evidence more easily, to pursue new research questions, ideas and/or projects, and more generally to make greater use of data in their work. In wider terms, active users also noted that the ESS has been of particular benefit in terms of improving the monitoring or understanding of the social conditions and attitudes across Europe, in terms of contributing to improved standards for cross national surveys and, on balance, in terms of contributing to improved social science overall.

Further, more specific benefits highlighted include the use of ESS as a broad, high-quality, open access teaching resource, which is especially important in countries with fewer readily available alternatives. Additionally, open access data of such scope and quality can present an important resource for early career researchers and others not best-placed to compete for potentially scarce research funding: ESS data can be an accessible pathway to achieving some high-quality publications, establishing or improving a researcher's standing, track record and their position to compete for grant funding in the future.

Additionally, the increasing longevity of the ESS is in itself a growing benefit: as more data are consistently collected over time, more ambitious longitudinal analyses become possible, assessing for example changing attitudes over time and generations, or the long-term effects of events such as the 2008 financial crises on social attitudes.

Outputs

ESS users are expected to log any ESS-based outputs that they publish, in the ESS Bibliography. At present, over 2,700 outputs have been logged, including 1,373 journal articles, 343 book chapters, 266 edited volumes and 106 books/monographs. Our further analysis suggests that there is a degree of under-reporting: our estimates indicate that, for journal articles, the ESS bibliography has a coverage of around 80%, putting the likely 'true' figure of journal articles based on ESS data closer to 1,700. This figure is corroborated by bibliographic work undertaken by Brina Malnar (Ljubljana University) for the ESS.

Whilst there are highly developed codes of practice for recording bibliographic data on academic outputs, non-academic outputs are less systematically logged. However, between 4.5% and 10% of active ESS users report that they have produced outputs respectively in each of the following types: briefing papers, consultancy reports, policy reports, newspaper articles, blog posts or external events such as non-academic workshops or presentations. Absolute numbers cannot reliably be estimated in all these output categories. However, recently initiated media monitoring efforts by the ESS central team indicate that 1,197 media items (including newspaper articles and blog posts) featuring the ESS or ESS data were published world-wide in the year from June 2016 to May 2017.

Almost one third of active users have also used ESS data to create teaching materials, indicating the importance of the ESS as a teaching resource. This most often involves use of ESS data in existing courses or modules but has, in some cases, also involved the creation of new modules within existing degree programmes or entirely new programmes.

Impacts

Academic

There are 817 ESS-based journal articles listed in Web of Science (WoS). A bibliometric analysis revealed that 22% of these fall into the top-10% most cited articles within their respective microfield (10% would be the expected average). The mean normalised citation score of all the articles is 1.79 (1.0 would constitute the expected average). In terms of citations, ESS-based work therefore does considerably better than average.

High citation impact appears across many different research fields. Especially high performance is evident in fields around migration/immigration, voting and democracy, and religious involvement.

We find that, even at the level of individual institutions, ESS-based work almost always scores higher on citation metrics than is generally the case for each institution's WoS-listed publications in the social sciences overall (based on the Leiden Ranking). In other words: the high citation impact of ESS-based work cannot simply be explained by articles originating in countries or institutions that typically achieve high citation impacts anyway.

Bibliometrics only tell a part of the story: our research has revealed many clusters of publications (including also books, edited volumes, etc.) in many different places. In some cases, these will be relatively focused in one subject area, but there are also plenty of cases of high productivity of significant ESS-based work around many different topics within the same organisation. Researchers frequently use the ESS to assess the salience of competing theoretical perspectives on a given issue, and use the capacity for cross-national comparison in this context, as well as to many other fruitful ends, across many fields.

Whilst high-quality and highly impactful research has been conducted in many different places, there are several institutions that form major 'hotspots' of ESS-based work, with long traditions and large groups of researchers – junior and senior – using the ESS for a wide range of purposes. The Universities of Ghent, Leuven, Radboud Nijmegen, Tartu, LSE, NTNU, Cologne and Zurich are all examples of such clustering.

Furthermore, the ESS as a whole has had considerable academic impact in terms of influencing the design of other surveys, acting as something of a benchmark. Eurofound's EQLS is one example of a major survey that has benefitted from benchmarking against the ESS. On health inequalities, surveys around the world are at various stages of adopting ESS-based standards (e.g. in South Africa and Greece).

Teaching

The ESS user data show that more than 20 universities across Europe have over 500 registered users, indicating widespread teaching use in these organisations. Teaching use is likely to be even more widely distributed than these figures suggest, as we have been told on multiple occasions that lecturers

are often the registered user and download ESS data for subsequent distribution to their students, who may never register themselves. ESS data are used for teaching purposes in both undergraduate and postgraduate courses. There is also some evidence suggesting occasional use of the ESS as a teaching resource at pre-HE (i.e. secondary school) or FE (e.g. polytechnic) levels.

Our surveys and case studies show the ESS is being used widely, across many of the social sciences. Sociology is by far the most prevalent subject area, however political and economic sciences, as well as social policy and social psychology also feature in the catalogue of departments and study programmes that use the ESS. The universities of Antwerp, Ljubljana, Leuven, Amsterdam, Tartu, NTNU, Vienna and Sciences Po are just some of many confirmed institutions where extensive use of the ESS as a teaching tool takes place.

Educators are using the ESS to support the delivery of both methodological and topical modules. The robustness of the survey data, and the clarity of the accompanying methodological annexes, provide lecturers with real-world examples with which to illustrate the theoretical aspects of their presentation on research methods. It also provides access to data on terms that allow use by students in their own worked examples. The topical content also figures in some taught courses, though it most often features in students' own projects, whether that is an undergraduate dissertation or a PhD thesis.

In a small survey of student users conducted as part of this study, 83% of respondents deemed ESS either 'quite important' or 'very important' for their studies, and large proportions reported a strongly positive impact on their ability to use data, their analytical skills and the quality of their work overall.

Non-academic

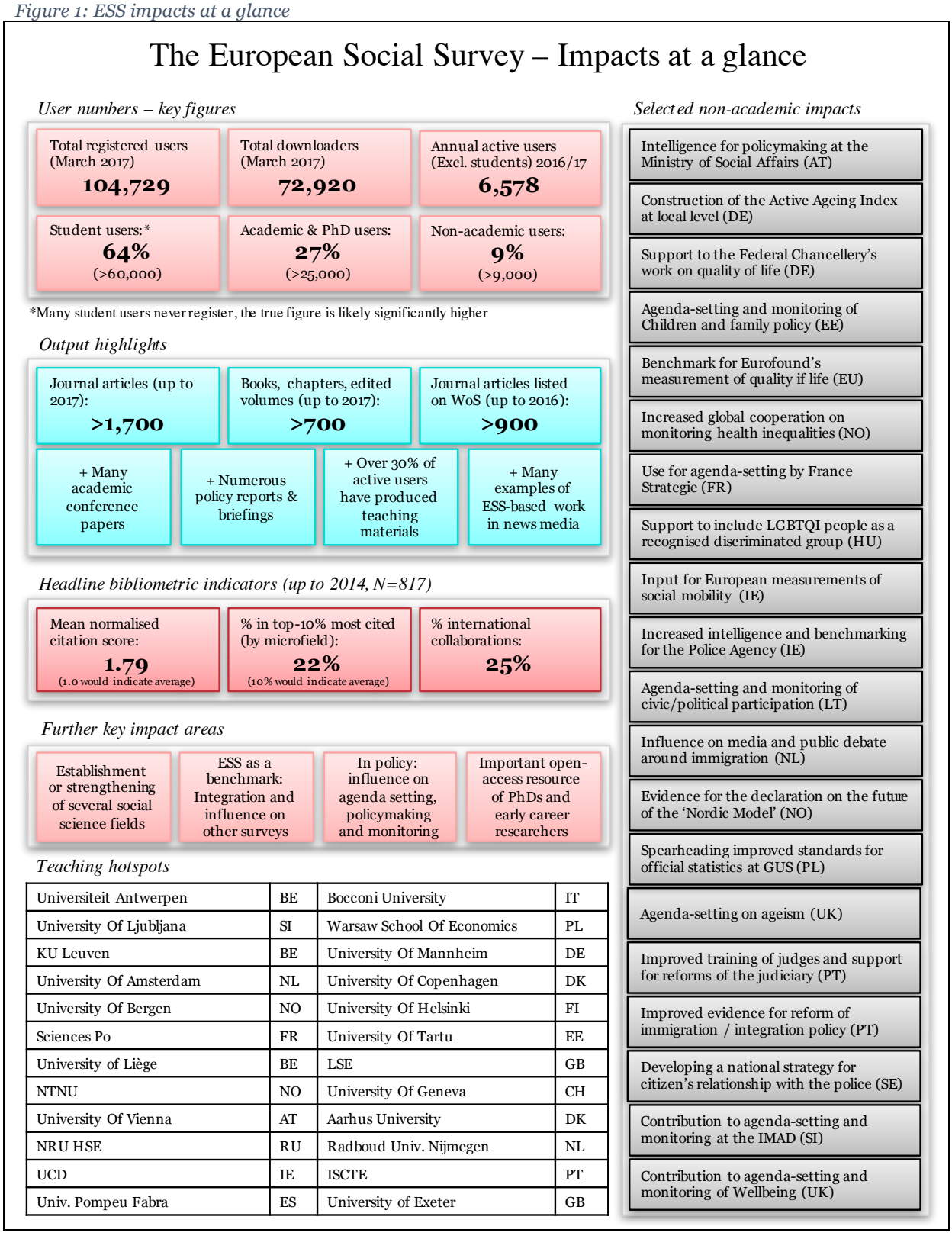
Our study identified many instances of non-academic impact attributable to the ESS. Our formal long-list of possible impact case studies includes 82 examples of non-academic impact, though there are likely many more instances that were not readily identifiable through our interviews and surveys.

Non-academic impacts appear in a wide range of different organisations, often government ministries or agencies. Impacts also occur in a broad range of policy domains. Immigration and quality of life/wellbeing are fields where many non-academic impacts have occurred, with law enforcement, policing and justice another prominent area, but many other fields also feature (e.g. health inequalities, LGBT rights, children and family policy, active ageing). To note just a few examples, the ESS was used to significant effect in the following instances:

- Providing part of the evidence base for a declaration on the future of the Nordic economic model;
- Agenda-setting and monitoring of political and civic participation of young people in Lithuania;
- Agenda-setting and monitoring of wellbeing in the UK;
- Providing an evidence base for more cooperation on standards for policing (spear-headed in Ireland);
- Contributed to the inclusion of LGBTQI people as a recognised discriminated group in Hungary;
- Improved data intelligence for the Ministry of Social affairs in Austria;
- Provided evidence to facilitate police reforms in Sweden;
- Provided evidence to facilitate reform of immigration policy in Portugal;

Impacts identified include supporting policy creation or policy change, political agenda-setting, as well as influence on political and public debate more broadly. Additionally, the ESS often influences government monitoring: statistical agencies and other entities have in several cases drawn on the ESS, either by integrating certain ESS data into their own monitoring reports, or adopting various methodological standards practiced by the ESS. Examples include a federal-level project in Germany to monitor wellbeing (which uses ESS data as part of its suite of indicators), Eurofound's monitoring of social mobility (which combined Eurofound's own survey data with ESS data to deepen the analysis), and the government statistical agency in Poland (which set new benchmarks for methodological standards after receiving ESS-based training).

Figure 1: ESS impacts at a glance



Source: Technopolis

Impact Pathways

Whilst academic impacts are largely publication-driven, our research has highlighted many different 'pathways' that have been used to achieve other types of impact.

Policy reports, briefings and other documents either commissioned by, or authored within, non-academic organisations are often an important manifestation that non-academic impacts may have taken place. However, presentation or training events are also common: there have been presentations of ESS data at parliaments in the Czech Republic, Germany, Italy, the Netherlands, and at the European Parliament. Training events have taken place, for instance, for the Polish statistics agency and the Irish police agency.

Some impacts follow a 'push' process, where ESS users themselves reach out to (or, most often, have pre-existing contact with) user groups to potentially draw on their findings and achieve real-world impacts. However, 'pull' approaches also exist, where ESS users or their work are sought out by others.

We also find that the involvement of intermediaries is relatively rare. Over 60% of active ESS users who reported impact resulting from their work note that the main impact of their ESS-based work was achieved by reaching out and communicating directly with their audience. Only 12% reported that an intermediary person or organisation was involved. Moreover, in over half of such cases, the ESS user did not have any involvement with the knowledge transfer process facilitated by the intermediary. Relatedly, 14% of active users noted that they were aware of impacts resulting from their ESS-based work, but are completely unsure how these were achieved. The impact 'pathway' is therefore not always visible to the ESS users themselves.

Good practice and recommendations

A further critical finding of this study is that impact 'stories' do not occur in isolation: there are a range of framework conditions that affect the extent to which people use the ESS in the first place, the purposes for which it can be of further use, and the overall ease with which knowledge transfer between academia and non-academic domains can take place. Conditions of this type effectively form a systemic level within which ESS-based impacts become either more or less likely to occur. They variously apply to the overall organisation and continuity of the ESS, the organisation and activities undertaken in terms of funding and coordination at the national level, as well as more broadly at the level of overall academic, policy and knowledge transfer cultures in different countries.

Several important elements affect this systemic level of impact generation. As part of this study, we have identified several instances and facets of 'good practice'. These include foremost:

- Long term consistent inclusion and expanding participation of countries. This is a critical factor to guarantee the use of the ESS for as many topics and stakeholders as possible.
- Publicity and promotion, especially by NC teams, to ensure more widespread ESS use. There are several examples of national ESS operations that stand out as being especially successful in their promotion of the ESS on one hand and their active support of users on the other. In several countries, we heard success stories about both:
  - In Germany, considerable outreach has been conducted by the ESS team there, introducing many universities to the benefits of the ESS for both research and teaching. The German ESS team's support for a research group working on the new national Quality of Life indicator is a good example of the added value specialists can bring to non-specialists hoping they may be able to benefit from the ESS, but simply not understanding the data holdings well enough to make an informed decision.
  - In several countries (e.g. Sweden, Switzerland), the ESS is coordinated by organisations who also coordinate several other surveys. This provides a larger promotion platform, and also ensures anyone interested in survey data is likely to be aware of the country's natural 'go-to' options, where the ESS will feature alongside other resources.

- More broadly, our findings suggest that the role of NCs is critical: they are sometimes formative in creating ESS-hotspots for research and teaching at their own institutions, and often use either their existing connections or proactive networking to 'spread the word' about the ESS.
- 'Translation' efforts, where ESS data are presented in formats that are comprehensible and can easily be shared and used are likewise important. Especially for communication to wider audiences, simple promotion material (e.g. pamphlets) and news media coverage are important approaches here. But even for policy stakeholders, such efforts can be necessary. The preparation of a tabular volume of ESS data for the Austrian ministry of social affairs is an example of 'translation' of ESS data that forms a pipeline to a major user of the data.
- The people-transfer occurring through teaching activities is likewise important: learning about ESS as a student is the most common way in which current active non-student ESS users became familiar with ESS in the first place. This creates a generational effect, where student users have the ESS as a 'go-to' data source in subsequent academic or non-academic careers.

Our list of recommendations, noted in the concluding section of this report, is based on these observations of good practice.

1 Introduction

This report presents the findings of the comparative impact study of the European Social Survey (ESS). The study was commissioned by ESS ERIC HQ in June 2016 and carried out by Technopolis and the Centre for Science and Technology Studies (CWTS) at the University of Leiden. The aims of this study are:

- To identify and study specific academic impacts arising from ESS data in each member country;
- To identify and study specific policy and practice impacts arising from ESS data in each member country;
- To study the mechanisms through which impact has been achieved using the ESS through the use of data by organisations and individuals based in each member country;
- To identify the range of organisations/individuals who have made use of the ESS, and the ways in which the data have been used within member countries;
- To study the role of think tanks and other intermediaries and knowledge brokers, as transmission routes through which ESS data may have influenced policy in each member country;
- To identify, through comparative activity across countries, best practice and lessons for impact generation within research infrastructures like the ESS;
- To critically reflect upon the methods used to assess and identify research infrastructure impact.

1.1 Method overview

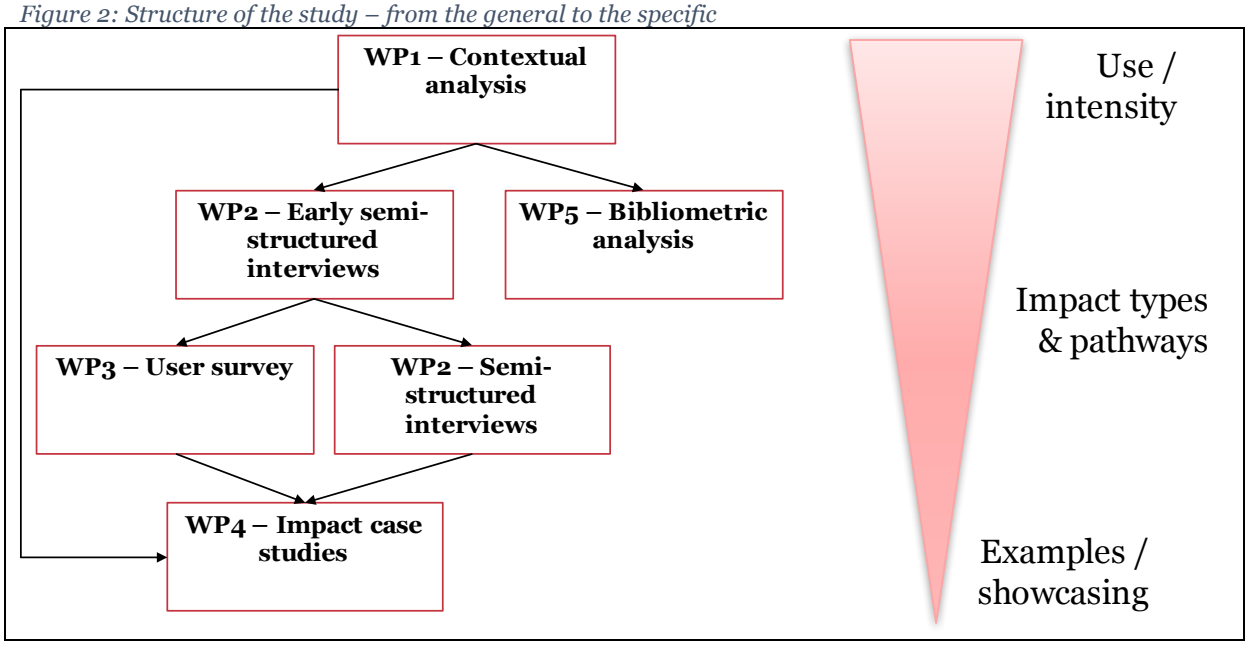
We provide methodological notes on this study in Appendix C. In brief, the method components for this study are:

- Work package 1 – Contextual analysis
  - Desk research/ document review of existing evaluations and impact studies of the ESS and other related material (e.g. literature on the impact of other European research infrastructures);
  - Analysis of ESS user data (obtained from NSD);
  - Observation / attendance of events organised by the ESS or featuring presentation of ESS data (e.g. the 3rd ESS conference, Lausanne, July 2016);
- Work package 2 – Interviews
  - 100 interviews with internal (NCs, GA members, CST, MAB, etc.) and external stakeholders (academic and non-academic ESS users);
- Work package 3 – Surveys
  - Online survey of active ESS users (active = logged in to the ESS data portal between 01/02/2016 and 28/02/2017);
  - Short online survey of student users;
- Work package 4 – Case studies
  - 36 case studies featuring detailed description of specific instances of ESS use and its academic, non-academic or teaching impact;
- Work package 5 – Bibliometrics (conducted by CWTS)
  - Publication and citation analysis of ESS-based publications listed in Web of Science (WoS).

1.2 The structure of the study

The approach of our study, which is somewhat reflected in the structure of this report, has been to move from the general towards the specific. In other words, we begin by assessing who uses the ESS, i.e. how many people, in which countries and in what professions. We then turn to the immediate benefits that ESS use has entailed for users and what they have 'produced' by using the ESS (including publications, but also teaching materials, unpublished briefings, etc.). Next, we consider the types of impact that have resulted from ESS use on people and organisations beyond the ESS users themselves, categorising, where possible, impact types and impact 'pathways' (i.e. mechanisms by which impacts were achieved).

Figure 2: Structure of the study – from the general to the specific



Source: Technopolis

1.3 The reporting for this study

This report presents our main findings, based on all method components involved in our study. It also contains all our headline conclusions and recommendations. However, this report is supplemented by two further documents:

- 'Report annex: impact case studies': this supplementary report contains all 36 impact case studies conducted as part of our impact study. Analysis across the 36 cases is included in this report, as are brief summaries of each case study. However, the case studies themselves are presented in a separate document.
- 'Report annex: country profiles': as we highlight in this report, each member/observer country has a different context, due to framework conditions ranging from size, strength of the social science research base and resources of the ESS team, to traditions of evidence-based policymaking and quantitative analysis in the social sciences. As such, this report annex provides 4-6 page overviews of ESS use and impacts in each of the 17 current member and observer countries. These have been compiled drawing on the same evidence base as the main report itself.

This main report, the impact case study annex and the country profiles annex constitute our final reporting for this study. Where relevant, we refer in this report to the annex reports. However, the annex reports also constitute evidence bases in their own right and can be used as such, particularly in order to showcase ESS use and impacts in particular member/observer countries, rather than at the aggregate level.

1.4 Critical reflection on problems and challenges

As part of this study, our remit has also been to reflect critically on our methodological and conceptual approach. In brief, we note that our approach and method have been successful in the sense that we have been able to access large numbers of stakeholders and have obtained ample information about use, benefits, outputs, impacts and pathways, across countries, subjects and professions. We can therefore certainly recommend this approach for similar endeavours in the future. However, we would like to point out two elements that have proven to be challenging, and in which others working on the impact of major research infrastructures or of international social surveys may take an interest.

Firstly, we have found that whilst many ESS users have been happy to talk to us and share ample important information, those who used the ESS a long time ago and have since not engaged with it again tend to be somewhat harder to reach. This was especially evident when it came to our online surveys (WP 3). To remedy this, we chose to focus mainly on what we call 'active users', which denotes ESS users who have logged into the ESS data portal at least once within the last year (defined in our study as 01/02/2016 to 28/02/2017). This group of users has been significantly easier to access. This approach also means that our findings reflect far more strongly the current state-of-play, rather than reflecting on topics, impact types and pathways that may have become less salient in recent years.

Secondly, it became evident over the course of the study that impact pathways need to be understood at two distinct levels: the specific and the systemic. Investigations into research impact tend to look at specific instances of research, leading in a quasi-linear fashion towards wider outcomes and impacts in academic or wider society, with intermediaries, 'translators' and bottlenecks potentially occurring along the way. The impact case studies used for instance in the UK's 2014 REF exercise[1] tend broadly to adopt this approach. However, at the level of a research infrastructure such as the ESS, there is also a wide array of framework conditions that influence the extent to which such linear impacts can materialise in the first place.

These conditions include factors related specifically to the ESS, such as the extent to which its data is reliable, of high quality and collected consistently over time and across countries, but also the extent to which national coordination includes dissemination activities and collaboration with media and policy circles. Wider conditions such as country-specific norms around evidence-based policymaking or quantitative versus qualitative/theory-centred traditions in social science also come into play.

As such, these framework conditions combine to form a system, within which specific impacts may occur with greater or lesser ease. It is especially at this systemic level, where scope for improvement around the ability to generate impact through the ESS can be given. As such, we move beyond the simple linear model of impact, and discuss this systemic level in the latter stages of this report.

1.5 What is meant by 'impact'?

We consider in this study three broad types of impact:

- **Academic impact**, which includes:
  - Highly cited or otherwise influential work in the social sciences, improvements to the methodology of other surveys in Europe, improvements of the standards and rigour, introduction of new approaches;
  - Contributions to the European and national research ecosystems, including provision of data for social scientists and enabling the tracking and charting of stability and change in Europeans' social attitudes;
- **Non-academic impact** – use of the ESS data by policymakers, practitioners, NGOs, think tanks and others at the national and international levels, boosting the understanding of public attitudes critical to formulating public policy, influencing political, policy or public debates;

[1] See: http://impact.ref.ac.uk/CaseStudies/

- **Teaching impact** – this is a significant category of impact that deserves to be studied separately. The impact of the ESS on teaching at various levels (from Bachelor's, through Master's to doctoral level) resonated a lot in the interviews and user survey, so this dimension is also included in our study.

The impacts for any programme or activity are best discussed in relation to its stated and defined aims and objectives. In addition to charting stability and change in social structure, conditions and attitudes in Europe, the main aims of the ESS are stated to be:[2]

- To achieve and spread higher standards of rigour in cross-national research in the social sciences, including for example, questionnaire design and pre-testing, sampling, data collection, reduction of bias and the reliability of questions;
- To introduce sound indicators of national progress, based on citizens' perceptions and judgements of key aspects of their societies;
- To undertake and facilitate the training of European social researchers in comparative quantitative measurement and analysis;
- To improve the visibility and outreach of data on social change among academics, policy makers and the wider public.

This set of aims centres on the academic community, with associated improvements in the use and interpretation of data by the non-academic community, including public policy makers, and of course on teaching.

In each domain, we chiefly highlight impacts in the sense of concrete effects and verifiable changes, for instance on policy, public debate, monitoring facilities, academic debates or the capacity to teach comparative survey methods. But we also take a broader approach to 'impact' in this study. Widespread use and perceived benefits are areas we likewise consider, as these provide an indication of the place of the ESS in the European social science landscape and beyond.

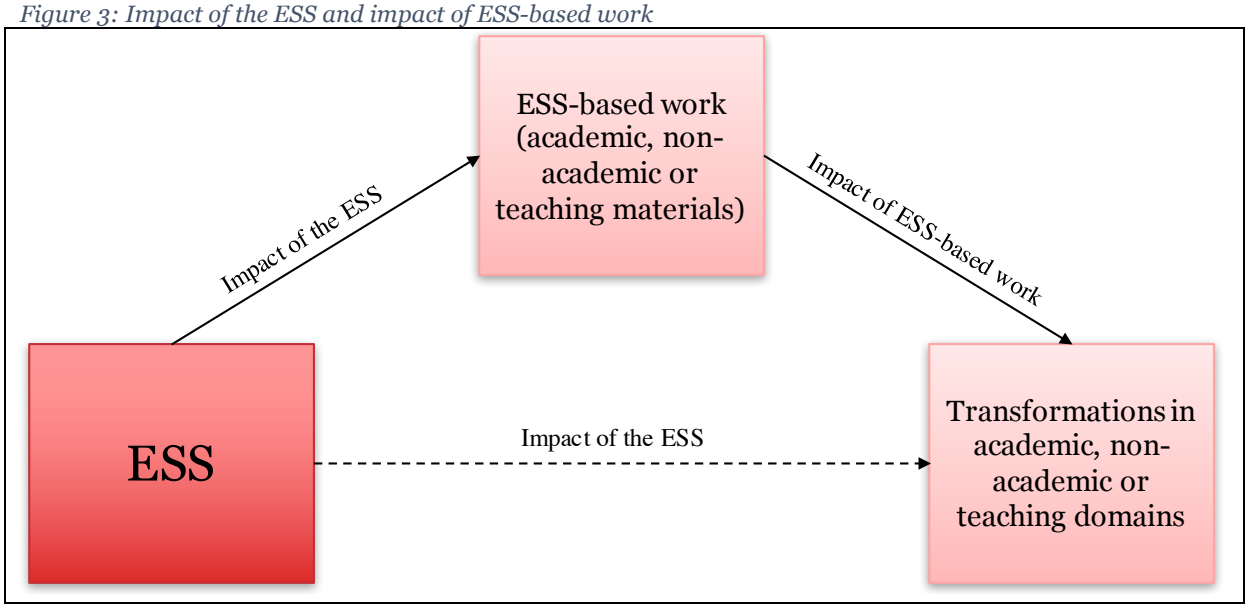
The progression in this report, from use to benefits, outputs and impacts will implicitly move from these more general and less tangible dimensions of 'impact' in its broadest sense, towards the concrete description of influence and outcomes in the shape of empirically verifiable changes in academic and non-academic fields, brought about by the ESS.

In our consideration of impact, it is necessary to make one further distinction: on one hand, the impact of the ESS; on the other, the impact of ESS-based work. To illustrate: the existence of the ESS in itself can have impacts, notably on the capacity of researchers to conduct new types of analysis or ask new types of research questions. Factors such as the quality of ESS data or its free and open access are important guarantors at this level. However, researchers or other users may then use ESS data to produce outputs (research papers, policy reports, etc.), which in turn lead to impacts elsewhere (e.g. high citation impact of published work, recognition of a new research field, change in policy or practice).

In some cases, the existence of the ESS does in itself trigger such wider impacts beyond users' capacity-building, without the intermediary stage of users creating ESS-based outputs, and we note examples of this where relevant. But most often, impacts and impact pathways include both dimensions to a fairly clear extent: first, the enhanced research capacity or data intelligence of users (impact of the ESS), and second, real-world changes that result from the use of ESS (impact of ESS-based work). Whilst we consider both these dimensions in this study, it is important to note this distinction at the outset. Particularly when we consider good practice, success factors and recommendations in the latter stages of this report, this distinction will be worth keeping in mind.

[2] See: http://www.europeansocialsurvey.org/about/

Figure 3: Impact of the ESS and impact of ESS-based work



Source: Technopolis

2 The European Social Survey: summary and context

2.1 The ESS – a brief history

In 1995, the European Science Foundation (ESF) completed its programme 'Beliefs in Government', focussed on exploring changing attitudes towards government across Europe.[3] Such attitudes had been extensively researched from a national perspective at this point, but a comparative approach across Europe was still missing. In this programme, researchers therefore concentrated on comparisons across countries. While returning valuable results, this approach also revealed significant gaps in data regarding social and political orientations across time and different countries.[4] While many national surveys were executed to a high standard, they all differed in the questions asked and in their methodology, which made comparisons problematic.

To close these gaps and fill the need for comparative data on social issues, the ESF Standing Committee for the Social Sciences decided to develop a blueprint for a European Social Survey. In order to do this, two committees were set up. The methodological committee was responsible for developing a concrete framework for the ESS, and consisted of 11 social science experts and three experts from the ESF itself. Furthermore, each participating country[5] was represented with one senior social researcher in the steering committee. The steering committee was responsible for offering general guidance to the methodology committee, and for establishing the link between the ESS and the national social science communities. Each committee met four times between June 1997 and December 1998.

The focus of developing this blueprint was to design a survey to provide comparative and complementary data to other data collections for research, and to adhere to high methodological standards.[6] For the social sciences to progress, making such a survey available at little cost to researchers and policy-makers alike was seen as essential.[7] The blueprint for a European Social Survey was published in 1999.[7] It set out important basic principles for the ESS, and explained the rationale for setting them out in a certain way. This included the following characteristics:

- Inclusion of all residents of age 15 years and older in the sample;
- Probability sampling, minimum sample size;
- Administration of the survey face-to-face, not via telephone;
- Biennial collection of data;
- Design of the survey with core modules and rotating modules.

Funding was proposed to come both from central funds, ideally a mechanism such as the Fifth Research Framework Programme of the EU, and from countries themselves. The former should pay for the fixed costs of the survey, while countries were proposed to cover the costs for running the surveys in their own country. This included translating the survey questions into the national language(s).

The first round of the ESS was launched in 2002 by founding director Professor Roger Jowell with Professor Max Kaase chairing the Scientific Advisory Board. The ESS was based on the methodology

[3] Kaase M & Newton K (1995) Beliefs in Government, Oxford University Press, Oxford

[4] Social science research in the Fifth Framework Programme Report of an ESF workshop, Stockholm, 10 October 1997: http://www.esf.org/fileadmin/Public_documents/Publications/ESPB02.pdf

[5] The participating countries were: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Israel, Italy, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, The Netherlands, Turkey, UK

[6] http://www.esf.org/coordinating-research/research-networking-programmes/social-sciences-soc/current-research-networking-programmes/completed-esf-research-networking-programmes-in-the-social-sciences/blueprint-for-a-european-social-survey-ess/more-information.html (accessed 04.08.2016)

[7] http://www.esf.org/coordinating-research/research-networking-programmes/social-sciences-soc/current-research-networking-programmes/completed-esf-research-networking-programmes-in-the-social-sciences/blueprint-for-a-european-social-survey-ess/more-information.html (accessed 04.08.2016)

set out in the blueprint. The basic structure of the ESS has stayed the same ever since, with rotating modules changing for each round. Multi-national teams of researchers can apply to contribute to designing these rotating modules following a call for proposals.[8] Two teams are then selected for each round.

The ESF Standing Committee for the Social Sciences supported the ESS until the end of 2012.[9] In 2013, the European Commission officially accepted a request to set up the ESS as a European Research Infrastructure Consortium (ESS ERIC) by Belgium, Czech Republic, Germany, Estonia, Ireland, Lithuania, Netherlands, Austria, Poland, Portugal, Slovenia, Sweden and the UK (as the host country), with Norway and Switzerland participating as observers.[10] A European Research Infrastructure Consortium (ERIC) is a specific legal status, which allows a joint establishment and operation of research infrastructures between different European countries.[11]

The statutes lay out the structure and membership arrangements of the ESS ERIC, which is governed by a General Assembly, which appoints the Director.[12] The GA has full decision making powers regarding the operations and management of the ESS ERIC. It also has three standing committees: a Scientific Advisory Board, a Methods Advisory Board and a Finance Committee. The Director (currently Prof. Rory Fitzgerald from City University of London, where the ESS ERIC Headquarters is located) is supported in the design and implementation of the ESS ERIC Work Programme by six other institutions that collectively comprise the Core Scientific Team. The ESS ERIC Director also convenes the National Coordinators' Forum, attended by National Coordinators appointed by ESS ERIC Members and Observers.

Currently, the ESS is in its ninth round, with data collection for that round starting in 2018. The numbers of participating countries fluctuate between rounds, as shown in the table below.

Table 1: ESS Participating countries (numbers)

ESS Round / Year	1 / 2002	2 / 2004	3 / 2006	4 / 2008	5 / 2010	6 / 2012	7 / 2014	8 / 2016
Members of ESS ERIC							15	16
Observers to ESS ERIC							1	1
Countries taking part in ESS	22	26	25	31	28	29	21	24

Source: http://www.europeansocialsurvey.org/about/participating_countries.html

All participating members of the blueprint report took part in the first round of the ESS in 2002, except for Turkey. In addition, the Czech Republic, Hungary and Luxembourg were not associated with the blueprint report, but did participate in the first round of ESS. Until 2008, there was a steady increase in the number of participating countries, with a peak of 31 countries participating in 2008. The number of countries that participate in the survey has fallen since the 2008 peak and especially so since the transition to an ERIC, with 24 countries taking part in round 8 in 2016. One reason is likely to be financial, as the ESS ERIC standing orders explicitly state that the 'guest' status for countries is permitted, as long as they pay the contributions and agree to comply with the specifications.[13] Additionally, governments are now required to apply, whilst ad-hoc participation through research councils or universities was possible in the past.

[8] http://www.europeansocialsurvey.org/methodology/questionnaire/ (accessed 11.08.2016)

[9] http://www.esf.org/hosting-experts/scientific-review-groups/social-sciences-soc/activities/research-infrastructures/the-european-social-survey-ess.html (accessed 04.08.2016)

[10] Commission Implementing Decision of 22 November 2013 on setting up the European Social Survey as a European Research Infrastructure Consortium (ESS ERIC) (2013/700/EU)

[11] https://ec.europa.eu/research/infrastructures/index_en.cfm?pg=eric (accessed 11.08.2016)

[12] ESS ERIC (2015) *Statutes of the European Social Survey European Research Infrastructure Consortium (ESS ERIC)*

[13] Standing Order 6 (January 2014) and Standing Order 12 (April 2015) of the ESS ERIC

Some countries that dropped out have not participated again (such as Luxembourg), while others missed one or several rounds and then resumed their participation (such as Italy and Austria). This is true for both members as well as non-members. There are 14 countries which have participated in every single round of the ESS: the Czech Republic, Finland, France, Germany, Hungary, Ireland, the Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland and the United Kingdom.[14] It is noteworthy that even though Switzerland and Finland have participated each year they are not members, while Hungary only became a member in 2016. There are three members that have not participated in all rounds: Austria, Estonia and Lithuania.

2.2 Landscape appraisal – other surveys

The European Social Survey (ESS) was first fielded in 2002, at a time when several other national, European and international surveys on social and political attitudes already existed. It is important therefore to provide a brief overview of other social values and attitudes surveys that exist alongside the ESS.[15]

The earliest social survey comparable in scope to the ESS was the General Social Survey (GSS), established in the United States in 1972 by the National Opinion Research Centre (NORC) at the University of Chicago. In Europe, the German ALLBUS survey was set up in 1980 and the British Social Attitudes Survey (BSA) in 1983, followed by national and regional surveys in other countries. Currently, the main social surveys identified in European countries are:

- Allgemeine Bevölkerungsumfrage der Sozialwissenschaften (ALLBUS) (since 1980)
- British Social Attitudes Survey (BSA) (since 1983)
- Sozialer Survey Österreich (implemented four times since 1986)
- The Public Opinion of Spaniards (since 1986)
- The Polish General Social Survey (PGSS) (since 1992)
- Social and cultural shifts in Flanders (SCV) (since 1996)
- Scottish Social Attitudes (SSA) (since 1999)
- Measurement and Observation of Social Attitudes in Switzerland (MOSAiCH) (since 2005)

We note these at the outset because there are examples of national surveys coordinating elements of their questionnaires between them, for example between the German, US and Polish surveys. However, this group of surveys are, ultimately, of a national rather than international scope. We note at several points in this study where and how a resource of internationally comparable data like the ESS presents clear advantages and added value over these national-level approaches.

There are several international surveys, many of which include several (or all) EU countries as participants. Some of these have a particular thematic focus or pertain to economic aspects rather than to social attitudes and values (e.g. EU-SILC, EQLS or SHARE). However, throughout our consultation, stakeholders discussing surveys that might be considered similar to the ESS, and might be thereby deemed as possible alternatives, consistently mentioned one or more of the following:

Eurobarometer, which has been carried out by the European Commission since 1973 to monitor the evolution of public opinion in the Members States (notably around attitudes towards the EU itself) to help improve and evaluate decision-making by EU institutions.

In addition to the 'standard' Eurobarometer (EB), the Commission also carries out thematic enquiries on behalf of Commission services or other EU institutions: The 'Special EB' are in-depth thematic

[14] http://www.europeansocialsurvey.org/about/participating_countries.html, accessed 11.08.2016

[15] The International Social Science Council (ISSC) provides a list of comparative surveys on attitudes, values and beliefs from other parts of the World (see http://www.worldsocialscience.org/resources/survey-surveys/comparative-surveys-attitudes-values-beliefs/).

studies which are integrated into the standard survey waves – recent examples include topics ranging from state aid to animal welfare.[16]

The **European Values Study (EVS)** was first fielded in 1981. Like the Eurobarometer, it was motivated by the emergence of European social and political institutions – specifically the first elections to the European Parliament in 1979. Building on efforts from a network of academics, the questions did not focus primarily on political institutions but on 'basic human values' and questions about Europeans' common values and the place of Christianity within changing European life and culture.[17] The EVS is managed by an Executive Committee and overseen by its Council of Programme Directors, with representatives from all participating member states.

The International Social Survey Programme (ISSP) evolved from collaboration between research units responsible for the national ALLBUS survey in Germany and the US General Social Survey (GSS) who first included a common set of questions in their respective questionnaires in 1982. Joined by partners from the UK and Australia, they first set up the ISSP in 1984 with four aims: to jointly develop topical modules dealing with important areas of social science; to field the modules as a fifteen-minute supplement to the regular national surveys (or as a special survey if necessary); to include an extensive common core of background variables; and to make the data available to the social science community as soon as possible.[18] The ISSP is a self-funded association governed by an annual general meeting with all members. Other bodies within the association include the ISSP secretariat (currently GESIS Leibniz, 2015-2018), the ISSP Archive, as well as groups set up to work on methodology or question modules.[19]

The **World Values Survey (WVS)**[20] originated in the European Values Study, first implemented in 1981, but as interest was shown from other parts of the world, it soon grew beyond its European origins. Like the EVS, the WVS is focussed on human values. Directed for 25 years by American political scientist Ronald Inglehart, the survey has contributed to testing hypotheses about how changing values relate to economic and technological development.[21] The questionnaire is developed in English following suggestions from the scientific community and translated into each of the national languages. It is managed by the non-profit organisation the World Values Survey Association (WVSA). Each national team funds their own expenses from national sources whilst the WVS Executive Committee raises funds for central functions – e.g. meetings, workshops, publications and dissemination of results – and also provides funding for countries where national funding is not available.

It should be noted that these various survey resources should not be understood to stand in 'competition' with each other. Synergies and collaborations between them are common, especially at the European level: the SERISS (Synergies for Europe's Research Infrastructures in the Social Sciences) network has been set up and supported by the European Commission to coordinate and enhance the role of European infrastructures in the social sciences. The ESS coordinates this grant and the EVS is a member of SERISS, whilst WVS and ISSP are members of its Board of Strategic Advice.[22]

We highlight contrasts and relative strengths of the ESS in relation to these other survey resources in this report where relevant. Table 2 presents an at-a-glance overview of these main international attitudes and values surveys most often highlighted in comparative perspective by stakeholders in the research for this study.

[16] http://ec.europa.eu/COMMFrontOffice/PublicOpinion/index.cfm/General/index

[17] http://www.europeanvaluesstudy.eu/page/history.html

[18] http://www.issp.org/page.php?pageId=216

[19] http://www.issp.org/page.php?pageId=170

[20] http://www.worldvaluessurvey.org/WVSContents.jsp .

[21] See for example: Inglehart, R. (1997). Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies. Princeton University Press.

[22] http://seriss.eu/

Table 2: International and European social surveys

Survey name	Lead Organisation	Start year	Frequency	Questions	No. of countries	Link
European Social Survey (ESS)	**ESS ERIC HQ: City University, London**	**2002**	**Every two years**	**Constantly recurring core modules and additional rotating modules**	**Currently 24 (highest so far: 31)**	**http://www.europeansocialsurvey.org/**
International Social Survey Programme (ISSP)	GESIS-Leibniz Institute for the Social Sciences (2015-2018)	1985	Annual	Annual topics are developed by subcommittee	Up to 53 countries	http://www.issp.org/
European Values study (EVS)	University of Tilburg, Department of Sociology	1981	Every nine years	On 'basic human values': • Family • Society • Politics • Life • Work • Religion	47 countries (2008)	http://www.europeanvalues study.eu/
World Values Survey (WVS)	Institute for Comparative Survey Research, Vienna Institute for Future Studies, Stockholm JD Systems, Madrid	1981	Every five years	Builds on the EVS and gradually extended to developing countries.	Up to 100 countries	http://www.worldvaluessurvey.org
Euro-barometer Standard survey	European Commission	1973	Reported twice a year	The standard survey, includes questions on a wide range of socio-cultural and socio-political topics relating to the EU. 'Special' reports on in-depth thematic studies carried out for EU institutions are integrated into the survey. (since 1990) 'Flash' Euro-barometers are ad hoc thematic telephone interviews on the request of EC services. Qualitative studies on specific subjects using focus groups and non-directive interviews.	34 countries	http://ec.europa.eu/COMMFrontOffice/PublicOpinion/index.cfm/General/index

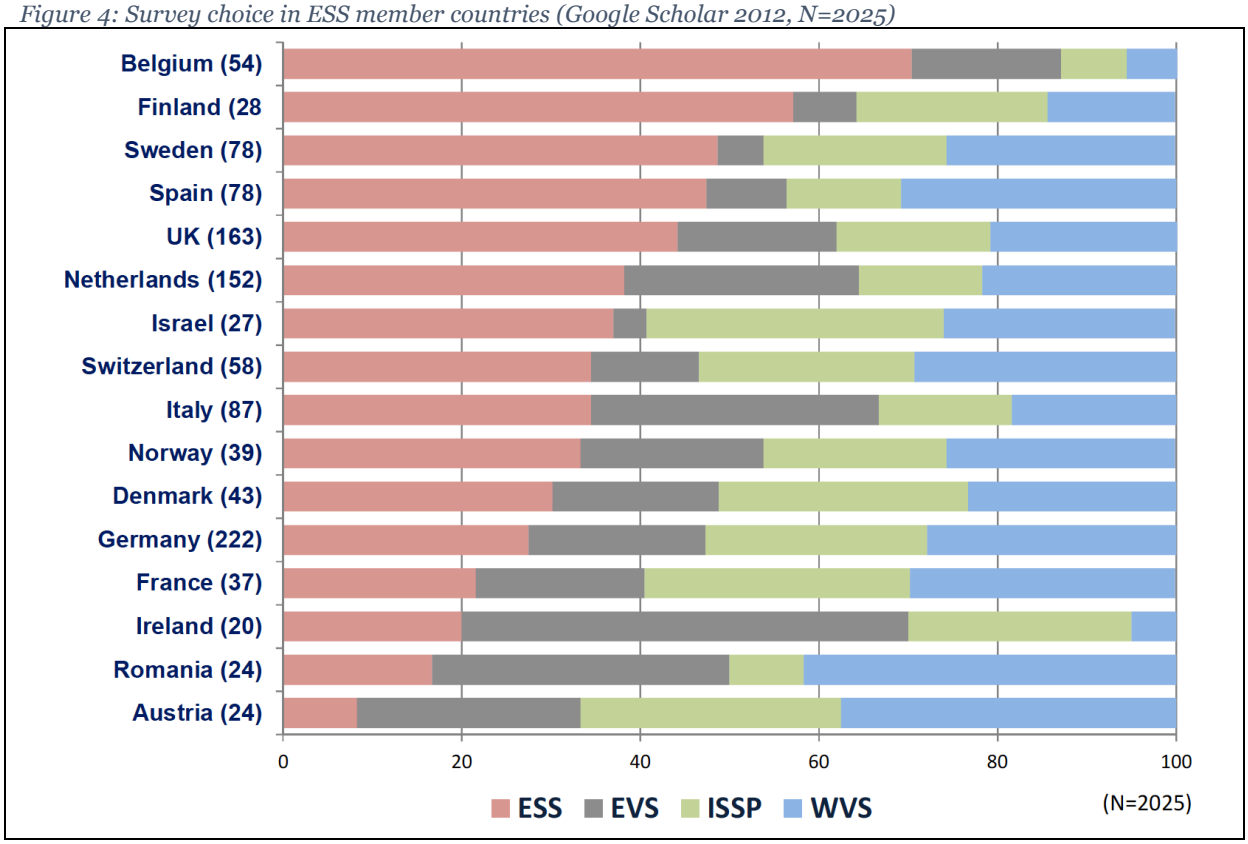
Source: Technopolis

2.2.1 A note on comparison with other surveys

Whilst it is critical to be aware of the fact that the ESS exists alongside other international comparative attitudes and values surveys, it is not within the remit of this study to conduct direct comparisons. Indeed, EVS, ISSP and others function differently in terms of registration and the ways in which user data are collected, making this a challenging task. Our research certainly suggests that the surveys noted above all have a fairly high profile among academic and non-academic stakeholders interested in their subject-matter. However, it is fundamentally problematic to make quantitatively backed claims about the prevalence of their respective use, aside from the issue of country coverage, which we do return to at various points in this report.

However, it is worth highlighting some indicative evidence presented in the 2014 Academic Outreach Report by ESS-DACE. It presents findings from a bibliographic data collection exercise, resulting in data indicating the dominant survey choices in academic publications in several participating countries. Though somewhat outdated by now, the findings suggest that the ESS is a dominant survey choice in several countries, whilst in others there are more even splits between the various options (ESS, EVS, ISSP, WVS). Though, as noted, this analysis was conducted elsewhere and dates back five years, it does provide indicative evidence – reflecting the qualitative perspective gained throughout our own study – that the ESS is at the very least on par in terms of profile and popularity with other comparable surveys, and likely in fact the most often preferred first choice for academics in several countries.

Figure 4: Survey choice in ESS member countries (Google Scholar 2012, N=2025)



Source: DACE (2014) Academic community outreach report. European Social Survey – Data for a changing Europe.

2.3 Research infrastructures: purpose, context, impact generation and assessment

In the context of our task of assessing the impact of a major European research infrastructure, it is worth highlighting existing efforts of undertaking such tasks and discuss the nature and purpose of research infrastructures (RIs) more broadly.

In brief, standard approaches to impact assessment of RIs are currently still embryonic. As such, this study is also of interest from a methodological point of view, as it makes an important contribution in this respect. Our methodology has produced a detailed and comprehensive picture with regard to the aggregate and country levels of ESS impact in a range of different impact domains, and has also helped to successfully identify good practice and formulate recommendations for the future sustainability of the ESS. Given the growing importance of RIs in a range of different fields, the approach and findings of this study will be of interest beyond the community of ESS stakeholders.

2.3.1 Research infrastructures – an overview

RIs play an ever-growing role in scientific research and are now actively developed and used in most scientific domains, allowing for many new breakthrough research discoveries. They are not only dedicated to basic scientific research: many also provide direct scientific support for the resolution of major societal and environmental challenges.

RIs are facilities, resources (including human) and related services needed by the research community to conduct research in any scientific or technological field, for example:

- Major equipment or groups of instruments used for research purposes;
- Permanently attached instruments, managed by the facility operator for the benefit of researchers, industrial partners and society in general;

- Knowledge-based resources such as collections, archives, structured information or systems related to data management, used in scientific research;
- Enabling information and communication technologies or e-infrastructures such as grid, computing, and software communications;
- Any other entity of a unique nature that is used for scientific research.

Due to a large number of research communities and complex research needs, there are very different types of research infrastructures with specific characteristics. Accepted typologies of RIs include the following: single-sited facilities, distributed facilities, mobile facilities and virtual facilities. RIs can also range in size from small or medium specific to the needs of a given research institution or a country, to large scale facilities of significance on a European or global level. Their missions and objectives can also differ from science to public services (collective goods, health, environment, etc.).

Setting up such large-scale facilities between several countries requires an understanding of the framework conditions available in each country. The legal framework under national or, indeed, also international laws (allowing a creation of a well-functioning and appropriate partnerships between the countries) is one of the major challenges. To overcome this burden, the European Commission responded to the request from EU countries and the scientific community and proposed a legal framework for a European research infrastructure (ERI).

In May 2009,[23] the European Council agreed on a regulation for a community legal framework for European Research Infrastructure Consortium (ERIC) in order to facilitate establishment and operation of RIs at the European level. This framework defines the criteria for an RI to qualify as an ERIC and their governing rules. ERICs can be used for new RIs or for already established ones when the members decide that changing the legal status to ERIC will bring benefits to the operation of their RI. Currently 16 pan-European RIs have ERIC status and there are two formal applications for further ERICs.[24]

2.3.2 Experience with impact studies of ERICs/ RIs

There is an increasing demand for methodologies and tools for assessing the social and economic impact of RIs to inform ex-ante prioritisation/decision making on new (and upgraded) RIs, ongoing/interim monitoring and ex-post evaluation of existing RIs. The demand stems from funding agencies, policymakers at all levels (local, national, regional authorities) and RI administrators, but also from existing or new user communities in many sectors of industry and society. Building and operating RIs requires a growing share of public research funding, and government and research funding institutions are therefore increasingly concerned with the value for money and the added value that these infrastructures provide, and this in a context of increased pressure on public budgets.

While RIs are designed for research needs, the impacts of these facilities reach beyond fuelling scientific excellence. The advanced technical opportunities and the concentration of skilled human capital and know-how can foster innovation, create new or expand existing markets, attract inward investment, increase economic activity and potentially have an impact on the social and cultural life in a particular region. In this regard, RIs can be viewed as focal points for continuous interaction between scientific, technological, socio-economic, political and policy development.[25]

It is difficult to quantify and understand returns on investments into RIs in conventional commercial terms. Investment in RIs brings a broad range of benefits that spreads across wider society rather than serving merely the direct stakeholders (owners and users of RIs). Official statistics do not sufficiently describe the variety of benefits associated with the development and, more importantly, exploitation of RIs. It is also difficult to create a unified RI impact evaluation framework because RIs differ in their

[23] http://europa.eu/rapid/press-release_IP-09-856_en.htm?locale=fr

[24] Status on 10 August 2017. For latest details, see: https://ec.europa.eu/research/infrastructures/index_en.cfm?pg=eric-landscape

[25] Griniece E., Reid A. and Angelis J. (2015) Evaluating and Monitoring the Socio-Economic Impact of Investment in Research Infrastructures, Technopolis Group

life cycles, networks and/or ownership as well as different stakeholders' expectations (scientific, technological, economic, public or policymakers). What is needed are more elaborate and fine-tuned approaches to account for the impacts that the RI investment brings on science, economy and society.

Currently there is no unified framework for the impact assessment of investment in research infrastructures. A heterogeneous set of methods is applied to capture the effects of RIs, most of which address standard economic impacts (direct effects) and to some extent economic multipliers. However, comprehensive and methodologically demanding studies are still rare. Core aspects of RI benefits, such as their impact on human and social capital formation and innovation, are not extensively explored.

In 2014, The Global Science Forum (GSF) set up an expert group to examine potential priorities for RI policy that should be addressed at the global level. One of the highest priorities was evaluation of the socio-economic impact of RIs. The GSF secretariat then carried out a review of existing reports and identified that a standard impact assessment framework is missing and there is no agreed model shared between funding agencies and/or RIs' organisations to measure socio-economic impact.[26]

RIs already collect a wide range of valuable data/indicators that can be used for impact analysis. These are usually intended to describe RIs' direct output and are used for RI management. The assessment of societal and (indirect) economic impact is an additional requirement that further increases the administrative effort involved in data collection by RIs. Data currently collected typically include data on the standard scientific output and impact (e.g. bibliographic/bibliometric data, scientific collaborations, current research projects, scientific prizes, PhDs and post-doc applications, etc.), and economic/econometric data (e.g. direct economic impact indicators), although it is difficult to determine the exact share of the RI's impact in the overall economic impact. Assessing more indirect socio-economic returns (e.g. impact on the R&D performed by companies involved in using or building RIs) remains a challenge. Social impact data are sometimes available, but these are less developed and address only a limited part of potentially valuable impacts.

2.3.3 Non-physical research infrastructures

It becomes even more complex when a research infrastructure is not a fixed physical centre, structure or location, such as software, digital archives, databases or survey instruments (as opposed to, for example, laboratories, telescopes, or polar exploration vessels).

The European Social Survey (ESS) is an example of such non-physical RIs. It was established in order to monitor social and political values and attitudes in Europe, and promote better standards in cross-national survey research. The resulting data and metadata are made freely available to registered users to facilitate research across Europe and beyond. It is not a tangible infrastructure, not even a data centre – it is a survey method and a resulting data series. As such, it is never 'complete' (like a laboratory, telescope, etc.), but depends on continuous deployment, implementation and consistency/ growth in numbers of participating countries.

The literature review performed in the frame of the GSF's Expert Group on RIs showed that there is still no answer to the question of how evaluation/assessment models established mainly for single-sited RIs could be extended to internationally distributed RIs, or how the size of an RI affects its impact. This is particularly relevant to the RIs of the 'soft' type. It is clear however that, given the diversity of RIs, their impact on science, economy and society in different geographies is extremely variable. Impact assessment will differ with scale (e.g. national mid-scale vs. large international facilities), type (e.g. different pathways and productive interactions for single-sited vs. distributed vs. virtual e-RI) or discipline (e.g. applied technical science vs. social sciences and humanities vs. environmental observation platforms).[27]

[26] Moulin J. (2016) Workshop on Methodologies and Tools for assessing Socio-Economic Impact of Research Infrastructures, Global Science Forum (Paris, 3 November 2015)

[27] Ibid.

3 Headline figures: use, users, and user density

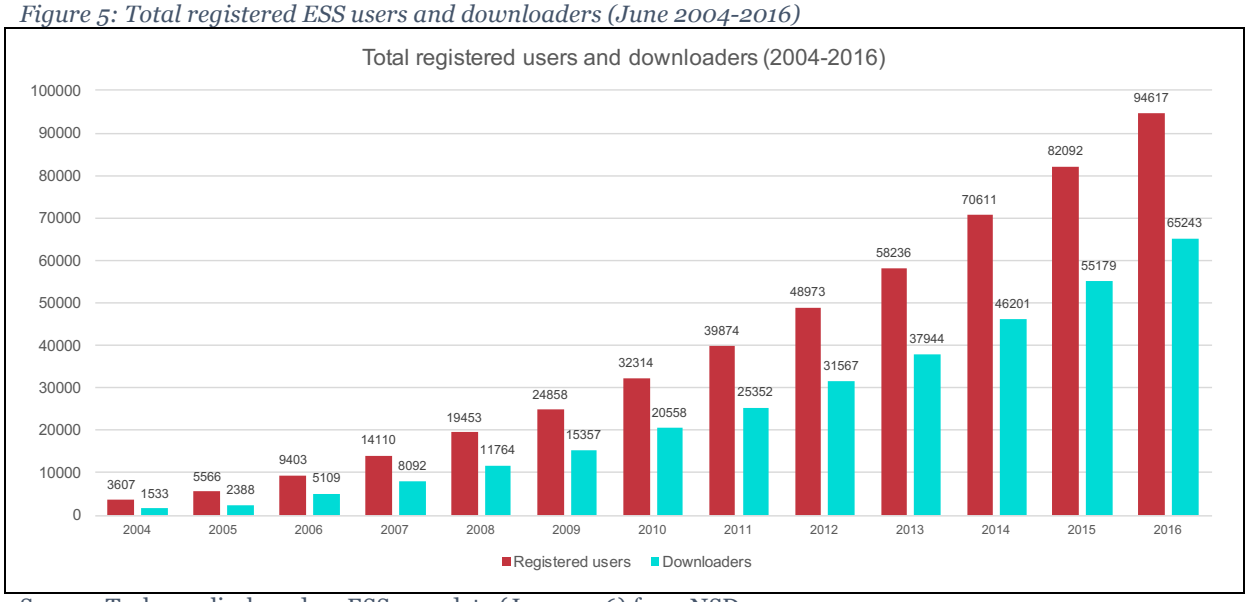
As part of this impact study, we looked at the ESS user data (provided to us by NSD) for the period between 2004 and 2016. For consistency, we worked with the June annual data for all the years covered (so e.g. '2016' figures cover the period from July 2015 to June 2016). In this chapter, we present our findings on the use of ESS, including trends in the use across the user types and across countries.

3.1 Overview of ESS use

3.1.1 Headline figures

Over the twelve-year period, the number of registered ESS users has consistently increased. In 2004, the total registered user count was 3,607, rising to 94,617 by 2016. The latest figures available to us show that the total number now exceeds 100,000 users.[28] It took approximately eight years to reach 50,000 registered users but less than five additional years to reach 100,000.

Figure 5: Total registered ESS users and downloaders (June 2004-2016)



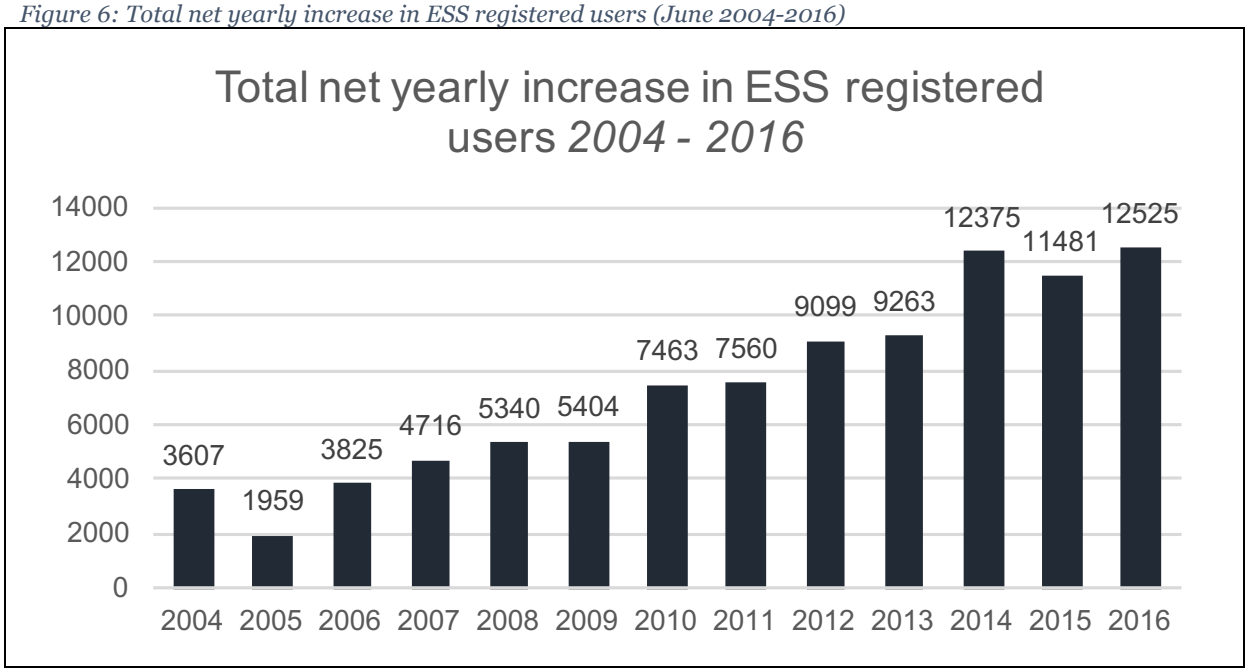
Source: Technopolis, based on ESS user data (June 2016) from NSD.

Across the 2004-2016 period, around two thirds of registered users have downloaded ESS data. Though the discrepancy between registered users and downloaders differs between countries, the relationship between user and downloader numbers across the ESS member and observer countries and across the user types follows an almost identical pattern (the correlation coefficients are between 0.95 and 1.0 in all cases). Therefore, we only focus on the analysis of the registered users in the following parts of this report, confident that downloader patterns will also be strongly reflected in these.

The trend in the annual increase of registered users is very positive. Looking at the net annual increases (Figure 6), in almost every year since 2004, more new ESS users have registered than in the previous year. Since 2014, the average annual increase in the newly registered user numbers has oscillated around 12,000.

[28] ESS user statistics are updated on a monthly basis and made available on the ESS web site. We have included the most recent figures available shortly before the conclusion of our study in section E.1 of Appendix E. These figures (July 2017) show a total user count of 108,678 and further indicate that the various trends highlighted here in our analysis from 2004 to 2016 have continued broadly consistently up until the most recent point in time that this study is able to capture.

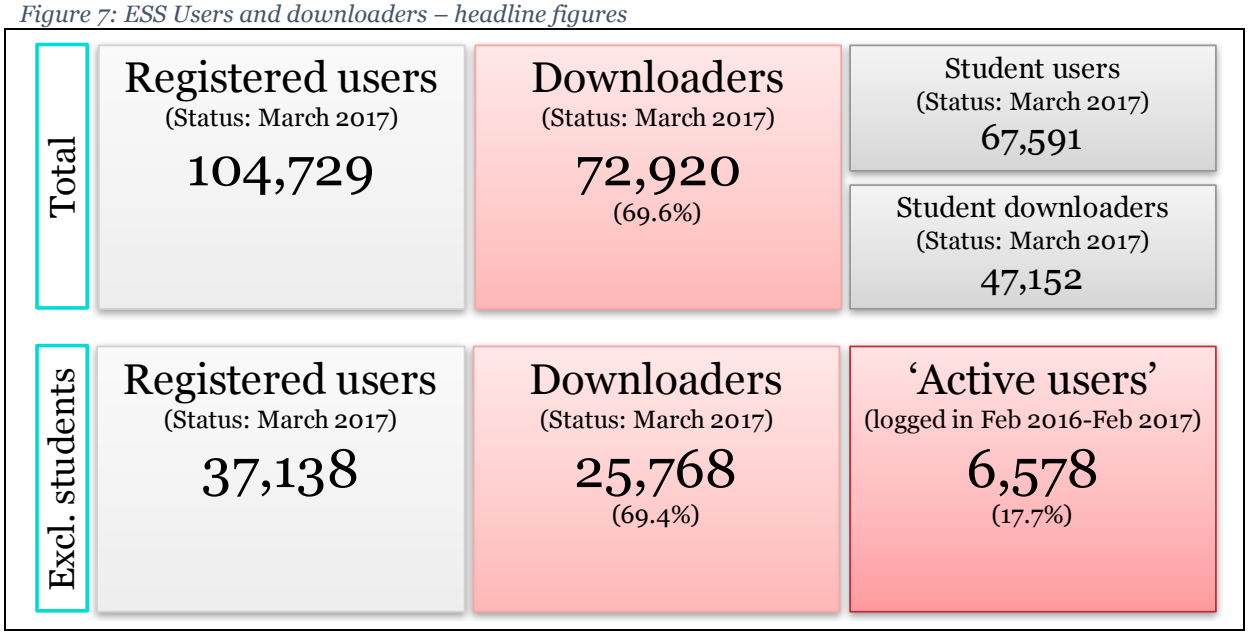
Figure 6: Total net yearly increase in ESS registered users (June 2004-2016)



Source: Technopolis, based on ESS user data (June 2016) from NSD.

Figure 7 provides a summary of the headline figures on the ESS registered users and downloaders. The segment of 'active users', i.e. those who logged into the ESS online database between February 2016 and February 2017 reaches 6,578 individuals, or 17.7% of the total registered users (excluding student users). This means that almost one-fifth of all non-student users registered since 2004 have accessed the ESS online database in the last year. We stress that this does not mean that the remainder are not making use of ESS data – they may have downloaded data earlier and are still working with it. Likewise, non-downloaders may still have made use of ESS data in other ways.

Figure 7: ESS Users and downloaders – headline figures

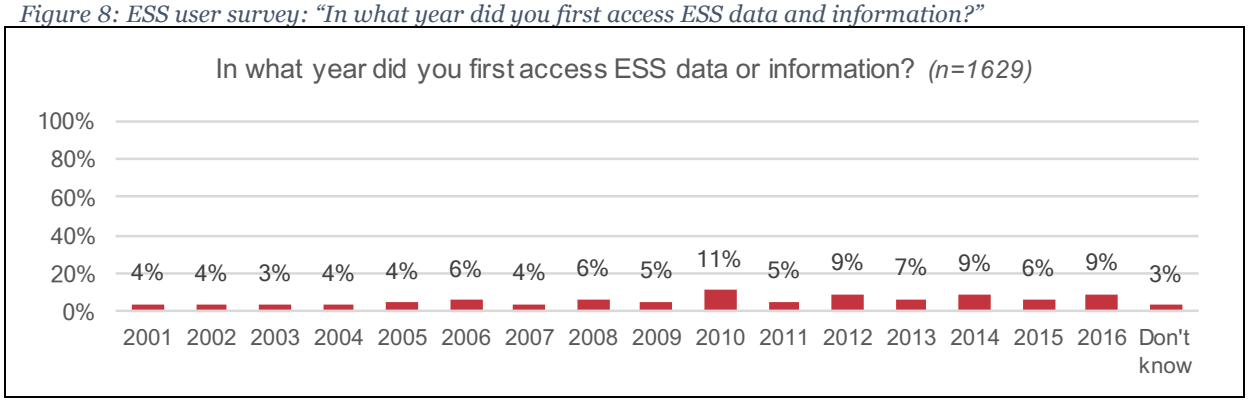


Source: Technopolis, based on ESS user data from NSD

Looking more specifically at the segment of active users, approximately half registered in the period 2010-2016 and the rest did so between 2001 and 2009. In other words, a considerable number of users who registered in the early years of the existence of ESS still use the data actively.

This is an important finding: there may be a concern that there is a 'churn' factor in the active user base: many newly registered users might download ESS data once, and then never return. Our survey data on active users' original registration years demonstrate that this is not a major factor, as many active users have been registered for a long time. It is therefore a likely future scenario that new users will join and existing ones will keep accessing ESS data, leading to an overall increase in the active user base.

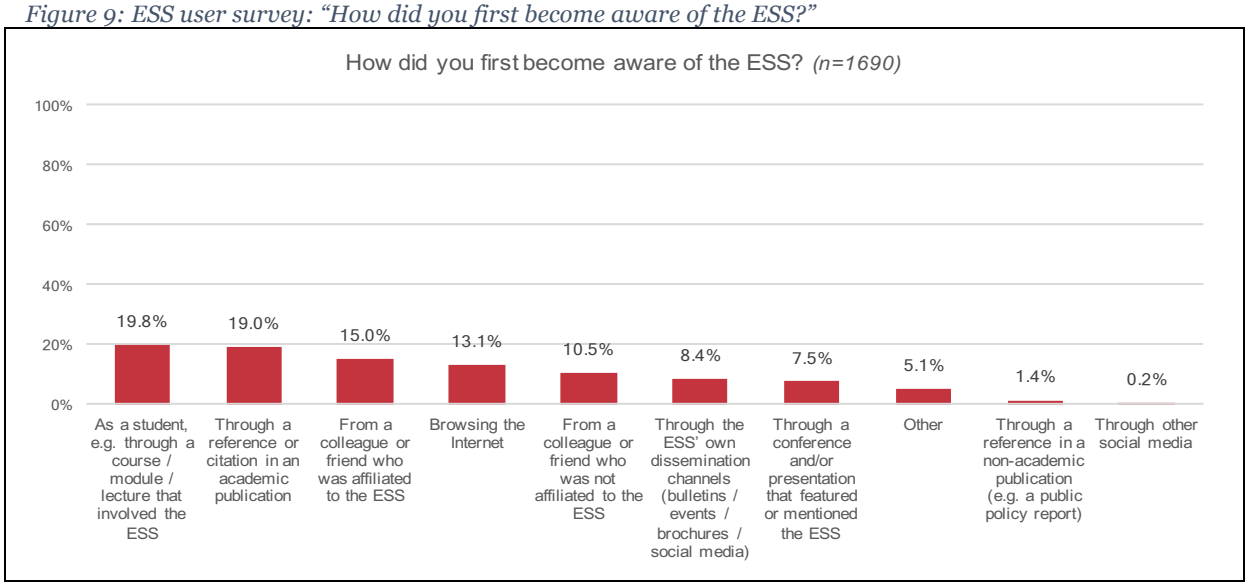
Figure 8: ESS user survey: "In what year did you first access ESS data and information?"



Source: Technopolis, user survey.

The information channels used to become aware of the ESS are presented in Figure 9. Twenty percent of the user survey respondents first became aware of the ESS as students and 19% through references or citations in an academic publication. Critically, this highlights a link between teaching impacts and other impacts of the ESS (as we discuss at a later stage of this report), as many students later become non-student ESS users.

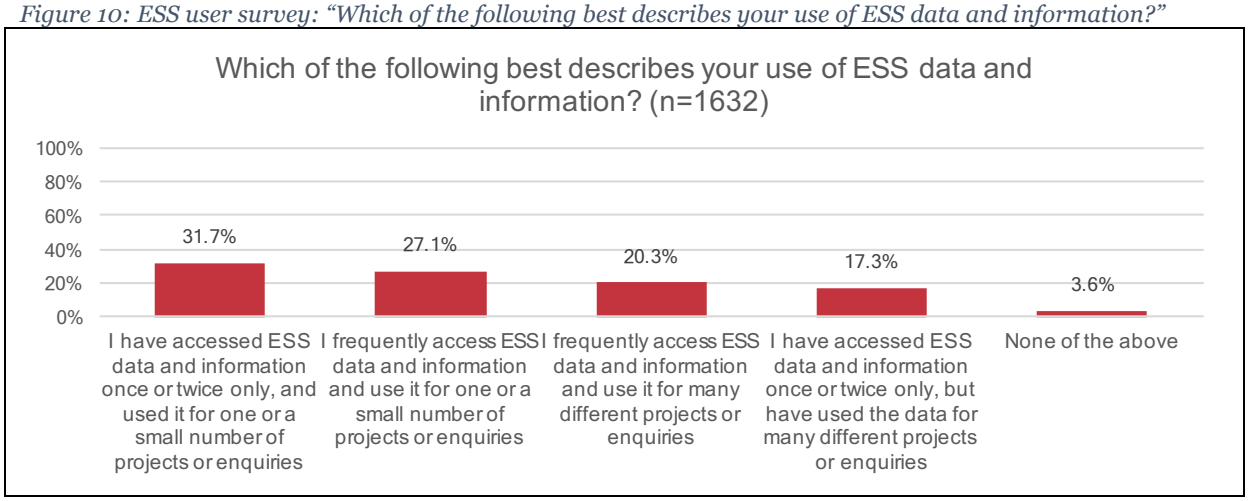
Figure 9: ESS user survey: "How did you first become aware of the ESS?"



Source: Technopolis, user survey.

Our evidence (Figure 10) also suggests that ESS is mainly used to obtain data for one or a small number of projects or enquiries, as compared to the use for many different projects or enquiries. Almost 59% of the survey respondents used ESS for that purpose, either frequently or only once or twice.

Figure 10: ESS user survey: "Which of the following best describes your use of ESS data and information?"



Source: Technopolis, user survey.

3.1.2 User types

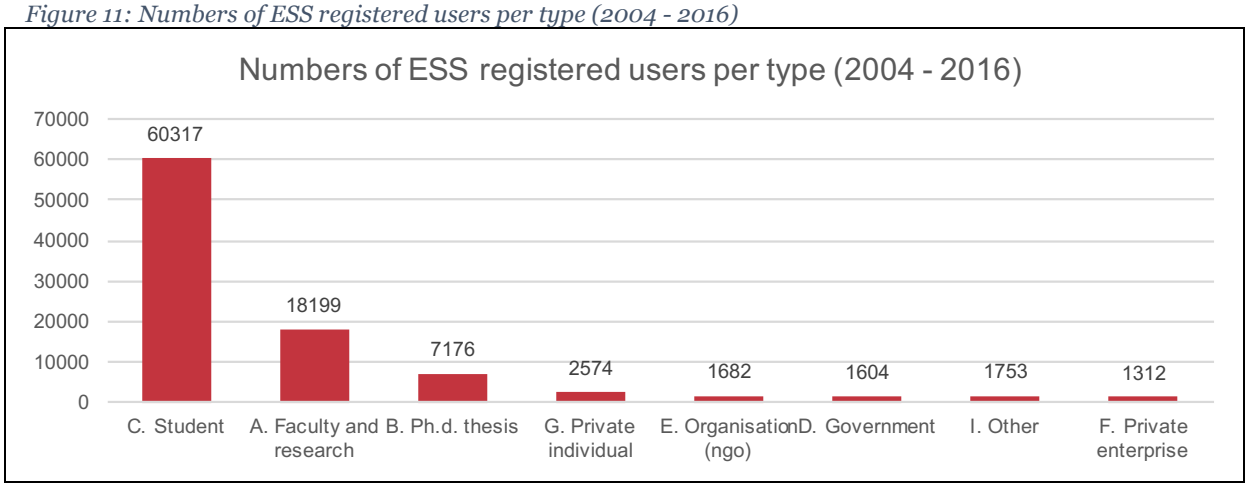
Each ESS user chooses a category/type upon registration. Currently, the ESS website recognises the following user types:

- A. Faculty and research
- B. Ph.D. thesis
- C. Student
- D. Government
- E. Organisation (NGO)
- F. Private enterprise
- G. Private individual
- H. Journalist
- I. Other

Given the large differences in user numbers across the types and relatively small numbers for some of them (Figure 11), for this analysis, we grouped the user types E. – H. under a common type "Other". The figure below indicates that students are by far the largest user group (63.7% of the total registered users), followed by faculty and research (19.2%) and Ph.D. thesis users (7.6%). All the remaining user types' shares are below 3% of the total registered users. These groups were also perceived as the main user groups of the ESS both in the interviews and user survey.

When it comes to student users, however, it is critical to also note that there are many additional students who make use of ESS data, but never register: several interviews revealed that teachers often download ESS data and then make it available to their students directly (potentially after having formatted the data to suit the teaching purpose). Therefore, the student user numbers captured by the user data do not present the whole picture. The true figure of student users is impossible to estimate meaningfully.

Figure 11: Numbers of ESS registered users per type (2004 - 2016)



Source: Technopolis, based on ESS user data (June 2016) from NSD.

3.2 Country-specific information

3.2.1 Comparing countries – a note of caution

In the following sub-section, we contrast the user number of different countries, highlight user counts, user densities (i.e. adjusted for populations), both on aggregate and split by different user types. However, some points of caution need to be noted, given that the presented data inevitably lead to a degree of comparison.

Firstly, it must be noted that the official ESS user statistics effectively present the absolute minimum user numbers. Two factors in particular hide potentially much higher user numbers:

- As noted above, student users make up the largest share of registered ESS users. However, our consultations for this study revealed that there are many more student users who never actually register with ESS and are therefore not included in the data presented here. We have encountered many cases, especially in introductory rather than advanced courses, where a teacher downloads the data and prepares it in order to be fully suitable for the exercises to be undertaken, and then passes it on to students, who then work with ESS data without having registered. A single ESS data downloader may therefore trigger up to several hundreds of further student users (in cases of particularly large courses) who, in terms of ESS user data, are 'off the radar'. These practises occur to different extents in different places. For instance, in Belgium ESS registration became mandatory for students on several large courses at major universities around 2010, meaning that that more student users there are now captured by the user data than might be the case elsewhere.
- Some countries have had variously formalised ESS data portals of their own. In other words, rather than registering at the main ESS web site, a country-level web site or information service facilitates access to ESS data. Once again, users who obtain data through such facilities are not captured in the user data available to this study. Our consultations suggested that such facilities exist only in a few countries (e.g. Hungary, Switzerland); however, we cannot rule out that this has also existed elsewhere in the past, for instance under former national coordination regimes that are no longer available for comment.

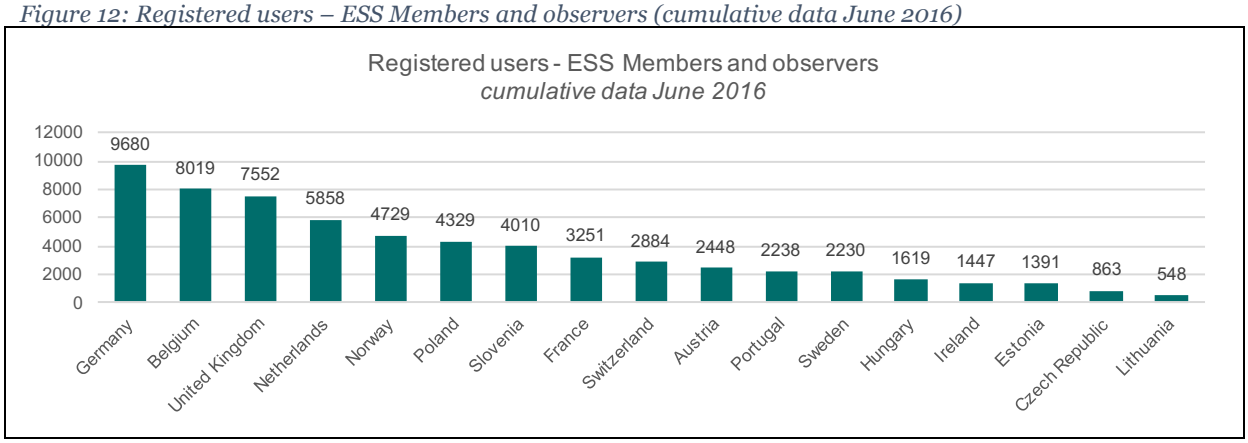
Secondly, besides these cautionary points around 'incomplete' user data (particularly as far as entry-level student users are concerned), we also note here at the outset that contexts differ between countries, and direct comparison should therefore be avoided. Our research has shown that several important factors influence the use and take-up of the ESS in different countries. Some of these could be addressed, provided the national coordination team has suitable resources, others are more entrenched framework conditions that would take a longer-term cultural shift to address:

- **The national tradition in quantitative methods in social sciences**. The weaker this tradition is, the lower ESS user numbers may be.
- **The emphasis on evidence-based policymaking**. The ESS data provides evidence that could be used directly or indirectly in policymaking. However, if policymakers put less emphasis on (international) evidence, then use of ESS data, especially in the government sector, may be lower.
- **Track record in national and international social surveys**. Some countries have a strong track record in undertaking regular social surveys. This raises the awareness of the results among researchers and students, which can lead to higher numbers of users of these data.
- **The important role of reaching out to students**. Students are the largest user group and the user survey data indicate that the most frequent way of learning about ESS is through courses and lectures at a university.
- **Communication about ESS and its results**. Dissemination, promotion and awareness-raising activities are crucial for increasing the number of ESS users. The extent of these vary between countries; such efforts might be consistent in some countries and have only happened at certain points in others.
- **Non-participation in one or more ESS Rounds**. If a country skips one or more ESS Rounds and therefore the national data are not available, it often leads to a lower interest in the ESS data from researchers and students in the country.
- **The factor of consistency over time**. This factor relates to the one above. The ESS is likely to become more attractive in the future because with every new round undertaken, the time series becomes more interesting to students, researchers and other users.

3.2.2 User numbers by country and type

The country trends in user numbers reflect the size of the country to a significant extent. Therefore, in absolute numbers, the large countries, such as Germany and the UK rank highly. However, there are exceptions, such as France, which has less than a half of the UK's total registered users despite having a comparable total population. On the other hand, Belgium, the Netherlands and Norway are not among the most populous European countries, yet they have high absolute numbers of the ESS registered users.

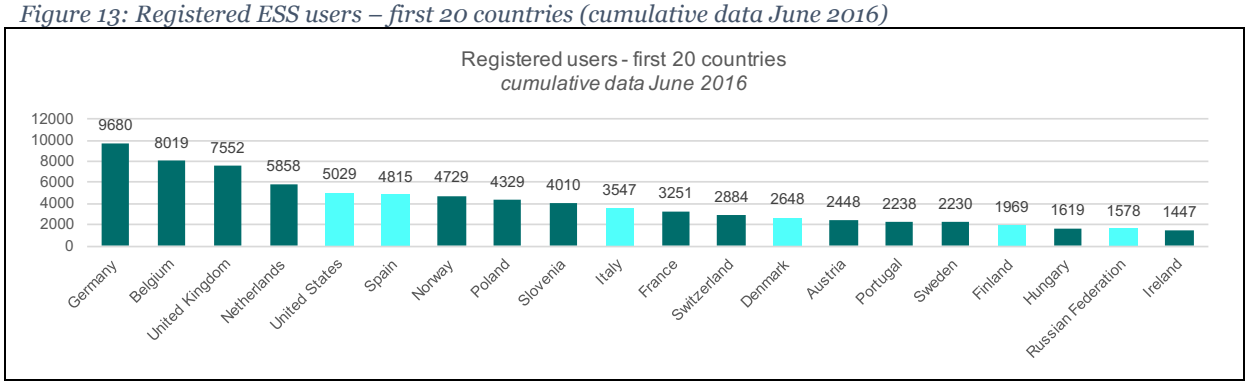
Figure 12: Registered users – ESS Members and observers (cumulative data June 2016)



Source: Technopolis, based on ESS user data from NSD

Looking specifically at the top 20 countries with the highest absolute numbers of registered users, regardless of whether they are ESS ERIC Members/observers or not, there are some non-Member countries that rank relatively highly, showing higher user numbers than some of the Member countries, such as the United States, Spain, Italy, Denmark, Finland and the Russian Federation.

Figure 13: Registered ESS users – first 20 countries (cumulative data June 2016)

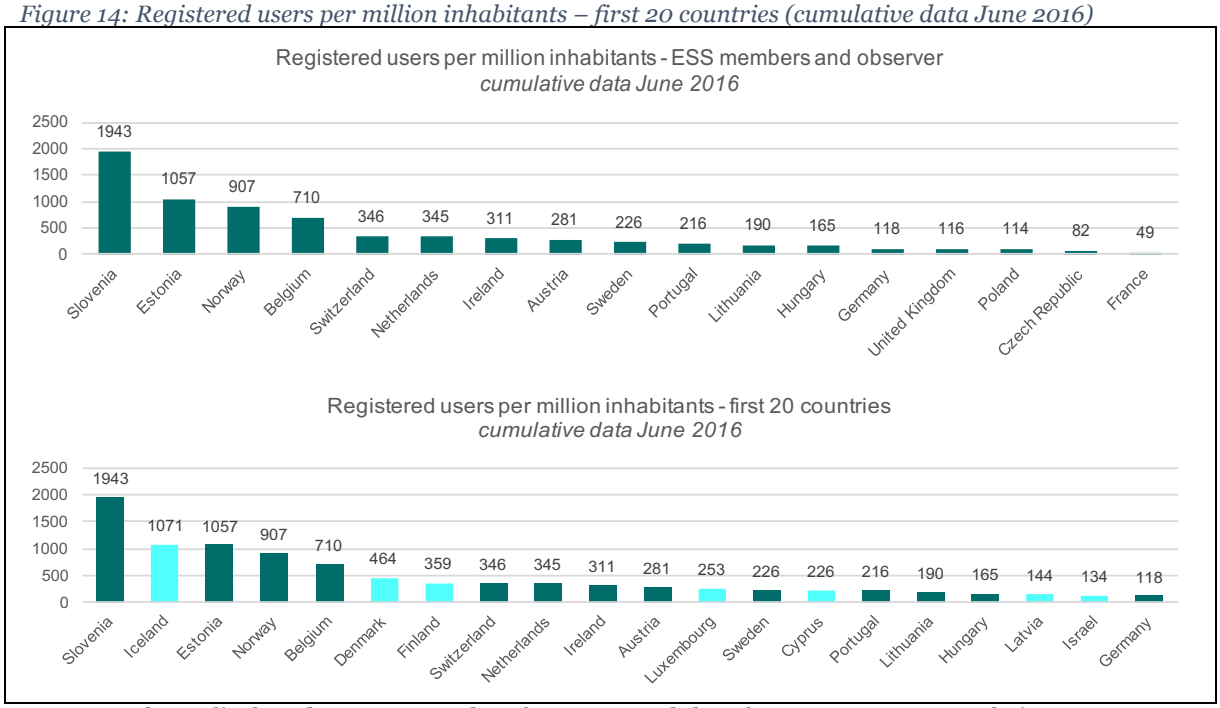


Source: Technopolis, based on ESS user data from NSD; note: non-ESS members/observers in lighter shade.

To get a clearer sense of the ESS user density per country, the absolute counts of users can be adjusted to the size of countries' populations. Figure 14 shows the countries according to their ESS user density.

Slovenia has the highest user density at almost 2 ESS users per 1,000 of the population.[29] There are various reasons that explain this leading position of Slovenia and we provide the extensive analysis of each ESS Member and observer country in separate country profiles authored as part of our final reporting for this study. Except for Germany, there is no large (by population count) European country featuring in the table. France and the Czech Republic are the only ESS members with less than 100 ESS registered users per million inhabitants (though as we note subsequently, user numbers have been increasing in both countries over the past few years).

Figure 14: Registered users per million inhabitants – first 20 countries (cumulative data June 2016)



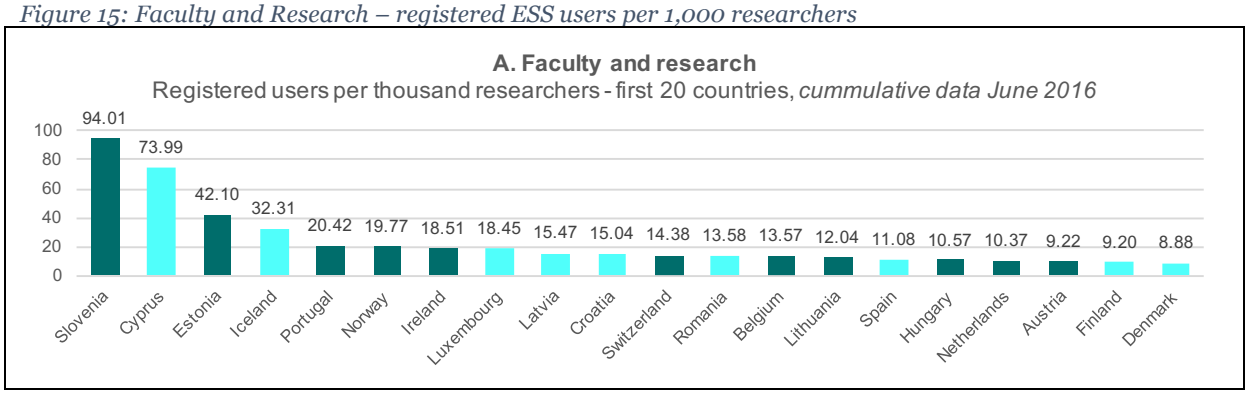
Source: Technopolis, based on ESS user data from NSD and data from Eurostat on population; note: Non-ESS members in light green

[29] People are asked to note their country when they register. They might of course subsequently move to a different country. In our survey of active non-student users, we asked whether respondents now lived in a different country from the one where they registered, which is the case for 11.2% of respondents. However, we found no evidence of particular directions of re-location. While there is therefore some level of geographical 'churn', our adjustments for population are only likely to entail minimal margins of error in this respect.

Whilst these are the overall trends in terms of user numbers and density, it is critical to note that large differences exist in terms of different user types: for a wide range of reasons, different countries are either more or less prominent depending on what kind of users we consider. No sense of 'performance ranking' should necessarily be inferred from these figures, but they give a sense of the profile of the ESS and the extent of its use among different user groups at the country level.

Reflecting the overall trends, Slovenia is also the country with the highest ESS user density specifically in the faculty and research user type, followed by Cyprus, Estonia and Iceland. Smaller countries with smaller populations of researchers have relatively more academic ESS users than the larger countries. The most evident explanation for this is that smaller countries tend to have fewer national-level alternative data sources available, and so researchers therefore use international surveys like the ESS more frequently for their work. Likewise, international comparison is intrinsically more valuable in small countries where, for example, regional comparisons within the country are less of an option.

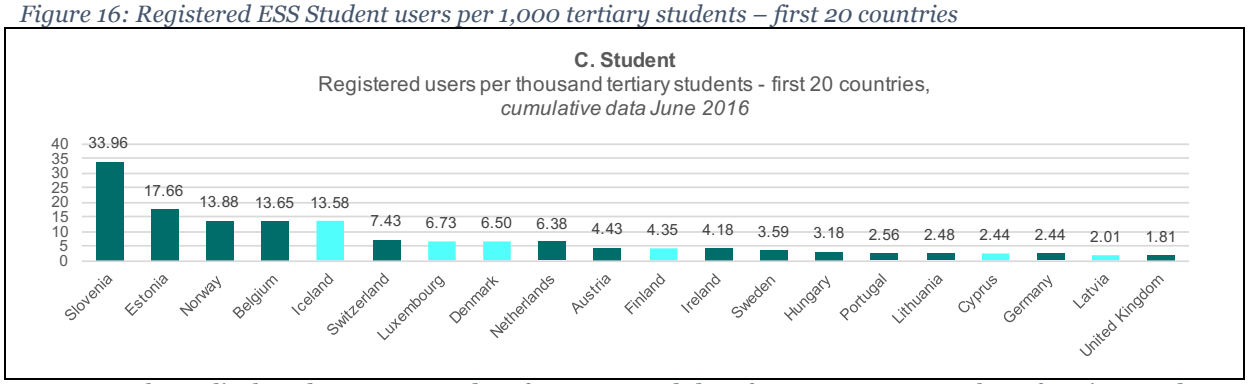
Figure 15: Faculty and Research – registered ESS users per 1,000 researchers



Source: Technopolis, based on ESS user data from NSD and data from Eurostat ('Number of researchers FTE, 2014). NB: Non-member countries in lighter shade

Similarly, Figure 16 provides an overview of the first 20 countries with the highest ESS user density among students. There are almost 34 ESS student users per 1,000 tertiary (non-PhD) students in Slovenia. This is almost twice as high as the second country, Estonia (17.66 per thousand). Norway follows in third (13.88 per thousand), with Belgium (13.65 per thousand) and Iceland (13.58 per thousand) following closely. This suggests where a potential for the significant impact of ESS in teaching could be identified. However, as noted above, in the case of student users a heightened degree of caution is advised, as many student users never actually register with ESS, especially in entry-level, introductory courses, and the extent to which this happens may vary between countries.

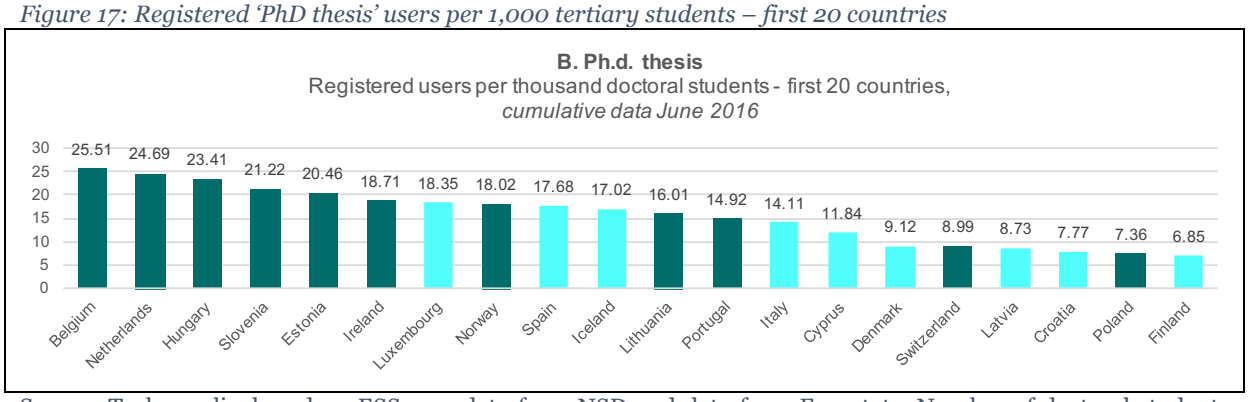
Figure 16: Registered ESS Student users per 1,000 tertiary students – first 20 countries



Source: Technopolis, based on ESS user data from NSD and data from Eurostat - Number of tertiary students enrolled (except doctoral students), Eurostat 2014 (educ_uoe_enrt02); note: Non-ESS members in light green

The ESS is also used by doctoral students for their theses. The ESS user database provides a special category to those users who are PhD students. Figure 17 highlights the first 20 countries with the highest user density among doctoral students. Again, none of the largest European countries ranks among the first 20, with Belgium having almost 26 ESS PhD users per thousand PhD students, followed by the Netherlands (24.69 users per thousand) and Hungary (23.41 users per thousand).

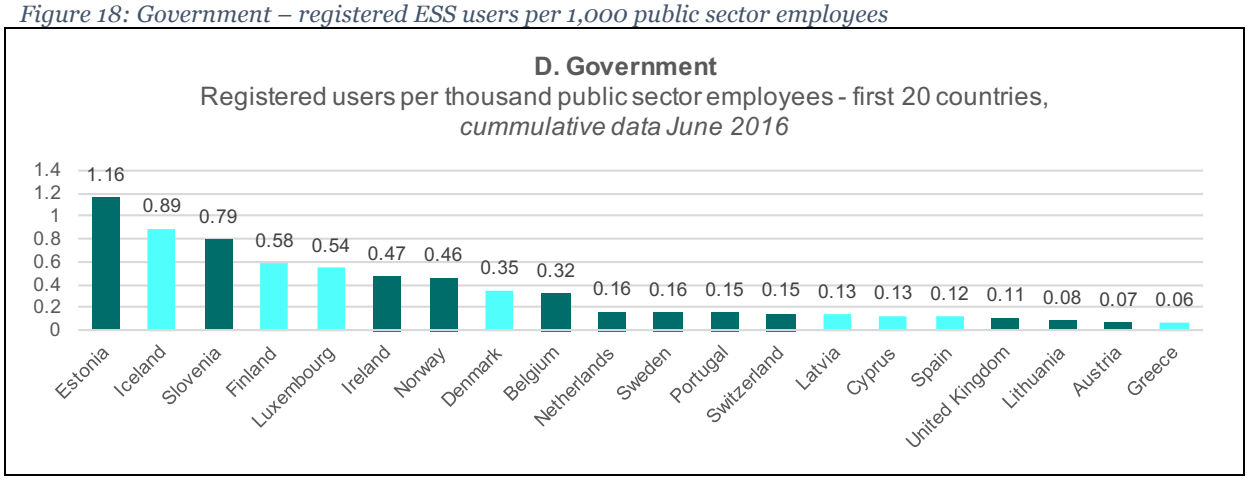
Figure 17: Registered 'PhD thesis' users per 1,000 tertiary students – first 20 countries



Source: Technopolis, based on ESS user data from NSD and data from Eurostat - Number of doctoral students enrolled, Eurostat 2014 (educ_uoe_enrt02); note: Non-ESS members in light green

Despite the low numbers in absolute terms, the ESS users in the government sector are a very important segment as they may be connected closely to significant non-academic impact. The user data have been standardised by the total number of people employed in the public sector in each country. Estonia has the highest ESS user density in the government sector (1.16 ESS users per thousand people employed in the public sector), followed by Iceland, Slovenia, Finland and Luxembourg.

Figure 18: Government – registered ESS users per 1,000 public sector employees



Source: Technopolis, based on ESS user data from NSD and data from Eurostat ('Number of people employed in NACE O (Public administration and defence; compulsory social security), Eurostat 2016Q1 in thousands (lfsq_egan2). NB: Non-member countries in lighter shade

3.2.3 Evolution over time per country

While overall across all ESS Member and observer countries, the trend in the newly registered users per year is positive and the annual increases are growing, there are significant differences among the individual countries when considering development over time. Some countries show steady increases in the newly registered user numbers, while others have experienced drops and/or upsurges in certain years.

Each country report authored as part of this study contains the trends over time of net new ESS users per year. Where evident slumps, spikes or accelerations occur, our consultations have most often found plausible explanations. Looking ahead to the later stages of this report, where we consider good practice and recommendations, we note here some of the most evident anomalies in the development of user numbers per country:

- **Austria**: experienced a slump in registered new users around 2012, but has since recovered. In 2012, Austria missed Round 6 of the ESS and the country also experienced problems with timely data collection prior to that. From Round 7, Austria participates again with a new National Coordination team.
- **Belgium**: annual new registrations more than doubled in 2010 (from under 400 to over 800) and have remained at this level since. The likeliest explanation for this is that in 2010, the ESS registration went from optional to mandatory for students on some of the courses in several large universities.
- **Czech Republic**: peaks of new registrations in 2007 and 2015. These coincide with awareness-raising events organised for students by the National Coordinator's team.
- **Estonia**: experienced a spike in net new registrations in 2015 (230, compared to around 140 in preceding and the following year). This can be explained by extra funding being allocated to the Estonian ESS team for dissemination activities, within which, for example, several training sessions on the use of ESS data were organised.
- **France**: experienced its highest annual new registration count to date in 2016 – almost 500 registrations, compared with around 300 in preceding years. It was decided in 2016 in Sciences Po that quantitative methods teaching would be performed using ESS data. Students have been asked to download data directly by themselves, hence the increase in registered users.
- **Lithuania**: very low user numbers until 2010, but consistent increases have occurred since. The growing numbers of users, particularly from 2013 onwards, are in no small part attributed to active dissemination events.
- **Slovenia**: saw a one-year spike in 2009, when new registrations roughly doubled compared to both prior and subsequent years. In 2008/2009, the Slovenian higher education sector underwent a curricular reform to provide a better alignment with the Bologna process, placing greater emphasis on empirical and quantitative methods, which may have entailed greater efforts to get both students and educators registered.
- **Sweden**: had rather low user numbers until 2011, but numbers have consistently risen year-on-year. This is most likely related to the change in the funding structure of ESS and ability to perform promotional activities.
- **Switzerland**: annual new registration numbers jumped from around 100 before 2008 to around 300 from 2010 onwards, remaining consistent at this higher level. Interviewees attributed this to the fact that in 2008, FORS (Swiss Centre of Expertise in Social Sciences) was created. This allowed for a better coordinated promotion of various international social surveys, including ESS.

Whilst there is a general upward trend in annual new user registrations across most countries – reflecting the highly positive overall trend – these instances of unusual activity point above all to the important role of the awareness-raising and dissemination events organised by the National Coordinators that prove to be effective in boosting the user numbers.

3.3 Users by institutions

As part of the user data analysis, we looked more closely not just at the countries but also at the institutional affiliation of the registered users. The table below shows the Top 20 institutions with the highest registered user numbers.

Table 3: Top 20 institutions by ESS registered user count (all countries)

Rank	Institution	Country	Count	Rank	Institution	Country	Count
1	Universiteit Antwerpen	BE	2744	11	UCD	IE	535
2	University of Ljubljana	SI	1853	12	Universitat Pompeu Fabra	ES	531
3	KU Leuven	BE	1242	13	Bocconi University	IT	530
4	University of Amsterdam	NL	1213	14	Warsaw School of Economics	PL	525
5	University of Bergen	NO	942	15	University of Mannheim	DE	522
6	Sciences Po	FR	876	16	HINT	NO	516
7	ULG	BE	654	17	University of Copenhagen	DK	508
8	NTNU	NO	654	18	University of Helsinki	FI	501
9	University of Vienna	AT	644	19	University of Tartu	EE	475
10	NRU HSE	RU	582	20	LSE	GB	465

Source: Technopolis, based on ESS user data from NSD; note: The raw data on institutional affiliation is entered in the ESS database in free form, leading to several different spellings of institutions. Therefore, various unusual spellings or mis-spellings of some institutions have likely been omitted. The numbers give a sense of scale and relation, but should not be treated as absolutes: the real numbers are likely to be slightly (though not significantly) higher in all cases.

These figures are especially notable in terms of teaching impacts: an institutional user count in the order of 500 and above cannot possibly be attributable to researchers alone, indicating that significant use of ESS as a teaching resource occurs in these institutions. As mentioned previously, this list is not exhaustive of important teaching 'hotspots', as many instances of teaching use may involve a single user (the teacher) downloading and organising the data, and then distributing it to students, who themselves might never register with ESS as such. The data presented here therefore identify the top verifiable teaching hotspots – there may well be others.

The ranking of the University of Antwerp, KU Leuven, the University of Ljubljana and the University of Bergen reflect also the country rankings considered earlier, as they are located in the countries with high user densities. The number of users affiliated with the University of Antwerp together with KU Leuven amounts to 50% of all the Belgian ESS users. This points to an exceptional position of some particular institutions in terms of ESS use.

Though we present here only the top 20 institutions, we identified as part of our research the top-50 institutions by user count (the lowest of which has a minimum of 178 user registrations). This allows us to conduct an assessment of the extent to which ESS use is concentrated in the top institutions. In other words: in some countries ESS use might only be prevalent in a small number of institutions, whilst in others it is not used much. This is especially the case in Belgium, Norway, Slovenia and the Netherlands. In other countries, though there may be certain institutions where use is especially high, ESS users seem to be less concentrated. We also note that there is some correlation between concentration in high-use institutions and the percentage of overall student users per country.

Table 4: Concentration of users in high-use institutions

Member/ observer country	Users: Faculty / research	% of total HE/ Uni users	Users: PhD thesis	% of total HE/ Uni users	Users: students	% of total HE/ Uni users	Total HE/ Uni users	IN TOP 50*	Institu-tions in top-50 by user count	Users per country concen-trated in top-50 institu-tions
Belgium	636	8%	398	5%	6554	86%	7588	4838	4	**64%**
Norway	578	14%	132	3%	3565	83%	4275	2425	4	**57%**
Slovenia	806	21%	64	2%	2975	77%	3845	1853	1	**48%**
Nether-lands	783	14%	342	6%	4391	80%	5516	2652	7	**48%**
Ireland	323	25%	149	12%	819	63%	1291	535	1	**41%**
Estonia	182	15%	61	5%	1007	81%	1250	475	1	**38%**
United Kingdom	1698	26%	719	11%	4056	63%	6473	2071	8	**32%**
Poland	592	15%	319	8%	3034	77%	3945	1217	4	**31%**
France	571	20%	218	8%	2105	73%	2894	876	1	**30%**
Austria	378	17%	138	6%	1759	77%	2275	644	1	**28%**
Switzerland	517	19%	209	8%	1980	73%	2706	671	2	**25%**
Portugal	786	40%	302	15%	874	45%	1963	351	1	**18%**
Hungary	277	19%	172	12%	1024	70%	1473	212	1	**14%**
Germany	1810	20%	699	8%	6583	72%	9092	1009	3	**11%**
Sweden	441	22%	132	6%	1465	72%	2038	180	1	**9%**
Czech Republic	*189*	*24%*	*76*	*10%*	*522*	*66%*	*787*	*0*	*0*	***0%***
Lithuania	*104*	*20%*	*43*	*8%*	*361*	*71%*	*508*	*0*	*0*	*0%*

*As noted previously, these numbers are in truth likely higher, as they do not include some spelling variations and mis-spellings found in the database of users' institutions.

4 The perceived benefits of the ESS

Before considering outputs and impacts that have resulted from the ESS, it is worth also briefly considering the perceived benefits that arise from it. Throughout several method components of this study, notably our user survey, interviews and event attendance, we sought to obtain views on what the ESS 'brings to the table'.

4.1 The added value of the ESS

In the first instance, the ESS provides internationally comparable data on social and political values and attitudes. It supplies demands for data on topics studied across many social science disciplines (and indeed, across many policy and practice fields). In this sense, it has a place that is distinct from major surveys often used by economists, such as labour force surveys or eu-silc. However, as described in the first main section of this report, other surveys also have a scope similar to the ESS, notably ISSP, EVS and others, though some of these alternatives only cover some of the topics included in the ESS.

The clearest advantage of the ESS, which has been most evident throughout our different data collection components, is its widely regarded outstanding quality. Interviewees noted a wide range of aspects of the ESS that they deem to be superior in quality to its direct alternatives. Most notably, the following aspects are worth drawing attention to:

- The sampling methods of the ESS are of an exceptionally high standard, meaning that many of the 'pitfalls' of survey data collection are avoided, leading to the possibility of more robust and reliable analysis.
- Likewise, the attention to detail given to ensure comparability, in terms of sampling, but also of question design and other elements, was often noted as being a critical advantage for similar reasons.
- Supplying contextual information alongside the survey data itself opens up the possibility to compare values, attitudes and demographic data with other descriptive factors, which can be difficult if different datasets are not connected in this way.
- Perhaps most importantly in academic terms, the provision of theoretical background information to all critical aspects of the survey was often noted as a unique 'selling point': where survey data are used to produce formal academic outputs, the theoretical background and rationale for various components of the survey methods used need to be supplied. The extensive theoretical deliberation and eventual information supplied alongside the ESS data therefore allow serious academic research to be conducted in the first place.

Aside from quality, many interviewees also noted that the broad scope of the ESS is advantageous, allowing benefit to a broad range of different users, as well as cross-analysis between data on different topics. Relatedly, the combination of 'core' and 'rotating' modules is highly appreciated by many participants in our study: the core modules ensure continuity, whilst the rotating modules allow the ESS to evolve and adapt to newly emerging topics of interest.

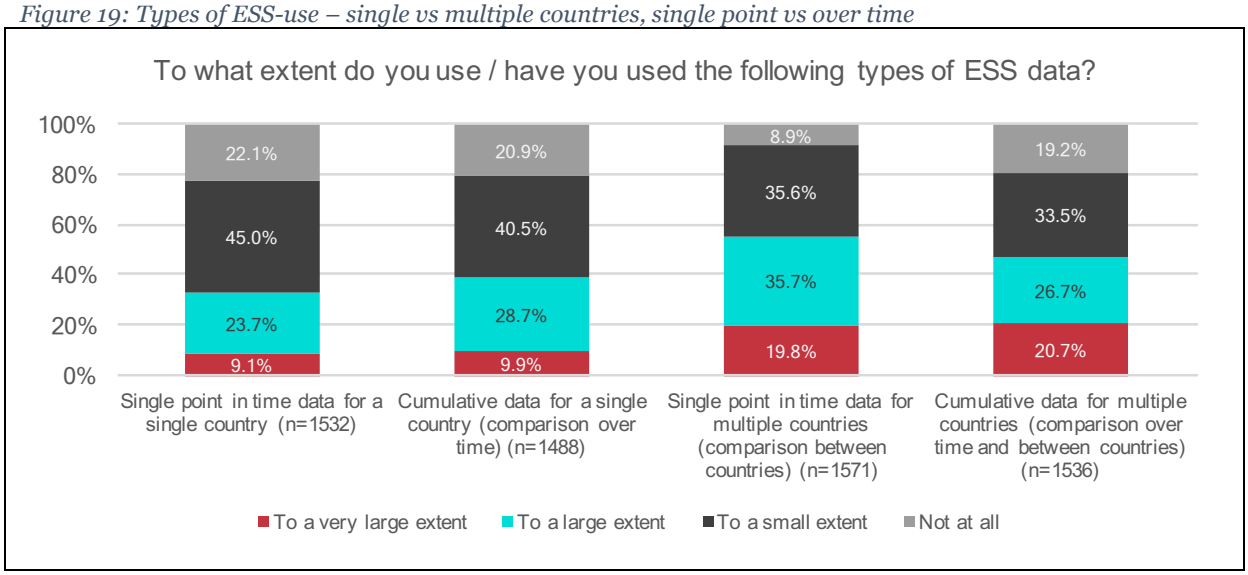
The benefit of continuity, both through the existence of core modules and through the eventual repetition of rotating modules, also appears in a further context: as the ESS has now been in existence for some time, there are increasing possibilities to use the data to assess trends over time. This can involve, for instance, analysis of generational trends and values, or the effect on attitudes and values of key events (e.g. of the 2008 economic crises). Many stakeholders therefore noted that the longevity of the ESS is a benefit in itself. Examples of analysis over time are contained in our impact case studies, for instance:

- Research on attitudes to immigration at Umeå University (academic case, Sweden)
- Perceptions on immigration at the Dutch Social Planning Bureau (non-academic case, Netherlands)

- Monitoring happiness and wellbeing at IMAD (non-academic case, Slovenia)

Many more such examples of ESS-use for analysis over time are likely to exist. In fact, in terms of both continuity over time and consistency of countries involved, our survey of active users suggests a wide variety of different uses: whilst single point-in-time data for multiple countries is the most common, other approaches (e.g. single or multiple countries over time) are also widely practiced.

Figure 19: Types of ESS-use – single vs multiple countries, single point vs over time

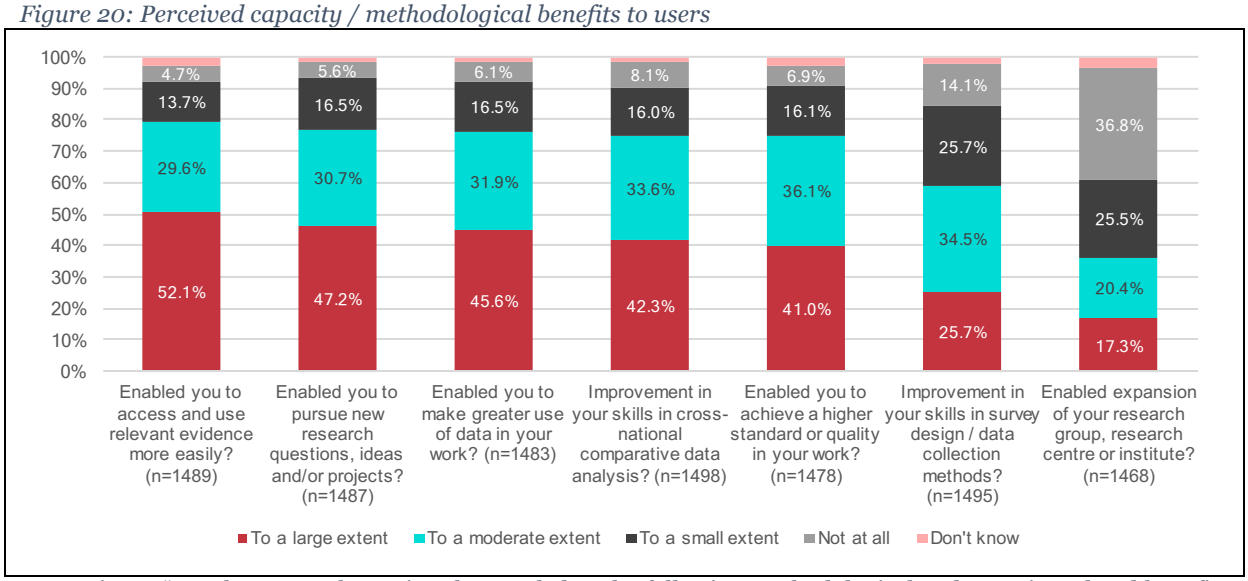


Source: Technopolis, user survey.

4.2 Benefits perceived by users

In the most immediate terms, it is important to understand the benefits brought by the ESS in terms of increasing capacity of users. At this level, our survey of active users yielded results indicating that the ESS has had strong effects on users' capacity to conduct research. Large proportions of active users note a moderate or large benefit to their capacity to more easily access and use data relevant to their endeavours, and to pursue new research questions, ideas or projects. Higher quality standards in their work, as well as skill improvement around data use and analysis are further evident benefits to users.

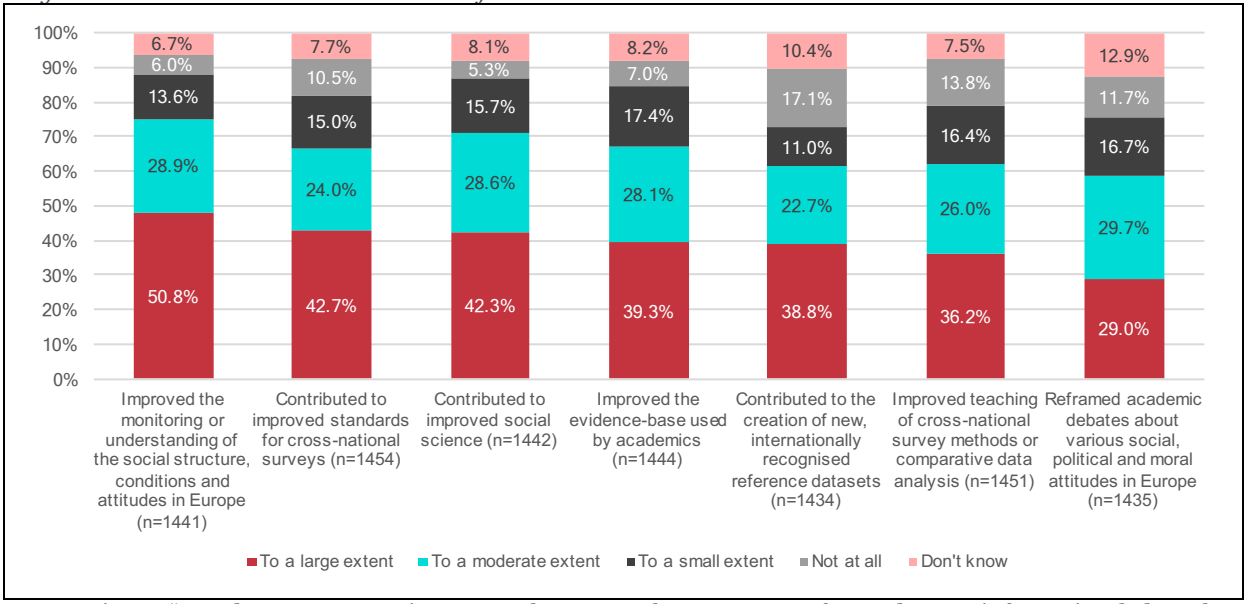
Figure 20: Perceived capacity / methodological benefits to users



Survey item: "To what extent has using the ESS led to the following methodological and capacity-related benefits for you personally?" (189 skipped)

When asked to consider wider benefits for the academic community, there is likewise broad acknowledgement of major benefits, especially around standards for international surveys (reflecting the points on quality made in the previous section), improved evidence base, improved monitoring of social structure conditions and attitudes, and indeed, improved social science as a whole.

Figure 21: Perceived research-related benefits

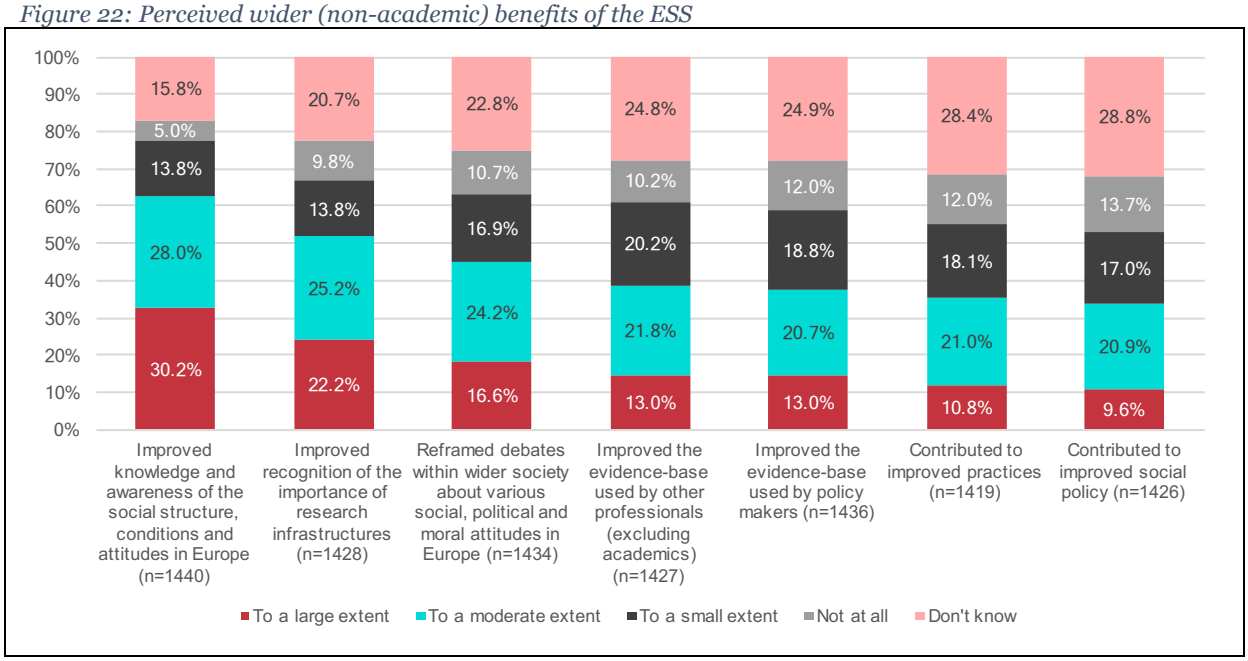


Survey item: "Based on your experience, to what extent has your use of ESS data or information led to the following academic and research-related benefits for you or other people in your field or work or interest?" (244 skipped)

Beyond the academic realm, the wider perceived benefits of the ESS initially appear less pronounced. Many respondents were not able to provide an opinion in this respect. However, this is quite likely explained by the fact that many ESS users are academics, many of whom may not engage with practical or policy fields directly, and are thereby naturally unable to judge these areas of possible benefit.

Nevertheless, upwards of 30% of active users noted that their use of the ESS had resulted in moderate or large extent of benefit in terms of improved evidence use by policymakers and other professionals, as well as contributions to improved policy and practice. Greater numbers still see benefit in terms of improved awareness of social attitudes across Europe and re-framing of debates about social, political and moral attitudes.

Figure 22: Perceived wider (non-academic) benefits of the ESS



Survey item: "Based on your experience, to what extent has your use of ESS data or information led to the following wider benefits for you or other people in your field of work or interest?" (247 skipped)

4.3 Further benefits

A number of further benefits were noted at various points in our research, which are worth highlighting here:

- ESS data is versatile, in that it can be used either as a standalone data source, or in combination with other data sources. Especially whilst observing events showcasing ESS-based work (e.g. the 3rd ESS conference in Lausanne, July 2016), it became evident that many researchers use the ESS as their singular data source to, for instance, test the salience of one of several theories on their topic of interest. However, there is also much evidence of ESS-based research involving researchers combining ESS data either with other quantitative data, or indeed with qualitative data (interviews/ participant observation/ ethnography, etc.) or experimental methods (typically limited to social psychology);
- As a teaching resource, the ESS was often acknowledged as being of value: its easy and open access, as well as its high quality and broad scope, ensure it is useful for a broad range of teaching activities. Some participants in our study also noted that whilst some countries already have many high-quality open access national surveys that can be used, for instance, for teaching students about survey analysis, this is not necessarily the case everywhere. In other words: whilst in some countries the ESS is merely an additional 'option' as a teaching resource in survey analysis (though quite possibly a better option, given the high quality standards of the ESS), in others it presents the only available social values and attitudes data of suitable standard and scope for teaching purposes. Many of our interviewees for this study indeed noted that, prior to the ESS, teachers often created artificial (i.e. fictional) data for students to conduct exercises, especially at entry-level methodology courses;
- It was also noted that a high-quality, open access data source like the ESS can be an especially valuable resource for early career researchers, researchers based in peripheral regions or institutions, or any individuals who are at a disadvantage when it comes to competing for research grants to conduct empirical research of their own. These grants can often be scarce and largely in realistic reach only of senior, established academics. The ESS presents an avenue to conduct research without the additional cost of empirical data collection, allowing researchers to

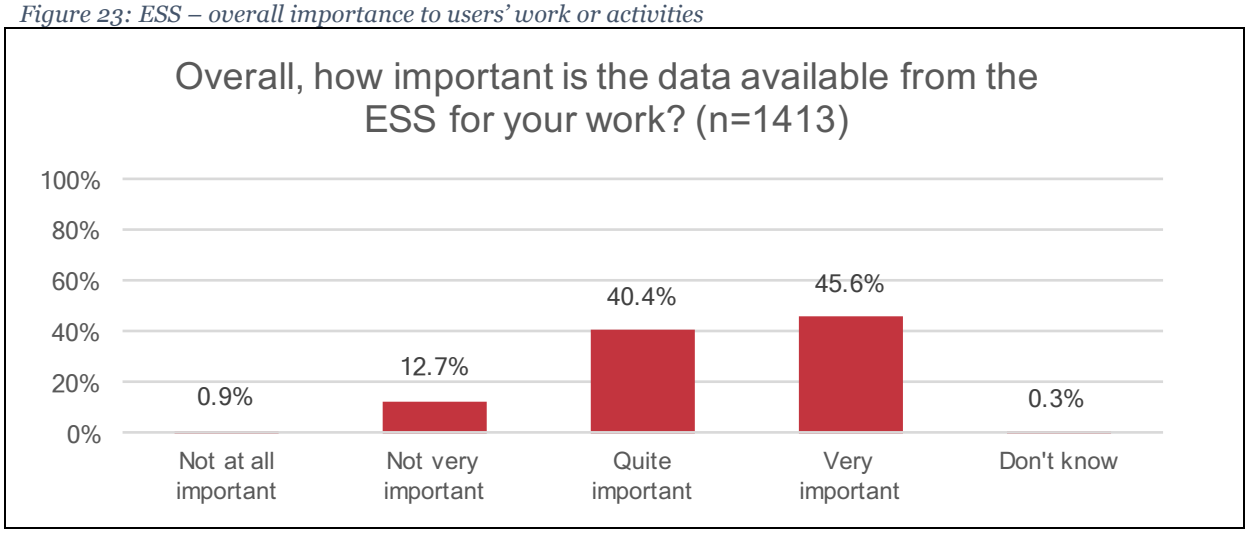
potentially achieve one or several publications, which in turn builds track, reputation and career, leading them to being in a better position to secure funding for empirical work of their own.

Across the various benefits noted in this section, it is evident that the ESS is of considerable value to many of its users. The findings presented here certainly allow us to conclude that the ESS is regarded as a significant enrichment of the European social science landscape. As an academic resource, it has been of benefit in terms of methodological capability, the overall data supply, and in terms of allowing new questions and topics to be addressed. As a teaching resource, there are likewise widely acknowledged benefits.

Beyond the academic realm, some level of benefit is likewise noted, though less clearly so than benefits within academia. In part, this owes to the fact that many academic ESS users are unable to judge non-academic benefit. However, alongside the user statistics presented earlier in the report, it is also evident that the ESS is foremost an academic resource, with only around 10% of registered users being based in non-academic domains (though in many cases, non-academics may of course not be registered themselves, but draw instead on work done by academy-based ESS users). With this figure in mind, the lower but nevertheless present perceptions of non-academic benefits should by no means be seen as problematic: besides evident academic benefit, some level of benefit to wider society is clearly present.

Looking across the considerations made in this section, it is also worth highlighting that active ESS users attribute high levels of importance to the ESS in their overall work.

Figure 23: ESS – overall importance to users' work or activities



Survey item: "Overall, how important is the data available from the ESS for your work?" (296 skipped)

5 Outputs: productivity stemming from the ESS

In this section, we demonstrate the level of productivity that has resulted from the ESS, in other words, the outputs that have been generated as a result of ESS data use. These are not impacts in themselves, but act in many cases as a precursor to impacts: published articles may constitute important contributions to academic fields and lead to further work by other researchers and a growing understanding of particular societal or political features; policy reports may impact political or policy debates and outcomes. Though impacts of the ESS may in some cases occur without formal outputs being produced, productivity is in many cases an important element of impact 'pathways'.

A critical data source for the task of assessing ESS-based outputs is the ESS Bibliography.[30] ESS users are obliged to log any outputs they have produced on this database, although not all do so. We note the following immediate observations, based on the ESS Bibliography (status: 23/03/2017):

- A total of 2704 outputs have been logged;
- Journal articles account for around half of these. Book chapters, edited volumes and conference papers/posters make up a further large portion of the total;
- Reflecting the increasing user numbers, output numbers have increased consistently over time: more publications were logged in the last five years than during the first ten years of the ESS' existence;
- Most outputs originate in the current ESS member and observer countries. However, 35% originate elsewhere.

Table 5: Outputs logged on ESS bibliography (23 March 2017)

	Member/observer countries (2017)		**All other countries**		**All**		**TOTALS**
	2003-2012	*2013-2018*	*2003-2012*	*2013-2018*	*2003-2012*	*2013-2018*	-
Journal articles	446	460	230	237	676	697	1373
Book chapters	156	87	69	31	225	118	343
Edited volumes	27	46	133	60	160	106	266
Conference papers/ posters	82	71	39	37	121	108	229
Report/ working papers	78	68	25	29	103	97	200
Newspaper/magazine articles	11	88	4	4	15	92	107
Books (monographs)	51	34	18	3	69	37	106
Theses, dissertations	32	22	13	11	45	33	78
Available manuscripts	1	1	0	0	1	1	2
TOTALS	**884**	**877**	**531**	**412**	**1415**	**1289**	**2704**

Source: ESS Bibliography (http://www.europeansocialsurvey.org/bibliography/)

Looking at the trends over time in more detail, there have been two especially marked points of increase in annual output: firstly in 2007 and, more significantly, in 2013, when the total logged outputs almost doubled on the previous year. We note that this increase may not be a full reflection of larger output numbers as such, but of greater efforts to ensure ESS users actually log their outputs in the ESS Bibliography – efforts have been made by the central ESS team at various points to ensure

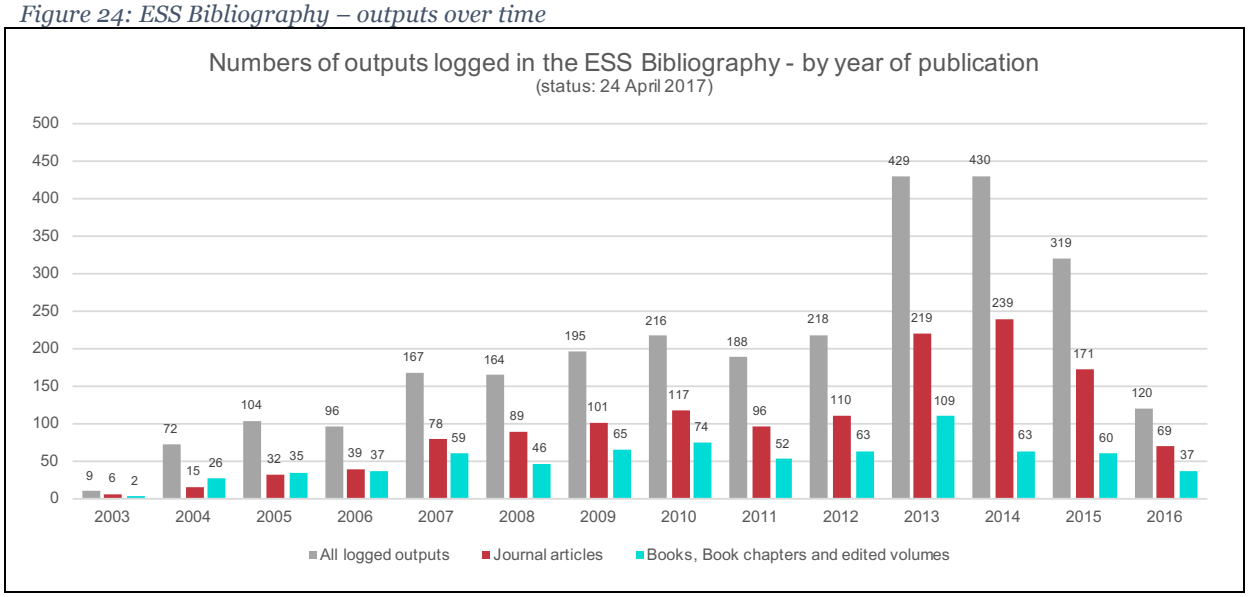
[30] http://www.europeansocialsurvey.org/bibliography/

there is greater coverage. The pre-2013 figures may therefore be rather conservative estimates. By the same token, publicity work undertaken around the establishment of the ESS ERIC (both at central and country-levels) may well have also involved a real increase in productivity.

We also note that what appears like a slump in output after 2014 is almost certainly due to users' delay in updating the ESS bibliography. As we show later, a strikingly similar pattern of notification delay occurs when publications are logged in an automated manner, as is the case with Web of Science (WoS). Output figures for 2015/16 should therefore be disregarded here.

Trends over time also highlight the growing importance of journal articles in social science publishing: books, book chapters and edited volumes have fairly consistently decreased in their overall proportion of ESS-based outputs, most strikingly in comparison with journal articles, which are a main driver of the overall increase in ESS-based outputs over time.

Figure 24: ESS Bibliography – outputs over time



Source: ESS Bibliography (http://www.europeansocialsurvey.org/bibliography/)

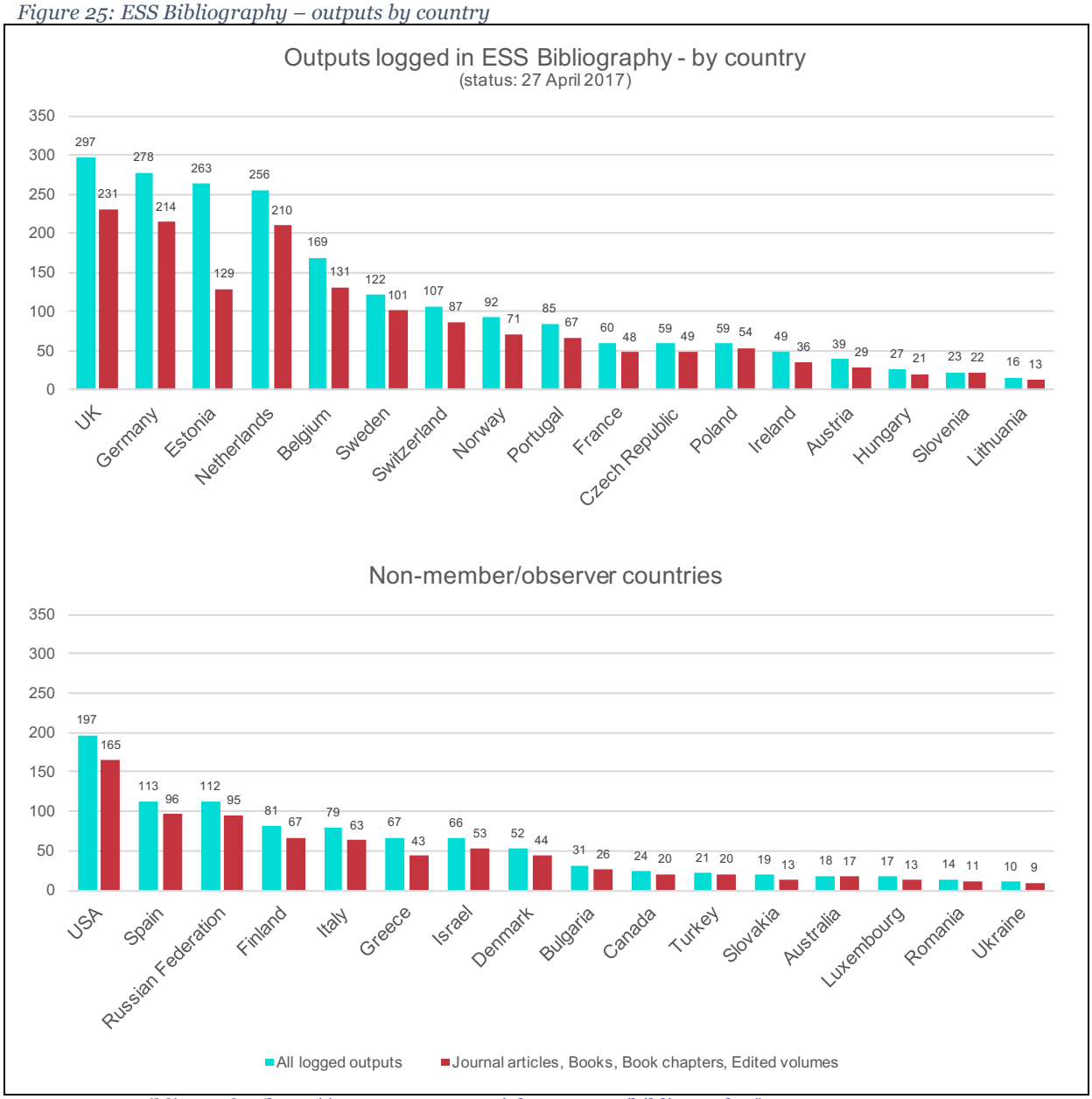
At the country level, there is considerable variation, mostly reflecting the size of different countries and their research systems. However, there are exceptions: among the member/observer countries, for instance, smaller countries such as Estonia, the Netherlands and Belgium have among the highest numbers of logged outputs.

We note a point of caution with these figures as well, as there is, as above, likely to be some under-reporting. Moreover, patterns of under-reporting may differ between countries. Noteworthy in this context is the fact that in some countries, NC teams undertake their own efforts to log publications. This is the case for instance in Austria[31] and Germany.[32] In the case of the latter, the country-level publication list is specifically intended for German language publications. These in particular may therefore be less likely to be recorded in the ESS Bibliography as well.

[31] http://www.ihs.ac.at/fileadmin/public/2016_Files/Documents/20170119_ESS_Publications_First_Author_Austrian_Affiliation.pdf

[32] http://www.uni-bielefeld.de/soz/ess/publikationen/liste.html

Figure 25: ESS Bibliography – outputs by country



Source: ESS Bibliography (http://www.europeansocialsurvey.org/bibliography/)

5.1 Estimating coverage of the ESS bibliography

Implicit in the discussion above is the fact that the ESS Bibliography does not provide full coverage of all ESS-based outputs: users may simply neglect to log all outputs, and may often only do so with some delay. It is important therefore to try and estimate the overall coverage of the ESS Bibliography, to get a better sense of the 'true' figure of outputs in existence. Simultaneously, this can also give an indication of the value of the ESS Bibliography itself.

The bibliometric analysis conducted by CWTS as part of this study is of exceptional use here. The analysis was conducted in the autumn of 2016, and at the point of analysis, 1,086 journal articles were listed in the ESS Bibliography. The journal articles from the ESS bibliography were matched against the Web of Science (WoS) database, which resulted in 715 publications. The publications that could not be found in the WoS are presumably published in journals that are not indexed by the WoS, which will likely include many regionally or nationally relevant journals, professional journals and journals in languages other than English.

In addition to the publications from the ESS bibliography, CWTS searched for publications based on keyword searches in titles and abstracts ("European Social Survey" or "ESS"). This uncovered 245 additional publications, which are not registered in the online bibliography. The majority of those additional publications were identified based on the abstract (229), whereas the title provided only 15 additional publications. Only a single paper was included because the ESS was mentioned in the acknowledgements.

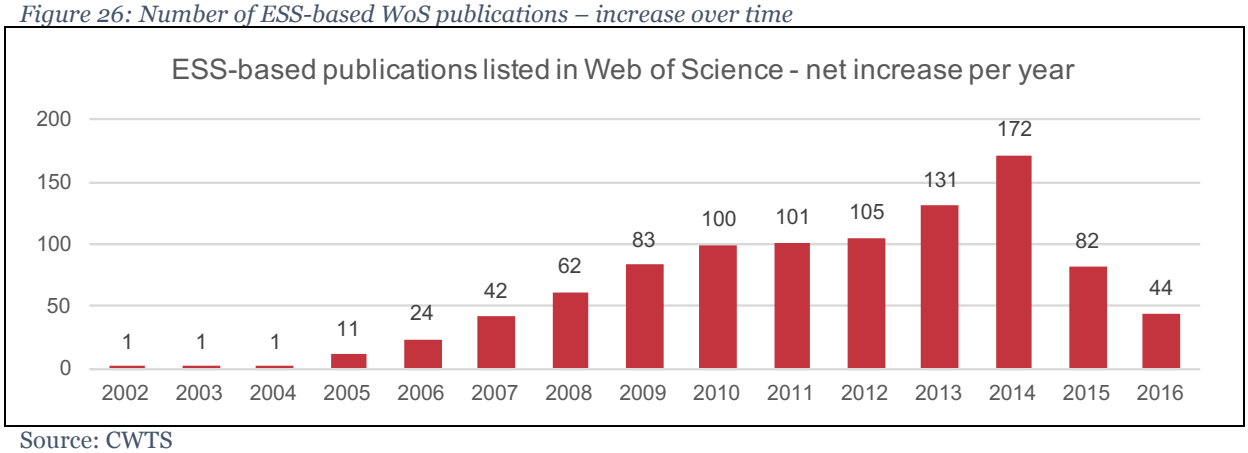
The analysis therefore found a total of 960 ESS-based publications in WoS: 933 articles, 9 reviews and 18 non-citable items (such as letters or editorials). Of these, 715 are listed in the ESS Bibliography, which, for this particular sub-section of journal articles, gives the ESS Bibliography a coverage of 76.6%.

Nevertheless, these findings indicate that, in contrast to the 1,373 journal articles currently listed in the ESS Bibliography, the 'true' number of ESS-based journal articles is likely to be closer to 1,700. This estimated figure is in fact strikingly close to that given in the most recent (2017) ESS Bibliographic indexing report.[33] Based on Google Scholar searches, it identified 1,662 ESS-based journal articles for the 2003-2016 period. Given the quite different method used in the Bibliographic reports, the similar results give us added confidence in our estimate for journal articles.

It is unclear of course, whether this level of coverage also applies to other output types listed in the ESS Bibliography: for conference papers and newspaper articles, the coverage is likely lower. Likewise, given that publications in WoS-listed journals may be considered by some to be more prestigious than publication in other journals, the overall coverage for journal articles may once again be lower. For large projects such as books/monographs or edited volumes, a better level of coverage is intuitively likely. Unfortunately, book metrics have not progressed to the point where a clear estimate is feasible in the same way as has been the case for WoS-listed journal articles. Further, the ESS Bibliographic reports sub-divide publication types differently (e.g. they do not have a category for 'edited volumes', whilst our method does), which makes comparisons here problematic. However, we can note that the report identifies 559 'Books and chapters' (2003-2016).[34] Contrasting this with the 452 outputs jointly logged in the ESS bibliography for these two categories, we can tentatively suggest a coverage of just over 80% for these two combined publication types.

Figure 26 shows the annual number of ESS-based publications listed on WoS. As with the ESS Bibliography, numbers for 2015/16 are almost certainly incomplete and should be disregarded.

Figure 26: Number of ESS-based WoS publications – increase over time



Source: CWTS

[33] Malnar, B. (2017) ESS Bibliographic indexing report. ESS Science communication and monitoring, 31 May 2017.

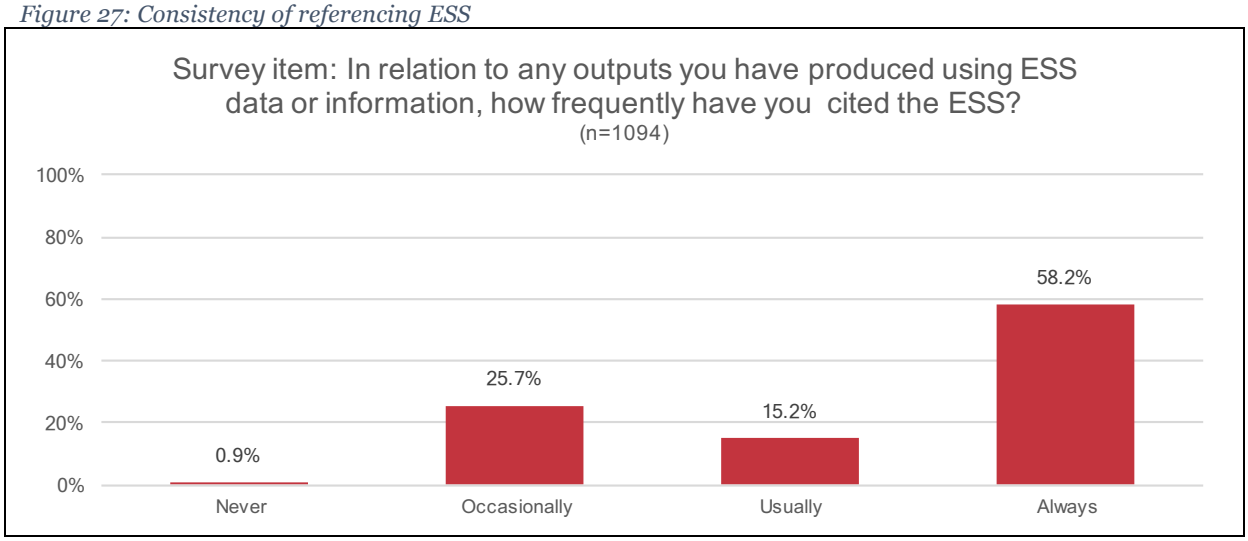
[34] Ibid.

5.1.1 *Acknowledgement behaviour*

A further point of caution about the 'true' number of ESS-based outputs concerns the issue of acknowledgement. Although users are obliged to acknowledge the ESS as the source whenever ESS-based outputs are created, the results of our survey of active users indicate that this is not necessarily always the case.

58.2% of respondents noted that they always cite the ESS in their ESS-based outputs. However, considerable numbers also note that they only cite the ESS 'usually' or 'occasionally'. Under 1% of respondents noted that they 'never' cite it.

Figure 27: Consistency of referencing ESS



Survey item: 'In relation to any outputs you have produced using ESS data or information, how frequently have you cited the ESS?' (n=1094, 63 skipped, 547 via filter)

These figures caution that, once again, the 'true' figure of ESS-based outputs is higher still than the discussions above suggest. However, it is highly unlikely that omission to cite happens in formal academic outputs such as journal articles, monographs or edited volumes. It is rather more likely that the ESS is not cited in cases of less formal outputs, and those outside the strictly academic domain (e.g. briefing papers, news media items).

5.2 Non-academic outputs

Academic outputs can be estimated with some accuracy. But the relative lack of clear 'counting' mechanisms outside of research information systems such as WoS or the ESS Bibliography, combined with potentially more erratic patterns of citation and acknowledgement, means that estimating the numbers of non-academic outputs that utilise ESS data is impossible.

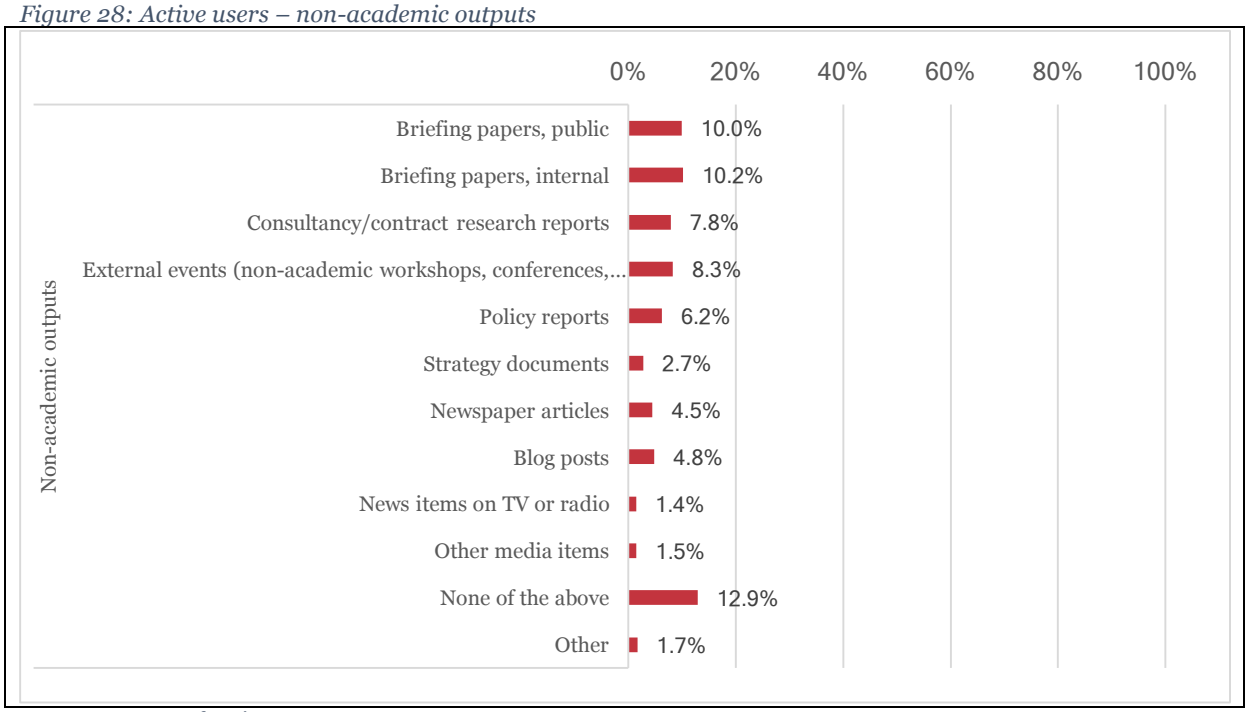
Nevertheless, our survey of active users can shed some light here. For each type of non-academic output types listed as options in our survey, up to around 10% of active users noted that they had produced at least one output. Internal and public briefing papers, consultancy/research reports, and non-academic workshops, conferences or training events are the most frequently noted, whilst less than 5% of active users noted, respectively, that they had produced newspaper articles, blog posts or other media items.[35]

We note specific examples of non-academic outputs elsewhere in this report where relevant, and such items also feature in the 36 impact case studies conducted as part of this study (see 'Report annex: Impact case studies'). To provide some examples, the Google-based searches conducted as part of the

[35] It should be noted that some such non-academic outputs may in turn have cited or drawn on academic ESS-based work. Several of our case studies reference media items being published that draw on prior academic work with the ESS.

ESS Bibliographic reporting (led by Brina Malnar) most recently resulted in a list of 71 published policy reports that draw on ESS data. The full list is appended to this report (Appendix E), though we note that, once again, this list is unlikely to constitute the full picture, even of this relatively accessible category of published policy reports.

Figure 28: Active users – non-academic outputs

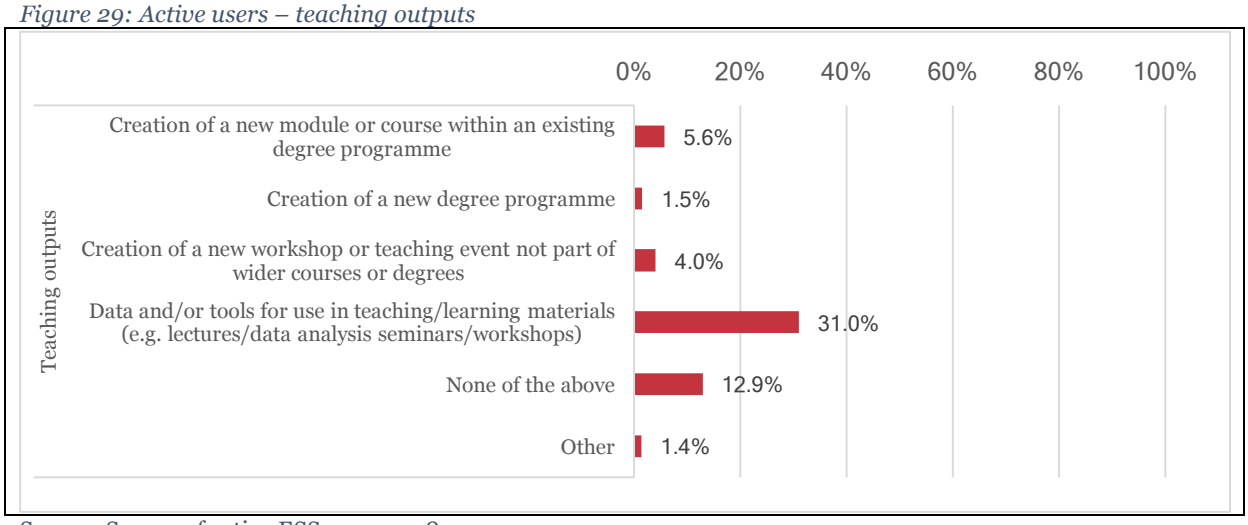


Source: Survey of active ESS users; n=739

5.2.1 Teaching outputs

Finally, a separate category of outputs needs to be noted in the domain of teaching. Around two thirds of registered ESS users are students, and indeed, we see among active users (which excludes student users) that ESS data is drawn on significantly for teaching purposes. 31% of active ESS users noted that they have used ESS data or information to produce data or tools for use in teaching. Much smaller proportions of active users also reported having created whole new workshops, modules, courses or programmes using ESS data.

Figure 29: Active users – teaching outputs



Source: Survey of active ESS users; n=839

6 Impacts of the ESS

In this chapter, we turn to the substantive impacts of the ESS. We in turn focus on academic, teaching and non-academic impacts and draw on findings from all methodological components of this study: the contextual analysis, the stakeholder interviews, the user survey, the bibliometric analysis and our series of 36 impact case studies. However, we first provide a brief overview of what is already known about the impacts of the ESS through existing literature.

6.1 Existing literature on ESS impact – what is already known?

Prior to this study, there were only a small number of publicly available materials that explicitly discuss the impact of the ESS. Especially notable amongst these are the UK Research Excellence Framework impact case study, published in 2014, and an impact evaluation conducted by the University of the West of England in 2013 for the UK's Economic and Social Research Council (ESRC). In 2012, the Centre for Comparative Social Surveys (City University) published a paper about the ESS that included a discussion on how the survey has so far informed public policy in a number of member countries, across the first five rounds. In 2011, the ESS was featured in a City University working paper that discussed the design and implementation of social surveys. There are also a number of national-level reports that may contain evidence on impact, though not all of these are in the public domain (in some cases these are presented as internal briefing papers to funders).

There are also documents related to projects centred on the ESS. In 2010, the FP7-funded 'ESS – Data for a Changing Europe' (ESS-DACE) commenced. Since the last quarter of 2015, the Horizon 2020 funded project ESS-SUSTAIN, of which this study is a constituent part, has focused on strengthening the long-term sustainability of the ESS ERIC.[36] The aims of the project include the enhancement of the long-term commitment of members and observers, expansion of both membership and coverage, and to foster more links with other cross-national social surveys. Publications from this project (critically including this report) will be an important source of impact evidence for the ESS in future. Additionally, ESS-SUSTAIN has allowed the ESS to appoint a media and communications officer, enabling greater capacity to monitor the presence of the ESS and ESS-based work in the media.

6.1.1 Academic impact in the literature

In 2010, the FP7-funded 'ESS – Data for a Changing Europe' (ESS-DACE) project conceptualised the impact of the ESS largely along the lines of methodological impact.[37] The report sets out a view of a substantive and widespread methodological impact of the ESS, with its methods referred to increasingly frequently at European social science meetings, and various methodological elements being adopted by other surveys and cross-national studies.

A 2011 working paper from the Centre for Comparative Social Surveys at City University outlines impact arising from the creation of three new publicly available multinational datasets.[38] The paper suggests that books, articles and papers had already begun to flow from the users of the data, and that greater levels of output could be anticipated with the greater availability of more robust change data through the ESS.

The 2014 Research Excellence Framework (REF) impact case studies, submitted to demonstrate the impact of academic research in the UK, feature an examination of the ESS (written by Rory Fitzgerald, Eric Harrison and Lorna Ryan from ESS HQ). Aside from listing a wide range of substantive non-academic impacts (many of which are noted at various points and in more detail elsewhere in this report), the ESS impact case study suggests that the national and international impact is particularly

[36] See: http://www.europeansocialsurvey.org/about/sustain.html

[37] See: https://ec.europa.eu/research/infrastructures/pdf/ess-dace.pdf and ESS-DACE work plan (5 and 6)

[38] Fitzgerald, R and Jowell, P., 2011. Centre for Comparative Social Surveys Working Paper Series, Working Paper number 3. Measurement equivalence in comparative surveys: the European Social Survey (ESS) – from design to implementation and beyond. City University.

evident through first improving survey methodology and, secondly, through the subsequent adoption of these standards and practices by other national and international survey programmes.[39]

A 2012 publication by the Centre for Comparative Social Surveys at City University states that the ESS has helped to inform and improve the methodology of other surveys in Europe.[40] The report notes that this is evident among each of the European Values Survey (EVS), the European Quality of Life Survey (EQLS), the Survey for Health, Ageing and Retirement in Europe (SHARE) and the International Social Survey Programme (ISSP). In fact, the ESS has been externally recognised for its world-leading quality, having been awarded the 2005 Descartes Prize for 'Excellence in scientific collaborative research'.[41]

The 2014 REF impact case study also outlines how the ESS has developed and introduced new methodological approaches via interaction with survey researchers within the framework of the ESS. One example of this is a European-funded collaboration with the University of Sussex that resulted in a new methodological tool to enhance the coding, understanding and analysis of media claims by governments and policy-makers. The case study material suggests that this specific piece of work identified existing data collection problems among different countries and created a framework for coding news and media claims, to be applied in new rounds of the ESS.[42]

Several reports outline the positive impact the ESS has had on the broader social science research ecosystem, pointing particularly to improvements in data availability and aspects of the skills base of social science researchers. The 2012 report of the Centre for Comparative Social Surveys at City University describes the ESS as a provider of research training, through both face-to-face teaching and online courses, leading to improved opportunities and capabilities in young researchers.[43] The ESS has an impact in the broader researcher community as well: In 2009, the European Commission publicly acknowledged City University's role in building a network of specialists to measure attitude change among people in different EU countries in its European Communities publication series.[44]

The ESS infrastructure is often presented as a key resource for researchers, policy analysts, politicians, journalists and members of the public to conduct substantive research.[45] The overview for the ESS-SUSTAIN project outlines the ESS as an unparalleled resource for charting stability and change in Europeans' social attitudes, with distinct value for science and public policy.[46]

The ESS-DACE work plan stressed that the ESS is an important resource for 'extending the reach' of research, because the survey appeals to many different groups. This makes the resource both a rich source of data on social change, and of experimental and innovative advances in methods for researchers. Those outside of academia, the report argues, find the ESS to be a reliable source of socio-political trends (for example on religiosity, migration, economic security, and fear of crime).[47] In addition, the work plan argues that the ESS can have an impact as a resource because of its

[39] City University London, 2014. European Social Survey News Analysis (European Social Survey Infrastructure Project NA4) – Research Excellence Framework Impact Case Study. Unit of Assessment 36: Communication, Cultural and Media Studies, Library and Information Management. Available: http://impact.ref.ac.uk/CaseStudies/casestudy.aspx?Id=%2044389

[40] Centre for Comparative Social Surveys, City University, 2012. European Social Survey: Exploring public attitudes, informing public policy. Selected findings from the first five rounds

[41] See: https://ec.europa.eu/research/press/2005/pdf/pr02122005_annex_winners_dp_research2005_en.pdf

[42] ESS, Round 7 Specification for ESS ERIC Member and Observer countries, 2013, p.27,, cited in: City University London, 2014. European Social Survey News Analysis (European Social Survey Infrastructure Project NA4) – Research Excellence Framework Impact Case Study. Unit of Assessment 36: Communication, Cultural and Media Studies, Library and Information Management (p.4)

[43] Centre for Comparative Social Surveys, City University, 2012. European Social Survey: Exploring public attitudes, informing public policy. Selected findings from the first five rounds

[44] European Commission, 2009, cited in: City University London, 2014. European Social Survey News Analysis (European Social Survey Infrastructure Project NA4) – Research Excellence Framework Impact Case Study. Unit of Assessment 36: Communication, Cultural and Media Studies, Library and Information Management (p3)

[45] See: https://ec.europa.eu/research/infrastructures/pdf/ess-dace.pdf and ESS-DACE work plan (5 and 6)

[46] See: http://cordis.europa.eu/project/rcn/198113_en.html

[47] See: https://ec.europa.eu/research/infrastructures/pdf/ess-dace.pdf and ESS-DACE work plan (5 and 6)

transparent methods. This has enabled the implementation of high quality surveys in many countries that previously did not have a strong survey tradition, or of developing quantitative social science more generally.[48]

6.1.2 Non-academic impact in the literature

In the UK, David Willets, as UK Minister for Universities and Science, described the ESS as enabling "governments, policy analysts and scholars to keep up with societal trends that affect how democracy is working and how European citizens perceive their lives, their nation and the world".[49] In addition, the 2014 REF impact case study argues that the design and implementation of the ESS has led to higher standards of measurement in policy-oriented surveys.[50]

A 2013 report to the ESRC[51] details real-world examples of the ESS being used by UK policy makers, think tanks and charities across areas including procedural justice, ageing, wellbeing and migration. Specifically, ESS data has been cited as evidence in government reports by the Department of Work and Pensions, the Department of Business, Innovation and Skills, the Ministry of Justice and the UK Home Office. Further, ESS data from the wellbeing module have been used by the UK Office of National Statistics in the development of its 'Measuring National Well-being' programme, and by think tanks including the New Economics Foundation in developing its national accounts of well-being. There is also an account of ESS data being used by the charity AgeUK.

Looking elsewhere in Europe, the ESRC report highlights that ESS data were cited by the OECD in a study of the social outcomes of learning. Another report, published by the Centre for Comparative Social Surveys at City University in 2012, includes examples of impacts on public policy through the first five rounds of the ESS.[52] The report details that questions from the ESS Trust in Justice module were adopted by the European Commission's 'Euro-justis' project to provide EU institutions and Member States with new indicators for assessing public confidence in justice. Another example from this report is the use of ESS findings on well-being and trust in the development of legislation in Bulgaria, including the Investment Promotion Act (IPA) and the Law on Foreigners in Bulgaria.

These findings and examples from the existing literature ought to be kept in mind, in addition to the impacts highlighted by our own research. We refer back to these known instances and areas of ESS impact where relevant in subsequent sections.

6.2 Academic impacts

It has been evident throughout our research that the academic impact of the ESS is very significant, both in terms of the ESS as a whole and its influence on survey methodology, as well as in terms of individual ESS users' work and its further significance. However, it is crucial to briefly clarify what we mean by 'academic impact'.

Publication of an output can only be understood as 'impact' in a very limited sense: when a researcher publishes a paper using ESS data, a rudimentary 'impact' may exist, in the sense that the publication and/or underlying research may not have been possible without the ESS. However, the instance of publication itself says little about the publication's academic reach or significance, or the consequent impact of the ESS and ESS-based work on wider fields and discourses. Beyond the occurrence of

[48] Ibid

[49] Centre for Comparative Social Surveys, City University, 2012. European Social Survey: Exploring public attitudes, informing public policy. Selected findings from the first five rounds (see p.9)

[50] City University London, 2014. European Social Survey News Analysis (European Social Survey Infrastructure Project NA4) – Research Excellence Framework Impact Case Study. Unit of Assessment 36: Communication, Cultural and Media Studies, Library and Information Management

[51] Drew, H., King, A. and Ritchie, F., 2013. Impact Evaluation Workplace Employment Relations Survey and European Social Survey: Final report to the ESRC. University of the West of England.

[52] Centre for Comparative Social Surveys, City University, 2012. European Social Survey: Exploring public attitudes, informing public policy. Selected findings from the first five rounds

publication, there are various ways, in which the impact of the ESS can materialise in academia. The ones we have identified in our study are the following:

- High citation impact of the research publications that reference ESS and that are listed in Web of Science (WoS), identified by our bibliometric analysis;
- Clusters of ESS publications (not necessarily listed in the WoS) at various organisations that may point to nationally or regionally significant work, identified by the interviews and our user survey;
- The methodological impact of the ESS in academia on the development of quantitative methods in social sciences, particularly in the field of international surveys, identified by the interviews and our user survey.

6.2.1 Evidence from the bibliometric analysis

Although we used mainly qualitative methods when identifying ESS impacts, we also used quantitative measures to contextualise the overall qualitative approach of the study, especially in the area of academic impact of the ESS. CWTS undertook a bibliometric analysis for this purpose, to inform the assessment of the use, users and impacts of the ESS data. In this section, we present the most important results from the bibliometric analysis. Appended in section C.3 is a methodological description of the bibliometric analysis, as well as an explanation of all indicators used below.

Overall, the ESS publications show a relatively high academic impact (see Table 6). They achieve a mean normalised citation score (MNCS)[53] of 1.79 which is substantially above the average of 1.0. Similarly, with 181 high-impact publications (i.e. belonging to the top 10% most-cited of their microfield), the ESS publications do well (22% achieve such a high impact, where 10% would be world-average). The publications appeared in journals that perform relatively well with a mean normalised journal score (MNJS)[54] of 1.43. Since the MNCS (1.79) is higher than the MNJS (1.43), ESS publications do a bit better than would typically be expected based on the metrics of the journals in which they were published.

Most publications are not written by single authors. Around 45% of the publications were written by authors at more than one organisation. Of those 365 collaborative papers, 205 were the product of international collaboration and 160 involved only collaborators from the same country.

Table 6: Main bibliometric indicators

Bibliometric indicator	**Value**
Key indicators	
No. of publications	***817***
Mean normalised citation score (MNCS)	***1.79***
Nb. top 10% publications	***181***
% top 10% publications	***22%***

[53] The mean field normalised citation score (MNCS) is the actual number of citations (without self-citations) divided by the expected number of citations. The expected number of citations is based on the world-wide average citation score without self-citations of all papers belonging to the same scientific field in the same year. In this way, a field normalised score is calculated for each paper. Next, the MNCS indicator is computed for each unit of analysis, by taking the average of these field normalised citation scores for individual papers. A value above 1 indicates that the mean impact for the unit is above world average whereas a value below 1 indicates the opposite.

[54] The mean normalised journal score (MNJS) indicates the average citation impact of the journals in which the papers appeared that were published by the unit of analysis. The indicator is calculated based on the same principles as the MNCS. It shows whether the publications originating from the unit of analysis were published in top or in sub-top (in terms of citation impact) journals.

Bibliometric indicator	Value
Further indicators	
Internal coverage	51%
Total citation score (TCS)	9047
Mean citation score (MCS)	11.07
Mean normalised journal score (MNJS)	1.43
% collaborative papers	45%
% international collaborations	25%
% national collaborations	20%
Mean geometrical collaboration distance	967
% collaborations < 100km	11%
% collaborations > 1000km	18%

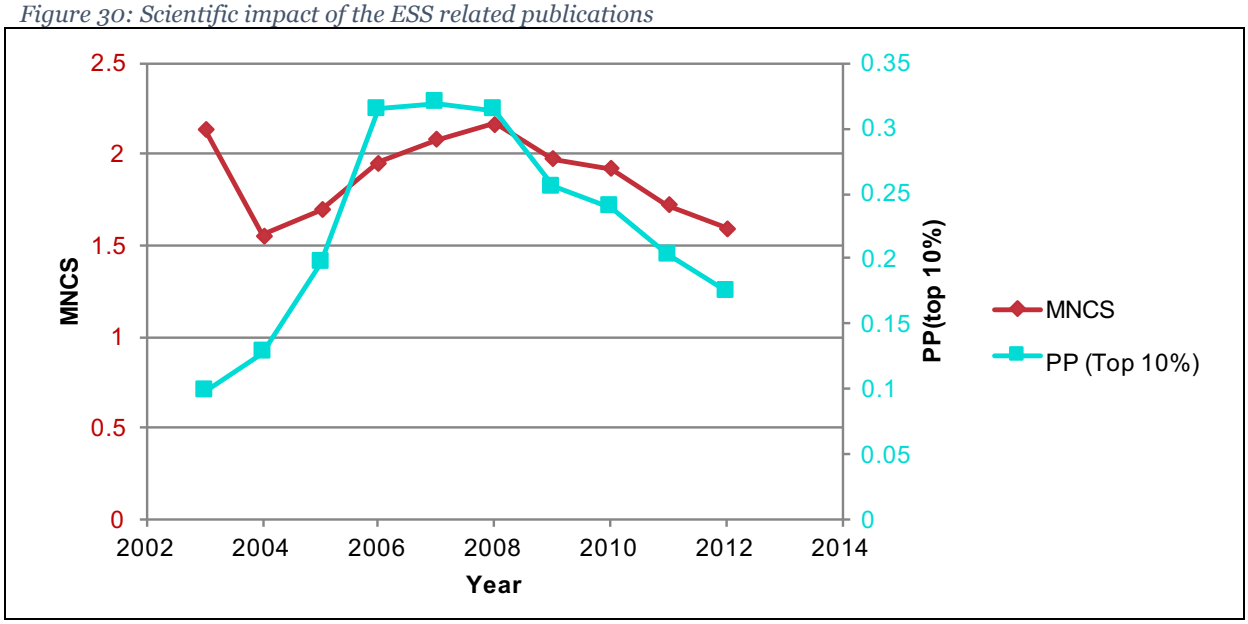
Source: CWTS

We also performed a trend analysis to understand the development of the impact over time. To do so, we took publication windows of three years for every year. In other words, for 2003 we included the publications from 2003-2005 and for 2012 we included the publications from 2012-2014. We found that the impact is the highest in the intermediate period, approximately from 2006-2008 (thus covering a period of 2006-2010). During this period, the percentage of highly cited publications (PPtop10%)[55] reaches a maximum of almost 32% and an MNCS of over 2.0. After 2008, the average impact seems to have decreased, both in terms of PP(top 10%) and in terms of MNCS. Yet, in 2012 the MNCS was at 1.6 and the PP(top 10%) around 18%, which still denotes high impact.

It is always difficult to explain the increase or decrease in the scientific impact. One possibility is that the increase in the number of publications somewhat diluted the average impact. Whereas in the beginning, there were only few publications but they were more likely to have a high impact, this may no longer be the case in more recent years. An alternative explanation could be that the ESS-based publications simply take a relatively long time before they are well cited, perhaps longer than is the standard for their fields (early career researchers, for example, tend to be less well cited until they 'make their name', at which point their earlier work tends also to receive more attention). In that case, the publications published in 2012-2014 could still perform better in the future. Further explanations could be that the use of the ESS was innovative in the first few years, thus attracting many citations, while in more recent years, this is no longer the case, or that rotating modules in earlier rounds were especially attractive or topical. In other words, we can only speculate on the exact cause of these dynamics.

[55] The percentage of highly cited publications PP(top10%) is the percentage of publications published by the unit that is among the upper top 10% of the citation distribution for papers belonging to the same microfields.

Figure 30: Scientific impact of the ESS related publications



Source: CWTS

The most active country in terms of publication output is the UK with 134 publications, representing about 16% of the total ESS output, and shows a good performance with almost 30% of them having a high impact (i.e. belonging to the top 10% of their field). The next most active country is the Netherlands, which has 38 high-impact publications (Table 7 shows the top 20 most productive countries).

In fact, most of the more active countries show a good performance. Only the Czech Republic and Estonia perform clearly below average, while Ireland, Portugal and Finland show about average performance. The United States also has 115 ESS publications, which is by far the largest output for any non-member country.

In terms of countries, Canada and the United States, despite neither of them being an ESS member, have the publications with the highest average citation impact (the MNCS for Canada equals 3.71 and for the United States, it is at 3.00). Publications of most countries do better relative to the publication venue (the journal in which they are published), i.e. its MNCS is usually higher than its MNJS. This is in line with our observation overall, and does not seem to differ significantly by country.

Table 7: Bibliometric indicators by country for the top 20 with the highest number of the WoS listed outputs

Country	P	PP(Top 10%)	MNCS	MNJS
Canada	13	31%	3.71	3.06
United States	115	39%	3.00	2.81
Italy	43	32%	2.51	1.55
Netherlands	119	32%	2.28	1.64
United Kingdom	134	29%	2.22	1.67
Israel	28	40%	2.03	1.48
Belgium	72	23%	2.01	1.82
Norway	43	35%	1.96	1.40
Sweden	47	23%	1.78	1.62

Country	P	PP(Top 10%)	MNCS	MNJS
France	26	27%	1.64	1.31
Germany	100	23%	1.62	1.10
Spain	54	19%	1.56	1.12
Denmark	18	14%	1.48	1.40
Switzerland	37	12%	1.30	1.08
Finland	14	7%	1.29	1.18
Austria	19	16%	1.20	0.94
Ireland	26	12%	1.15	1.18
Portugal	15	17%	0.94	0.81
Estonia	24	1%	0.68	0.68
Czech Republic	25	0%	0.63	0.59

Source: CWTS

The country-level results implicitly raise an important concern: countries with strong, established research systems, as well as those where English is the main language, tend to perform better than others on bibliometric indicators. At least one of these two conditions applies to most countries in the top half of the list above. The suspicion arises therefore, that ESS-based work scores so well on bibliometric indicators simply because it originates in countries whose published research outputs typically score well anyway.

It is not possible to adjust the data for countries. However, there are Leiden rankings[56] at the institutional level for social sciences. This acts as a proxy to deal with the issue of whether the positive results shown so far are simply a reflection of national or institutional strength. To get an idea of whether the impact of the ESS publications at the institutional level is simply due to the higher impact of these institutions generally, we compare, per institution, the impact of ESS-based work with the impact within the social sciences as calculated in the Leiden Ranking.

Almost all universities show a much higher impact achieved by their ESS-based publications than their overall impact in the social sciences. In particular, the Hebrew University of Jerusalem and the University Groningen show a much higher PP(top 10%) for the ESS publications than their overall PP(top 10%) in the social sciences. Only two universities in the top 20 show a lower impact of their ESS publications than their overall impact in the social sciences: University of Tartu and University of Lausanne. This means that the ESS publications perform better than can be expected based on the universities producing them, and, by extension, that whilst there are a priori differences between countries and institutions, these differences do not explain the high bibliometric performance of ESS-based work.

Table 8: Impact of ESS-based work vs. total impact of social science work

Institute (Top-20 by number of WoS-listed ESS-based publications)	P	MNCS	PP(Top 10%) ESS-based work	PP(Top 10%) social sciences overall
Katholieke Universiteit Leuven	42	2.11	22%	10%
Radboud University Nijmegen	24	1.60	25%	11%

[56] More information about the Leiden Ranking of universities, organised by CWTS, is available at: http://www.leidenranking.com/.

Institute (Top-20 by number of WoS-listed ESS-based publications)	P	MNCS	PP(Top 10%) ESS-based work	PP(Top 10%) social sciences overall
University of Amsterdam	22	2.15	27%	13%
Erasmus University Rotterdam	21	2.28	38%	11%
Pompeu Fabra University	20	1.47	19%	13%
University of Groningen	20	2.73	45%	11%
London School of Economics and Political Science	20	2.63	45%	14%
University of Tartu	20	0.68	1%	5%
Tilburg University	19	2.89	29%	12%
Norwegian University of Science and Technology	19	1.77	27%	10%
Utrecht University	17	1.50	24%	12%
Umeå University	16	1.33	13%	6%
University of Cologne	15	2.05	40%	10%
Hebrew University of Jerusalem	15	2.55	55%	11%
Stockholm University	15	1.80	33%	10%
Ghent University	14	1.53	14%	9%
University of Zurich	14	1.26	14%	12%
University of Oxford	13	1.95	25%	16%
University of Manchester	13	1.88	31%	10%
University of Lausanne	13	0.96	3%	13%

Source: CWTS

Publications are distributed over a number of different micro-fields. In Table 9, we list the top 20 micro-fields with the most publications. Each cluster is characterized by the most relevant labels extracted from titles and abstracts. Most fields show a good performance in terms of the average citation impact. There are two exceptions that perform (slightly) below the world average: a microfield centred on methodological aspects such as survey response rates, and a microfield about work, family and burnout. One exceptionally high performing field revolves around international migration: more than half of the 25 publications in that field achieve a high impact, and obtain an MNCS of more than 3. Similarly, publications dealing with social movements perform well: 10 out of the 17 publications achieve a high impact with an MNCS of almost 5.

For the micro-fields where the ESS publications achieve a particularly high citation impact, the results suggest that the use of the ESS is an added value for that field. Publications that use the ESS have a higher impact than other publications in their field. However, it does not say anything about the underlying cause for that added value, nor does it say anything about the impact of that field itself. Hence, the high impact for ESS publications in international migration or social movements is not due to (possibly) high attention for these topics; rather, the ESS publications on these topics do better than other publications on the same topic. In other words, the high attention for a specific topic does not

increase the impact scores of any paper within that topic, since they are normalised with respect to that field.

Table 9: Bibliometric indicators of the top 20 micro-fields with the highest output

Microfield (top 5 most characteristic labels of microfield)	P(Top 10%)	PP(Top 10%)	MNCS
social movement, repression, Iran, political opportunity, world social forum	10	59%	4.99
corruption, financial development, privatization, bribery, economic freedom	2	21%	3.22
remittance, immigrant, international migration, evidence, diaspora	13	53%	3.13
differential item, item response theory, computerized adaptive, application, structural equation modelling	5	45%	2.57
voter turnout, economic voting, party, party competition, party system	15	28%	2.35
spirituality, god, religiosity, prayer, religious involvement	8	30%	1.91
stereotype threat, intergroup contact, immigration, social dominance orientation, authoritarianism	14	26%	1.89
fertility, cohabitation, housework, division, arrangement	14	20%	1.85
volunteering, social trust, trust, citizenship, social capital	16	24%	1.73
welfare state, redistribution, pension reform, social policy, oecd country	14	22%	1.73
journalism, news, internet, third person effect, media	3	15%	1.65
European parliament, European commission, Lisbon, euroscepticism, open method	3	24%	1.6
union, trade union, industrial relation, high performance work system, hrm	2	20%	1.58
happiness, subjective well, life satisfaction, materialism, positive psychology	12	20%	1.56
cultural difference, social axiom, self construal, values, collectivism	10	28%	1.49
intergenerational mobility, return, financial aid, overeducation, college	2	10%	1.42
income inequality, social capital, income, multilevel analysis, neighbourhood	7	18%	1.35
self control, race, crime, policing, fear	4	19%	1.27
response rate, web survey, web, paper, internet	2	9%	0.84
work family conflict, burnout, organizational citizenship behaviour, leader member exchange, transformational leadership	2	14%	0.82

Source: CWTS

In terms of individual publications, Table 10 provides an overview of the top-20 ESS-based publications by normalised citation score (i.e. normalised with respect to their microfield so that a comparison of publications across various thematic topics is possible). Some publications have an exceptionally high impact with a normalised citation score over 20 times higher than an average publication in their microfield.

Table 10: ESS publications with the highest citation impact (Top-20 publications)

Title of the article	Country	Organisation	Normalised citation score
Alesina, A, et al. (2013), On The Origins Of Gender Roles: Women And The Plough, Q J Econ 128(2): 469-530	United States	Harvard University	21.25
Van Biezen, I, et al. (2012), Going, Going, . . . Gone? The Decline Of Party Membership In Contemporary Europe, Eur J Polit Res 51(1): 24-56	Nether-lands	Leiden University	20.32

Title of the article	Country	Organisation	Normalised citation score
Oberski, D (2014), Lavaan.Survey: An R Package For Complex Survey Analysis Of Structural Equation Models, J Stat Softw 57(1): 1-27	Nether-lands	Tilburg University	17.95
Mills, M, et al. (2011), Why Do People Postpone Parenthood? Reasons And Social Policy Incentives, Hum Reprod Update 17(6): 848-860	Nether-lands	University of Groningen	16.10
Steptoe, A, et al. (2013), Social Isolation, Loneliness, And All-Cause Mortality In Older Men And Women, P Natl Acad Sci Usa 110(15): 5797-5801	United King-dom	University College London	14.86
Stolle, D, et al. (2005), Politics In The Supermarket: Political Consumerism As A Form Of Political Participation, Int Polit Sci Rev 26(3): 245-269	Canada	McGill University	14.75
Anduiza, E, et al. (2014), Mobilization Through Online Social Networks: The Political Protest Of The Indignados In Spain, Inform Commun Soc 17(6): 750-764	Spain	Universitat Autònoma de Barcelona	13.52
Rudig, W, et al. (2014), Who Protests In Greece? Mass Opposition To Austerity, Brit J Polit Sci 44(3): 487-513	United King-dom	University of Strathclyde	12.96
Hainmueller, J, et al. (2010), Attitudes Toward Highly Skilled And Low-Skilled Immigration: Evidence From A Survey Experiment, Am Polit Sci Rev 104(1): 61-84	United States	Massachusetts Institute of Technology	12.60
Whiteley, Pf (2011), Is The Party Over? The Decline Of Party Activism And Membership Across The Democratic World, Party Polit 17(1): 21-44	United King-dom	University of Essex	12.10
Van Der Brug, W, et al. (2009), Immigration, Europe And The 'New' Cultural Dimension, Eur J Polit Res 48(3): 309-334	Nether-lands	NULL	11.30
Marien, S, et al. (2010), Inequalities In Non-Institutionalised Forms Of Political Participation: A Multi-Level Analysis Of 25 Countries, Polit Stud-London 58(1): 187-213	Belgium	Katholieke Universiteit Leuven	11.26
Hooghe, M, et al. (2009), Ethnic Diversity And Generalized Trust In Europe A Cross-National Multilevel Study, Comp Polit Stud 42(2): 198-223	Belgium	Katholieke Universiteit Leuven	11.15
Foner, N, et al. (2008), Immigrant Religion In The Us And Western Europe: Bridge Or Barrier To Inclusion?, Int Migr Rev 42(2): 360-392	United States	Hunter College, City University of New York	10.93
Huppert, Fa, et al. (2013), Flourishing Across Europe: Application Of A New Conceptual Framework For Defining Well-Being, Soc Indic Res 110(3): 837-861	United King-dom	University of Cambridge	10.78
Inglehart, R, et al. (2010), Changing Mass Priorities: The Link Between Modernization And Democracy, Perspect Polit 8(2): 551-567	N/A	N/A	10.08
Bloom, N, et al. (2012), The Organization Of Firms Across Countries, Q J Econ 127(4): 1663-1705	United King-dom	London School of Economics and Political Science	9.74
Alesina, A, et al. (2010), The Power Of The Family, J Econ Growth 15(2): 93-125	United States	University of California, Los Angeles	9.06
Bail, Ca (2008), The Configuration Of Symbolic Boundaries Against Immigrants In Europe, Am Sociol Rev 73(1): 37-59	United States	Harvard University	9.00
Citrin, J, et al. (2014), Multicultural Policy And Political Support In European Democracies, Comp Polit Stud 47(11): 1531-1557	United States	University of California, Berkeley	8.47

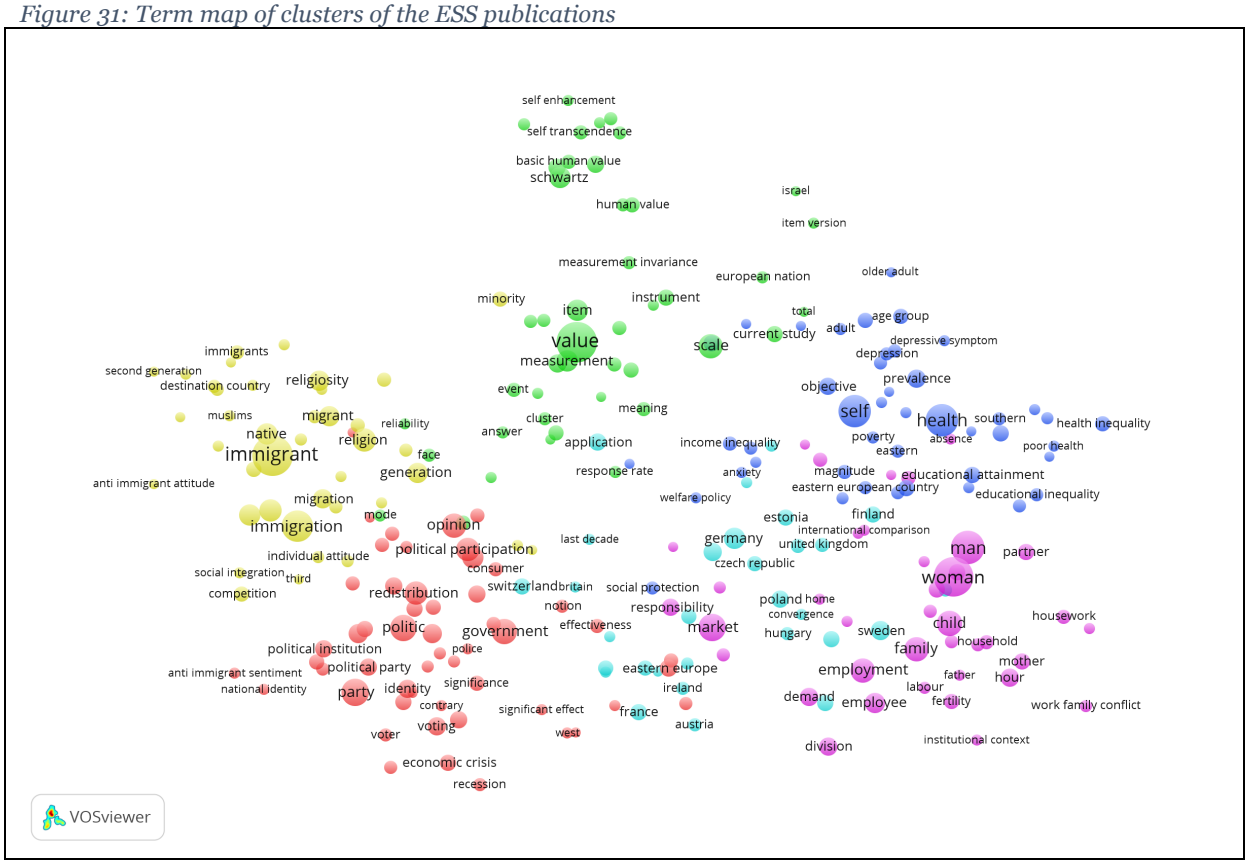
Source: CWTS

In addition, we created a term map of the ESS publications to better understand the topics. We found six different term-clusters (Figure 31). In clockwise order, starting at the top we observe: (1)

measurement and values (green); (2) health (blue); (3) work and family (purple); (4) international comparison (cyan); (5) politics and government (red); and finally (6) migration (yellow).

Most micro-fields seem to correspond to a term-cluster, confirming our previous analysis. There is only one clear exception, which seems to be the term-cluster on international comparison. That cluster mostly includes countries as terms, suggesting these terms appear together because of international comparisons. Publications in this cluster also appear to make use of the European Values Study (EVS).[57] There are 10 publications in which the EVS appears in the abstract. Presumably, these international comparative studies focus on different topics, ranging from welfare state to family relations and values. Although they have a similar comparative methodology, based on the citation relations, they probably do not form a single micro-field, and as such, they belong to various micro-fields dealing with specific topics.

Figure 31: Term map of clusters of the ESS publications



Source: CWTS

6.2.2 *Evidence from interviews, user survey and case studies*

The bibliometric analysis only captures a limited part of the academic impact, as the internationally cited journal articles do not tell the whole story. There are additional types of academic impact that the ESS has achieved and the we have identified as part of this study. In this section, we provide findings from the interviews and user survey on the impact of the ESS in academia.

The methodological impact of the ESS has resonated particularly clearly in our interviews and user survey. The ESS is perceived to have contributed to the general improvement of quantitative methods in the social sciences. In several countries, it is seen as the most methodologically advanced international survey in the social sciences. As noted in section 4.2 of this report, the overall majority of

[57] More information available online at: http://www.europeanvaluesstudy.eu.

the user survey respondents feel that their use of ESS has contributed to improved social science to a large or moderate extent.

Furthermore, the ESS is seen by many interviewees as setting a "gold standard" for large quantitative surveys in general, due to the high standard of data collection, attention to detail on design, development and implementation, high response rates and the overall "theory-driven" approach. This finding is further underpinned by the user survey results (Section 4.2 of this report), in which almost half of the respondents believed that their use of the ESS had contributed to improved standards for cross-national surveys to a large or moderate extent. We provide several examples of this in section 7.1 of this report, and several of our case studies detail some instances further (see 'Report annex: Impact case studies'). Several interviewees for this study also noted that the rigorous standards of the ESS could in future lead to yet more improvements in methodologies elsewhere, including of smaller-scale national surveys – academic ones as well as opinion polls – which are often deployed either ad-hoc or at longer intervals, with very limited financial resources and therefore with inherent methodological constraints. A growing profile of the ESS would of course enhance such 'spillover' effects.

When compared to some other international surveys in social sciences, such as the Eurobarometer, the European Values Study (EVS) and International Social Survey Programme (ISSP), the ESS is perceived very positively, especially because of its attention to detail, high international comparability of the questions (some other surveys are seen as providing too much leeway to the national context, hence limiting the international comparability) and relatively low political bias. Furthermore, only few countries, such as Germany or the UK, seem to have a national alternative to the ESS that could be used by researchers.

The academically focused case studies conducted for this study have highlighted a broad range of impact in several different fields. We showcase clusters of highly-cited ESS-based work, which, for a range of different reasons, has received attention from researchers elsewhere. However, beyond this, other impact types are also showcased by these cases, for instance:

- Methodological capacity-building at departments or institutions;
- Creation or expansion of entirely new research fields (e.g. health inequalities in Europe);
- Career support or career progression for early career researchers;
- Challenge to established theories (e.g. at Umeå University on immigration attitudes);
- Collaboration and influence on other social surveys (e.g. health inequalities work at NTNU);
- Thesis awards.

Table 11: Summary of academic case studies

Case study	Theme/ topics	Description
Florian Pichler, University of Vienna (AT)	Various (incl. methodology)	Cluster of highly impactful publications by Florian Pichler.
Ghent University (BE)	Depression/ health	Many publications around mental health and related factors (High citation metrics on several). Led to significant expansion of comparative health sociology in Europe / career opportunities and progression for ECRs
KU Leuven (BE)	Various (Many!)	Clusters of high-impact publications at the Catholic University of Leuven (KUL), which is the university in Belgium with the highest number of ESS-based publications listed in WoS. Led to overall increased research strength of the institution, hi-impact publications; heightened expertise and track in many fields
Eldad Davidov, University of Zurich (now Cologne) (CH)	Methodology, immigration, human values	Several high-profile publications based on ESS. Improved measurement and comparability of values (originally pioneered by Shalom Schwartz)

Case study	Theme/ topics	Description
Charles University Prague (CZ)	Sociology	Cluster of ESS-based articles; highly cited research / improved quantitative skills of social scientists
Intersections Journal (HU)	Generational divides	Call for papers for the 'Intersections' journal. "Divergent perspectives of political engagement in Europe. What does the European Social Survey tell us about generational differences in political participation?" Submissions had to draw on ESS data. The call and subsequent publications raised profile of the journal.
Best PhD thesis 2012 (LT)	Ageing/ageism	Thesis "Ar senatvė yra stigma? Senėjimo tapatumas Lietuvoje (Is Old Age Stigma? Ageing Identity in Lithuania)" deals with the topics of ageism. The publication won the best thesis award by the Lithuanian Society of Young Researchers in 2012. Improved PhD Thesis, career progression, start of research on ageism in LT, Media coverage
Radboud University Nijmegen (NL)	Several (incl. health and well-being, ethnic diversity, education and political opinions)	Many publications, often with good citation metrics. Many authors & topics. New knowledge gained on a range of topics, internationally cited work, international collaborations
Terje Eikemo, NTNU (NO)	Health inequalities, methodology	Terja Eikemo has many ESS-based publications (on class, inequality, health, welfare), including high citation impacts. Enabled new and improved data in health inequalities, influence on other surveys (incl. in South Africa and Greece); potential impact on policy, esp. in terms of evidence base for future actions
Immigration research at Umeå University (SE)	Immigration	Research from Umeå University on immigration and ethnicities contributes to the debate on integration, particularly in terms of challenging existing academic theories and public/media impressions on immigration and far right parties; highly cited outputs.

Source: Technopolis. See 0 and the 'Report annex: Case studies' for full details.

6.2.3 The ESS as a resource for PhD students

It should be noted in the context of academic impact that the ESS also has an important user-base among PhD students: over 7,000 registered users fall into this category. It is impossible to determine, what proportions of this group have used the ESS in various possible ways: PhD theses are not logged in research information systems in an internationally consistent fashion, some may even only exist in hard copy. The ESS Bibliography lists 79 logged theses or dissertations, though several of these are masters rather than PhD dissertations and coverage of this output type may be poor.

Nevertheless, several interviewees consulted for this study noted that the ESS is an important resource for PhD students. Most acknowledged that the ESS alone is unlikely to be the principal data source for an entire doctoral project. Where the ESS is used in doctoral research, it will likely be combined with other, often primary data collection. Alternatively, ESS data may be used for introductory or contextual analysis, providing, for instance, the substance for a chapter of a PhD thesis, rather than the backbone of the entire thesis project.

However, there are exceptions to this: one of our impact case studies showcases the doctoral work of Gražina Rapolienė, now a lecturer in sociology at Vilnius University. Dr. Rapolienė's PhD drew extensively on the ESS, owing in part to the fact that the subject matter of her studies – stigma around old age in Lithuania – did not lend itself to primary data collection. The resulting thesis earned her an award for the best thesis in 2012, invitations to present her findings during conferences and attention from journalists who became interested in the topic of her research. At present, Dr. Rapolienė continues to study the topic of ageism and still uses ESS in her academic work.

Beyond theses themselves, our research also highlighted other benefits for PhD students. Notably, many of the academic case studies noted above involved funded research projects or large research groups, which also encompassed PhD students. Through ESS-based work conducted by more senior academics, PhD students that were part of these groups gained exposure and training in ESS use by supporting the research conducted.

It should also be mentioned that in several countries (notably in the UK), significant portions of undergraduate teaching in the social sciences is undertaken by PhD students. There is therefore also most likely a portion of PhD users, who register with ESS in order to use the data in the context of their teaching duties.

6.3 Teaching impacts

The impact of the ESS in teaching is closely related to the academic impact. The main reason is that both typically take place at universities and both involve academics. Teaching impact is of course more about students rather than about scientific articles, and our research shows that the ESS is strong in this respect as well.

Evidence from our user surveys (both from the "main" active user survey and our smaller student user survey) and from our interviews shows that the teaching impact of the ESS takes place across the ESS member countries and materialises in various shapes. The ESS as a teaching resource is used at all levels of higher education, at Bachelors, Masters and Ph.D. levels. There is no significant indication that any of these levels prevail. Appendix B of this report provides an overview of the impacts identified in our research, which includes some examples of teaching impact.

There are two different perspectives on the teaching impact of the ESS:

- ESS as a teaching resource in university courses;
- ESS as an information source for thesis writing.

The methodological rigor of the ESS appears to be the main factor for achieving impact in teaching. The ESS is an important teaching resource in courses centred on quantitative methods and analysis, survey methods, multi-level modelling and statistical analysis, and also helps students understand how to design and implement a survey.

Although the ESS is used predominantly in courses in social sciences (sociology, political science, economics, European studies etc.), the substantive topics (such as immigration, values in society etc.) seem to be only secondary, as the ESS methodology is the primary reason why it is used in teaching. Not only is the ESS seen as an important teaching resource, it is also perceived to have improved teaching of cross-national survey methods and comparative data analysis.

The use of the ESS as a data source for writing theses (Bachelor's, Master's and Ph.D.) presents a different angle on teaching impacts. For these purposes, students use the ESS mostly because it contains data on the topics they are interested in, rather than for its methodology as such. Our interviews revealed that although in most countries, students have a significant level of freedom in choosing the topics and information resources for their theses, they are often encouraged by their teachers to use the ESS if their topic is covered by it.

While at some universities, ESS data are used in a mandatory way, which means that all students enrolled in the courses are required to work with them, and most likely to register on the ESS website as users, elsewhere, the ESS is only an optional teaching resource, often alongside other international social surveys.

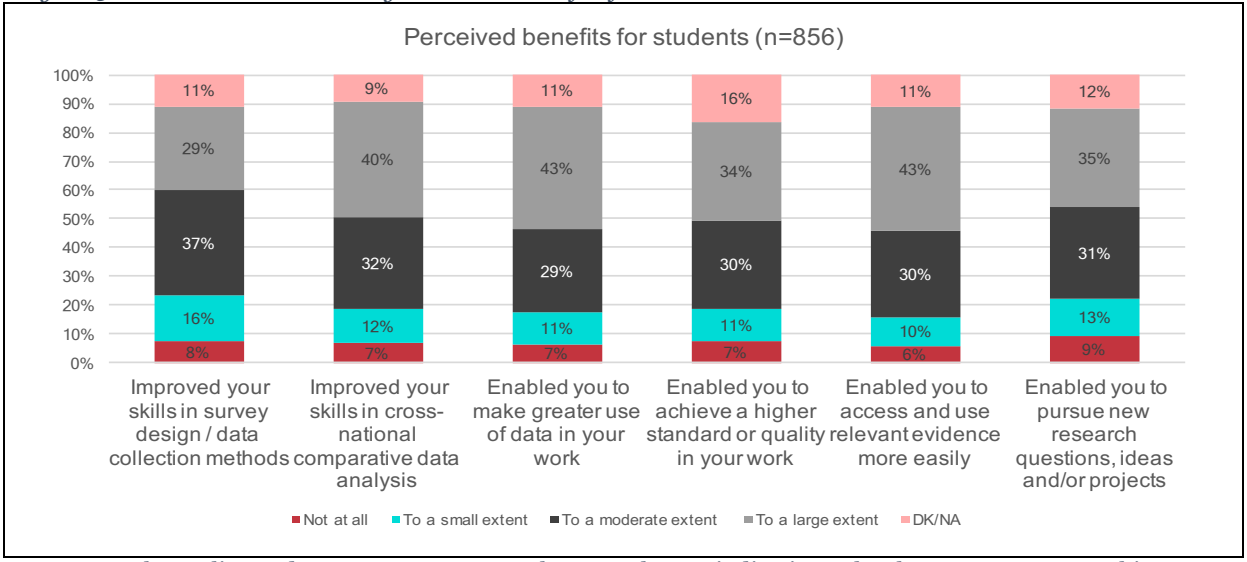
To provide just a few examples: at KU Leuven (Belgium), a couple of courses have been developed around the ESS data and some of them are now mandatory in the students' curricula. Several courses at the University of Vienna feature ESS data. Masaryk University, the second largest university in the Czech Republic, is another example of an HEI that uses ESS data in teaching regularly.

It is also worth noting that whilst ESS data are most often used as a teaching resource at universities, some survey respondents and interviewees also noted instances of ESS data use for teaching at pre-HE levels (typically secondary schools) or in further education (polytechnic/vocational colleges). This is only a small proportion of overall teaching use, though worth noting nevertheless.

Our research has shown many advantages of the ESS, which make it an attractive teaching resource. The ESS is well regarded for its accessibility, ease of use, lack of licensing complexity, ability to create special files suited to teaching purposes, and high international comparability, enhanced by the time series data. Furthermore, it allows demonstrating to students how to perform multilevel analysis and, especially when linked to auxiliary data (such as GDP) it is very useful for teaching advanced statistical methods.

These findings have been confirmed in the student user survey (Figure 32) in which more than a half of respondents (ESS student users) noted that the ESS has enabled them to access and use relevant evidence more easily to a large or moderate extent. The same survey has revealed other benefits of the ESS for students, including improving their skills in design or data collection methods and in cross-national comparative data analysis.

Figure 32: ESS student user survey: Perceived benefits for students



Source: Technopolis, student user survey. NB: These results are indicative only: the response rate to this survey was far lower than for our survey of active non-student users, and excludes student users who are not registered with ESS themselves (due to receiving ESS data directly from their teacher). Nevertheless, we include them here as indicative results as they closely replicate the findings from our interviews.

6.4 Non-academic impacts

Whilst the ESS is an academically-driven survey and primarily functions as a resource for academic research and teaching, it's subject matter is often relevant to non-academic stakeholders, and it has consequently been used to great effect in non-academic contexts. As noted earlier in this report, around 10% of registered users come from non-academic domains, and around 10% of active users (academic and non-academic) have produced various types of non-academic outputs (e.g. policy reports and briefings, news media items).

It should be mentioned that the notion of non-academic impact of research is more widespread in some countries than in others: in the UK, for instance, non-academic impact is an important component in the national research assessment system REF, so researchers are incentivised to direct some of their attention to these matters. In other countries, this may be less pronounced and researchers may consequently be less proactive, or simply less aware, of the non-academic implications and effects of their work. Other factors may also be at play that affect differences among countries in the extent to which non-academic impact is visible: varying traditions of 'public intellectuals', or cultures of interaction between the academic and political domains are among the many factors that ought to be kept in mind. Nevertheless, some degree of non-academic impact of the ESS and ESS-based work has been highlighted in all current member and observer countries over the course of our research.

When discussing non-academic impact of the ESS, there are a number of gradations to consider, from relatively abstract or 'soft' impacts (often only visible to the point of dissemination pathways to wider publics), to concrete, verifiable changes in the way things are done in practical or policy domains. The question of non-academic impact was raised with almost all interviewees consulted for this study. Many noted impacts in terms of media coverage and consequent impacts on public awareness and debate, though these impacts are simultaneously the hardest to suitably identify and confirm (an issue we discuss below). However, many more concrete impacts across a range of different policy domains were also noted, some of which have formed the basis of many of our impact case studies annexed to this report.

6.4.1 A note on media coverage of the ESS

Before we discuss non-academic impacts of the ESS and ESS-based work as such, it is worth considering first the issue of ESS-based findings being reported in the news media (Newspapers, TV, radio, blogs, etc.). Though such coverage does not constitute impact as such, reporting of ESS-based work in the news media was the most commonly noted form of non-academic influence across our programme of interviews, particularly where widely-followed media outlets were involved (e.g. national news or internationally recognised newspapers).

The ESS team at City University London has recently begun its own monitoring of ESS-influenced media reporting. In the year from June 2016 to May 2017, a total of 1,197 media items (TV, radio, print and online only publications, including blogs) were logged. For the calendar year 2016, media items were logged from over 50 countries. Numbers of items fluctuate considerably per month. This is likely in part due to the fact that a single 'story' often gets reported more-or-less simultaneously in multiple different media outlets, especially if it is of an especially topical nature.

Table 12: Media items featuring ESS-related work – numbers per month (worldwide)

Month	No. Items	Month	No. Items
June 2016	35	January 2017	51
July 2016	25	February 2017	90
August 2016	159	March 2017	111
September 2016	30	April 2017	101
October 2016	217	May 2017	119
November 2016	133	**Total June 2016-May 2017**	**1,197**
December 2016	126		

Source: data supplied by ESS HQ

Whilst many researchers working with ESS data clearly have an eye to dissemination through news media – and indeed, such dissemination often does occur – it is important to contextualise this particular form of non-academic dissemination and its potential impact next to other non-academic impact types and pathways.

Dissemination through news media does occur to some extent, and appears to be something many researchers pursue in some form. But the impacts resulting from this are of a softer, less traceable nature than is the case in more concrete impact pathways, for instance in the shape of overt collaborations with policymakers or practitioners.

In short, it is reasonable to assume that news reporting has at least some effect on public attitudes and debates. The reporting of ESS-based findings in the news media might well therefore result in education or enlightenment of the wider public. Whilst this is seen by many as an important mission of the social sciences, and can therefore certainly be welcomed, we have found very little evidence of such

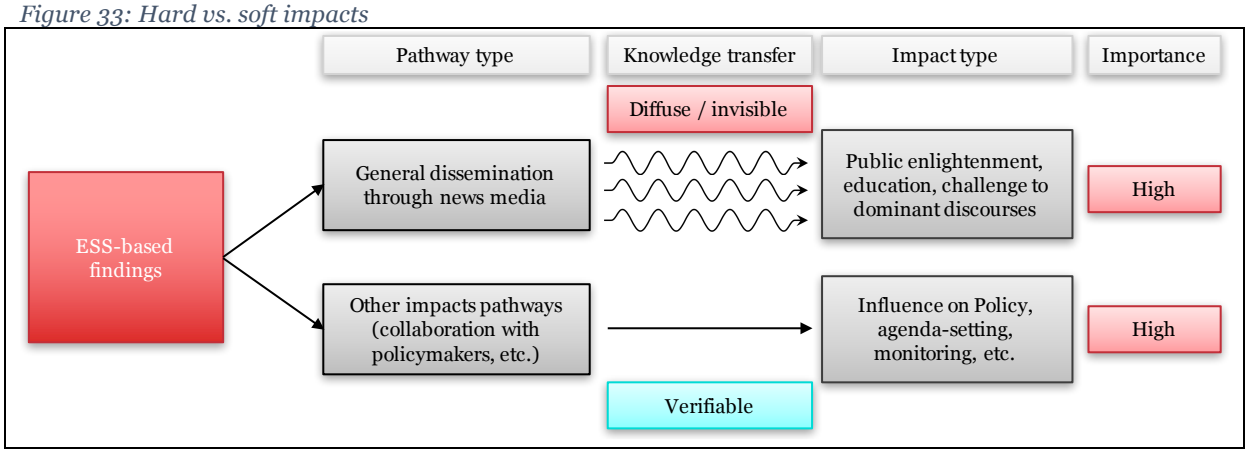
wider dissemination leading to concrete impacts in terms of policymaking, government agenda setting or any other substantive and practical changes.

It would be inappropriate of course to dismiss the potential effects of news media dissemination of ESS-based work. However, it is important to be mindful of a separation here: on one hand, non-academic impacts of the ESS likely do occur through news media dissemination – opinions, debates, and dominant discourses may well have been affected to greater or lesser extent, in various countries and on various issues. However, verifying this, let alone attribution specifically to the ESS, is an impossible task.

More feasible is the task of assessing non-academic impacts in cases where more purposeful and directed activities took place, for instance in the shape of formal cooperation and direct contact between academics and non-academics, with intentions to tackle specific practical problems, inform a specific group of stakeholders, or contribute to a particular political or policy scenario. In such cases, news media tend to play only a limited role, if at all.

In short, we acknowledge that dissemination through news media and (potentially) consequent public education, enlightenment or challenge to dominant (hegemonic) discourses is an important function especially of critical social sciences. However, whilst such activity is doubtlessly taking place via ESS-based work, it is the more concrete forms of non-academic impact such as improvements to the formulation or monitoring of policy and practice that we focus on in our reporting, as it is in this domain of impacts where, at least to an extent, verifiable and often observable links or attributions from outputs to outcomes and impacts can be made. However, we stress once again that this in no way lessens the importance of these 'softer' impacts of the ESS and of social science more broadly

Figure 33: Hard vs. soft impacts



Source: Technopolis

Having made this distinction, we also note that reporting in the news media is one area where the ESS was often thought to be relatively weak. Whilst there has been considerable reporting of ESS-based findings in the news media, several interviewees for our study noted that the overall profile of the ESS in the wider media landscape is relatively low. Most often, this observation was not made in any direct contrast to comparable surveys such as ISSP, EVS or WVS, but to opinion polling organisations (Yougov, Infratest Dimap, etc.). These organisations have a high profile and their findings are often reported in the news media, and even members of the public with no social science background are likely to have heard of them.

Interviewees acknowledged that surveys such as the ESS are at an inherent disadvantage in comparison to polling organisations, as these specialise in rapid surveys able to provide input on the 'issue of the day', allowing them to provide topical survey results at short notice. Yet, whilst a survey like the ESS may struggle to get the same regular and consistent level of media penetration as polling organisations, many noted that the dissemination of ESS-based findings via the media could be

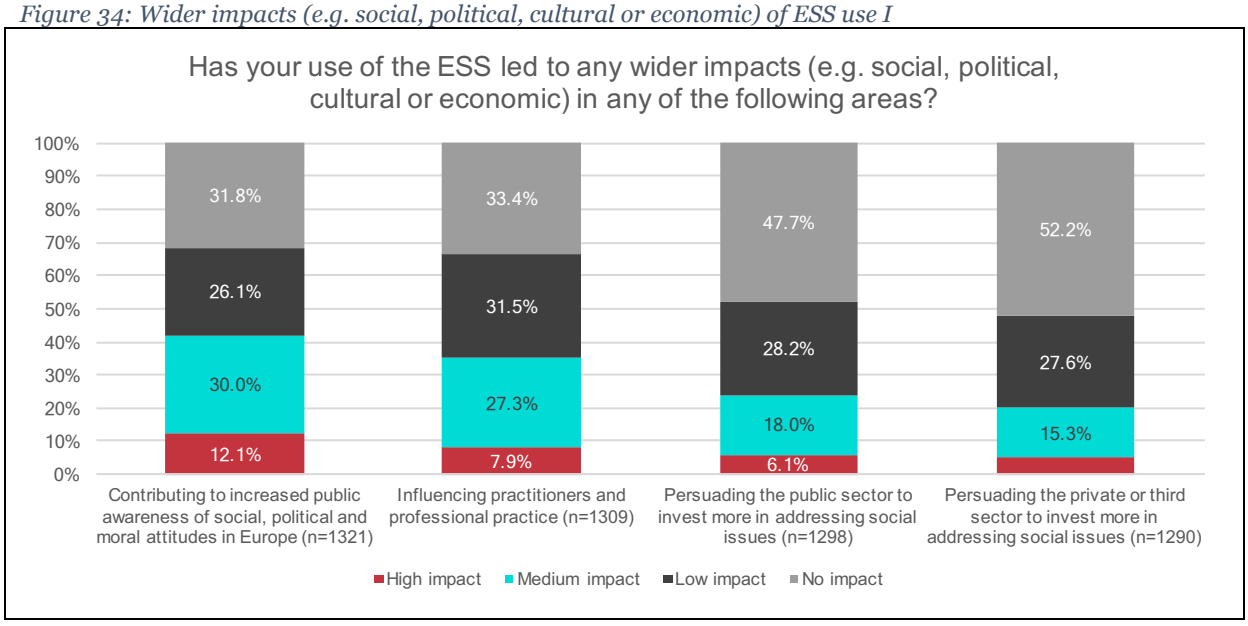
significantly augmented, if steps were taken to visualise the data in simple and comprehensible form. Many noted that even some other academic surveys (e.g. the British Social Attitudes Survey) have increased efforts to provide simple graphics (e.g. summary data on one particular question) in a format that can easily be shared through social media platforms and picked up un-problematically by the news media. We understand that such efforts are currently also taking shape at ESS central level, and our research suggests that these efforts are to be welcomed and will contribute to this softer, more diffuse area of potential non-academic impact.

6.4.2 Perceived non-academic impacts

The non-academic impact of the ESS has been considered as one of the biggest challenges by many individuals interviewed as part of this study. Almost all interviewees agreed that the impact of the ESS outside academia is modest when compared to the academic impact (though our own searches have highlighted many examples of non-academic impact).

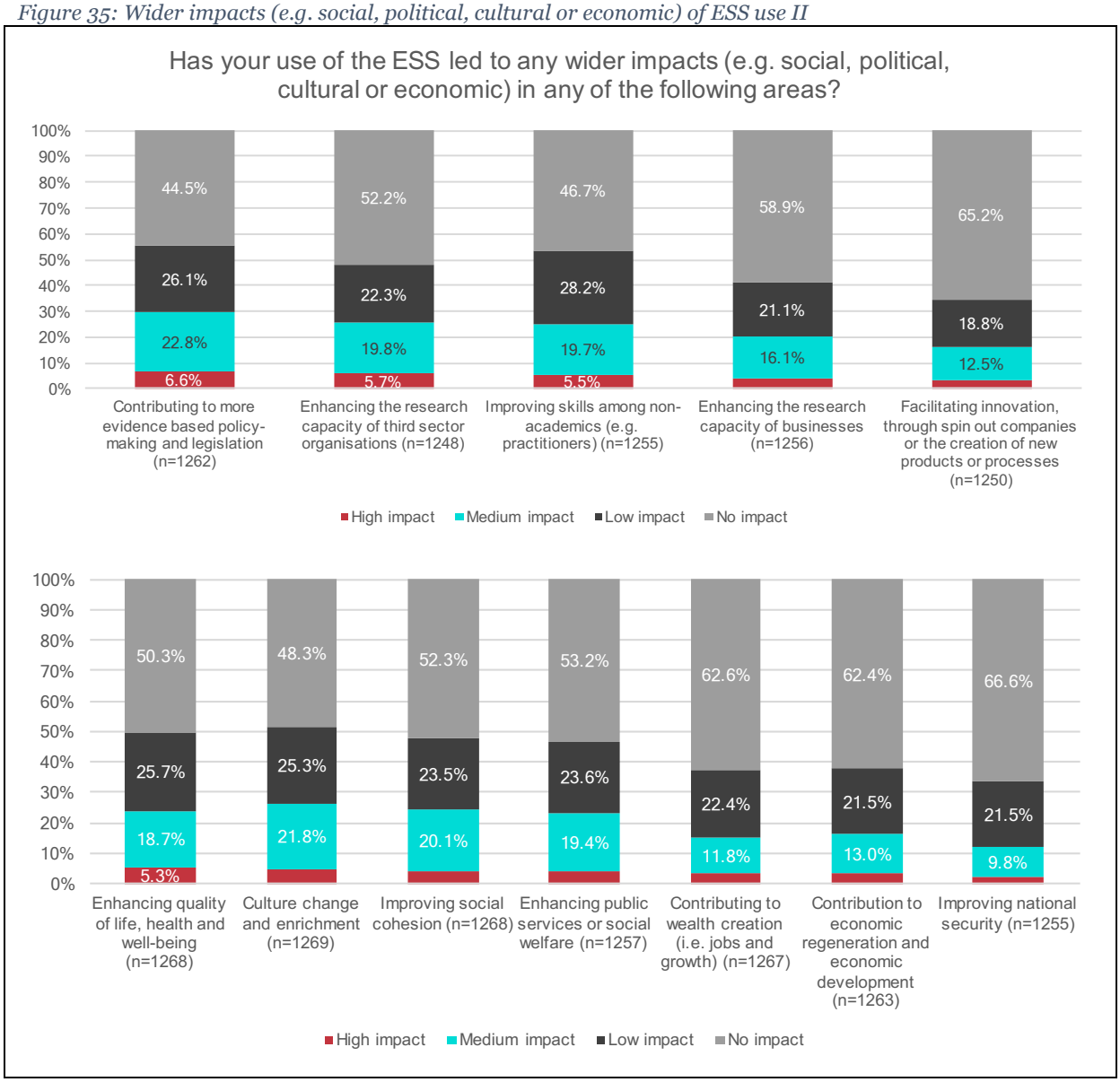
Whilst, as highlighted previously, active ESS users overwhelmingly noted considerable academic impacts, our survey responses on non-academic impact are somewhat more cautious. Across several types of non-academic impact (including both the 'softer' impact types discussed above, as well as more concrete elements), only around a quarter of respondents noted 'Medium' or 'High' impact resulting from their work, with 'high impact' limited to around 5% across almost all options. To contextualise these data, our closest comparators are the survey results presented in section 4.2 of this report. Though those questions use a different scale, around 40% of active users agreed 'to a large extent' that the ESS had led to a wide range of academic and research-related benefits, which stands in clear contrast to the far more moderate proportions of respondents perceiving non-academic impacts in the data below.

Figure 34: Wider impacts (e.g. social, political, cultural or economic) of ESS use I



Source: Survey of active ESS users

Figure 35: Wider impacts (e.g. social, political, cultural or economic) of ESS use II



Source: Survey of active ESS users

6.4.3 Non-academic impacts – types and details

We have identified many specific impacts of the ESS and ESS-based work while undertaking this study. This has been done via interviews, user surveys, bibliometrics, and by interacting with various stakeholders at the ESS events, such as the ESS conference in Lausanne, Switzerland, in 2016, ESS General Assembly meetings and National Coordinators meetings. The work of Brina Malnar (University of Ljubljana, Slovenia), who has compiled bibliographic information around the ESS, has also been of assistance in this stock-taking exercise, as has the REF Impact Case Study prepared by City University London, yielding several examples of ESS impact.

Table 17 (Appendix B) provides an overview of the impacts identified in our research, including many examples of non-academic impact across ESS member/observer countries. The range of topics that are of interest to policymakers and that the ESS can cover is very wide and varies country by country. In our research, we have found examples in all of the following: equality rights, gender, class differences, youth unemployment, income inequalities, social welfare, alcohol consumption, social dialogue, employee rights, trust in political institutions and justice, immigration and also issues of gender such

as men and masculinity. Some of these are the topics for which the ESS can provide policymakers with the data that other information sources cannot.

Our long-list of impacts includes a wide range of political and government bodies, charities and major NGOs that have benefitted in various forms from the ESS or ESS-based work. The resulting list (see table below) is almost certainly non-exhaustive, but provides an indication of the breadth of organisations where non-academic impacts are evident.

Table 13: Ministries, government agencies and major NGOs featured as audiences in our case study long list

Organisation	Country	Organisation	Country
Federal Ministry of Social Affairs	AT	World Health Organisation (WHO)	Int.
Federal Planning Bureau	BE	Parliament	IT
Belgian Science Policy Office (BELSPO)	BE	Lithuanian government	LT
Swiss Statistics Office	CH	Parliament	NL
Senate of the Parliament	CZ	Central Statistical Office	PL
Bundestag	DE	National Bank of Poland	PL
Ministry for Work, Integration and Social Affairs	DE	Police Agency	SE
Ministry of Justice	EE	Government Institute of macroeconomic analyses	SI
European Parliament	EU	Ministry of Labour, Family and Social Affairs	SI
European Commission	EU	UK Police service	UK
Eurofound	EU	UK Parliament	UK
Joint Research Centre (JRC)	EU	Cabinet office	UK
France Stratégie	FR	Department for Work and Pensions	UK
Organisation for Economic Co-operation and Development (OECD)	FR	Electoral commission	UK
The Equality Authority	IE	The Department of Culture, Media and Sport	UK
Knesset Information Division	IL	Scottish executive	UK
UNICEF	Int.	US Embassy in Hungary	US
World bank	Int.	National Centre for Health Statistics	US
UNESCO	Int.	Institute of Medicine	US

Source: Technopolis

There are many ways in which non-academic impacts have taken shape. Several interviewees for this study reported that they have provided evidence to policy-makers. Some go a step further saying that ESS information has been used in, or impacted on, concrete policies. Examples include:

- Evidence from the Democracy module presented to and discussed with members of German Bundestag;
- Presentations and discussions with MEPs about ESS results in Belgium;
- ESS evidence presented at party conferences (UK);
- Support to reforms of family policy in Slovenia;

- ESS evidence on alcohol consumption influenced prevention policy in Belgium;
- In Estonia, an article based on ESS may have helped to change lawmakers' minds and tip a vote in Parliament to protect sexual minority rights;
- ESS data used in a proposal in Austria on the extension of a basic income scheme.

Aside from such 'political' use, many interviewees also highlighted use of the ESS and/or ESS-based work by government departments and agencies: ESS data or research based on ESS data has been used in government reports by ministries or agencies in, at the very least, Austria, Switzerland, Germany, Estonia, the Netherlands and Sweden and at EU-level. Two NCs (AT, SI) regularly provide data for government ministries.

Our non-academic case studies provide more detailed examples of how political, policy and government spheres benefit from the ESS and the impacts this has had.

Table 14: Selection of non-academic case studies – impact types and ESS-use

Country	Description	Domain	Impact type	ESS use
AT	The Ministry of Social affairs part-funds the ESS in Austria. The ministry does so precisely with the intention of making use of the data. The NC team produces a tabular volume for the ministry with each ESS round.	social affairs, welfare	improved data intelligence for the ministry.	Many internal briefings use ESS data.
DE	Construction of Active Ageing Index at the local level	Active ageing	improved monitoring, regional comparison	use of region-level data to construct new indicators
DE	The German Federal Government has used German ESS team for advice on indicator development as well as ESS data to partly populate a new national Quality of Life Scoreboard, which serves as a reference and baseline for national policymakers.	Quality of life and wellbeing	New national scoreboard and open access portal; new methodology for citizen engagement	Creation of indicators, comparators / technical advice (from ESS team)
EE	ESS data was used by the Ministry of Social Affairs in Estonia for preparing the "Development Plan for Children and Families for 2012-2020"	Children and families	Agenda setting (strengthened through data and international context); monitoring of agenda success.	Mostly simple indicators and international comparative approach. Rotating module on family was important.
FR	Use of ESS data in policy making in France, especially by France Stratégie (http://www.strategie.gouv.fr, previously CAS)	Various (policy related fields)	Agenda setting	Contextual data for reports involving other, more detailed analysis
HU	Takács, J., Mocsonaki, L. & Tóth, T. P. (2008). Social Exclusion of Lesbian, Gay, Bisexual and Transgender (LGBT) People in Hungary. Research Report. Budapest: Háttér Support Society for LGBT People in Hungary.	LGBT issues	Agenda setting: inclusion of LGBTQI as a discriminated group. Also included some help for legal advocacy.	Use of ESS questions and methods to construct a new survey targeted at a sub-set of the HU population; comparison to national level ESS data for HU.
IE	Latest report: https://www.eurofound.europa.eu/publications/report/2017/labour-market-social-policies/changing-places-mid-career-review-and-internal-mobility. Further a report on Social Mobility in the European Union is being edited at the moment where the ESS is used for the mobility analysis.	Social mobility / work	New knowledge gained, Incl. comparative perspective	Combination with in-house survey data. Use of socio-demographic data and aspects related to social mobility. Significant further computation of ESS data.

Country	Description	Domain	Impact type	ESS use
IE	Use of ESS by Irish Police agency. This involved workshops teaching stakeholders how to use/analyse ESS data, and further activities are planned, including in terms of international cooperation.	Crime/ trust in police	increased intelligence, international benchmarking; potentially: greater international cooperation in policing	International comparison on selected ESS items and modules
LT	The Lithuanian government used ESS data when formulating the Lithuania's progress strategy "Lithuania 2030" strategy, specifically, aspects around political and civic participation	Political participation, citizenship	Contribution to agenda-setting; improved monitoring of government strategy success (or failure)	Use of data on political participation and citizenship; first for international comparison, then for monitoring.
NL	the Dutch social planning bureau (SCP) wrote a report on perceptions of immigration, which gained some traction in political and public debate.	Immigration/ refugees	Changes media and public debate	Extensive comparison over time and between countries on attitudes to immigration
PT	Use of ESS data at training sessions on trust in cohorts and police by Centro de Estudos Judiciários, Conference "Confidence in Justice"	Trust in justice	Better training of judges, supporting evidence to move forward reforms of the judiciary	Comparative data on trust in justice.
SE	The Swedish Police Agency made use of the ESS. One element of the baseline evidence included within an agreement between the National Policy Commissioner and the National Police Service, which relates to a major organisational reform and an attempt to bring policing closer to local communities and citizens	Public trust in and perceptions of the national police service	Support to evidence base for organisational reform.	Thematic analysis for briefing decision makers, baseline data for monitoring / evaluating progress on performance improvement initiatives going forwards
SI	Use of ESS data by Ministry of Labour, Family and Social Affairs (The Institute of Macroeconomic Analysis and Development)	Various, but mainly happiness/ wellbeing/ trust in institutions	Agenda setting, monitoring	Comparison over time and across countries to situate Slovenia and monitor progress.
UK	The All-Party Parliamentary Group and other activities on Wellbeing Economics (New Economics Foundation providing the secretariat)	Wellbeing	Contribution to agenda-setting, monitoring	Various uses of ESS data on wellbeing, especially the rotating module of rounds 3 and 6

Source: Technopolis

Needless to say, there is huge variation even in this small selection of non-academic impacts, in terms of subject domain or policy area, organisation type, shape of ESS use and impact type. This in itself is an important finding: non-academic ESS impact is by no means limited only to one or a small number of policy domains. Immigration and happiness/wellbeing may feature as main themes in many of the cases we identified, but a wide range of other domains also feature (e.g. policing, justice, children and family policy, LGBT rights, citizenship and political participation). The ESS clearly has wide potential use.

Any attempt to create a comprehensive typology of non-academic impacts at this concrete level would almost certainly result in certain instances of non-academic impact being excluded and not fully 'fitting in'. However, there are three broad themes that recur across many of our cases: agenda setting, monitoring and international comparison.

Comparison between countries is a powerful tool, not only for academic research, but also in political and policy domains: showing that a country ranks particularly highly or poorly in comparison to other

comparator countries can often constitute a rationale for policy action or political change. ESS data have often been used in precisely this 'agenda setting' manner. Drawing just on the above examples, this was the case for the development plan for children and families in Estonia, the Lithuania 2030 strategy, and for the training of judges and prosecutors in Portugal. In these cases, relatively straightforward use of ESS data (i.e. without especially complicated or deep analysis) demonstrated, respectively, the prevalence of certain attitudes to parenting, especially low levels of civic engagement, and low trust in the judiciary, providing an argument for action or reform.

Having identified a problem in this way, ESS data are then also used to aid in the monitoring of policy success. In other words: the ESS helped to identify a problem, and once solutions are put in place, the ESS may also be included in the assessment of whether or not the solutions are working – this of course relies on the long-term continuation of the ESS and consistent inclusion of the country in question, as well as of its comparators.

The use of the ESS for monitoring is often more complex than simply taking an ESS survey item and tracking its findings over several waves. More often, our case studies show instances where ESS items feature alongside several other data, either from other secondary sources or collected by the organisation in question. In other cases, organisations will not use the ESS directly for monitoring purposes, but instead adopt aspects of the ESS methodology to design their own surveys and monitoring mechanisms. This has been the case for the construction of the active ageing index at the local level in Germany, or on social mobility at Eurofound.

Whilst these types of non-academic impact – agenda-setting through international comparative perspective and monitoring, either through direct use of the ESS or through adaptation – are prevalent, the many instances of non-academic impact that depart from these approaches should likewise be acknowledged. From influence on public debate (e.g. SCP in the Netherlands) to constant evidence pipelines to selected ministries or agencies (e.g. the Austrian ministry of social affairs), the scope of non-academic impact is broad.

6.4.4 Towards enhanced non-academic impacts

There are still some significant challenges ahead for the ESS and its users to achieve greater non-academic impact. In some countries, there is a very strong tradition of high-quality official public statistics. This occasionally seems to discourage using the ESS, as politicians and other stakeholders look primarily for the latest national and/or regional data. This is, for example, the case in France. Similarly, in some countries, the Eurobarometer surveys have a stronger position outside academia than the ESS. Despite not being as methodologically rigorous as the ESS, they are believed to provide quicker information on the specific issue of the day. Furthermore, the ESS is a resource that provides independent data, whereas the public sector sometimes needs specific research tailored to their needs, hence the ESS is not always the most suitable option.

Another issue related to the lower perceived impact of the ESS in the non-academic sector is the lack of visibility of the data not only to policymakers and policy officers, but also to journalists. Despite many interviewees claiming that the ESS results deserve more attention, they have rarely been pointed to as a 'go-to' option for those active in the news media. It is worth noting that the ESS has only had a media and communications officer since 2015, so its own efforts in this area are quite recent.

None of these barriers fully negate the possibility of achieving ever more impacts in non-academic domains. To reflect on future possibilities, but also to better understand the non-academic impacts showcased as part of this study, it is critical to understand how the observed impacts were achieved, and to identify good practice and make recommendations for the future accordingly. This will be the task of the final two sections of this report.

7 Pathways to impact: linear and systemic perspectives

Whilst describing and showcasing academic, non-academic and teaching impacts of ESS has been the main task of this study, it is also important to understand how these impacts have come about – especially for the formulation of future strategies at country and aggregate level. In this section, we therefore reflect on the issue of 'pathways to impact'.

Two main points have been especially clear throughout our research for this study. Firstly, pathways to impact differ enormously. They depend, among other factors, on the subject matter and types of stakeholder groups in question, on the national context (e.g. size of the country, traditions of evidence based policymaking, absorptive capacity of the government sector), and the type of impact and field or setting in which it took place.

Secondly, whilst there are many individual cases of ESS users generating impacts through their use of ESS data, and pathways for each individual case can certainly be determined, such impact 'stories' exist within a wider systemic context. National particularities, publicity by the NC teams, as well as the overall resource, profile and consistency of the ESS over time form a system of framework conditions, in which the incidence and proliferation of ESS impacts becomes possible in the first place. We return to this distinction between the individual case level and the systemic level of impact pathways in the latter part of this section.

7.1 Pathways to impact – a brief appraisal

Many ESS-based impacts occur via academic publications. This is certainly the case for academic impacts, where academic publications are read and built on or responded to by others – most clearly evidenced in the shape of citations.

However, publications also matter in the non-academic domain. But whilst there are instances of formal scientific outputs (e.g. academic journal articles) that are directly picked up in policy or other practical domains, other publication types often play a critical role. Several of our non-academic case studies have as a starting point not academic papers (though occasionally these feature as a precursor), but policy reports with a less analytical and more expository approach, seeking to provide an evidence base to eventual users, rather than conduct genuinely academic research. We obtained a list of around 70 policy reports of this type for this study, many of which subsequently led to concrete changes in particular policy domains. Some of these are showcased in our impact case studies.

Meanwhile, a caution noted by many of our interviewees is that even a high-profile policy report based on ESS data will almost certainly not be the only factor behind an eventual impact: other aspects of an evidence base, as well as public debate, electoral considerations and a host of further elements may well be in play. While this does not negate the fact that ESS-based publications often play in important part in substantive outcomes and impact being achieved, full attribution to a single output is generally impossible, as would be the case for most general purpose surveys, and for many cases of social scientific work more broadly.

In this context, it is worth noting that the use of social scientific evidence in political or policy circles has itself been a topic of some academic attention for many years. Weiss' (1978) typology of evidence use in political circles presents one of the earliest attempts to elucidate the different forms this might take. We include her typology below as a point of reference and note that all types outlined therein have featured at some point in our research for this study, including in some of our non-academic impact case studies.

Table 15: Weiss' typology of evidence use

Model	Description
The knowledge-driven model	'...basic research discloses some opportunity that may have relevance for public policy; applied research is conducted to define and test the findings of basic research for practical action; if all goes well, appropriate technologies are developed to implement the findings; whereupon application occurs.' [...] Because of the fruits of basic research, new applications are developed and new policies emerge.'
The problem-solving model	'...direct application of the results of a specific social science study to a pending decision. The expectation is that research provides empirical evidence and conclusions that help to solve a policy problem. The model is again a linear one, but the steps are different from those in the knowledge-driven model. Here the decision drives the application of research.'
The interactive model	'Those engaged in developing policy seek information not only from social scientists but from a variety of sources - administrators, practitioners, politicians, planners, journalists, clients, interest groups, aides, friends, and social scientists, too. The process is not one of linear order from research to decision but a disorderly set of interconnections and back-and-forthness that defies neat diagrams'.
The political model	'[Research] becomes ammunition for the side that finds its conclusions congenial and supportive. Partisans flourish the evidence in an attempt to neutralize opponents, convince waverers, and bolster supporters.'
The tactical model	'It is not the content of the findings that is invoked but the sheer fact that research is being done. For example, government agencies confronted with demands for action may respond by saying, "Yes, we know that's an important need. We're doing research on it right now." Research becomes proof of their responsiveness. Faced with unwelcome demands, they may use research as a tactic for delaying action ("We are waiting until the research is completed").'
The enlightenment model	'There is no assumption in this model that decision makers seek out social science research when faced with a policy issue or even that they are receptive to, or aware of, specific research conclusions. The imagery is that of social science generalizations and orientations percolating through informed publics and coming to shape the way in which people think about social issues. Social science research diffuses circuitously through manifold channels-professional journals, the mass media, conversations with colleagues-and over time the variables it deals with and the generalizations it offers provide decision makers with ways of making sense out of a complex world.'
The intellectual enterprise of society	'It is not so much an independent variable whose effects on policy remain to be determined as it is another of the dependent variables, collateral with policy [...]. Like policy, social science research responds to the currents of thought, the fads and fancies, of the period. Social science and policy interact, influencing each other and being influenced by the larger fashions of social thought. It is often emerging policy interest in a social issue that leads to the appropriation of funds for social science research in the first place, and only with the availability of funds are social scientists attracted to study of the issue.' (Weiss 1979)

Source: Weiss CH (1978) The many meanings of research utilisation. *Public Administration Review*, 39(5): pp. 426-431.

Publications are not always the critical component of non-academic ESS impacts. Our research has especially highlighted two additional ways in which impact 'stories' occur, where tangible outputs are not necessarily a main component of the impact 'pathway'.

Firstly, physical events often constitute a more important element than written outputs. In our long list of identified impacts, these have been most evident at the political level, but they do feature in policy (i.e. ministry or government agency) level as well. Examples include:

- Hearing on extremism at the Senate of the Czech Parliament;
- Presentation of ESS data to the German Bundestag;
- Findings on democracy presented at the Italian Parliament;
- Seminar on trust at the European Centre for Policy Studies (Belgium).

In some cases, such activities were in the shape of training rather than presentation events, for example:

- Training event for the National bank of Poland;
- Training event for the Irish police agency and selected forces.

Secondly, we find many cases of ESS data and/or methodology being directly integrated into aspects of data collection and monitoring by government agencies and other entities. This can lead to various

impacts, foremost via more comprehensive intelligence, which in turn may influence formulation or evaluation of policy. Examples of such integration include:

- Federal planning Bureau of Belgium – use of ESS data to construct their own indicators;
- Statistical office of Switzerland – adoption of ESS indicators on media consumption;
- Office for National Statistics (UK) – use of ESS indicators to measure wellbeing;
- Use of ESS data to construct an active ageing index at the local level in Germany;
- Infratest Dimap (Germany): adoption of ESS contact form;
- GfK Slovakia: adoption of ESS contact form;
- Use of ESS data to construct the DEREX index on right-wing extremism by NGO Political Capital (Hungary);
- Use of ESS data to benchmark quality of life (Eurofound, EC).

7.2 Pathway direction and the role of intermediaries

Particularly when considering impacts achieved through written outputs, it is important to understand the process by which ESS-based work actually reaches the eventual audience. There are two fundamental issues here: first, direction, in other words, whether the ESS user took actions to move their work towards their audience ('push'), or whether the audience or others actively sought out the ESS user and their work ('pull'). Secondly, there is the issue of whether, with either of these 'directions', there was a direct line of communication, or whether intermediary organisations were involved to facilitate this transfer of knowledge.

A 2013 study on the impacts of ESS highlighted the importance of intermediary organisations such as think tanks as being important vehicles.[58] However, that study was deliberately centred on the UK perspective, where think tanks do indeed play an important role. This is not necessarily the case in other countries. Likewise, different institutions may have different levels of absorptive capacity, meaning that users may in some places more actively seek out ESS-based work than in others.

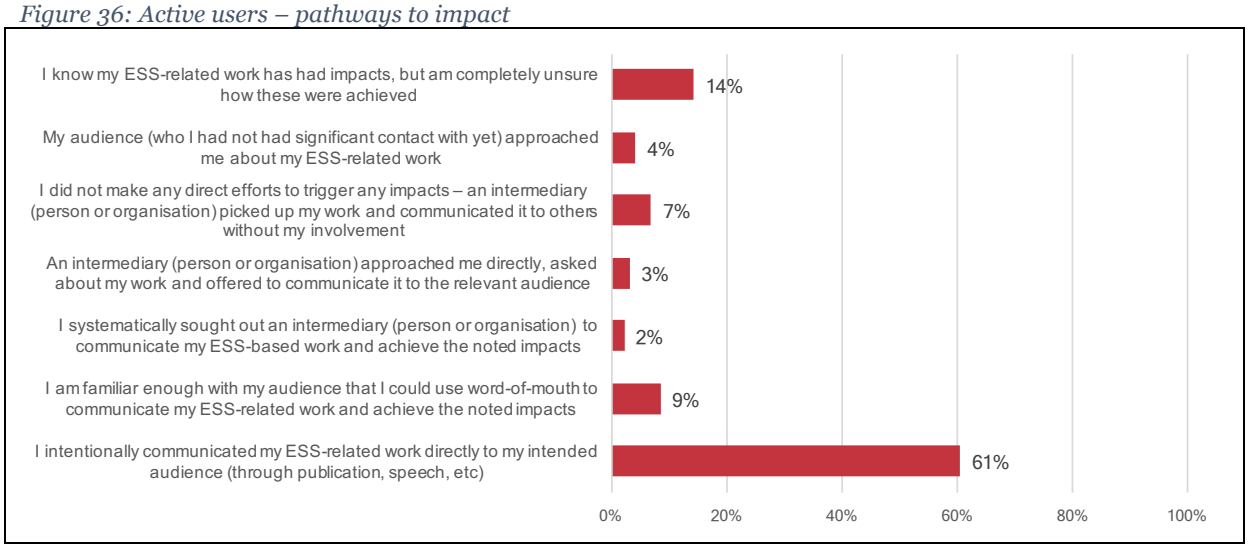
Our survey findings show that 14% of active ESS users believe that the most significant impact of the ESS-based work came about through 'pull' factors, i.e. where an audience or intermediary approached them, or even utilised their work without their direct involvement. Further, 72% of respondents report a 'push' scenario, where the users themselves actively reached out to their audience, either directly or through intermediaries.

Strikingly, the profile of intermediaries is quite low: only 12% of active ESS users who reported some level of impact of their work note that an intermediary person or organisation was involved. Moreover, in over half of such cases, the ESS user did not have any involvement with the knowledge transfer process facilitated by the intermediary.

Relatedly, it is also worth stressing that the impact pathway is not always visible to the ESS user: 14% of respondents to this question noted that they are completely unsure how the impacts based on their work were achieved.

[58] Drew, H., King, A. and Ritchie, F., 2013. Impact Evaluation Workplace Employment Relations Survey and European Social Survey: Final report to the ESRC. University of the West of England.

Figure 36: Active users – pathways to impact



Survey item: 'Reflecting on what you would consider the most significant impact resulting from your use of ESS, please select the statement that best describes how it was achieved' (n=1022, 687 N/A or skipped)

7.3 Format, dissemination and the importance of 'translation'

Particularly for non-academic impacts, it is critical also to understand in what shape and to what extent ESS data feature. Two critical observations need to be made here:

Firstly, ESS data sometimes constitute the 'backbone' of entire policy reports or advocacy/training events. However, in many cases ESS data are also used as contextual data, i.e. introductory figures to present a general picture, within which further research or discussion not based on the ESS is then contextualised. This contextual use has been especially evident with journalists, think tanks and NGOs, who regularly conduct their own research but also produce comprehensive reports addressing potentially complex challenges. Particularly where ESS data are used in this descriptive, contextual form, it is important for the ESS not only to be acknowledged as a high-quality data source, but also as something of a 'go-to' option for users to naturally gravitate towards if easily accessible, relevant and reliable data are sought. This could be, for instance, to provide some headline figures on a particular social problem before delving into further aspect un-related to ESS data. Particularly for instances of this type, publicity and a high public profile of ESS are prerequisites: if introductory contextual data on a given topic are needed (perhaps urgently), authors are likely to go to whichever data source they are most familiar with.

Secondly, our interviews highlighted that, whilst the ESS web portal and data analysis tool are considered very user friendly by academic users, this is not necessarily so for non-academic users. Many non-academic interviewees contrasted the ESS to polling agencies, who run online opinion surveys on a weekly basis, noting that these may be less reliable and useful in academic terms, but tend to be available in formats that can be easily copied and adapted for use in media reporting, policy briefings and other non-academic outputs.

An analogue to this are the ESS Topline booklets. These are seen as a more effective tool in ensuring dissemination and non-academic use of ESS data. However, there is clearly much appetite for presentation of ESS data in formats that allow for quick acquisition of ESS data that does not involve familiarisation with the analysis tool. Some interviewees also mentioned that quick visualisation, allowing sharing of ESS data on social media platforms, would ensure greater use of the data in non-academic circles and, thereby, greater non-academic impact.

In some cases, this need for the correct 'format' becomes especially obvious. Austria is an instructive case in point, where the Ministry of Social Affairs part-funds the ESS, with the explicit intention to then be able to use the ESS data for a range of purposes. However, this involvement in funding has attached to it an obligation for the NC team to produce, with every ESS round, a tabular volume for the

ministry. In it, the full results of the round are summarised question-by-question in readily accessible data tables, on which the ministry can then draw.[59] This is perhaps the clearest case we have come across, where an element of 'translation' is acknowledged, even at the level of funding and national coordination, as a prerequisite for the data to be of optimal use for policymakers.

7.3.1 The importance of funders and NC teams

In the context of dissemination and the overall public profile of the ESS, it is also important to note that the funders and National Coordination teams of the ESS have a critical role to play. For the ESS to be used – including for academic, non-academic and teaching purposes – it is important that potential users are actually aware that the ESS exists and are given some idea of what kind of data are available through the ESS, how to obtain and how to use it.

Our interviews have shown that in the vast majority of member/observer countries, NC teams have undertaken steps to facilitate this. Cross-referenced with the ESS user data, it is often evident that such efforts have resulted in increased user numbers, which in turn leads to greater likelihood of ESS impacts. Switzerland is an especially clear case in this respect: when FORS took over the coordination of the ESS, they were better funded and more able to conduct dissemination events. A noticeable spike in user numbers is immediately visible after this point, and interviewees from Switzerland consistently point to ESS' move to FORS as the key reason for this.

Most member/observer countries' NC teams have either a special budget for dissemination and publicity, or these activities are more broadly considered to be part of the remit of NC teams without specific amounts being allocated as such. The resulting dissemination activities include presentations at universities to promote ESS as a teaching and/or research tool, but also to organisations in the non-academic domain.

Besides formal dissemination events, our research has consistently highlighted that those directly affiliated with ESS (e.g. NCs and members of their teams) also have an important informal publicity/dissemination function in personal terms. During this study, we spoke to many ESS users who became aware of the ESS because a friend or colleague was affiliated with it.

Subsequently, our survey of active ESS users verified these findings from the more qualitative side of our investigation. Whilst citation in academic publication and word-of-mouth are important channels through which the reach of ESS grows, we also find:

- 8.4% of active users became aware of the ESS through the ESS own dissemination channels;
- 15.0% of active users became aware of the ESS from a colleague or friend affiliated to the ESS;
- 19.8% of active users became aware of the ESS as students.[60]

The former two of these three are clearly the most direct results of ESS dissemination activities. However, introduction to the ESS as a student is a very common starting point for ESS use. Greater use of ESS as a teaching resource is an area that is particularly pushed by many NC teams, so in some part the NC teams themselves are likely to also have an effect here. In summary, NC teams (and funders ensuring a budget for dissemination activities is in place) have an important role to play in the overall profile of the ESS, which in turn is likely to contribute to more widespread ESS use and impact.

7.4 Linear stories and systemic perspectives

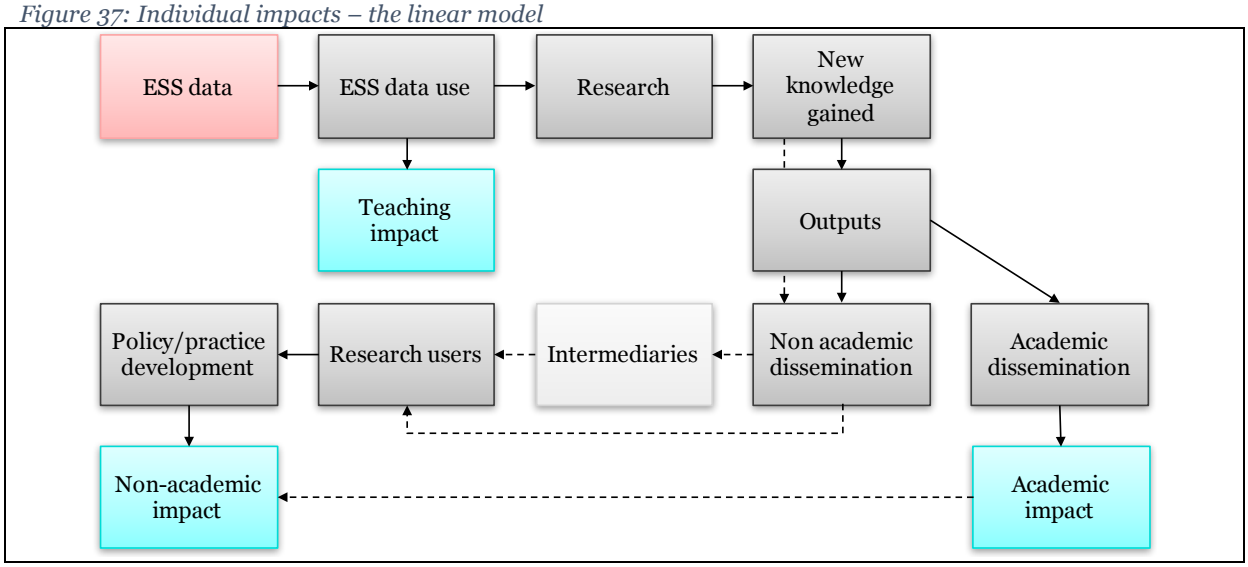
Considerations about the data 'format' and 'translation' efforts, as well as the proliferation of ESS use through dissemination (for instance via students) highlight a critical point when it comes to impact pathways: whilst 'stories' of individual impacts exist, there is also a systemic level, which sets the context, nationally or internationally, within which ESS-based impacts can occur in the first place.

[59] Latest version: https://www.sozialministerium.at/site/Service_Medien/Infomaterial/Downloads/ESS7_Tabellenband

[60] The full responses to this survey item are presented in 3 of this report.

Typically, research impact is thought of as a linear process. In the case of the ESS, a generic model might involve that a user first accesses data and will then process it further. The ESS data might be immediately put to use as a teaching resource, replacing other data sets used in the past, leading to better teaching materials and more capable students (teaching impact). The ESS user might also use the data to do further analysis and gain new knowledge, which is then published. The resulting outputs would be read, cited, and drawn on or responded to by other researchers, leading to changes in debates and academic perspectives (academic impact). Further, the new knowledge gained through the ESS may be disseminated (via published outputs or otherwise) to non-academic users. This knowledge transfer may involve intermediaries or, as noted above, may bypass these where the ESS user is able to access their audience directly. Research users then draw on the information, leading to debate input, policy or practice development (non-academic impact).

Figure 37: Individual impacts – the linear model



Source: Technopolis

Linear models of this type have been envisaged in the past also by other organisations, including the UK's Economic and Social Research Council.[61] Indeed, many of our impact case studies conducted as part of this study follow variations of this generic formula.

However, such linear 'stories' do not occur in isolation, and the likelihood of their incidence is not independent of context. Our research has identified a range of framework conditions that affect the extent to which people use the ESS in the first place, the purposes for which it can be of further use, and the overall ease with which knowledge transfer between academic and non-academic domains can take place. Conditions of this type variously apply to the overall organisation and continuity of the ESS, the organisation and activities undertaken in terms of funding and at the level of national coordination, as well as more broadly at the level of overall academic, policy and knowledge transfer cultures in different countries. Several specific points have been highlighted in these contexts:

- Long term sustained funding of the ESS is an important condition for impacts to occur: without this, potential users have no guarantee of data availability in future, which presents difficulties for establishing the ESS as a go-to data source;
- Consistent involvement and increasing numbers of participating countries is likewise important: when countries miss rounds, the overall utility of the data suffers. Likewise, many research questions or practical concerns require data from particular sets of countries to be available. For instance, researchers or practitioners may wish to compare their country with other countries that

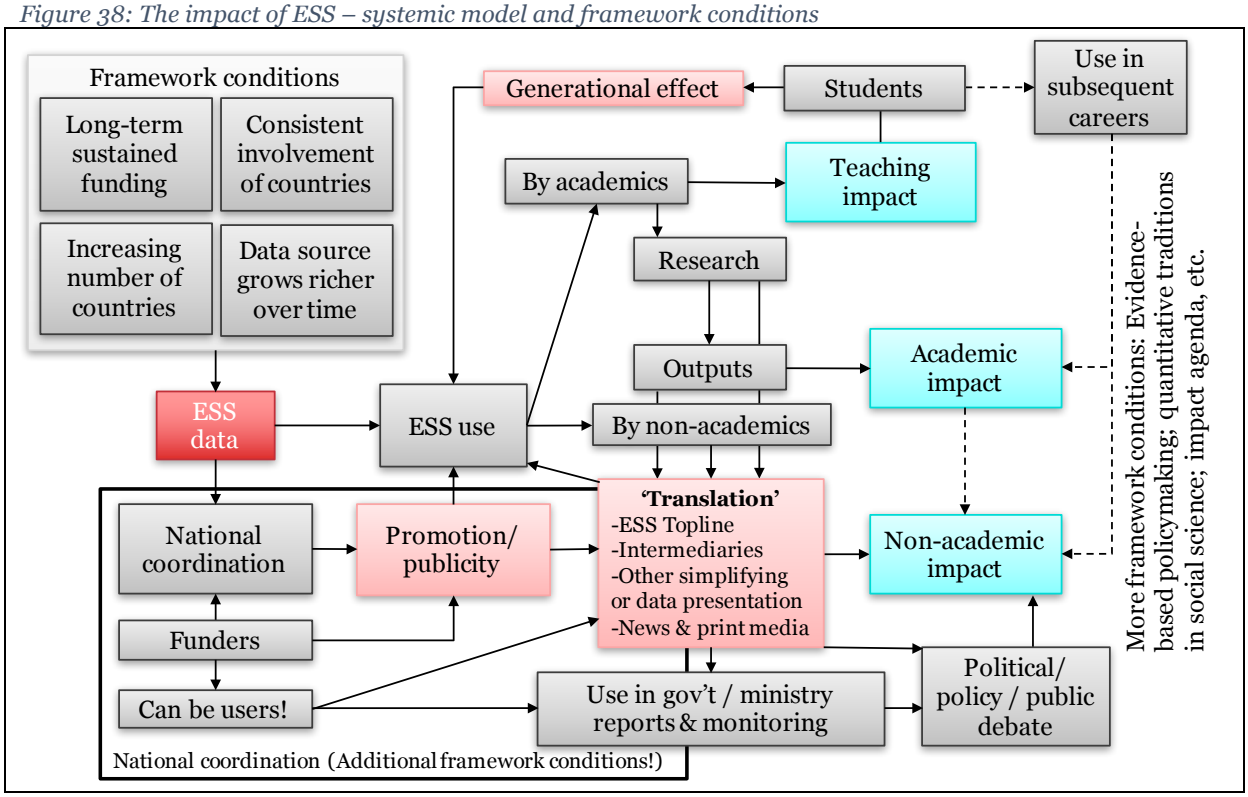
[61] ESRC (2009) *Taking Stock. A Summary of ESRC's Work to Evaluate the Impact of Research on Policy and Practice*

are nearby, so inclusion of adjacent countries can be an important requirement. This is especially important in countries that are often 'grouped', e.g. the Baltics, the Visegrad group, the Eurozone, Scandinavia;

- The longevity of the ESS entails growing advantages in itself: as core and rotating modules re-appear over several rounds, analysis over time becomes possible, increasing the overall utility of ESS data for a growing number of questions, especially if inclusion of countries over time is consistent;
- In each country, some individuals may naturally gravitate to ESS, but the national coordination team has an important role to play in terms of promotion: where promotion of the ESS is undertaken, user numbers grow, and so does the scope for impact;
- Funders have a role here to ensure that there is a budget for promotion, either explicitly or, at the very least, by making overall resources sufficient for NCs to be able to fully carry out such duties;
- Funders can also be users themselves, as is most evidently the case with the Ministry of Social Affairs in Austria. A direct 'pipeline' to non-academic impact can be created here;
- Academics may draw on the ESS for their own research. However, when used also in teaching, a generational effect occurs, where student users move on by virtue of existing familiarity to use ESS in their subsequent academic or non-academic careers (should their remit permit this);
- The extent of ESS use for teaching purposes is also dependent to some extent on the availability of alternatives: some countries have many existing, high quality open access national datasets that students can use, for instance, to learn about statistical analysis and survey methods. Other countries have fewer alternatives, so the ESS becomes a more attractive option for teachers to use;
- To facilitate non-academic impact, a degree of 'translation' is often necessary. This can be in terms of simple data presentation (i.e. simplifying, visualising), so that ESS use in the news media becomes more feasible. The 'tabular volumes' prepared for the Austria Ministry of Social Affairs is a different example of such translation. Think Tanks, NGOs or other intermediaries may undertake further efforts of this kind. More broadly, 'translation' may occur at central ESS level, or at country level by NC teams, or by organisations un-connected to the ESS;
- More broadly, the notion of 'evidence based policymaking' differs between countries. Some have long-standing norms around making extensive use of survey data, others not so much. Moreover, in some countries direct use of data by ministries or government agencies is typical, whilst in others it is more common to contract an academic expert to bring their knowledge into the relevant non-academic sphere in person;
- Likewise, even at the purely academic level, some countries have more pronounced traditions of quantitative methods in the social sciences, whilst others will place a far greater emphasis on qualitative and theoretical approaches, both in terms of research and teaching. Where the latter is the case, the ESS is likely to struggle much more to be used widely, especially when quantitative methods do not feature strongly on teaching curricula;
- Further, different countries also prioritise the transfer of knowledge from academia to practical fields in different ways, which in turn affects the extent and shape of that transfer. The UK's 'impact agenda' for instance ensures that the national research assessment system rewards cases of non-academic impact, providing an incentive to engage with non-academic domains. However, such impacts need to be based on excellent research, so outputs are an important part of the impact 'pathway'. Academics communicating ESS-based information without the presence of any particular outputs (for instance by providing a simple data training workshop to a non-academic organisation) may be more strongly incentivised in other systems.

We provide an overview of these systemic factors and how they interact in Figure 38. We note that the systemic features outlined here are not exhaustive (i.e. others may come to mind), but present many points that have been noted (usually by multiple stakeholders) over the course of our study.

Figure 38: The impact of ESS – systemic model and framework conditions



Source: Technopolis

In the final mains section, we turn to the issue of 'good practice', and note several points that our research has highlighted in this respect. Many of these points, as well as scope for optimisation, can be ascertained through this systemic perspective.

8 Good practice – strengthening the ESS and achieving impacts

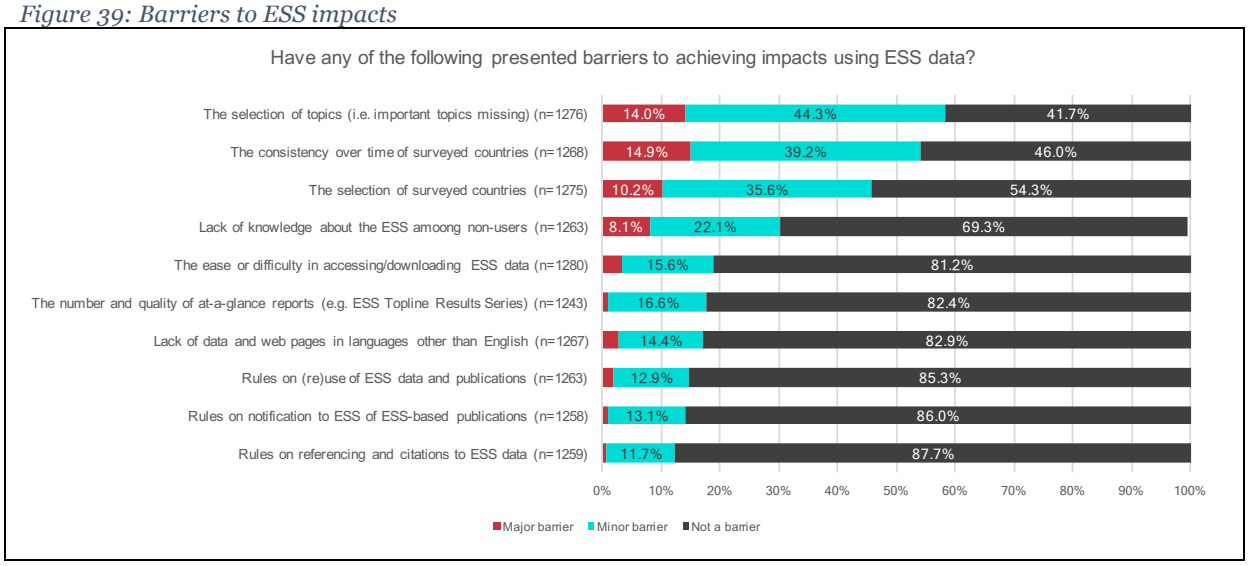
The ESS is a widely used data source in the social sciences, very highly regarded especially in terms of its quality, even in direct contrast to its immediate alternatives. It has had very significant academic impact, across countries and topics. Likewise, it has an important place as a critical teaching resource, especially in smaller countries with fewer national-level datasets that students might use instead. Though the public profile of the ESS is inevitably somewhat lower than that of major national polling organisations, there is also considerable evidence of non-academic impact of many different kinds.

Our findings for this study show that the ESS is an invaluable tool for the European social science landscape and beyond. It would be problematic to benchmark the achievements and impact of the ESS against a hypothetical 'should'. However, it is fair to say that the impacts of the ESS and ESS-based work can be increased: our research has highlighted several dimensions of what can be termed 'good practice', i.e. approaches or activities undertaken at various levels that have ensured widespread use and/or impact.

In this section, we note the main points that have purchase on the extent and effect to which the ESS is used. This forms the basis for our short recommendation list in the concluding section of this report. Some of the points we note here pertain to the central coordinating level of the ESS, others to the national level. Others still are of a broader nature, relating to wider framework conditions and ESS users themselves. Each are currently observable to different degrees in different countries, and not all may be applicable to all national or topical contexts alike. Some imply concrete guidance for further action to be undertaken, others are more observational and cannot readily be translated into immediate actions to be taken by, for instance, the ESS ERIC or national coordination teams, but still constitute important factors influencing the extent or shape of ESS impact.

As a starting point, it is worth considering the results to our survey of active ESS users on the issue of barriers to achieving impacts using ESS data. Several of the issues contained in these data are addressed in the sections below.

Figure 39: Barriers to ESS impacts



Source: survey conducted by Technopolis

8.1 The role of the national coordinator

Whilst the role of the national coordinator is clearly essential from the point of view of organising and carrying out the ESS in each member/observer country, our findings show that this role is also of

critical importance in terms of achieving impacts. The importance of the national coordinator has become clear in several different ways:

- In the first instance, the NC can have an immediate effect on the institution in which they are based. It effectively places an 'ESS champion' within the institution who, with minimal effort, is able to spread awareness about the ESS and ensure, for example, that the ESS is used as a teaching resource, and might also encourage other researchers to make use of the ESS for their research. It is telling that consultations for three of our five case studies on teaching impacts (University of Ljubljana, University of Tartu, Sciences Po) revealed specifically that the presence or proximity of an NC was a critical facilitator of teaching impacts. Several of our academic case studies likewise revealed that the presence of an NC at some point in an institution's history played a part in ESS uptake. Occasionally, the presence of committee members (e.g. of the CST) plays a similar role.
- National coordinators and their teams have in several countries also taken initiative beyond their institution, visiting other universities to introduce and promote the ESS as a teaching and/or research tool. There is evidence of such promotion activities, for example, in Germany and Switzerland.
- For non-academic outreach, national coordinators have also been known to identify particular government bodies and other potentially interested groups. This has most recently been the case in Ireland, which resulted in interest in ESS data from the Irish police force (see case study annexed to this report). Beyond outreach itself, NCs are also known to play a role in the further development of impact. For instance, in the use of ESS data for training of judges and prosecutors in Portugal, the NC presented to stakeholders to describe the quality of ESS data, giving the confidence that this would be a suitable source to use in subsequent training activities (see case study annexed to this report).

8.1.1 Funding and organisation of NC teams

Based on our findings, it is critical therefore to ensure NCs are carefully selected: they should be well-connected individuals able and willing to undertake the types of activities described above. However, given the importance of the NC's role, it is worth noting the issue of organisation and resource.

Some member/observer countries' NC teams have specific budgets from their funders earmarked for dissemination and promotion activities (e.g. Germany, Hungary, Lithuania, Portugal). Others do not have specific amounts of funding allocated for outreach, but such activities are explicitly noted as part of their remit, to be conducted within the overall available budget. Where specific amounts are allocated, these can be quite modest, and we see no evidence that earmarked outreach budgets are necessarily more effective in terms of generating impacts than having an overall budget and mandate that accommodate outreach activities. Either way, funders of the ESS should be aware that most member/observer countries formally consider outreach in some form.

Some NCs are faculty members in regular university departments, others are located in research institutes or centres. These are occasionally more closely connected with non-academic interest groups, while department-based NCs are typically closer to everyday research and teaching activity; however, we find no evidence that either model is notably superior in terms of facilitating more widespread use or impact of the ESS.

It is worth noting that amalgamation of ESS coordination into wider survey coordination is somewhat associated with more effective dissemination activities. For example, Switzerland experienced a pronounced acceleration in ESS user numbers after the creation of FORS, which coordinates not just the ESS, but also several other surveys. This meant that larger, more comprehensive outreach programmes could be conducted, where the ESS was promoted alongside other surveys. It also meant that there was now a known 'go-to' organisation for any type of social survey needs, which allowed for more exposure by proxy. A similar set-up exists in other countries, though not to the same, unified extent (e.g. Sweden, where the coordinating organisation coordinates three distinct social surveys).

8.1.2 *Promoting the ESS – examples form the interviews*

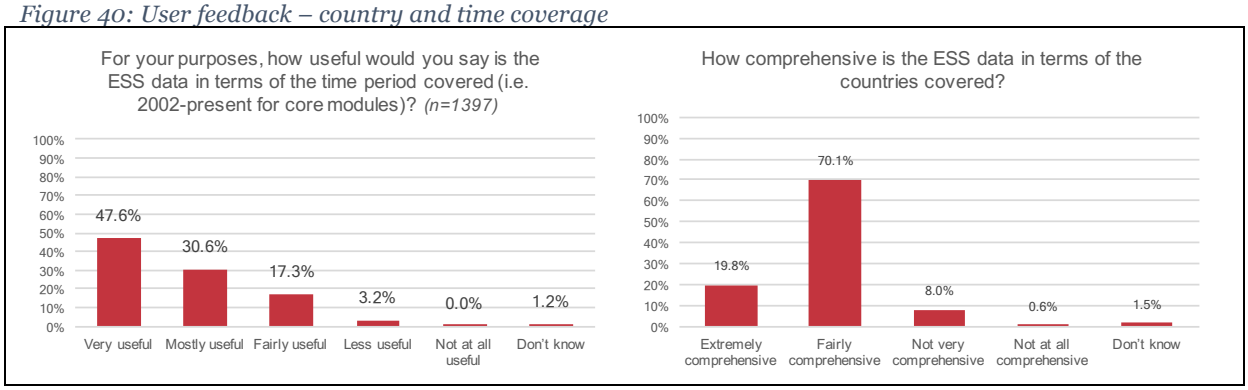
We cannot be fully prescriptive in terms of the types of activities NC teams should ideally engage in, as different approaches may work in different countries. However, our programme of interviews yielded several concrete examples of how awareness about the ESS has been raised and more widespread use promoted:

- **Web sites**: Many NCs and their team members mention that they have a web presence. Many have a national website, in some cases with additional analyses and blogs;
- **Training**: Several interviewees mention training activities, mostly for students and academics. This can include organised workshops or answering practical questions from users. Some see this as a particularly fruitful way to ensure more widespread use and generate impact;
- **Publications**: Quite a few interviewees mention different types of publications, including:
  - Newsletters;
  - Academic articles;
  - Articles for popular science magazines;
  - Booklets and short reports;
  - A film (DE) for survey participants;
  - Policy reports.
- **Media coverage**: Several NCs mentioned issuing press releases, for instance when ESS data on a topical subject was available. However, there are some concerns that even when the ESS is used in news media reporting, it is not always referenced.
- **Events**: Interviewees mention a variety of events and conferences where ESS data and analyses can be presented and shared with a wider audience:
  - In some cases, NCs go to events to present ESS results. In others, events are organised specifically to present ESS results;
  - Some specifically emphasise mixed audiences, sometimes including the press, but it is not clear how common this is.

8.2 Consistency and expansion

Across almost all data collection phases of our study, the importance of consistency and potential expansion of countries over time, as well as the longevity of the ESS itself, have been noted in multiple different contexts as critical to the use of the ESS, and to the potential to achieve impacts in all domains considered by our study. Our survey of active users suggests that the time period covered is of considerable use to most. Indeed, as noted elsewhere in this report, the increasing longevity of the ESS continuously adds further value.

Figure 40: User feedback – country and time coverage



Source: survey conducted by Technopolis

To illustrate this, it is worth noting that several of our case studies have involved users conducting comparisons over time, where changes in social attitudes can be analysed. Several of our non-academic case studies showcase instances where the ESS is contributing to monitoring of policy effects over time. In these instances, the assumption is that the ESS will continue to run, and data on certain questions will act as indicators of various types to see whether strategies and policies aimed to address the issues in question appear to have worked. Examples include:

- Wellbeing in the UK
- Happiness, wellbeing and trust in institutions in Slovenia
- Political and civic participation of young people in Lithuania
- Children and family policy and attitudes to parenting in Estonia

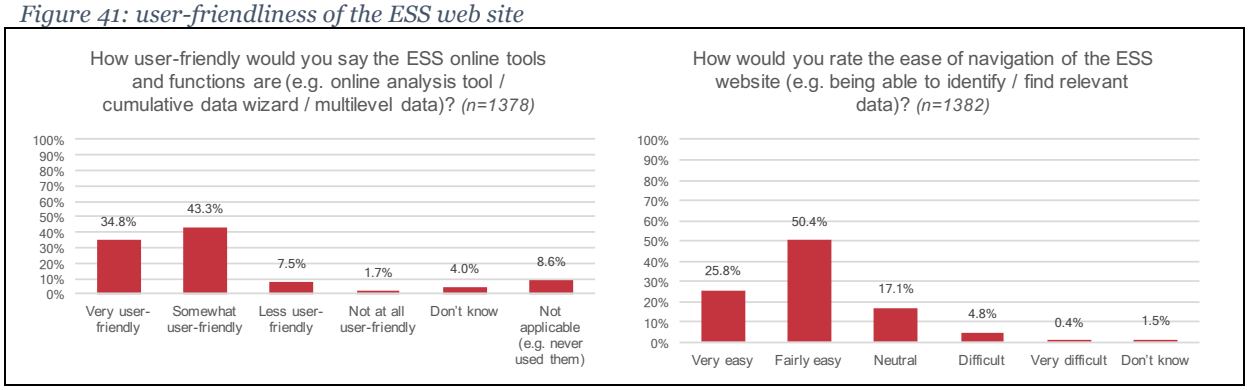
Beyond consistency over time of the ESS as a whole, consistent involvement of individual countries is likewise important. The case of Austria shows perhaps most clearly the direct effects of failing to secure such involvement: after missing ESS Round 6, new registration numbers slumped in Austria, though they have recovered since. Any user wishing to conduct cross-national comparison (especially over time) needs to be confident that their countries of interest will continue to be included in the future.

As the survey results indicate, the overall country coverage of the ESS is satisfactory to most, but there is evidently some room for improvement. Inclusion of more countries in the future would of course be an important step to make the ESS more useful to more people and would help generate ever more impacts. It is worth adding to this that many interviewees in our study noted that different countries have different tendencies in terms of the selection of other countries most often featured in cross-national comparisons. In simple terms, a data user in a particular country will likely have a particular interest in comparing their own countries to others that are either in close proximity, share certain characteristics, or are part of some form of allied grouping. In this sense, further efforts to expand the ESS might usefully focus on inclusion of various formal or informal 'blocks' of countries, within which mutual comparison may be especially frequent. Examples may include the Baltic countries, the Nordic countries, Scandinavia, the former eastern-bloc, Benelux, or the Eurozone. Full inclusion of any such blocks would add particular value to the ESS.

8.3 The importance of 'translation'

For academics, the ESS data portal, data analysis tool and visualisation tools are entirely appropriate. Many researchers consulted for our study in fact commented on the user-friendliness of the website. This also extended to students, who in many cases interact directly with the ESS web site and data analysis tool. Our survey of active users largely reflects this perceived user-friendliness, but also suggests there might be some room for optimisation.

Figure 41: user-friendliness of the ESS web site



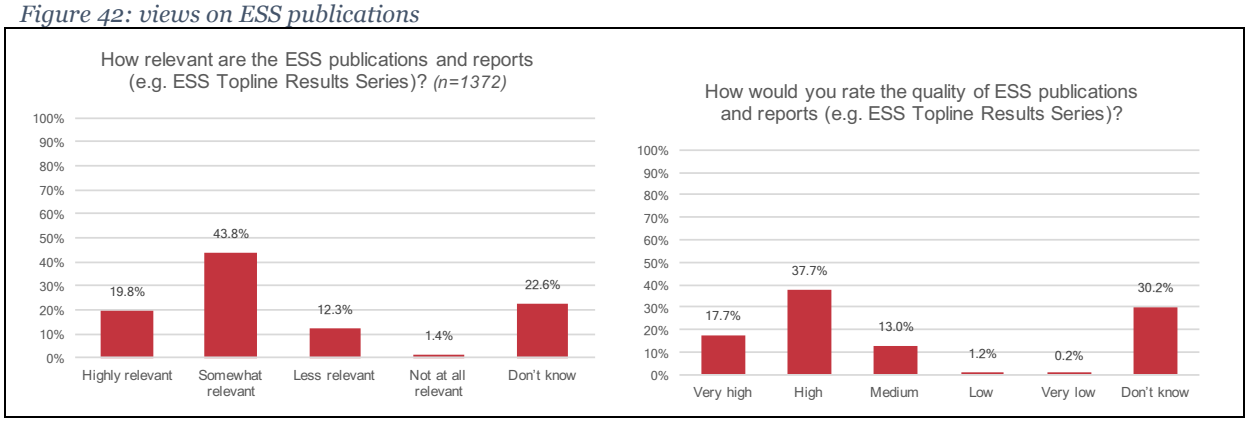
Source: survey conducted by Technopolis

In part, the small portions of less favourable views on the user-friendliness of the ESS is somewhat attributable to non-academic users. Specifically, we can note from our survey data:

- For our survey item, 'How user-friendly would you say the ESS online tools and functions are (e.g. online analysis tool / cumulative data wizard / multilevel data)?', Academic users (Faculty/research staff and PhD) found the ESS online tools and functions more user friendly than all other categories of users combined (e.g. Journalists, Government, private individuals, etc.), with 38% of faculty/research staff & PhD students finding the tools and functions 'very user friendly', compared to 30% of everyone else. Of the non-academic group, 14.4% found the tools and functions either 'less user friendly' or 'not at all user friendly', compared with just 8.6% of faculty/research staff and PhD student users.[62]
- For our survey item, 'How would you rate the ease of navigation of the ESS website (e.g. being able to identify / find relevant data)?', 79.2% of faculty/research staff and PhD student found the navigation at least 'fairly easy', compared to 61.0% of all other users combined. Only 3.9% of faculty/research staff and PhD students found the website either 'difficult' or 'very difficult' to navigate, while the figure is 11.5% for all other groups.[63]

Likewise in our interviews, there were generally more critical comments on data access and visualisation from non-academic ESS users. At the same time, it is from this group that simpler visualisations and marketing materials were especially highly praised, most notably the 'ESS Topline Results' booklet series. At the same time, many interviewees voiced disappointment that there have been only a small number of Topline booklets to date – 11 at the present time, meaning that most ESS survey items or topics have so far not been covered by a booklet.[64]

Figure 42: views on ESS publications



Source: survey conducted by Technopolis

Beyond the Topline results, it is evident from several points in our research that the 'translation' of ESS data into simple, readable formats is important for many areas of potential impact. This is most evident in the wider area of media reporting, where impacts tend to be softer, but no less important. Many interviewees noted that, in addition to the Topline series, simple single-picture data presentation would be especially conducive to sharing ESS data via social media, which in turn would make ESS data more likely to be picked up and reported by formal news media sources.

Several interviewees, particularly those internal to the ESS coordination at various levels, also noted that greater public awareness of the ESS likely to result from such activities may also address a methodological challenge of carrying out the ESS: high response rates are important to ensure robust

[62] Academic users: n=1138; Other users: n=190 (given the different sample sizes and relatively low numbers of other users, these figures should be understood as indicative only)

[63] Academic users: n=1190; Other users: n=205 (as above)

[64] http://www.europeansocialsurvey.org/findings/topline.html

data, and many felt that response rates could be boosted if the ESS were commonly known to most lay members of the public. Greater efforts to translate ESS findings into simple pieces of social media friendly data would likely increase public awareness of the ESS and, thereby, potentially increase buy-in and response rates from participants.

The type of 'translation' required depends on the type and domain of potential impact. In some instances, such efforts would be beneficial at central ESS level (as is the case currently with Topline booklets), whilst in other cases, country-specific translation efforts could also be of use.

8.4 Cultures and synergies

At the immediate level of ESS use and concrete academic, non-academic or teaching impacts, there are few evident 'rules' governing how impacts are achieved. However, across our 36 impact case studies, there is an often recurrent theme around long-term cultures, collaborations and synergies around ESS use. This is not to say that there aren't instances where a single, relatively isolated use of ESS data cannot lead to significant impacts. However, most cases we have identified do not reflect such a model.

At the institutional level – especially where universities are concerned – significant impacts typically occur against the backdrop of a long-term institutional involvement with the ESS. In some cases, this was spearheaded or at least accelerated by the presence of an ESS NC or committee member, though this is not necessarily the case. The Universities of Tartu, Ghent, Leuven, Ljubljana or Radboud Nijmegen are all instances where ESS use goes back many years and is conducted by many researchers, often on several different topics. In such places, a culture of ESS use has been created, where researchers can cooperate and support each other in their use of a mutually familiar data source. In many of these cases (see case studies annexed to this report), the generational effect noted earlier is also visible: students have been taught to use the ESS, then continue using it through their masters and doctoral studies, and some end up becoming faculty members at their alma mater, fully trained in ESS use, making it their most likely go-to data source.

In terms of non-academic impacts, our findings likewise highlight the importance of long-term links and collaborations. Once again, it is certainly possible that an ESS user (possibly based at a university) engages in a one-off collaboration with an NGO, government agency or ministry. However, in many cases, such instances of ESS impact occur in contexts of long-term collaborations. These can be highly formalised, an extreme case being the link between HIS and the ministry of social affairs in Austria. In other cases collaborations are less formal, but nevertheless of a long-term nature, involving collaboration across many projects, often using ESS data in the process, as has been the case for instance between the Public Opinion and Mass Communication Research Centre and the Institute of Macroeconomic Analysis and Development in Slovenia.

Such connections, whether solely based on ESS data use or not, can also enable a certain degree of proactive work: rather than a research centre producing ESS-based outputs and then 'pushing' them into policy spheres, many of our impact case studies in fact involved a degree of preparation, where researchers made other organisations aware of the ESS, triggering some interest, understanding their evidence needs, and then producing ESS-based output to satisfy that need. Prior connections and long-term collaborations are of considerable importance in facilitating such information pipelines.

The fruits of such collaborations and long-term links are especially evident where the ESS has impacted on the design or methodology of other surveys. Here, familiarity, communication and knowledge exchange among the broader community of social surveys often lead to closer integration in the field. On health inequalities, for instance, ESS items have been used by several other surveys, notably beyond Europe, working towards a more integrated ability to better understand this topic on a global scale. The networking and existing connections within the community of health inequality and survey experts is helping to facilitate this.

8.5 Building the ESS user base through teaching

We have noted at several points in this report the observed generational effect in ESS use: students become familiar with the ESS, making it their natural 'go-to' option later on in their careers. In terms of good practice, there is a further aspect to add to this observation, in order to ensure that this effect actually takes place.

As noted elsewhere in this report, not all student users actually register as ESS users, typically because teachers download the ESS data first and then prepare exercises relevant to the course material, which are then manually distributed to students. Alternatively, the student resources available on the ESS website are used in much the same way. In some contexts, this is to be expected, especially for entry-level, introductory courses, where students may not yet have the wherewithal to navigate the ESS web site and data analysis tool, or have much clarity about what exactly their data needs are.

ESS registration on the part of students themselves certainly becomes the norm later on, when students undertake their independent thesis work (bachelors or masters level and beyond), or potentially already part-way through their degrees. However, in order to ensure that students become fully comfortable with ESS use and have it at their disposal later in their careers, this progression from pre-set exercises to independent ESS use must be ensured.

The non-registered use of ESS by students clearly has merit at the entry-level (e.g. the first year of a bachelors degree). However, to ensure progression, teaching curricula should be mindful that a transition from 'pre-packaged' ESS data to independent ESS registration and use should be facilitated.

9 Conclusion

Since its creation in the early 2000s, the ESS has grown steadily, surpassing 100,000 registered users in early 2017. Next to other international values and attitudes surveys, it is widely regarded as being of superior quality and as such represents a critical academic resource for researchers across the social sciences (notably sociology, but including also political and economic sciences, and a range of other disciplines). Besides its evident benefit to researchers, it is also notable as a teaching resource, particularly as a source of teaching material for students learning about survey methodology and quantitative data analysis.

With over 2,700 confirmed academic outputs (a figure likely to be closer to, or above 3,000), the productivity stemming from the ESS is formidable. In likely reflection of the quality of ESS data themselves, ESS-based work tends to perform very well on bibliometric indicators across a broad range of topics. Moreover, the ESS in itself has acted as a benchmark in terms of survey design standards.

Beyond the academic and teaching domains, there is also plenty of evidence that the ESS has had many non-academic impacts. These are harder to quantify, as the numbers and utilisation of policy reports, internal briefings or news media items are not recorded in the systematic fashion practiced for academic outputs (especially journal articles). Nevertheless, across the member countries, this study found ample cases where ESS data were used in many different policy and practice contexts, variously influencing policy decisions, public/political debates and monitoring.

However, aside from these overall findings, it must be stressed that every country is different: in some current member/observer countries, there is widespread use of the ESS as a teaching resource, in others not so much. In some there are clear 'pipelines' of ESS data to parliaments, ministries or government agencies, in others less so. Some countries have produced large volumes of highly-cited WoS-listed articles based on ESS data, in others this has so far been limited. These differences are rooted in large part in the national context: the overall strength of the science and research system, and of quantitative social science in particular; varying traditions of, and approaches to, evidence-based policymaking; or the availability of other high-quality open access surveys for students to use in their degrees.

Next to these contextual factors, there is also scope to identify good practice: the extent of publicity and dissemination, and the remit and resource of national coordination are important areas where efforts can be made to ensure more widespread ESS use. Likewise, efforts to 'translate' the ESS data into formats that especially non-academics can use and share more easily can play a part in greater non-academic impact and overall profile of the ESS.

At the higher level, continued funding and consistent involvement of countries over time (and indeed, involvement of more countries) enriches the ESS and increases its utility for stakeholders across the board.

In all these respects, there is real scope for virtuous cycles in the future. Some participants in this study voiced concern, for instance, that there can be challenges in the ESS data collection around participation and consequent response rate. Some noted that a higher profile of the ESS would make participation likelier (simply because survey respondents would immediately know what the ESS is), thus countering any potential problems around the response rate, ensuring even higher quality data. Many of these relationships between use, impacts and the data collection itself could be brought to even greater fruition through publicity and 'translation' activities.

9.1 An unorthodox summary: the 'median' ESS member country

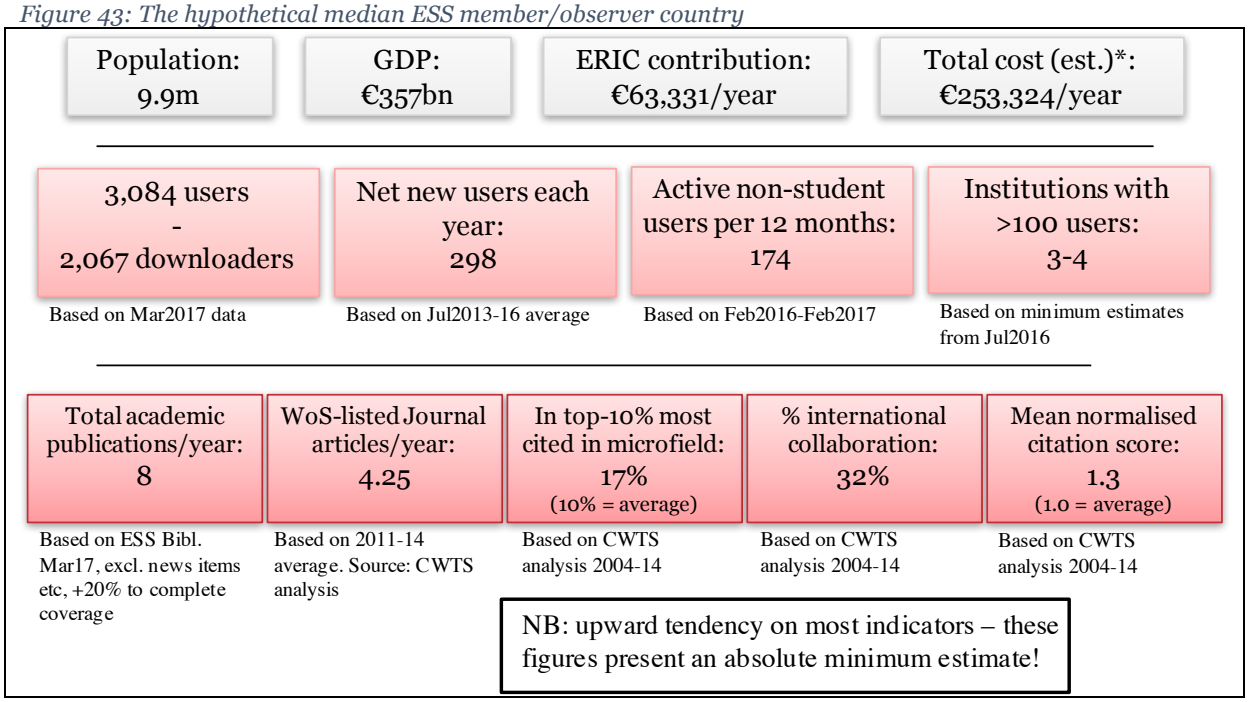
As our headline conclusions suggest, there are vast differences at many levels between the individual ESS member/observer countries. Whilst aggregate conclusions have been presented in this report, and differences between individual countries highlighted where applicable (and expanded upon in the country reports produced as part of this study), it is a challenging (if not impossible) task to draw

conclusions at the country level that would apply to all countries equally. In other words, we can confidently draw conclusions about the use, output and impact of the ESS as a whole, and we can also discuss each member/observer country individually; but differences between countries are such that we cannot make generally applicable country-level claims about the ESS that would hold in all cases.

As a partial remedy to this, we conclude this report in an experimental fashion: our research has involved many different 'measures' around the ESS, where every country has a quantifiable relationship to the ESS, most notably around user numbers, publication outputs and citation impacts. For each of these measures, we placed the 17 countries in sequence and selected, for each measure, the median (middle) value. The resulting figures give us what might be termed the median hypothetical ESS member country.

The resulting scenario is of course a fiction: any current or future ESS member/observer country will deviate, potentially very significantly, on all measures, not least due to the size of the country itself. Nevertheless, it can act as a benchmark: a country twice the size of this 'median country' might expect to pay double the ERIC contribution and total cost, but might also expect twice the user numbers and outputs; a country with a highly developed social science base might expect much better citation metrics; a country with a modest tradition of quantitative social science may expect lower user numbers. With these and other qualifications of this type in mind, this hypothetical member/observer country acts as an indicator of the scope and scale of the value of the ESS at the individual country level.

Figure 43: The hypothetical median ESS member/observer country



Source: Technopolis (see each square for details) *The total cost is the only area where we cannot identify a reliable median. Those few countries where we have a clear figure for the data collection and national coordination suggest that the total cost of running the ESS approximated roughly to four times the ERIC contribution per year, or eight times per ESS round. If further data can be provided, we are happy to revise this figure if needed.

Two further points should be noted: firstly, the figures above in many ways present minimum estimates. As we have noted at several points in this report, there are many upward tendencies, especially around user numbers, and many ways in which these could potentially be accelerated.

Secondly, these quantifiable aspects do not tell the whole story. Additional to these measureable aspects of the value of ESS to an individual country, the following will also be likely further features:

- The ESS as a teaching resource across disciplines (sociology, political & economic sciences). In some countries this may be especially valuable given the presence of fewer high-quality open access alternatives;
- High-quality, open access data to provide a starting point for early career researchers and others who may have limited access to large funding grants to conduct their own empirical research;
- Intelligence for political, policy, practical and public spheres (including possible integration into government monitoring activities).

9.2 Recommendations

Whilst our study has been of an expository rather than evaluative nature, it has been chiefly intended to make a contribution to the long-term sustainability of the ESS. In this context, our findings lead us to the following short set of recommendations pertaining to potentially increasing the use of ESS (e.g. in terms of numbers of new people registering), as well as to ensuring that academic, non-academic and teaching impacts resulting from the ESS and ESS-based work continue to take hold:

- Ensuring the long-term sustainability of the ESS is critical: as increasing numbers of data collection rounds take place, the ESS becomes a richer and ever more useful data source. Consistency of involvement of countries over time is likewise important. Where a member/observer country's participation is under peril in a given round, it may be prudent to consider having an early warning system and/or an emergency fund, so that continuous and comprehensive coverage of ESS data are not compromised by one-off circumstances.
- Expanding the number of participating countries will make the ESS even more valuable in the future. Particular attention should be given to ensuring full inclusion of various 'blocks' of countries, such as the Baltics, Nordics or the Visegrad group.
- National coordinators and their teams are of critical importance to facilitating more widespread use and impact of the ESS. Budgets capable of accommodating outreach and dissemination activities should be in place for all member/observer countries.
- When selecting national coordinators, their capacity to undertake outreach activities, both at universities and to non-academic stakeholders, ought to be a point of consideration. Where universities are not yet major ESS-hotspots, but principally have topical and methodological traditions to which the ESS is relevant, the presence of an NC would contribute to significantly augmenting ESS uptake.
- Where organisations exist that coordinate several social surveys, commissioning these to also coordinate the ESS may be a worthwhile consideration, especially if such organisations have a strong track record of outreach and dissemination work, into which the ESS would then also be integrated.
- Greater efforts to create and disseminate simple visualisation of ESS data (potentially related to topical issues) would be a useful step towards more reporting in the news media and raising public awareness of the ESS, leading to increased 'softer' impacts (public education, changing public debate, etc.). Increased public awareness may also help the response rates in the ESS data collection itself. More Topline series booklets are one possible avenue here, but smaller scale, single-graph designs would also be of value in these respects.
- The quality of ESS data and robustness of its underlying methodology is a critical 'selling point'. Particularly in light of recent crises around surveys (especially in non-academic contexts, e.g. failure of opinion polls to accurately forecast the outcomes of various votes), the superior quality of the ESS both over non-academic surveys and its academic alternatives could be emphasised in outreach activities, above all to non-academic stakeholders.
- Impacts in all domains tend to become especially pronounced where institutions have long-term and widespread cultures of ESS use. Over time, use of the ESS as a teaching tool is an important ingredient in creating such ESS 'hotspots'. To optimise this generational effect, students should be encouraged to become independently registered ESS users, though at early stages of their studies it is prudent to use mainly pre-designed ESS-based learning tools. It should be ensured that progression from such elementary use to full registration is integrated into curricula.

Appendix A Reference list

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Appendix B Case studies

As part of this study, we conducted a programme of 36 impact case studies. Some of these pertain to academic impacts, some to non-academic and some to teaching impacts. The full case studies are supplied in the 'Report annex: impact case studies', accompanying this main report. We list below in brief all case studies with short summaries for reference.

Table 16: List of impact case studies

No.	Country	Type	Title	Abstract
1	AT	Non-academic	Data intelligence at the Austrian Ministry for Social Affairs	This case study describes the use of European Social Survey (ESS) data by the Austrian Ministry for Labour Social Affairs and Consumer Protection (BMASK) and observed impacts of that use. The Austrian funding constellation is unique as BMASK co-funds the ESS with the intention of using the data, in part due to a lack of sufficient national level data collection. It is mainly the Austrian data on welfare attitudes which are used by BMASK. These are regularly used for papers and research and are picked up by policymakers to support decision-making. The data are also used in other ways for policymaking, for example, BMASK, funds a study where ESS is used to see possible effects of the economic crisis on welfare attitudes.
2	AT	Academic and teaching	Research and teaching – Florian Pichler's work at the University of Vienna	Dr. Florian Pichler has used the ESS extensively for both research and teaching at the University of Vienna, drawing on each round of the ESS for at least one research topic. It was his aim to publish at least one academic paper based on each round of the ESS. Dr Pichler disseminated his work using the ESS at several academic conferences (including ESRA). In his teaching he showed his own ESS-based data analyses and this fostered students' understanding of the quality of the ESS and that using the ESS can help getting research articles published. Some students have then decided to use the ESS for their thesis (bachelor or master), which also helped foster use of the ESS in the academic community.
3	BE	Academic	KU Leuven – a stronghold of the European Social Survey	The Catholic University of Leuven (KU Leuven) has a long tradition of involvement in the European Social Survey. Prof Jaak Billiet, now retired, was involved in its founding and development. He spread his interest to his colleagues, who variously focused on methodological and topical issues. Today, KU Leuven is the third largest institution by ESS user count and top in terms of number of Web of Science publications using ESS data. ESS data are used extensively both for research and teaching purposes and, to some extent, outside academic circles, mostly in policy reports for the Flemish government.
4	BE	Academic	'*And the ball started rolling*' – ten years of ESS at Ghent University	Piet Bracke and his research group have been at forefront of using ESS data in Belgium. Since 2007, he and at least two researchers constantly work on the datasets. In addition to their many publications, they are also proactive in engaging the media and local government with their findings on health-related issues.
5	CZ	Teaching	Teaching students at Charles University Prague with the help of ESS	Several academics at Charles University in Prague, Czech Republic, have used the ESS data in their methodology and topical courses both at Bachelor's and Master's levels. The most important benefit of using the ESS in the courses has been the possibility to present comprehensive best practice examples and thorough descriptions on data management. The ESS has also enriched the topical courses with up-to-date empirical examples that illustrate the theoretical aspects taught. In addition, students' knowledge on various social phenomena is enhanced through national and international data and comparisons. Moreover, the ESS data have found their place in various student theses at all study levels. In this way, the ESS has contributed to the improvement of students' analytical skills.
6	CZ	Academic and teaching	Linking research and teaching through ESS data at Masaryk University	Sociologists at Masaryk University have been using ESS in their research and teaching since the first round of the survey, resulting in multiple benefits, including financial (new research grants), reputational (submissions to national research assessment exercises), new methodologies, highly cited publications and new international partnerships, with for example Dutch experts in social stratification. More than 10 cohorts of students – undergraduate and post-graduate have benefited from the methodological rigour and topical nature of ESS surveys and data, and have helped expand and strengthen the social sciences, among academics and practitioners.
7	EE	Teaching	ESS as a highly-valued teaching resource at the University of Tartu	The ESS is considered a valuable teaching resource by academics at the Institute of Social Studies, University of Tartu, Estonia. The ESS has been used as the main dataset for teaching quantitative methods in social sciences since 2004. It is also widely used in numerous topical courses both at Bachelor's and Master's level. Furthermore, the ESS has an important place in student theses at all study levels. It is estimated that all students at the Institute of Social Studies have used the ESS during their university studies to a greater or lesser extent. The ESS has made a significant contribution to improving students' analytical skills and enhancing their understanding of various social phenomena from an international perspective.

No.	Country	Type	Title	Abstract
8	EE	Non-academic	Children and family policy for 2012–2020	The Ministry of Social Affairs of Estonia has used the ESS in the process of policy-making since 2008, notably for the development of the Estonian children and family policy, which is based on the "Strategy of Children and Families 2012–2020". The ESS has provided two relevant indicators for monitoring the implementation of the strategy. Furthermore, it has contributed to the development of the strategy by providing policymakers with necessary background information on the Estonian position on several indicators, such as parents' awareness about and attitudes towards child-rearing. This has mainly been used for explaining and justifying important policy decisions in association with supporting positive parenting, guaranteeing the rights of the child and creating functional child protection systems.
9	FR	Non-academic	Use of ESS by the governmental think tank France Stratégie	France Stratégie is a French public think-tank attached to the Prime Minister. France Stratégie has introduced ESS data in several reports in the late 2000's and in 2015. France Stratégie's report findings have been disseminated through the general media (newspapers, etc.) and through participation in public debate, in particular on the topic of social inequalities in France.
10	FR	Teaching	The use of ESS data in Sciences Po Masters courses	In France, 60% of ESS registered users are students. They use the survey to learn about quantitative methods. This is especially the case in Sciences Po Doctoral School, where a number of courses use the ESS as a teaching tool to learn about quantitative analysis. In the Master of Sociology, students are asked to download data from the ESS at the beginning of the year and they have to write a mini-thesis based on this data. It is deemed a valuable approach for students to learn about survey methodology and quantitative methods, putting their theoretical knowledge into practice.
11	DE	Non-academic	The regional extension of the Active Ageing Index	The Active Ageing Index is a tool funded by the United Nations Economic Commission for Europe and EC's DG Employment, Social Affairs and Inclusion. Based on six datasets – including the ESS – and composed of 22 indicators, it showcases how well countries are performing in four domains reflecting active ageing. Regional adaptations have been launched in some European countries, including in Germany, where regional adaptation is especially important as relevant policymaking is largely in the remit of the Bundesländer rather than at federal level.
12	DE	Non-academic	Policy support and interactive reporting on quality of life	The ESS has enabled the German federal government to implement a new initiative to report on the current state of the 'quality of life' in Germany. The 'Living Well' indicators will be used to produce regular reports and will serve as a point of reference for the government to develop an action plan to improve the quality of life, and also to evaluate the success of government policy. Additionally, the 'Living Well in Germany' initiative was launched as an online (interactive) report providing a series of reconfigurable data and reports. This was the first occasion that a major governmental report was published in this way, available for anyone to access and re-analyse and reuse in their own work.
13	HU	Academic	A call for papers – 'Divergent perspectives of political engagement in Europe'	The ESS played a central role in a call for papers by the Hungary Academy of Science Centre for Social Sciences in 2016: all the submitted papers had to use ESS data. The call increased awareness of the ESS and brought it closer to young researchers – about two thirds of the authors of the submitted papers were early stage career researchers. The call resulted in three academic papers, published in March 2017. The call also helped the scientific journal *Intersections* gain more international recognition, expanding its network of potential authors for future calls.
14	HU	Non-academic	ESS strengthening the LGBTQI community	This case study focuses on the joint efforts of Háttér Society (Hungarian organisation for Lesbians, Gays, Bisexuals, Queers and Intersex people) and an academic partner at the Institute for Sociology of the Hungarian Academy of Sciences, Centre for Social Sciences. The partner used ESS data in reports on the LGBTQI (lesbian, gay, bisexual, trans-people, queer-people, intersex-people) community in Hungary, and in advocacy work on behalf of Háttér Society. This resulted in the inclusion of LGBTQI people as a disadvantaged group in the Budapest Equal Opportunity programme for 2017–2022.
15	IE	Non-academic	The National Police Service and the ESS – international comparisons for policy	The Irish police force (An Garda Síochána) and the Irish Policing Authority are working to introduce international comparisons for Irish crime reporting. This is considered important for policy purposes, and is facilitated through the ESS Justice Module. ESS data have been used in parliamentary discussions, though the main impact of ESS data has been to underpin the ambition to lead a Europe-wide crime survey, for which the ESS would provide methodological robustness and comparability on data related to other aspects of crime, such as victimisation and sexual assault.
16	IE	Non-academic	A promising start – ESS data meets Eurofound	Eurofound, a Dublin-based EU agency established in 1975, has a long history of publishing reports on the improvement of living and working conditions. Though in-house surveys were usually preferred, Eurofound has recently started working with the ESS. Two reports have been published using ESS data: one in 2016 on mid-career review and one in 2017 on social mobility. Though the first had modest ambitions, the second is expected to have a high profile. In fact, it has already been downloaded thousands of times from the Eurofound website.

No.	Country	Type	Title	Abstract
17	LT	Non-academic	The Lithuanian Action Plan for Citizenship Education 2016-2020	The 'Lithuanian Action Plan for Citizenship Education 2016-2020' was a multi-institutional endeavour to stimulate young people to become more active in civil society. The ESS provided information on indicators that allowed for an international benchmark of Lithuania with other European countries. The resulting analysis provided important input into the process of formulating the Action Plan aiming to increase the number of young people that are 'active citizens'. Through this, the Action Plan supports the implementation of the Lithuania's progress strategy "Lithuania 2030".
18	LT	Academic	The Best Thesis 2012 Award – using ESS data for high-quality student work	Dr. Rapolienė used ESS data to write her thesis "Ar senatvė yra stigma? Senėjimo tapatumas Lietuvoje (Is Old Age a Stigma? Ageing Identity in Lithuania)". Early on in the research it became apparent that the planned study required an amount of data that a single researcher would not be able to collect. During this phase the decision to use the ESS database was made. The resulting work earned the researcher an award for the best thesis in 2012, invitations to present her findings during conferences and attention from journalists who became interested in the topic of her research. At present, Dr. Rapolienė continues to study the topic of ageism and still uses ESS in her academic work.
19	NL	Academic	Internationally recognised research at Radboud University Nijmegen	The department of Sociology Radboud University Nijmegen (RU) in the Netherlands has a high ESS user count and produces many outputs based on ESS. RU has been involved with ESS since the first round, and since 2013, national coordination of ESS is done by researchers from the university. In the last ten years, more than 20 articles and several books and book chapters were produced based on ESS data. Topics include health and well-being, ethnic diversity, education and political opinions. Several publications contribute to academic advancement by doing cross-national research on theories that had not been tested cross-nationally.
20	NL	Non-academic	Trust, life satisfaction and opinions on immigration in 15 European countries	The Netherlands Institute for Social Research (SCP) is a government agency that conducts research into the social aspects of all areas of government policy. At SCP, the ESS plays an important role. Several SCP employees are part of the ESS Core Scientific Team and others are involved in the development of the questionnaire or in contact with the National Coordinator. In January 2016, SCP published *Trust, life satisfaction and opinions on immigration in 15 European countries*. The news media reported that attitudes towards a generous asylum policy had become more positive. At the high point of the refugee crisis, this triggered attention from media and opinion websites.
21	NO	Academic and non-academic	Making a global difference on health inequalities	As part of the ESS Round 7 (2014), a Questionnaire Design Team developed a new module on health inequalities. The team was led by Norwegian Prof. Terje Andreas Eikemo. Eikemo and his group made use of ESS with the aim of bringing together Social Sciences and Medicine to enable researchers from both areas to deepen their understanding of how social conditions and lifestyle factors relate to medical conditions and disease. The module has received much attention and shows potential as a contribution not only to European research, but also to the development of research-based actions aiming to reduce health inequalities worldwide.
22	NO	Non-academic	NordMod 2030 – Informing perspectives for the Nordic model	NordMod 2030 was a pan-Nordic research project carried out between 2012 and 2014. The aim of the project was to analyse the so-called Nordic model, which has been the object of much attention in recent years. ESS data helped form the basis for reflections on central topics such as trust and satisfaction with public services in the Nordic countries. The project was commissioned by the Co-operation Committee of the Nordic Social Democratic parties and trade union LOs (SAMAK) together with the Foundation for European Progressive Studies (FEPS). It formed the basis for the *Sørmarka Declaration*, a political manifesto on the future of the Nordic model based on social democratic values.
23	PL	Non-academic	Paving the way towards improved official statistics	Practices at Poland's Central Statistical Office (Główny Urząd Statystyczny; GUS) were understood to be "old-school" and fairly outdated; Former lecturers of GUS employees provided methodological training sessions, and assessed and discussed some of GUS's weaknesses by reading some of the Office's reports, tailoring their training sessions accordingly. The sessions were met with a great deal of interest and "planted the seed" in the minds of employees that changes in practices were a real possibility at the Office. A European programme (ESS Vision 2020) to carry out reforms to standardise official statistics agencies is perceived as a factor that may give impetus to GUS to carry through optimisations highlighted through the ESS training.
24	PL	Academic	Henryk Domanski – moving social stratification research to the next level	Professor Henryk Domanski (Polish Academy of Sciences) has worked on many aspects of social stratification since the 1990s and was involved with the ESS since its early days, at one point serving on the Scientific Advisory Board (SAB). Though his work was already well known and highly regarded in the 1990s, the ESS allowed him to add a robust and systematic cross-national comparative dimension to his work. Prof. Domanski has drawn on the ESS in over 20 publications. Besides making him an academic authority in the field of social stratification, he also draws heavily on the ESS in his regular public contributions (radio and TV), as well as in his teaching to PhD students at PAN.

No.	Country	Type	Title	Abstract
25	PT	Non-academic and teaching	ESS for Justice – using ESS data in the training of judges	The Centre for Judicial Studies (Centro de Estudos Judiciários, CEJ) is responsible for both the initial and ongoing training of judges and public prosecutors in Portugal. The chairman of the centre was already familiar with the ESS data as he is a professor at the University of Lisbon in Law and follows the ESS online newsletter. The chairman decided to include data on the evaluation of justice and trust in judicial institutions in the curriculum for the training of future judges and public prosecutors. It was used as a tool to better understand the weaknesses and strong points of the judiciary, including a comparative perspective, and as a starting point for a debate on how the judicial service should interact with the perceptions of the community.
26	PT	Non-academic	Informing immigration and integration policies	The Portuguese government was in the process of formulating various domestic policies on how to accommodate immigrants entering Europe and was positioning itself on the issue with the European Parliament, when the ESS Round 7 data were published, including the rotating module on immigration. The Institute of Social Sciences prepared a report and invited the Deputy Minister for Citizenship and Equality to give a short comment in the form of a presentation on the data. The government then adapted its strategy, based in part on the ESS data, and took a better tailored approach to accommodating immigrants.
27	SI	Non-academic	Life satisfaction and happiness – collaboration for policy	The Institute of Macroeconomic Analysis and Development of the Republic of Slovenia is an independent government office. Its Director reports to the President of the Government. Among its main tasks is to monitor and evaluate trends regarding the economic, social and environmental dimensions of development. The Institute uses many different data sources for this work, including the ESS. The ESS data are primarily used in reports regarding the social wellbeing of Slovenia's citizens, using indicators on life satisfaction and happiness. The ESS not only provides data that no other survey currently provides, but also offers Slovenian policymakers a unique insight into the comparative position of their country on various indicators, notably around wellbeing.
28	SI	Teaching	An ESS Hub – teaching impact at the University of Ljubljana	The University of Ljubljana has a prominent faculty of social sciences active in applying both qualitative and quantitative methods in its teaching. Moreover, the Centre for Public Opinion and Mass Communication is part of the university and has many faculty members working for both the centre and the university. The high prominence of social sciences and the centre's presence at the university, combined with a strong tradition of surveying that goes back to 1968 creates a favourable environment for strong encouragement of the usage of ESS among students at the University of Ljubljana.
29	SE	Academic and non-academic	Immigration research at Umeå University	This case study highlights the use of ESS for research on migration and attitudes towards immigrants by researchers at Umeå University. Studies using ESS data have contributed to challenging a certain case of group threat theory, which opened up for more studies on the subject. The research from Umeå University has also had some non-academic attention and response, through the Swedish delegation for migration studies (Delmi), which picked up a research project and published the results as a report.
30	SE	Non-academic	Monitoring of the police - citizens' influence	This case study investigates the role of ESS in developing national strategies for citizens' relationships with the Police, first in Sweden and latterly in Albania. The ESS module concerning "Trust in the Police and the Criminal Courts" fed into a strategic reorganisation of the Swedish police service and national efforts to strengthen local policing. The same ESS module has been used to support several capacity building projects in Albania, informing the design of community policing approaches, through revealing citizens' needs.
31	CH	Academic	Human values and the ESS – a long-lasting relationship	The academic career of Prof Eldad Davidov is closely bound up with the ESS. Shortly after obtaining his PhD, he applied Schwartz's value theory to the ESS data. Since then, he and a network of collaborators (notably Peter Schmidt, Jan Cieciuch and Shalom Schwartz) have published extensively using the data. Over the years, their work has gained recognition with Davidov and Schmidt publishing in the *Annual Review of Sociology* in 2014 and speaking at a British Academy conference on *European attitudes to immigration* in 2016. They also use their work and the ESS as a basis for teaching statistics courses, both at their respective universities and at summer schools.
32	CH	Teaching	ESS and teaching quantitative research methods at the University of Geneva	The ESS is widely used by social scientists in Switzerland and is a major teaching resource for students at undergraduate and postgraduate levels, with large numbers of students users from each of the country's major universities. Switzerland has a strong tradition of using quantitative research methods, and the ESS is widely used in courses dealing with survey data analysis and quantitative methods in social sciences, the ESS data are used in three main ways: i) by professors to give an example of quantitative analysis, and to illustrate theoretical concepts ; ii) by professors of the ESS popular science publications, in particular the ESS top-line results; iii) by students as part of their research projects. The ESS is highly regarded as a teaching resource by universities in Switzerland, in part because there is no real alternative platform for teaching international comparative data analysis. Its value is further enhanced by its methodological quality and its open access.

No.	Country	Type	Title	Abstract
33	UK	Non-academic, academic and teaching	Putting ageism on the agenda with the 2008 rotating module data	In 2010, a team of ESS contributors in the UK and Portugal became a formal research group, EURAGE (affiliated to the University of Kent, United Kingdom), after their rotating module on ageism was included in the 2008 ESS round. The team has been very active both in terms of research and dissemination of their findings based on the new ESS data, and its members were involved in various initiatives around issues of prejudicial attitudes held towards older people, old age and the ageing process. In addition to their academic articles and conferences, the team wrote reports for the British government and NGOs and, in doing so, helped to put ageism on the political and societal agenda.
34	UK	Non-academic	Establishing Wellbeing in the UK	The concept of 'wellbeing' has become increasingly important for policy-makers and government organisations at national and local level in the UK. Data from the ESS, particularly the rotating modules on Wellbeing (2006, 2012), have contributed to developing and refining wellbeing measures in the UK and informed the debate on policy aims beyond economic growth. In addition to academic research groups, the New Economics Foundation (NEF) and, more recently, the What Works Wellbeing Centre have been instrumental in developing and transmitting insights from analyses of ESS data to national policy audiences.
35	Europe	Non-academic	Improvement of the EQLS through the ESS	Eurofound has developed three regularly repeated monitoring surveys, one of which is the European Quality of Life Survey (EQLS). As the EQLS developed, improving quality became more important and other surveys were used as a benchmark for improving its methodology, among which the European Social Survey. EQLS has benefitted from the ESS in several ways, including in terms of question development, survey design and improving response rates. After the various quality assessment reports that drew on the ESS, EQLS indicators have been increasingly used in research, public debate and incorporated into the decision-making process in the European Union (EU).
36	Europe	Academic and non-academic	Attitudes towards immigrants in European Societies – Two theories compared	Dr. Valeria Bello used ESS data to explore how Europe's attitudes to immigrants have changed over time, before and after the economic crisis, and among countries exposed to different levels of migration. The research deals with the topic of immigration and the factors that affect how society reacts towards immigrants. The ESS data was used during the data collection and analysis phase, providing the necessary quantitative information to answer whether cultural or economic factors were stronger in formulating attitudes towards immigrants. The findings of the research led to a number of presentations on the topic of immigration given at the UN as well as subsequent studies (all using ESS) on the topic of immigration.

We present below our long list of potential impact case studies, from which the final set of 36 is drawn. The items on this long list were compiled through all the various method components used in our study (desk research, interviews, survey of active users, bibliometric analysis, attendance at key events). Most items on this list are ale included in our country reports conducted as a separate part of this study.

Table 17: Impact case study long list

Identified impact	Type	Country
The most significant user of ESS data is the Ministry of Social affairs itself, which part-funds the ESS in Austria. The ministry does so precisely with the intention of making use of the data. Social report in 2017 by Ministry for social affairs, ESS data used for this report.	Non-academic	AT
University of Vienna: 9th largest by user count. ESS is a significant resource in several teaching modules	Teaching	AT
The ESS data was used to inform the national module regarding views on the pension system to explain some political decisions	Non-academic	AT
University of Vienna: cluster of highly impactful publications, mostly centred on the work by Florian Pichler on youth, quality of life and attitudes to migrants	Academic	AT
Contribution to PUMA - platform for research	Academic	AT
The Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection made statements regarding the perception of social security, and it seems likely that this was based on the ESS, because the wording was so similar to the ESS questions	Non-academic	AT
Liefbroer, A., & Merz, E. M. (2009). Report on analysis of ESS data on cross-national differences in perceived norms concerning fertility-related behaviour. European Commission project "Reproductive decision-making in a macro-micro perspective" (REPRO) (Grant Agreement: SSH-CT-2008-217173). Vienna: Vienna Institute of Demography, Austrian Academy of Sciences.	Non-academic	AT

Identified impact	Type	Country
Clusters of high-impact publications at the Catholic University of Leuven (KUL), which is the university in Belgium with the highest number of ESS-based publications listed in WoS.	Academic	BE
Ghent University: Many publications around mental health and related factors (iincl. High citation metrics on a few)	Academic	BE
In Leuven, for instance, a couple of courses have been developed around the ESS data. Some of them are mandatory in the students' curriculum.	Teaching	BE
At Liège, in the social sciences department, there is one statistics professor who uses the ESS data during his seminars.	Teaching	BE
the Federal Planning Bureau of Belgium used the ESS data for the construction of some of their indicators	Non-academic	BE
The ESS data has been used by a small company which is setting up new financial instruments. For the development of a new product, the objective was to set up a new virtual database.	Non-academic	BE
Hooghe, L (KU LEUVEN): Individual author with many publications, including high citation impacts (various topics, often around citizenship/ participation)	Academic	BE
The book authored by the NC Bulgaria, 'Wellbeing and Trust' published in 2010, used ESS data and was used in the actualisation of immigration legislation	Non-academic	BG
Sweet, S. (2009). When is a person too young or too old to work? Cultural Variations in Europe. Global Ibrief No.2, March 2009. The Sloan Center on Aging & Work, Boston College.	Non-academic	CA
Cluster of 14 WoS-listed publications at university of Zurich, particularly around the work of Eldad Davidov	Academic	CH
The statistics office used the media consumption indicator	Non-academic	CH
University of Geneva: most impactful paper in Switzerland by normalised citation score: Oesch, D (2008), Explaining Workers' Support For Right-Wing Populist Parties In Western Europe: Evidence From Austria, Belgium, France, Norway, And Switzerland, Int Polit Sci Rev 29(3): 349-373	Academic	CH
Cluster of 13 WoS-listed publications at university of Lausanne, particularly around the work of Eva Green	Academic	CH
Use of an ESS survey question in national statistical collection	Non-academic	CH
The report about racial discrimination: ESS is used to tell how far people feel discriminated, and they compare it to data of other sources. They say 'these are very valuable and we need more'. But hard to tell how impact happened from that	Non-academic	CH
Interest of ESS data in natural sciences (plasma physics)	Academic	CZ
Public hearing in the Senate of the Parliament of the Czech Republic "Extrémismus a role elit" (Extremism and the role of elites)	Non-academic	CZ
Use of ESS data in analytical materials prepared for the Czech Government (by Center for Social and Economic Strategies - prudky@.fhs.cuni.cz)	Non-academic	CZ
Clusters of ESS-based articles at Charles University in Prague and Masaryk University (Brno).	Academic	CZ
Use of innovative methodological approaches (sampling design, data collection) by public survey agencies (MEDIAN, SC&C, TNS AISA, FOCUS, GfK, ppm factum research, Ipsos)	Non-academic	CZ
Use of ESS data in criminology (at The Institute of Criminology and Social Prevention (ICSP)) - jtomasek@iksp.justice.cz)	Non-academic	CZ
Koucký, J., Bartušek A., Kovařovic, J. (2009). Who is more equal? Access to tertiary education in Europe. Prague: Charles University Prague, Faculty Of Education, Education Policy Centre.	Non-academic	CZ
ESS is used for teaching quantitative methods in social sciences at Charles University in Pragues and Masaryk University (Brno)	Teaching	CZ
Development of improved measurement methodologies for the ESS that have as a consequence inspired other academic surveys and raised interest in international organisations collecting cross-national survey data.	Academic	DE
Schneider S (Uni Cologne): Top-4 most highly cited - 123 citations	Academic	DE
Construction of Active Ageing Index at the local level	Non-academic	DE
Presentation of the ESS data in Bundestag	Non-academic	DE
Large cluster of highly cited ESS-based articles at University of Cologne	Academic	DE

Identified impact	Type	Country
A member of the German ESS team prepared an analysis of ESS data on the topic of the perceived possibility to influence policy for the Federal Chancellery (agency serving the executive office of the Chancellor of Germany), which published it in their report on the quality of life in Germany	Non-academic	DE
Government report on the quality of life in Germany	Non-academic	DE
The ESS TRAPD approach to translation was used in a survey of Muslims in North-Rhine Westphalia and published by the Ministry for Work, Integration and Social Affairs	Non-academic	DE
The ESS is quite common by now in academia, and is subject of teaching in classes, so people search for ways to inform themselves about the ESS, having pre-made slides already good for first overview esp. as the slides are also available in German	Teaching	DE
Requests for data by the Scientific Service of German Bundestag	Non-academic	DE
Adoption of ESS contact form by INFAS, INFRATEST DIMAP Germany to monitor respondent contacts	Non-academic	DE
Many uses of ESS data in reports from local administrations in Germany, often as a reference distribution for local surveys, e.g. on migration	Non-academic	DE
Saraceno, C. & Keck, W. (2011). The Multilinks data base on the institutional framework of intergenerational family obligations in Europe. Conceptual framework, indicators and first analyses. Final Report, Deliverable 6.2. Berlin: Wissenschaftszentrum Berlin für Sozialforschung.	Non-academic	DE
Zürn, M. (2014). The Disappearing Power of Majorities Why Conflicts over Legitimation Will Increase in Democracies. Berlin: WZB Report 2013.	Non-academic	DE
Members of the German ESS team published an article in a journal for teachers in civic education and public schools, and were asked to publish a second one due to the good response	Teaching	DE
Tartu University: Not high impact, but many papers that seem regionally relevant in various ways. Could be very interesting national/ eastern european level relevance.	Academic	EE
Six courses at the University of Tartu make use of and are built around the ESS data	Teaching	EE
Best Scientific Project Award	Academic	EE
Special volume of one of the high-ranking scientific journals	Academic	EE
ESS data was used by the Ministry of Social Affairs in Estonia for preparing the “Development Plan for Children and Families for 2012-2020”	Non-academic	EE
ESS data has been used by the Ministry of Justice in Estonia for giving an overview about people’s sense of security in their reports on crime in Estonia	Non-academic	EE
Two special reports for ministries	Non-academic	EE
Use of ESS data in criminilogy (Ministry of Justice)	Non-academic	EE
ESS data was applied to Ministry-funded initiatives like the PIAAC study	Non-academic	EE
ESS data was used by the University of Tartu in conducting an Impact Evaluation of the "Compatriots` programme 2009–2013" for the Ministry of Education and Research in Estonia	Non-academic	EE
Use of ESS data as a benchmark to European Quality of Life	Non-academic	EU
Event in the European Parliament about political disengagement	Non-academic	EU
Contribution to the Survey for Health, Ageing and Retirement in Europe (SHARE) – partial adoption of the ESS translation approach	Non-academic	EU
Seminar on trust in justice organised by the Centre for European Policy Studies, a leading Brussels think tank	Non-academic	EU
Seminar in the European Policy Centre in Brussels on the results of its Welfare module	Non-academic	EU

Identified impact	Type	Country
Use of ESS data in policy making in France, especially by France Stratégie (http://www.strategie.gouv.fr, previously CAS)	Non-academic	FR
ESS data are used in master courses to teach survey methodology. Teachers use as much as possible the ESS data. This survey is rather visible within Sciences Po. Some researchers use it as well	Teaching	FR
ESS Findings on Personal and Social Wellbeing held at the OECD	Non-academic	FR/INT
Takács, J., Mocsonaki, L. & Tóth, T. P. (2008). Social Exclusion of Lesbian, Gay, Bisexual and Transgender (LGBT) People in Hungary. Research Report. Budapest: Háttér Support Society for LGBT People in Hungary.	Non-academic	HU
Project carried out by an NGO, Political Capital, developed the REX index measuring xenophobia based on ESS data, http://derexindex.eu	Non-academic	HU
Altorjai, S., & Bukodi, E. (2005). European Network Indicators of Social Quality - ENIQ . 'Social Quality'. The Hungarian National Report. Amsterdam: European Foundation on Social Quality.	Non-academic	HU
Cooperation with the US embassy in Hungary around the ESS data	Non-academic	HU
Latest report: https://www.eurofound.europa.eu/publications/report/2017/labour-market-social-policies/changing-places-mid-career-review-and-internal-mobility. Further a report on Social Mobility in the European Union is being edited at the moment where the ESS is used for the mobility analysis.	Non-academic	IE
McGinnity, F., & Russell, H. (2008). Gender Inequalities in Time Use The Distribution of Caring, Housework and Employment Among Women and Men in Ireland. Research Programme on Equality and Discrimination. Dublin: The Equality Authority and The Economic and Social Research Institute.	Non-academic	IE
Contribution to the OECD World Forum work on developing better measures of wellbeing and progress	Non-academic	INT
The ESS module on Experiences and Expressions of Ageing was used to 'reframe the debate' on attitudes to ageing, another significant issue for governments worldwide	Non-academic	INT
Alfio, C. (2006). Worlds of Socio-Economic Security in Western Europe: The Need for Bottom-Up empowerment. Background paper for the UNESCO report "A Human Security Report for Eastern/Western Europe". Paris: Centre for Peace and Human Security of Sciences Po/UNESCO.	Non-academic	INT
Smith, O., & Nguyen, S. N. (2013). Getting Better. Improving Health System Outcomes in Europe and Central Asia. Washington, DC: World Bank. DOI:10.1596/978-0-8213-9883-8.	Non-academic	INT
ESS Findings on Democracy presented in the Italian Parliament	Non-academic	IT
Thesis "Ar senatvė yra stigma? Senėjimo tapatumas Lietuvoje (Is Old Age Stigma? Ageing Identity in Lithuania)" deals with the topics of ageism. The publication won the best thesis award by the Lithuanian Society of Young Researchers	Academic	LT
The Lithuanian government reportedly used ESS data when formulating the Lithuania's progress strategy "Lithuania 2030" strategy	Non-academic	LT
Radboud university Nijmegen: Many publications, often with good citation metrics. Many authors & topics	Academic	NL
Mills M., (Groningen University): Individual author with high citation impacts (Gender/ family)	Academic	NL
Discussions in the Parliament	Non-academic	NL
Eikemo, T: Individual author with many publications, including high citation impacts (class, inequality, health, welfare)	Academic	NO
High output of high impact publications at the Norwegian University of Science and Technology	Academic	NO
Articles in the European Journal of Public Health	Academic	NO
Reference to ESS data in the report NORDMOD 2030 by the research institute FAFO commissioned by SAMAK and FEPS created responses in media	Non-academic	NO
Training for the National Bank of Poland and ARC Market and Opinion - National Coordinators in Poland have provided methodological training based on the ESS to the Central Statistical Office and the National Bank of Poland	Non-academic	PL
Seminars on immigration (with NGOs)	Non-academic	PL

Identified impact	Type	Country
Chrabąszcz, R., Frączek, M., Geodecki, T., Grodzicki, M., Kopyciński, P., Mazur, S., & Możdżeń, M. (2014). Cities in their national contexts – Krakow (WP2). *European Commission project CITISPYCE: Combating Inequalities through Innovative Social Practices of and for Young People in Cities across Europe. Symptoms and causes of inequality affection young people.* Brussels: European Commission.	Non-academic	PL
Use of ESS data at training sessions on trust in cohorts and police by Centro de Estudos Judiciários, Conference "Confidence in Justice"	Non-academic	PT
A publication on immigration led to public debate on rights of migrants and to the department of migration to formulate an appropriate strategy	Non-academic	PT
The module on perceptions of well-being led to the development of an index of well-being by the Institute for Statistics	Non-academic	PT
Research from Umeå University on immigration and ethnicities contributes to the debate on integration	Academic	SE
The Swedish Police Agency approached the ESS organisation at one point, asking for tips on how they could use the ESS data. They wanted to do most of the analysis themselves, but they did use the ESS data	Non-academic	SE
The ESS is used as a teaching resource at University of Gothenburg, Umeå University, Stockholm University and Linköping University	Teaching	SE
A book focusing on effects of the financial crisis, based on ESS data (from 2013, editor: Duncan Gallie) has had a lot of attention	Non-academic	SE
Use of ESS data by Ministry of Labour, Family and Social Affairs	Non-academic	SI
High use of ESS as a teaching resource at University of Ljubljana	Teaching	SI
Longitudinal support for the government (Institute of Macroeconomic analyses), project support for policy makers	Non-academic	SI
Use of ESS data by Institute for Macroeconimic Analysis and Development and Employment Service of Slovenia	Non-academic	SI
Adoption of ESS contact form by GfK Slovakia to monitor respondent contacts	Non-academic	SK
Ghosh, M. (2011). Diversity and Tolerance in Ukraine in the Context of EURO 2012. Kiev: Friedrich-Ebert-Stiftung.	Non-academic	UA
A team drawn from Oxford, LSE, Birkbeck and elsewhere designed the 'trust in justice' module in ESS Round 5, using resources for an EU FP7 project, EURO-JUSTIS, which I coordinated. It provided the first major cross-national European test of procedural justice theory. The work was submitted by Birkbeck as an 'impact case study' in the 2013/14 UK Research Excellence Framework, which is an important mechanism for distributing research resources across universities. I can let you have a copy of the case study, and/or tell you more about our work and associated publications	Academic	UK
The All-Party Parliamentary Group on Wellbeing Economics (New Economics Foundation providing the secretariat) use ESS data	Non-academic	UK
Hough, M., Bradford, B., Jackson, J., & Roberts, J.V. (2013). Attitudes to sentencing and trust in justice: exploring trends from the crime survey for England and Wales. Ministry of Justice Analytical Series. London, UK: Ministry of Justice.	Non-academic	UK
The Strategy and Analysis Team at the Cabinet Office have deployed evidence from the ESS to mainstream the concept of wellbeing across government	Non-academic	UK
John MacInnes wrote a textbook on secondary data analysis published this year for Sage, that makes extensive use of ESS data, and is aimed at encouraging more undergraduate students to do quants analysis in their projects. He used ESS because of the high data quality (the data is very clean), its relevance to non UK readers, the ease of navigation of the website, the quality of the supporting documentation, the ability to do online analysis, the ability to do cross section and change over time analyses and the simplicity and tractability of the downloadable datasets.	Teaching	UK
Hannah Swift has been involved in 13 publications reporting ESS data from the Ageism module (2008/9), nine of these are academic peer review journal publications and five reports for Government and NGO's. She has presented ESS data at 9 conferences. She is connected to other authors using the ESS data e.g. the Cost Action on Ageism and she has used the ESS data to teach multilevel modelling. Or reports for NGOs have been used to influence european and UK policy.	Academic	UK
Use of ESS data for reforms of UK Police	Non-academic	UK
Ageism in Europe by Age UK	Non-academic	UK

Identified impact	Type	Country
institutional legitimacy is central to the formation and application of justice policy: Impact is identifiable by changes in the attitudes of key stakeholders, reflected in commendations of the work (National Audit Office) + further related work for Ministry of Justice and HM Inspectorate of Constabulary	Non-academic	UK
LSE: Many high-impact publications; various subjects	Academic	UK
Chapter in the manual for British Social Attitude Survey	Academic	UK
Events at UK party conferences (Labour and Conservatives) with discussions on ESS data	Non-academic	UK
NatCen's Quarterly Newspaper with articles on ESS data	Non-academic	UK
The Office of National Statistics has analysed ESS core questionnaire items measuring life satisfaction and happiness	Non-academic	UK
Department for Work and Pensions commissioned the team to produce reports using the ESS ageing data	Non-academic	UK
The Migration Observatory prepared a briefing on the issue using BSA and ESS data	Non-academic	UK
Clifton, J. (2011). Social isolation among older Londoners. IPPR 2011 report. London: Institute for Public Policy Research.	Non-academic	UK
Hatfield, I. (January 2015). Self-employment in Europe. Report. Institute for Public Policy Research, London.	Non-academic	UK
Adoption of ESS methodology by National Centre for Health Statistics, US	Non-academic	US
Woolf S.H., & Aron L. (Eds.) (2013). U.S. Health in International Perspective: Shorter Lives, Poorer Health. National Research Council (US), Institute of Medicine (US). Washington (DC): National Academies Press Available from: http://www.ncbi.nlm.nih.gov/books/NBK154491/.	Non-academic	US

Source: composed by Technopolis, based on contributions from the interviews, survey, bibliometrics and work of Professor Brina Malnar from University of Ljubljana in Slovenia.

Appendix C Methodological notes

In this section, we provide brief descriptions of the various methodological components used in this study.

C.1 Interviews

We conducted a total of 100 semi-structured interviews for this study. Of these, half were with individuals 'internal' to the ESS, including: NCs, GA members, members of various ESS committees (SAB, CST, etc.). Names of these individuals were made available to us by ESSHQ at the beginning of the study (all are furthermore listed in the ESS strategy, governance and other documents). The other half were made up almost entirely of ESS users who are not connected to the organisation of the ESS as such. Around half of these were recommended by 'internal' interviewees, while the remainder identified themselves through our active user survey, registering their willingness to be interviewed. Specifically, interviewees included:

- Researchers who have achieved outputs or impacts using the ESS
- Non-academics who have achieved outputs or impacts using the ESS
- Representatives of institutions with particularly large numbers of registered ESS users (likely associated with significant teaching impacts

We used two of the 100 interviews to speak to the editors of the two academic journals with the highest number of ESS-based papers published in them. We identified these via the bibliometric analysis.

The interviews were conducted between January and May 2017 and lasted for around one hour each. Most interviews were conducted via telephone or skype, though a small number were carried out in person.

The individuals we approached were generally willing to speak to us. Our overall response rate (people interviewed/people contacted) is just over 50%. However, in 18 cases, individuals we contacted initially forwarded us on to a colleague they deemed more suitable for us to speak to (typically because they had more experience around using the ESS). If we disregard these cases and include only non-respondents and people who declined without further referral, our response rate for interviews is just under 60%.

C.1.1 Interview tool

Depending on the type of interviewee, we used different sets of interview questions. We present below the full interview tool used for this work package.

Interview template

Interviewee details:

Interviewee name	
Type (ESS internal; academic user, non-academic user; high user-count institution)	
Country	
ESS user or affiliated with ESS since (year)	
Institution	
Position/ job role	
Interviewer	
Interview date & time	

Ethics & preamble:

Normally we assure interviewees that what they say will only be reported in non-attributable form. In this study, we cannot do that: people may talk about specific impacts and specific countries at least some of the time, so very often it will be possible to link their identities to impacts and national actions that we end up reporting. Therefore, we need to note to every interviewee at the start that their identities will be revealed in our reporting. They can withdraw their participation or any part of their answers at any time (including after the interview) and should only answer as far as they are happy for their views to be reported. Please ensure you communicate this clearly to interviewees at the start of each interview!

Questions:

Core members of the team coordinating, organising and developing the ESS at the central level (core scientific committee, etc) ['Internal: CENTRAL']

Section A –Academic and non-academic use and impact of ESS data

1. Who are the most common **organisations / individuals** who have made use of ESS data, both inside and outside of academic circles?

2. What is your general opinion on the ESS data and its impact? *(Note for the interviewer: This is an overall commentary, detailed questions on the impact follow)*

3. In your view, what are the main **benefits** stemming from the use of ESS data? *(some additional prompts: methodological and capacity benefits, such as improving cross-national survey methods; conceptual benefits, such as improved teaching, improved monitoring of social phenomena; instrumental benefits, such as improved evidence base, improved social science and policy etc.)*

4. To the best of your knowledge, has ESS use led to any wider social, political, cultural or economic impacts?
   i) **If yes**, could you please elaborate on the areas: has this happened around any particular groups or topics or in any particular ways?

5. Are there any **particular examples of ESS impacts** that you are aware of? *(Note for the interviewer, we are especially interested in non-academic, i.e. policy / practice, impact. However, academic impacts are also of interest)*

6. To the best of your knowledge, does any ESS bodies (or anyone else) track, measure and assess impact of the ESS data?
   i) **If yes**, how are these activities done? By whom? How often?

Section B – Pathways to impact of ESS data

7. *Can you talk about the steps that you or others at ESS have taken to ensure dissemination, uptake and impact of ESS findings?*

i) What have been the most important or fruitful activities?

8. Who are the **other ESS stakeholders** with whom you regularly engage? How often?
   i) What are the most discussed issues and topics?

9. In your view, what is the **role and importance of intermediary organisations** (*also known as knowledge brokers)* in reaching audiences and achieving impact of ESS data? *[This questions mostly relates to non-academic impacts!]*

10. Do you have a view on who are the most common intermediary organisations?
    i) To what extent does this vary between countries?

11. In your view, what are the most common **pathways to impact** of ESS data use? *(some additional prompts: users of ESS data are approached by intermediaries or the other way round; users of ESS data are approached by target audiences or the other way round?)*

Section C – Critical reflection

12. In your view, what are the **strong points** of ESS? *(prompts: the cost is not covered by users themselves, consistency of data over time, methodological rigor, the ease of accessing and downloading ESS data, etc.)*

13. Do you see any current **barriers** to using the ESS and achieving impact? *(prompts: selection of topics, of countries, the difficulty of accessing and downloading ESS data, the number and quality of at-a-glance reports produced by ESS, etc.)*

14. Do you professionally engage with any other international social surveys?
    i) If **yes**, could you please describe with which one(s) and how these compare with ESS?

15. Would you know of any mechanisms and processes that other international social surveys apply to trace and identify the impact?

Section F – Closing questions

16. Do you have **any other comments** relating to the use of ESS and its impact?
17. Are there any individuals who you think are **worth contacting** to talk about ESS impacts?
18. Finally, we would be interested in hearing any **reflections** you might have on our task: what are your thoughts on conducting impact studies on big research infrastructures like the ESS? Do you think we have been asking the right questions? Are there any questions we should be asking but haven't? Do you see any challenges or problems in our task or ways to address these?

Core members of the ESS operating mainly at the level of an individual country (national coordinators, general assembly members) ['Internal: COUNTRY LEVEL']

Section A – Academic and non-academic use and impact of ESS data

1. Who are the **most common organisations / individuals** who have made use of ESS data in your country?
   i) How commonly or widely is it used as a basis for **academic/ research work**
   ii) How commonly or widely is it used as **a teaching resource**?
   iii) How commonly or widely is it used **by non-academics**?

2. What is your **overall opinion** on the ESS data and its impact in your country? *(Note for the interviewer: This is an overall commentary, detailed questions on the impact follow)*

3. In your view, what are the most common **benefits** stemming from the use of ESS data in your country? *(some additional prompts: methodological and capacity benefits, such as improving cross-national survey methods; conceptual benefits, such as improved teaching, improved monitoring of social phenomena; instrumental benefits, such as improved evidence base, improved social science and policy etc.)*

4. To the best of your knowledge, has ESS use led to **any wider social, political, cultural or economic impact** in your country?
   i) **If yes**, could you please elaborate on the areas?

5. Are there any **particular examples of ESS impacts** in your country that you are aware of? *(Note for the interviewer, we are especially interested in non-academic, i.e. policy / practice, impact. However, if the interviewee does not know any, they can give examples of academic impacts)*

6. To the best of your knowledge, are there organisations and/or individuals in your country who track, measure and assess impact of the ESS data?
   i) **If yes**, how are these activities done? By whom? How often?

Section B – Pathways to impact of ESS data

7. *Can you talk about the steps that have been undertaken in [your country] to ensure dissemination, uptake and impact of ESS findings?*
   i) What have been the most important or fruitful activities?

8. Are the mechanisms of how users work with ESS data in your country regularly discussed internally within the ESS bodies?
   i) Have you ever engaged in such discussions?

9. We are interested in finding out **how impacts are achieved through use** of ESS, and whether common 'pathways' to impact differ between countries. Can you comment on **how** significant academic or non-academic impacts were achieved in your country?

i) Were there any important common success factors you could point to?

10. In your view, what is the role and importance of **intermediary organisations** (*also known as knowledge brokers)* in reaching audiences and achieving impact of ESS data in your country?

11. Who are the most important or commonly used intermediary organisations in your country?

12. Do you know **any examples of good practice** in the way ESS data and information services are used in your country which have proved to be particularly beneficial *(and may hold lessons for other users and intermediaries)*?

Section C – Critical reflection

13. In your view, what are the **strong points** of ESS, compared for instance to other international social surveys? *(prompts: the cost is not covered by users themselves, consistency of data over time, methodological rigor, the ease of accessing and downloading ESS data, etc.)*

14. Do you see any **barriers** to using the ESS and achieving impacts in your country? *(prompts: selection of topics, of countries, the difficulty of accessing and downloading ESS data, the number and quality of at-a-glance reports produced by ESS, etc.)*

15. Do you professionally engage with **any other international research infrastructure**?
    i) If **yes**, could you please describe with which one(s) and the mechanisms and processes there are in place to trace and identify the impact?
    ii) If **no**, would you know of any mechanisms and processes that other international research infrastructures apply to trace and identify the impact?

Section D – Closing questions

16. Do you have any **other comments** relating to the use of ESS and its impact?
17. Are there any individuals who you think are **worth contacting** to talk about ESS impacts?
18. Finally, we would be interested in hearing any **reflections** you might have on our task: what are your thoughts on conducting impact studies on big research infrastructures like the ESS? Do you think we have been asking the right questions? Are there any questions we should be asking but haven't? Do you see any challenges or problems in our task or ways to address these?

Researchers who have achieved outputs or impacts using the ESS ['User: Academic']

Section A

1. Could you please briefly describe your **role** within the research organisation you represent?

2. Do you have any direct contact with individuals involved in the ESS? *(members of ESS bodies, ESS users etc.).*

3. Do you follow the development in ESS, such as announcement of new rounds, of new modules etc.?

Section B – Use, outputs

4. In your view, what are the **most common uses of the ESS**, at your institution, in your country and in general terms?

5. How have you used ESS data? Could you please describe briefly what you did with ESS data and for what purpose(s)?

6. Aside from academics, who were the **main intended audiences** of your work with ESS?

7. Did you produce any tangible **outputs** of the use of ESS data in general? *(e.g. academic outputs, such as articles in academic journals, books and monographs, working papers, new analytical tools; and teaching outputs, such as new module and/or course, new teaching materials etc; Non-academic outputs, such as briefing papers, consultancy reports, events, policy / strategy documents, newspaper articles.)*

Section C – Impact, benefits

8. In your view, what are the most common **benefits** stemming from the use of ESS data? *(some additional prompts: methodological and capacity benefits, such as improving cross-national survey methods; conceptual benefits, such as improved teaching, improved monitoring of social phenomena; instrumental benefits, such as improved evidence base, improved social science and policy etc.)*

9. What have been the **benefits of working with ESS data** for you?

10. What is your **general opinion** on the ESS data and its impact? *(Note for the interviewer: This is an overall commentary, detailed questions on the impact follow)*

11. Please tell us **what kind of impacts** your work with ESS data has had; we are interested in academic impacts, non-academic impacts (e.g. on policy or practice) as well as on teaching. *[We would like a detailed answer to this question – do push a little for details if possible!]*

Section D – Pathways to impact of ESS data

12. Reflecting on the impacts of the ESS-based work you have pointed to, what would you say were the key factors that made these impacts possible?

13. Were any **intermediaries/ knowledge brokers** involved in the impacts achieved?
    i) **If so**, please describe this further.

14. In your view, what is the **role and importance of intermediary organisations** (*also known as knowledge brokers)* in reaching audiences and achieving impact of ESS data?

15. Who are the most common intermediary organisations? (in your country, and in general terms if different)

16. Let's talk about **barriers**: Were there any factors that made it harder to achieve these impacts, or are there even impacts you hoped to achieve but couldn't?

17. In relation to any of the issues we have just discussed, do you know **any examples of good practice** in the way ESS data and information services are used which have proved to be particularly beneficial *(and may hold lessons for other users and intermediaries? Can be your own or others you may have heard of)*

Section E – Critical reflection

18. In your view, what are the **strong points** of ESS? *(prompts: the cost is not covered by users themselves, consistency of data over time, methodological rigor, the ease of accessing and downloading ESS data, etc.)*

19. In your view, what are its **weak points**? *(prompts: selection of topics, of countries, the difficulty of accessing and downloading ESS data, the number and quality of at-a-glance reports produced by ESS, etc.)*

20. Do you professionally engage with any other international social surveys?
    i) If **yes**, could you please describe with which one(s) and how these compare with ESS?

21. Would you know of any mechanisms and processes that **other international social surveys** apply to trace and identify the impact?

Section F – Closing questions

22. Do you have any **other comments** relating to the use of ESS and its impact?
23. Are there any individuals who you think are **worth contacting** to talk about ESS impacts?
24. Finally, we would be interested in hearing any **reflections** you might have on our task: what are your thoughts on conducting impact studies on big research infrastructures like the ESS? Do you think we have been asking the right questions? Are there any questions we should be asking but haven't? Do you see any challenges or problems in our task or ways to address these?

Non-academic users who have achieved outputs or impacts using the ESS ['User: Non-academic']

Section A

1. Could you please briefly describe your organisation you represent and **role** within that organisation?

2. Do you have any direct contact with individuals involved in the ESS? *(members of ESS bodies, ESS users etc.)*.

3. Do you follow the development in ESS, such as announcement of new rounds, of new modules etc.?

Section B – Use, outputs, benefits, impacts

4. In your view, what are the **most common uses** of the ESS specifically at your organisation?

5. How have you used ESS data? Could you please describe briefly what you (or your organisation) did with ESS data and for what purpose(s)?

6. Who were the **main intended audiences** of your work with ESS?

7. Did you produce any tangible **outputs** of the use of ESS data in general? *(e.g. outputs such as briefing papers, consultancy reports, events, policy / strategy documents, newspaper articles, training courses)*

8. What have been the **benefits** of working with ESS data for you and your organisation?

9. Please tell us **what kind of impacts** your work with ESS data has had. *[We would like a detailed answer to this question – do push a little for details if possible!]*

Section C – Pathways to impact of ESS data

10. Reflecting on the impacts of the ESS-based work you have pointed to, what would you say were the **key factors** that made these impacts possible?

11. Were any **intermediaries/ knowledge brokers** involved in reaching your audience and achieving impacts?

    If **so**, please describe this further.

12. In your view, what is the **role and importance of intermediary organisations** (*also known as knowledge brokers)* in reaching audiences and achieving impact of ESS data?

    i) Would you describe your own organisation as an 'intermediary', communicating academic research to wider audiences?

13. Who are the most common intermediary organisations? (in your country, and in general terms if different)

14. Let's talk about **barriers**: Were there any factors that made it harder to achieve the impacts you noted, or are there even impacts you hoped to achieve but couldn't?

15. In relation to any of the issues we have just discussed, do you know **any examples of good practice** in the way ESS data and information services are used which have proved to be particularly beneficial *(and may hold lessons for other users and intermediaries? Can be your own or others you may have heard of)*

Section D – Critical reflection

16. In your view, what are the **strong points** of ESS? *(prompts: the cost is not covered by users themselves, consistency of data over time, methodological rigor, the ease of accessing and downloading ESS data, etc.)*

17. In your view, what are its **weak points**? *(prompts: selection of topics, of countries, the difficulty of accessing and downloading ESS data, the number and quality of at-a-glance reports produced by ESS, etc.)*

18. Do you professionally engage with **any other international social surveys**?
    i) If **yes**, could you please describe with which one(s) and how these compare with ESS?

19. Would you know of any mechanisms and processes that **other international social surveys** apply to trace and identify the impact?

Section F – Closing questions

20. Do you have **any other comments** relating to the use of ESS and its impact?
21. Are there any individuals who you think are **worth contacting** to talk about ESS impacts?
22. Finally, we would be interested in hearing any **reflections** you might have on our task: what are your thoughts on conducting impact studies on big research infrastructures like the ESS? Do you think we have been asking the right questions? Are there any questions we should be asking but haven't? Do you see any challenges or problems in our task or ways to address these?

Editors of journals with a high volume of ESS-related publications ['Journal']

1. Could you please briefly describe the **focus of the journal** you represent?

2. Who are the **audiences of the journal** you represent? (prompt: academics only, or non-academics/ policy/ government etc. as well?)

3. How regularly does your journal publish research that used ESS data?
   i) Does publication of ESS-based pieces follow any kind of patterns, e.g. thematically or in relation to timelines of the ESS' own data collection rounds?

4. Who are the **researchers that publish research** that used ESS data in the journal you represent?
   i) Do they tend be affiliated with a limited number of higher education institutions?
   ii) What countries do they come from?
   iii) What scientific areas do they represent?

5. To the best of your knowledge, do the ESS-based articles you publish draw only on ESS data, or are ESS data more commonly combined with other data sources?
   i) If **so**, what other data sources are used to complement ESS data?

6. Do you publish articles that use data from **other international social surveys**?
   i) **If yes**, is there any significant difference between ESS and those other international social surveys in terms how the data is used in research outputs?

7. Does the journal you represent actively **promote publishing articles** that use ESS data?

8. To what extent could the journal that you represent be described as an **intermediary organisation** in relation to ESS?
   i) Have there been examples of this that you could describe?
   ii) **Is** it a significant resource that communicates findings from the ESS to non-academic audiences as well?

9. To the best of your knowledge, has ESS use led to any **wider social, political, cultural or economic impact**?
   i) **If yes**, could you please elaborate on the areas?

10. Are there **any particular examples of ESS impacts** that you are aware of, academic or non-academic? *(Note for the interviewer, we are especially interested in non-academic, i.e. policy / practice, impact. However, if the interviewee does not know any, they can give examples of academic impacts)*

Section F – Closing questions

11. Do you have any **other comments** relating to the use of ESS and its impact?

12. Are there any individuals who you think are **worth contacting** to talk about ESS impacts?
13. Finally, we would be interested in hearing any **reflections** you might have on our task: what are your thoughts on conducting impact studies on big research infrastructures like the ESS? Do you think we have been asking the right questions? Are there any questions we should be asking but haven't? Do you see any challenges or problems in our task or ways to address these?

BOLT-ON 1: Representatives of institutions with particularly large numbers of registered ESS users (likely associated with significant teaching impacts)

This module will be added to interviews where the interviewee list indicates that the interviewee's institution has either a high user-count (possibly suggesting big teaching impacts) or publication count (suggesting academic impacts)

"Based on our desk research, the institution you are affiliated with, has particularly large numbers of registered ESS users / of ESS outputs. We would like to ask you a few questions to get more detail about these findings."

1. Are you aware of the fact that your institution has **large numbers of registered ESS users / of ESS outputs**?
2. Do you know the **individual(s) / team(s)** to whom these high levels of ESS use can be attributed?
   i) **If yes**, are you in regular contact with them? *(Note for the interviewer: Please, ask for contact details)*
   ii) **If no**, is there a way to identify these individual(s) / team(s)?
3. In your view, what are the **reasons** for the large numbers of registered ESS users / of ESS outputs?
4. To the best of your knowledge, are ESS data used for **teaching purposes** in your institution?
   i) **If yes**, how is it used? *(prompt: Is it used by the same academics/researchers who are registered ESS users or is there an internal mechanism in place that transfers ESS data to a different team?)*

BOLT-ON 2: Country-specific trends from user data

This module will be added to some interviews – the interviewer needs to assess whether appropriate. Look at the country factsheet detailing our analysis of user-data. If the country of your interviewee occupies any interesting positions in the data (e.g. amongst the highest student-user density; very low overall user numbers; High for faculty users but low for PhD students, etc etc), ask them about it. They will not know the figures, but may be aware of the general trends or be able to explain them.

N.B: for National Coordinators and General Assembly members, it is ABSOLUTELY CRITICAL to include this module of questions!!

Example on high/low user count:

Finally, I have a couple of observations you might be able to help us with. As part of our impact study we have also analysed ESS user data, by country, user type and so on. This has shown that [country x] has one of the [highest/ lowest] proportions of registered ESS users [overall, or more specific: e.g. student users, NGO users, etc]. We are trying to understand the reasons for this. Might you have any sense why this is the case?

Example of time-series question:

Finally, I have a couple of observations you might be able to help us with. As part of our impact study we have also analysed ESS user data, by country, user type and so on. This has shown that in [country

x] there used to be few ESS users, but then in [year 20xx] the number of users went up dramatically. We are trying to understand the reasons for this. Might you have any sense why this was the case?

C.1.2 Interviewees

Table 18: Full list of interviews for Work Package 2

Type	Name	Position	Organisation	Country	Interview date
Internal - Core Scientific Team, Deputy Director Scientific	Angelika Scheuer	Director of Department Survey Design and Methodology	GESIS – Leibniz Institute for the Social Sciences	Germany	06-02-2017
Internal - Core Scientific Team	Bjørn Henrichsen	Director	Norwegian Centre for Research Data (NSD)	Norway	22-02-2017
Internal - Core Scientific Team	Brina Malnar	ESS expert and CST member	University of Ljubljana	Slovenia	10-04-2017
Internal - Core Scientific Team	Ineke Stoop	ESS Deputy Director Methodological	The Netherlands Institute for Social Research (SCP)	Netherlands	02-03-2017
Internal - Core Scientific Team	Stefan Swift	Media and Communications Officer	ESS ERIC HQ, City University London	UK	20-02-2017
Internal - General Assembly	Albin Kralj	Coordinator of research infrastructure	Ministry of Education, Science and Sport	Slovenia	21-02-2017
Internal - General Assembly (Deputy Chair)	Algis Krupavičius	Dean	Vytautas Magnus University	Lithuania	10-02-2017
Internal - General Assembly	Anika Rasner	Policy Planning Unit	Federal Chancellery of Germany	Germany	04-04-2017
Internal - General Assembly	Bart Dumolyn	Assistant to the Director, Department of Economy	Science and Innovation Flemish Government	Belgium	24-02-2017
Internal - General Assembly	Dariusz Drewniak	Deputy Director of the Department of Strategy	Ministry of Science and Higher Education	Poland	23-02-2017
Internal - General Assembly	Helen Russell	Board Member	Irish Research Council (HEA)	Ireland	07-02-2017
Internal - General Assembly	Ingunn Stangeby	Special Advisor at the Department for Research Institute Policy	Research Council of Norway	Norway	17-02-2017
Internal - General Assembly	Joris Voskuilen and Anne Westedorp	Staff member Senior Policy Officer	Netherlands Organisation for Scientific Research	Netherlands	23-2-2017
Internal - General Assembly	Lucy Martin	Head of Research Resources and Big Data	Economic and Social Research Council (ESRC)	UK	07-02-2017
Internal - General Assembly	Marc Luwel	Board member; researcher	Accreditation Organisation of the Netherlands; Flanders (NVAO) for Higher Education; University of Leiden	Belgium	01-02-2017

Type	Name	Position	Organisation	Country	Interview date
Internal - General Assembly	Marju Raju	Research Advisor at the Analysis and Statistics Department	Ministry of Social Affairs in Estonia	Estonia	21-02-2017
Internal - General Assembly	Matthias Reiter-Pázmándy	Scientific Officer	Federal Ministry of Science, Research and Economy	Austria	26-01-2017
Internal - General Assembly CHAIR	Michael Breen	CHAIR of the General Assembly, Dean of the Faculty of Arts	Mary Immaculate College, University of Limerick	Ireland	07-04-2017
Internal - General Assembly	Michael Tåhlin	Professor	Swedish Research Council	Sweden	17-02-2017
Internal - General Assembly	István Szabó	Head of Department for Higher Education and Research Strategy	Ministry of Human Capacities	Hungary	22-03-2017
Internal - General Assembly	Peter Farago	Director	FORS - Swiss Foundation for Research in Social Sciences	Switzerland	01-02-2017
Internal - General Assembly	Petr Ventluka	Senior Officer, Department of Research and Development	Ministry of Education, Youth and Sports	Czech Republic	07-02-2017
Internal - Methods Advisory Board (MAB)	Daniel Defays	Professor	University of Liege (Eurostat)	Belgium	24-01-2017
Internal - Methods Advisory Board (Chair of MAB and member of the Research Ethics committee)	Lars Lyberg	Professor	Stockholm University	Sweden	21-01-2017
Internal - National Coordinator	Alun Humphreys Leigh Marshall	Group Lead for Household Surveys Head of Communications	National centre for Social Research (NatCen)	UK	10-02-2017
Internal - National Coordinator	Anne Cornilleau	Research Officer	Sciences-Po, Centre de Données Socio-Politiques	France	15-02-2017
Internal - National Coordinator	Bence Ságvári	Researcher	Hungarian Academy of Sciences	Hungary	07-02-2017
Internal - National Coordinator	Gerben Kraaykamp Roza Meuleman	Professor Professor	Radboud University	Netherlands	13-02-2017
Internal - National Coordinator	Jorge Vala	Professor (research only)	University of Lisbon; National Agency for Science	Portugal	09-02-2017
Internal - National Coordinator	Klára Plecitá	Head of Department, Value Orientations in Society	Institute of Sociology of the Czech Academy of Sciences	Czech Republic	20-01-2017
Internal - National Coordinator	Kristen Ringdal	Professor	Norwegian University of Science and Technology (NTNU)	Norway	09-03-2017

Type	Name	Position	Organisation	Country	Interview date
Internal - National Coordinator	Mare Ainsaar	Head of Chair of Social Policy and Senior Researcher	University of Tartu	Estonia	07-02-2017
Internal - National Coordinator	Michele Ernst Straehli	Senior Researcher	Swiss Foundation for Research in the Social Sciences (FORS); University of Lausanne	Switzerland	07-02-2017
Internal - National Coordinator	Mikael Hjerm	Professor	Umeå University	Sweden	07-02-2017
Internal - National Coordinator	Patrick Italiano	Researcher	University of Liège	Belgium	25-01-2017
Internal - National Coordinator	Celine Wuyts,	Researcher	KU Lueven	Belgium	09-02-2017
Internal - National Coordinator	Peter Grand	Researcher	Institute for Advanced Studies, Vienna	Austria	27-04-2017
Internal - National Coordinator	Slavko Kurdija	Assistant Professor	University of Ljubljana	Slovenia	28-02-2017
Internal - National Coordinator	Stefan Liebig	Professor	University of Bielefeld	Germany	27-01-2017
Internal - National Coordinator	Vaidas Morkevičius	Lecturer	Kaunas University of Technology	Lithuania	15-02-2017
Internal - Scientific Advisory Board (SAB)	Anu Realo	Professor	University of Tartu	Estonia	13-02-2017
Internal - Scientific Advisory Board (SAB), former national coordinator	Nicolas Sauger	Associate professor	Sciences-Po	France	21-02-2017
Internal - Scientific Advisory Board (SAB)	Rosario Mauritti	Researcher at ISCTE	Instituto Universitário de Lisboa (CIES-ISCTE-IUL)	Portugal	02-03-2017
Internal - Former or other affiliated	Amélie Vairelle	Communication Officer	PROGEDO	France	17-03-2017
Internal - Former or other affiliated	Brendan O'Keefe Amy Healy	Senior Lecturer in Geography and Director of Quality - ESS National Coordinator Post-doctoral researcher (funded through ESS)	Mary Immaculate College, University of Limerick	Ireland	10-04-2017
Internal - Former or other affiliated	Christian Klopf	Department for Socio-political Questions and Research	Ministry of Social Affairs	Austria	21-01-2017
Internal - Former or other affiliated	Christian Schnaudt	Researcher	University of Bielefeld & MZES Mannheim	Germany	07-02-2017
Internal - Former or other affiliated	Eva Krulichova	Post-doctoral researcher	Institute of Criminology and Social Prevention (ICSP)	Czech Republic	19-01-2017

Type	Name	Position	Organisation	Country	Interview date
Internal - Former or other affiliated	Kees Aarts	Professor of Political institutions and behaviour	Vrije Universiteit Amsterdam	Netherlands	14-03-2017
Internal - Former or other affiliated	Mari-Liis Sööt	Head of Analysis Unit, Department of Criminal Policy	Ministry of Justice	Estonia	02-03-2017
Internal - Former or other affiliated	Michael Weinhardt	Research associate	University of Bielefeld	Germany	23-03-2017
Internal - Former or other affiliated	Peter Doorn	Director	Data Archiving and Networked Services (DANS)	Netherlands	23-03-2017
Internal - Former or other affiliated	Vera Messing	Research Lead	Hungarian Academy of Sciences	Hungary	20-03-2017
ESS User	Aart Liefbroer	Theme leader of Family & Generations	Netherlands Interdisciplinary Demographic Institute (NIDI)	Netherlands	02-06-2017
ESS User	Andrea Boman	Researcher	Umeå University	Sweden	14-03-2017
ESS User	Arild Blekesaune	Professor	Norwegian University of Science and Technology	Norway	30-03-2017
ESS User	Arnie Aassve	Professor	University of Bocconi	Italy	31-03-2017
ESS User	Charlotta Magnusson	Researcher	Stockholm University	Sweden	14-03-2017
ESS User	Chiara Saraceno	Researcher	Berlin Social Science Center	Germany	13-03-2017
ESS User	Csaba Molnár	Head of Research	Political Capital	Hungary	07-02-2017
ESS User	Dániel Oross	Junior Researcher	HAS CSS	Hungary	09-02-2017
ESS User	Daniel Prokop	Head of Research	MEDIAN (public polling agency)	Czech Republic	31-03-2017
ESS User	Daphne Nicolitsas	Assistant Professor	University of Crete	Greece	26-05-2017
ESS User	Dragoş Dărăbăneanu	Lecturer	The University of Oradea	Romania	17-05-2017
ESS User	Erling Solheim	Researcher and consultant	City of Helsinki Urban Facts; Solheim Research & Consultancy; Norwegian University of Science and Technology	Norway	27-03-2017
ESS User	Eva Green	Senior Researcher	University of Lausanne	Switzerland	20-03-2017
ESS User	François Höpflinger	Professor	University of Zurich	Switzerland	21-04-2017
ESS User	Gideon Skinner	Research Director	IPSOS MORI	UK	23-03-2017
ESS User	Gražina Rapolienė	Administrator	Vilnius University	Lithuania	10-03-2017

Type	Name	Position	Organisation	Country	Interview date
ESS User	Hans Keman	Professor (research only)	Vrije Universiteit Amsterdam	Netherlands	09-03-2017
ESS User	Heiner Meulemann	Retired Professor	University of Cologne	Germany	02-06-2017
ESS User	Hester van Herk	Professor	Vrije Universiteit Amsterdam	Netherlands	15-03-2017
ESS User	Jaak Billiet	Retired but still involved in research at university	Katholieke Universiteit Leuven	Belgium	10-03-2017
ESS User	Jani Erola	Professor	University of Turku	Finland	29-03-2017
ESS User	Jeroen Boelhouwer	Researcher	SCP	Netherlands	10-04-2017
ESS User	John F Hall	Retired Professor		France	27-03-2017
ESS User	Kazimierz Maciek Slomczynski	Professor	Polish Academy of Sciences	Poland	05-04-2017
ESS User	Karin Haldén	Researcher	Stockholm University	Sweden	13-03-2017
ESS User	Maria Helena de Aguiar Pereira e Pestana	Professor	University Institute of Lisbon; Europeia University	Portugal	23-02-2017
ESS User	Marju Raju	Research Adviser	Ministry of Social Affairs, Analysis and Statistics Department	Estonia	21-02-2017
ESS User	Marta Sugareva	Lecturer	University of Plovdiv	Bulgaria	14-03-2017
ESS User	Maureen Eger	Researcher	Umeå University	Sweden	10-03-2017
ESS User	Maxime Ladaique	Manager of Statistical Resources	OECD, Social Policy Division	France	29-05-2017
ESS User	Michael Neureiter	PhD student	University of Pittsburgh	USA	02-06-2017
ESS User	Monika Köppl Turyna	Senior Economist	Agenda Austria	Austria	03-04-2017
ESS User	Peter Mohler	Academic consulting and research	University of Mannheim	Germany	31-03-2017
ESS User	Pierre Baudewyns	Researcher and lecturer	Université catholique de Louvain	Belgium	20-03-2017
ESS User	Qiaomei Yang	PhD student	Erasmus University	Netherlands	10-03-2017
ESS User	Rebeca Echavarri	Lecturer	Glasgow University	UK	28-03-2017
ESS User	Rudas Tamás	Director-General of the Centre for Social Sciences	Hungarian Academy of Sciences,	Hungary	22-03-2017
ESS User	Rui Alberto	PhD student	Salesian Pontifical University	Portugal	20-05-2017

Type	Name	Position	Organisation	Country	Interview date
ESS User	Sébastien Brunet	General administrator	Institut Wallon de l'Evaluation, de la Prospective et de la Statistique (IWEPS)	Belgium	10-03-2017
ESS User	Sébastien Fontaine	Lecturer and research assistant	University of Liège	Belgium	15-03-2017
ESS User	Seppo Laaksonen	Professor	University of Helsinki	Finland	17-05-2017
ESS User	Shanshan Yu	Masters Student	Katholieke Universiteit Leuven	Belgium	22-03-2017
ESS User	Tatjana Kiilo	Deputy Head of Analysis	Ministry of Education and Research in Estonia	Estonia	21-03-2017
ESS User	Valerija Korosec	Researcher	Slovenian Institute of Macro Analysis	Slovenia	22-03-2017
ESS User	Zenonas Norkus	Professor	Vilnius University	Lithuania	07-03-2017
ESS User (Journal)	Melinda Mills	Editor in Chief; Head of Sociology,	European Sociological Review; University of Oxford	UK	20-03-2017
ESS User (Journal)	Michalis Lianos	Editor in Chief; Professor	European Societies; University of Rouen-Haute Normandie	France	03-02-2017

C.2 Surveys

As part of this study, we undertook online surveys of registered ESS users. The main survey, which we cover here first and in more detail, as most survey data presented in this report stems from this one, was sent to all registered ESS users other than those identified as student users. A second and shorter survey was sent to all registered ESS users who are classed as students.

Both surveys were conducted through SurveyMonkey. The surveys were designed (with input by ESSHQ) by Technopolis, but survey invited were sent out through NSD, the data archive for the ESS. This ensured that the surveys would remain fully anonymous and no user data was shared with Technopolis. Both surveys were launched on 26/01/2017 and closed on 27/02/2017. For both, three reminders were respectively sent to non-respondents to both surveys, ensuring that initial invite and each of the three reminders were sent on different weekdays. NSD's systems ensured that each invite was unique to one user, so whilst participation was fully anonymous, no user could have distributed their unique survey link for multiple participation.

C.2.1 Ethics and consent

All participants of both surveys were informed in line with standards of research ethics established via the acceptance of our research ethics form approved by the ESS Ethics committee. Key points around consent, right to withdraw and anonymity were noted in all communication to participants. We present below the text on the starting page on the survey on non-student users. All other correspondents (survey invites, etc.) to the student and non-student surveys is broadly similar, though we are happy to include these in our final reporting if deemed necessary.

Figure 44: Introduction text to the survey of non-student users

Welcome to the survey of European Social Survey users! This survey is part of the current impact study of the ESS. Technopolis, a leading policy consultancy specialising in research, science and innovation policy has been commissioned by ESS headquarters to carry out this impact study.

The purpose of this study is to understand how widely and for what purposes the ESS is used, to create an evidence base of the academic, teaching and non-academic impacts and benefits that it has had for all different user groups, and to understand how these impacts and benefits come about.

This evidence base generated through this study will help make a case for the continued membership and funding of the ESS in current and future member countries, and will thereby help ensure its long-term sustainability.

This is an anonymous survey: neither Technopolis nor the ESS team itself will be able to connect your responses back to you personally. The only exception to this is an optional add-on part at the end of the survey, where you will be invited to submit your contact details. Should you choose to complete that final part, your response will be detached from your preceding answers and not be connectable to them. Technopolis complies with the ESS' own data protection regulations and this survey has been approved by the ESS research ethics committee. We will report survey responses in aggregate form only and the findings will be reported only by Technopolis and ESS, and not by any third or fourth parties.

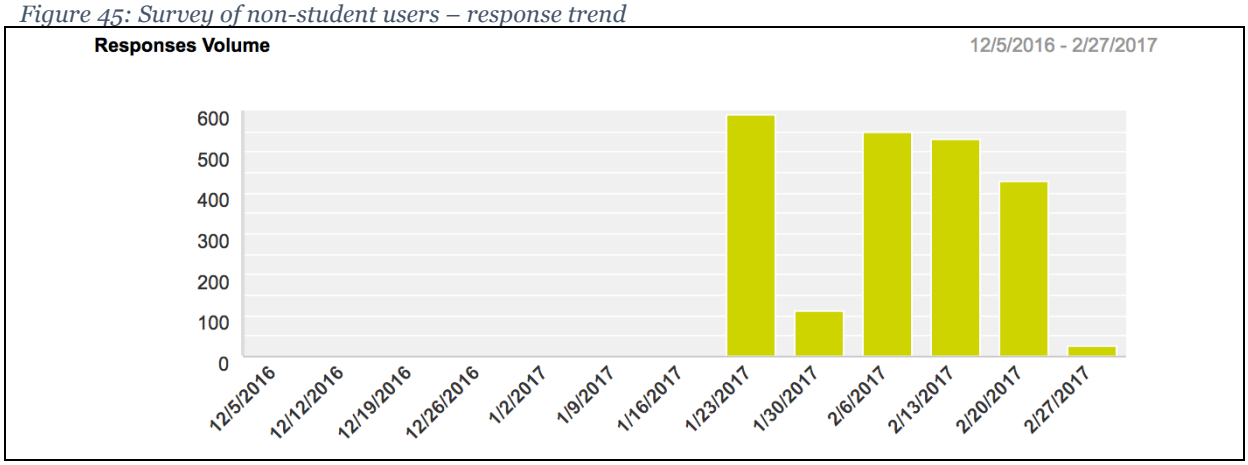
The survey should take no longer than 15 minutes to complete (or 20 minutes if you choose to complete the final section mentioned above). If you have any further questions, please do not hesitate to get in touch with Peter Kolarz, the manager for this study at Technopolis (peter.kolarz@technopolis-group.com).

Thank you for your participation!

By selecting 'Next' below, you consent to taking the survey. Participation in the survey is entirely voluntary. You can skip questions by leaving them blank or abandon the survey at any time, or skip backwards to amend your answers until you have indicated completion on the final page.

C.2.2 Survey of active non-student users

Figure 45: Survey of non-student users – response trend



Our survey of non-student users yielded 2,238 responses. Given the population of just under 30,000, this response rate does not allow for especially meaningful analysis. However, as part of our survey, we asked respondents to note whether they had downloaded ESS data or used the data analysis tool 'in the past 12 months', to which the vast majority of participants answered in the affirmative. As such, whilst the response rate from the total non-student user population was poor, we had good coverage of those users who have directly made use of ESS data over the past year: 1,709 responses fall into this category of 'active users'.

NSD's figures show that 6,578 users had downloaded ESS data or used the data analysis tool in the period from 01/02/2016 to 28/02/2017. This more generous window of 13 months is essential, as the survey was online for one full month. Moreover, respondents may not have had a fully precise idea of their most recent log-in date.

Using these figures (6,578 active users, 1,709 responses from active users), we obtain a response rate of 26%. All data from this survey presented in this report excludes other respondents and states that it reflects the population of active non-student users, simplified in-text to 'active users'.

The full set of questions and raw (un-weighted) response and percentages counts from our revised population of 'active users' are listed in Appendix D.

As our survey asked respondents to identify their country and user type (information also held by NSD for the total active user population), we are able to control for these two factors. The tables below show the proportions for both categories in both the population (based on NSD data) and our survey responses.

Table 19: Active users – population and respondents by country

	Population (N)	Population (%)	Responses (n)	Responses (%)
Austria	167	2.5%	42	2.5%
Belgium	262	4.0%	45	2.6%
Czech Republic	78	1.2%	26	1.5%
Estonia	70	1.1%	15	0.9%
France	227	3.5%	30	1.8%

	Population (N)	Population (%)	Responses (n)	Responses (%)
Germany	646	9.8%	152	8.9%
Hungary	142	2.2%	49	2.9%
Ireland	88	1.3%	32	1.9%
Lithuania	55	0.8%	19	1.1%
Netherlands	293	4.5%	60	3.5%
Norway	195	3.0%	50	2.9%
Poland	266	4.0%	57	3.3%
Portugal	226	3.4%	112	6.6%
Slovenia	125	1.9%	22	1.3%
Sweden	163	2.5%	56	3.3%
United Kingdom	661	10.0%	107	6.3%
Switzerland	189	2.9%	50	2.9%
Italy	332	5.0%	99	5.8%
Spain	490	7.4%	137	8.0%
USA	463	7.0%	83	4.9%
Greece	63	1.0%	41	2.4%
Finland	135	2.1%	39	2.3%
Russia	146	2.2%	39	2.3%
Ukraine	85	1.3%	34	2.0%
All Others	1011	15.4%	247	14.5%
-	-	-	Unspecified: 66	Unspecified: 3.9%
TOTALS	6578	100.0%	1709	100.0%

Table 20: Active users – population and respondents by user type

User type	Population (N)	Population (%)	Responses (n)	Responses (%)
Faculty/ research	3906	59.4%	1215	71.1%
Government	219	3.3%	55	3.2%
Journalist	74	1.1%	8	0.5%
Organisation (NGO, etc.)	236	3.6%	34	2.0%

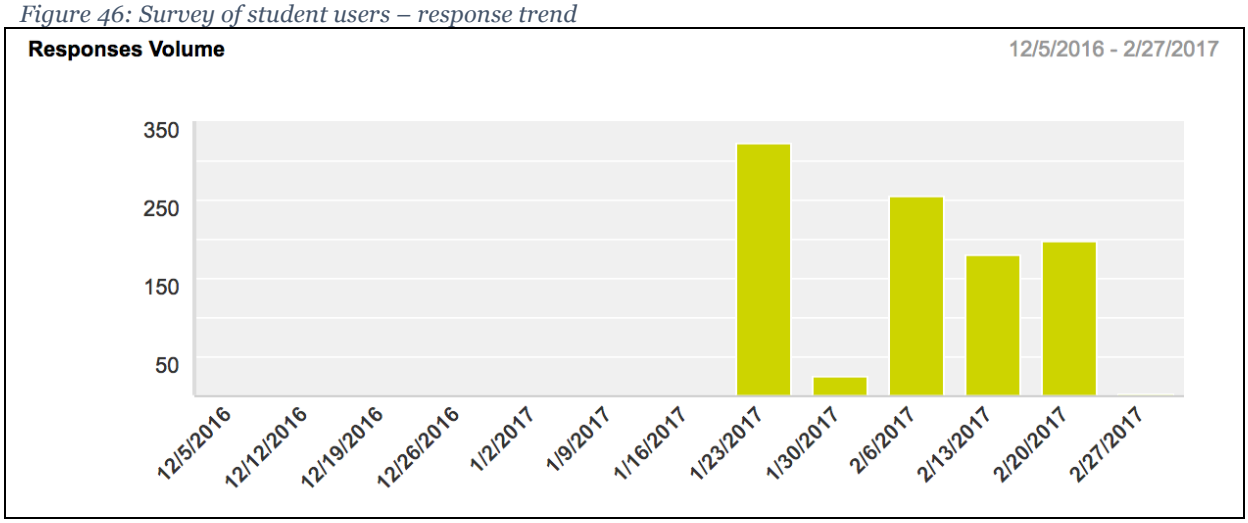
User type	Population (N)	Population (%)	Responses (n)	Responses (%)
Other	191	2.9%	77	4.5%
PhD thesis	1401	21.3%	229	13.4%
Private enterprise	131	2.0%	57	3.3%
Private individual	420	6.4%	33	1.9%
TOTALS	6578	100.0%	1708	100.0%

Whilst the raw response counts annexed to this report are not weighted, all data from this survey presented in our report are weighted to ensure the responses match the population. For each country listed above, the respective proportions of each user type received a separate weighting (owing to the fact that, for example, the representation of faculty/research users was not the same for every country).

C.2.3 Student user survey

The questions and full raw response counts and percentages to our student survey are appended to this report in section D.1.1 of Appendix D. However, this survey had a significantly lower response count: 980 student users responded despite three reminders being sent. Given the large population of registered student users, the response rate is under 2%.

Figure 46: Survey of student users – response trend



Though the vast majority of respondents noted that their first registration occurred within the past five years, we have no robust way of usefully and robustly defining a sub-population that is significantly better represented. An additional issue around the student user survey became apparent only after the survey launch, namely that there is a likely large but not fully quantifiable number of student users who do not register with ESS, as their teachers give them the ESS data directly.

We have on one occasion in this report added the (un-weighted) data from the student user survey as supporting evidence, but only in the context of findings from our interviews, which the students user survey data strongly mirror. Aside from use as supportive/indicative evidence alongside other, more robust findings, we do not consider this element of our data collection to be suitable as a key driver of our findings and have not used it as such in this report.

C.3 Bibliometrics (by CWTS)

We analysed the impact of research that is made possible by the ESS, based on publications that use the ESS in one way or another. For all publications we calculate bibliometric indicators using the CWTS Citation Index system. The core of this system comprises an enhanced version of Clarivate's (formerly Thomson-Reuters) citation indexes: Web of Science (WoS) of the Science Citation Index, Social Science Citation Index and Arts & Humanities Citation Index. These sources run back to the 1980s, are updated quarterly, and contain over 50 million publications. A combination of smart computer algorithms and manual data cleaning ensures a better unification of the names and addresses of universities and other organisations. Moreover, CWTS ensures better citation counts by taking great care in properly linking the citing and cited publications.

All users of ESS data are required to register any work they publish using the ESS data in the online bibliography of the ESS. In total there are 1086 journal articles that have been registered at this online bibliography. The ESS bibliography also includes other publications, such as newspaper articles, books, reports and conference papers, but we cannot calculate bibliometric indicators for these types of publications. The results of the bibliometric analysis are only based on the journal articles, which should be taken into account when interpreting the results. The ESS may also have additional impact through books, reports or newspaper articles, but we cannot reflect on this using a bibliometric analysis. The internal coverage (the percentage of references that are covered in the WoS) of the social sciences is only about 50% in general, so that we are presumably missing a substantial part of the literature. In part this is due to the fact that books play a relatively large role in the social sciences.

CWTS matched the journal articles from the ESS bibliography against the WoS and found 715 publications. The publications that could not be found in the WoS are presumably published in journals that are not indexed by the Web of Science. Although such journals are usually thought to be more peripheral, they may still represent important contributions, especially for the social sciences. In particular, social scientists may publish more in the native language, rather than in English. The WoS mostly indexes English language journals, thus missing many other language publications. Finally, some publications from the ESS may also contain some errors in the publication details, such as an incorrect volume number or spelling errors in titles, making it difficult to find a match.

In addition to the publications from the ESS bibliography, CWTS tried to find publications based on keyword searches in titles and abstracts ("European Social Survey" or "ESS"). This uncovered 245 additional publications, which are not registered in the online bibliography (34% additional publications). The majority of those additional publications were identified based on the abstract (229), whereas the title provided only 15 additional publications. Only a single paper was included because the ESS was mentioned in the acknowledgements.

Most of the publications that were not included in the ESS bibliography are from relatively recent years. Especially for 2016, only 14 publications are listed in the ESS bibliography, while CWTS uncovered 30 additional publications using keyword searches. But even up until 2010, CWTS uncovered about 50% additional publications. Prior to 2010 only a few additional publications are found, on average only about 7% additional publications. We expect these are mostly publications which the authors either forgot to register or which they still intend to register (for 2016 especially).

In total then, we obtain 960 publications, of which there are 933 articles, 9 reviews and 18 non-citable items (such as letters or editorials). CWTS does not include the non-citable items for calculating bibliometric indicators. Since they are never (or rarely) cited, they would only artificially diminish the average impact. Similarly, for bibliometric indicators CWTS only includes publications published before 2014 as more recent publications have not yet had the chance to gather sufficient citations. Since there are only few publications in 2015, and there may be bias in what publications have currently been included, we do not provide any statistics on those papers, besides the overall number of publications.

Of these 960 publications the majority (about 95%) was published in English, which matches the overall proportion of English papers in the Web of Science (about 96%). There were also 16 papers in

German and 11 in Czech and 7 papers in other languages. This is mostly in line with the overall language coverage of the Web of Science. As explained earlier, publications that are not matched to the WoS may show a higher percentage of non-English. However, because they are not matched, we cannot determine automatically in what language they are published.

CWTS calculates bibliometric indicators for the publication set as a whole, but also provides bibliometric indicators per country, organisation and topic. Publications were linked to countries and organisations on the basis of the affiliations of authors. In addition to performance indicators, we also analyse (international) collaboration. Finally, we analyse in which topics the ESS plays a particularly prominent role, based on a sophisticated publication level classification system of CWTS.

CWTS calculates bibliometric statistics for the publication set covering 2002-2014 with a citation window until 2015. For each publication it counts the total number of times a publication is cited by other publications in the WoS. This is called the citation score (CS). Because different fields can have different citation behaviour, we need to normalise these citation scores to make them comparable. CWTS normalises citation counts with respect to a detailed publication classification scheme developed at CWTS consisting of 4113 micro-fields or clusters (Waltman & Van Eck, 2012). The CWTS constructs this publication classification algorithmically on the basis of the citation network among nearly 18 million publications covering 2000-2015. Each cluster, or micro-field, contains individual papers, overcoming problems of journal-based classifications. In addition, we also need to consider the year of publication as earlier years have accumulated more citations up until 2015. CWTS thus divides the citation score (CS) by the average number of citations for paper published in the same field in the same year to arrive at the normalised citation score (NCS). Hence, if a paper achieves an NCS of higher than 1 it does better than average, and below 1 it does worse than average. Finally, we take the average of these normalised citation scores to arrive at the mean normalised citation score (MNCS), which is an indicator of the average performance on a set of publications. Again, an MNCS score higher than 1 indicates above average performance and below 1 indicates below average performance.

Similarly, CWTS also calculates the average normalised citation scores for publications in a specific journal for a specific field. For each year, the normalised journal score is calculated based on the given citation window. In other words, the normalised journal score is simply the MNCS over all publications published in a specific field in that journal in that year. A journal thus has a separate score for each year and field in which it publishes. We call this the normalised journal score (NJS), and it is an indication of the average scientific impact of a journal in a field. We then report the mean normalised journal score (MNJS), reflecting the average impact of the journals in the field where the publication appeared.

Additionally, CWTS also checks if a paper is highly cited within its field. We consider a paper highly cited when it belongs to the top 10% most highly cited papers of its field and year of publication. We count the number of highly cited publications and report the proportion of highly cited publications as the PP(top 10%). On average about 10% of the papers should fall in the top 10%, so if PP(top 10%) is higher than 10% the publications perform better than average, and if it is below 10% the publications perform below average.

C.3.1 Bibliometric indicators explained

- Number of publications (**P**) in international journals of the unit of analysis in the period;
- Internal coverage (**Int_cov**) of an oeuvre (set of publications in the WoS) is measured by the percentage of references from that oeuvre that are also covered by the WoS.
- Number of citations received by P during the entire period, excluding self-citations (**TCS**);
- The average number of citations without self-citations per paper (**MCS**);
- Percentage of publications not cited by others (in the given time period) (**Pnc**);
- The mean field normalised citation score (**MNCS**); the actual number of citations (without self-citations) is divided by the expected number of citations on a paper basis. Here, the expected

number of citations is based on the world-wide average citation score without self-citations of all papers belonging to the same scientific field in the same year. In this way, a field normalised score is calculated for each paper. Next, the MNCS indicator is computed for each unit of analysis, by taking the average of these field normalised citation scores for individual papers. A value above 1 indicates that the mean impact for the unit is above world average whereas a value below 1 indicates the opposite.

- The mean normalised journal score (**MNJS**) indicates the average citation impact of the journals in which the papers appeared that were published by the unit of analysis. The indicator is calculated based on the same principles as the MNCS. It shows whether the publications originating from the unit of analysis were published in top or in sub-top (in terms of citation impact) journals.
- Number of highly cited publications (**P(top10%)**) in international journals of the unit of analysis in the period;
- The percentage of highly cited publications. (**PP(top10%)**) The percentage of publications published by the unit that is among the upper top 10% of the citation distribution for papers belonging to the same field and same year of publication.

C.4 Other study components in brief

In addition to the online surveys and interviews, our study involved the following further components:

- Analysis of ESS user data (supplied by NSD)
- Desk research/literature review: study of existing evaluations and impact studies of the ESS, as well as a document review of ESS governance and strategy documents
- Observation/ attendance of events associated with the ESS, including the 3rd ESS conference held at UNIL in July 2016
- Brief initial contact with NCs (via telephone or email) for a fact-checking exercise at the outset of the study

Appendix D Additional data tables

D.1 Survey – questions and raw responses

For reference, we provide below the full raw (un-weighted) response data from our survey of active non-student users. NB: The original survey was sent to all registered non-student users. However, given the much better response rate from those who noted some engagement with ESS in the past 12 months, we limit our analysis to results from this group only. The results shown here (and used throughout the main report) exclude all respondents who selected either of the last two answer options in Question 9 (or skipped it completely), and the small number of respondents who noted no engagement at all with the ESS data portal in Question 8.

1. In which country do you currently live all or most of the time?

Answer Options	Response Percent	Response Count
Austria	2.6%	42
Belgium	2.7%	45
Czech Republic	1.6%	26
Estonia	0.9%	15
France	1.8%	30
Germany	9.3%	152
Hungary	3.0%	49
Ireland	1.9%	32
Lithuania	1.2%	19
Netherlands	3.7%	60
Norway	3.0%	50
Poland	3.5%	57
Portugal	6.8%	112
Slovenia	1.3%	22
Sweden	3.4%	56
Switzerland	3.0%	50
United Kingdom of Great Britain and Northern Ireland	6.5%	107
Australia	0.7%	11
Bulgaria	0.9%	15
Canada	0.7%	12
Denmark	1.2%	20
Finland	2.4%	39
Greece	2.5%	41
Israel	1.3%	21
Italy	6.0%	99
Romania	1.6%	27
Russian Federation	2.4%	39
Slovakia	0.7%	12
Spain	8.3%	137
Turkey	0.9%	14
Ukraine	2.1%	34
United States of America	5.1%	83
ALL OTHERS	8.0%	115
	answered question	**1643**
	skipped question	**66**

2. Which of the following best describes your main activity?

Answer Options	Response Percent	Response Count
PhD student	13.4%	229
Academic (research only)	16.0%	274
Academic (research & teaching or teaching only)	55.1%	941
Journalist / media	0.5%	8
Non-governmental organisation (NGO) or charity	1.2%	20
Policy (e.g. government civil servant)	3.0%	52
Politics (e.g. political party, political adviser)	0.2%	3
Other public sector work	1.9%	33
Business / private enterprise	3.3%	57
Think tank	0.8%	14
Unemployed	0.3%	5
Looking after home and/or family	0.2%	3
Retired	1.5%	25
Other (please specify)	2.6%	44
	answered question	**1708**
	skipped question	**1**

3. Please give us a sense of your level of seniority in your main occupation:

Answer Options	Response Percent	Response Count
Junior (e.g. intern, entry-level staff, research assistant, post-doc, etc.)	15.6%	265
Mid-level (e.g. consultant, analyst, project manager, lecturer, etc.)	35.0%	593
Senior (e.g. director, professor, head of unit, etc.)	38.4%	652
Not applicable (e.g. if PhD student, retired or currently unemployed)	10.6%	180
Prefer not to say	0.4%	6
	answered question	**1696**
	skipped question	**13**

4. How many years of relevant professional experience do you have?

Answer Options	Response Percent	Response Count
0-4 years	14.1%	239
5-9 years	21.2%	361
10-14 years	19.7%	335
15-29 years	16.4%	279
20-24 years	6.7%	114

25-29 years	7.3%	125
30-34 years	5.5%	94
35-39 years	4.4%	75
40 years or more	4.6%	79
	answered question	1701
	skipped question	8

5. In what year did you first access ESS data or information? (Please give us your best estimate)

Answer Options	Response Percent	Response Count
2016	9.4%	159
2015	6.0%	102
2014	8.6%	146
2013	6.7%	113
2012	9.4%	160
2011	4.9%	84
2010	11.0%	187
2009	5.4%	91
2008	6.1%	104
2007	4.2%	71
2006	5.8%	98
2005	4.4%	75
2004	3.6%	61
2003	3.4%	57
2002	3.8%	64
2001	4.1%	69
Don't know	3.4%	58
	answered question	1699
	skipped question	10

6. In which country did you live all or most of the time when you first accessed ESS data or information?

Answer Options	Response Percent	Response Count
Same as current	88.8%	1515
A different country	11.2%	191
	answered question	1706
	skipped question	3

[Question 1 repeated for all who selected 'a different country']

7. How did you first become aware of the ESS?

Answer Options	Response Percent	Response Count
Through the ESS' own dissemination channels (bulletins / events / brochures / social media)	9.2%	157
As a student, e.g. through a course / module / lecture that involved the ESS	18.6%	316
Through a conference and/or presentation that featured or mentioned the ESS	7.7%	130
From a colleague or friend who was affiliated to the ESS	16.1%	273
From a colleague or friend who was not affiliated to the ESS	9.7%	165
Through a reference or citation in an academic publication	18.5%	314
Through a reference in a non-academic publication (e.g. a public policy report)	1.4%	23
Browsing the Internet	13.3%	225
Through other social media	0.2%	4
Other (please specify)	5.4%	91
	answered question	1698
	skipped question	11

8. How often have you used the ESS in the following ways?

Answer Options	Never	Once or twice	Occasionally	Frequently	Rating Average	Response Count
Interrogated ESS data through the online analysis tool	495	532	468	150	2.17	1645
Downloaded data from the ESS website	42	416	690	551	3.03	1699
Read or downloaded reports (e.g. 'Topline Results' reports) available from the ESS website	333	563	600	155	2.35	1651
Visited the ESS website for other reasons	258	446	679	259	2.57	1642
Attended ESS conferences, presentations or workshops	1199	249	149	44	1.41	1641
					answered question	1709
					skipped question	0

9. In the past 12 months, please estimate how frequently you have used the ESS web site to obtain data or information.

Answer Options	Response Percent	Response Count
Daily	0.4%	7
Weekly	6.1%	104
Monthly	30.0%	512
Once or twice	63.5%	1086
Never	0.0%	0
Don't know	0.0%	0
	answered question	1709
	skipped question	0

10. Which of the following best describes your use of ESS data and information?

Answer Options	Response Percent	Response Count
I frequently access ESS data and information and use it for many different projects or enquiries	20.3%	345
I frequently access ESS data and information and use it for one or a small number of projects or enquiries	27.1%	461
I have accessed ESS data and information once or twice only, but have used the data for many different projects or enquiries	17.3%	295
I have accessed ESS data and information once or twice only, and used it for one or a small number of projects or enquiries	31.7%	540
None of the above	3.6%	61
	answered question	1702
	skipped question	7

11. Below is a list of topics covered in the core and rotating modules of the ESS. In which of these areas have you consulted ESS data and findings? (Please tick all that apply)

Answer Options	Response Percent	Response Count
Socio-demographics	70.8%	1180
Ageism	14.3%	239
Citizenship, involvement and democracy	46.4%	773
Economic morality	17.6%	293
Family, work and wellbeing	41.8%	696
Health and care seeking	19.3%	322
Human values	44.3%	739
Immigration	33.9%	565
Media use	17.8%	296
National and ethnic identity	27.7%	461
Perceived discrimination	18.0%	300
Personal and social wellbeing	36.9%	615
Politics	41.5%	691
Religion	21.2%	353
Social exclusion	27.7%	462
Social inequalities in health	18.7%	312
Social trust	43.3%	722
Subjective wellbeing	35.9%	598
Timing of life	7.9%	131
Trust in criminal justice	11.7%	195
Understandings and evaluations of democracy	26.8%	447
Welfare attitudes	32.0%	533
answered question		**1667**
skipped question		**42**

12. How interested are you in the survey methodology of the ESS?

Answer Options	Response Percent	Response Count
Not at all interested	0.7%	12
Not very interested	10.7%	178
Quite interested	50.7%	846
Very interested	38.0%	634
answered question		**1670**
skipped question		**39**

13. To what extent do you use / have you used the following types of ESS data?

Answer Options	Not at all	To a small extent	To a large extent	To a very large extent	Rating Average	Response Count
Single point in time data for a single country	324	695	385	143	2.22	1547
Cumulative data for a single country (comparison over time)	324	628	446	154	2.28	1552
Single point in time data for multiple countries (comparison between countries)	132	559	587	306	2.67	1584
Cumulative data for multiple countries (comparison over time and between countries)	307	536	427	332	2.49	1602
answered question						**1670**
skipped question						**39**

14. How have you used the data and information that you have obtained from the ESS? (please tick all that apply)

Answer Options	Response Percent	Response Count
For your own analysis, using only ESS data	57.1%	950
For your own analysis, combining ESS data with other data	62.9%	1046
For reference or validation	30.8%	512
As a basis for further data collection	19.7%	327
To support decision making	8.9%	148
To support operations in your organisation	2.9%	49
To monitor social or political trends	26.9%	447
For teaching	45.6%	759
For study	33.0%	549
For media purposes	2.9%	49
For general interest	16.8%	279
Other (please specify)	3.1%	51
answered question		**1663**
skipped question		**46**

15. Have you produced any outputs (e.g. reports, blog posts, articles, courses, books) using data and information obtained from the ESS?

Answer Options	Response Percent	Response Count
Yes	66.9%	1105
No	33.1%	547
answered question		**1652**
skipped question		**57**

[Filter applied. 'No' redirected to Question 19]

Non-academic outputs

Answer Options	Response Percent	Response Count
Briefing papers, public	23.4%	173
Briefing papers, internal	22.2%	164
Consultancy/contract research reports	18.8%	139
External events (non-academic workshops, conferences, etc.)	19.5%	144
Policy reports	14.3%	106
Strategy documents	6.6%	49
Newspaper articles	11.6%	86
Blog posts	10.1%	75
News items on TV or radio	3.9%	29
Other media items	3.4%	25
None of the above	30.3%	224
Other (please specify)	4.7%	35
answered question		**739**
skipped question		**970**

Academic outputs

Answer Options	Response Percent	Response Count
Articles in peer-reviewed, international academic journals	51.2%	534
Articles in other academic journals	28.4%	296
Books, monographs or edited volumes	22.5%	234
Working papers	40.4%	421
Book chapters	30.4%	317
Conference papers or discussions/presentations at academic events	52.9%	551
Additional/enhanced/expanded data repository	1.7%	18
New or enhanced analytical tools (e.g. software tools, algorithms, syntax files)	3.1%	32
None of the above	4.5%	47
Other (please specify)	5.3%	55
	answered question	1042
	skipped question	667

Teaching outputs

Answer Options	Response Percent	Response Count
Creation of a new module or course within an existing degree programme	12.5%	105
Creation of a new degree programme	2.9%	24
Creation of a new workshop or teaching event not part of wider courses or degrees	9.1%	76
Data and/or tools for use in teaching/learning materials (e.g. lectures/data analysis seminars/workshops)	67.6%	567
None of the above	25.5%	214
Other (please specify)	2.5%	21
	answered question	839
	skipped question	870

17. In relation to any outputs you have produced using ESS data or information, how frequently have you cited the ESS?

Answer Options	Response Percent	Response Count
Never	0.9%	10
Occasionally	25.6%	281
Usually	15.1%	166
Always	58.0%	637
Not applicable (no outputs)	0.5%	5
answered question		1099
skipped question		610

18. Who are the primary audiences you intended to target with the outputs you have produced using ESS data? (Please tick all that apply)

Answer Options	Response Percent	Response Count
Yourself	21.4%	234
Individuals within your organisation (e.g. university or other workplace)	29.0%	318
Academics (incl. in your organisation and elsewhere)	81.3%	891
Research students (PhD)	41.8%	458
Students (Bachelors, Masters or equivalent)	50.2%	550
Students (pre-university)	4.0%	44
Policy makers (civil servants)	23.9%	262
Politicians/political advisers	15.3%	168
Think tanks	8.2%	90
Non-governmental organisations (NGOs)	13.3%	146
Private enterprises	3.7%	41
Wider public / citizens	22.2%	243
Unknown	1.2%	13
Other (please specify)	1.0%	11
	answered question	1096
	skipped question	613

19. To what extent has using the ESS led to the following methodological and capacity-related benefits for you personally?

Answer Options	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know	Not applicable	Rating Average	Response Count
Improved your skills in survey design / data collection methods	196	363	460	382	27	66	2.68	1494
Improved your skills in cross-national comparative data analysis	112	236	446	629	26	49	3.06	1498
Enabled you to make greater use of data in your work	90	246	425	659	26	41	3.11	1487
Enabled you to achieve a higher standard or quality in your work	95	237	471	593	40	47	3.03	1483
Enabled you to access and use relevant evidence more easily	70	206	400	735	40	37	3.19	1488
Enabled you to pursue new research questions, ideas and/or projects	80	232	442	671	25	40	3.14	1490
Enabled expansion of your research group, research centre or institute	454	308	260	227	55	164	2.12	1468
Other capability-related benefit (please specify)	265	78	85	63	215	353	1.31	1059
								45
							answered question	1520
							skipped question	189

20. Based on your experience, to what extent has your use of ESS data or information led to the following academic and research-related benefits for you or other people in your field of work or interest?

Answer Options	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know	Not applicable	Rating Average	Response Count
Improved teaching of cross-national survey methods or comparative data analysis	178	206	325	468	88	188	2.72	1453
Contributed to improved standards for cross-national surveys	144	199	293	584	98	138	2.85	1456
Contributed to the creation of new, internationally recognised reference datasets	212	159	268	522	126	151	2.66	1438
Improved the evidence-base used by academics	94	229	364	561	110	92	2.86	1450
Reframed academic debates about various social, political and moral attitudes in Europe	158	229	396	380	161	111	2.51	1435
Contributed to improved social science	81	201	385	612	98	70	2.97	1447
Improved the monitoring or understanding of the	76	163	352	689	87	81	3.08	1448

social structure, conditions and attitudes in Europe								
Other conceptual benefit / impact (please specify)	161	58	74	62	308	310	1.13	973 30
							answered question	1485
							skipped question	224

21. Based on your experience, to what extent has your use of ESS data or information led to the following wider benefits for you or other people in your field of work or interest?

Answer Options	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know	Not applicable	Rating Average	Response Count
Improved the evidence-base used by policy makers	177	279	298	200	351	131	1.86	1436
Improved the evidence-base used by other professionals (excluding academics)	152	286	316	207	342	124	1.92	1427
Contributed to improved social policy	205	254	299	150	394	124	1.70	1426
Contributed to improved practices	169	280	299	164	387	120	1.76	1419
Improved knowledge and awareness of the social structure, conditions and attitudes in Europe	79	198	417	454	212	80	2.60	1440
Reframed debates within wider society about various social, political and moral attitudes in Europe	151	257	359	255	309	103	2.08	1434
Improved recognition of the importance of research infrastructures	140	212	355	346	283	98	2.26	1434
Other instrumental benefit / impact (please specify)	150	58	63	43	379	287	0.90	980 16
							answered question	1462
							skipped question	247

22. Please indicate whether your own use of the ESS has led to any wider impacts (e.g. social, political, cultural or economic) in any of the following areas (use 'high,' 'medium', 'low' or 'no impact' to indicate your judgement as to the magnitude of the impact):

Answer Options	High impact	Medium impact	Low impact	No impact	Rating Average	Response Count
Contributing to increased public awareness of social, political and moral attitudes in Europe	158	406	359	406	1.24	1329
Influencing practitioners and professional practice	111	369	423	414	1.13	1317
Persuading the public sector to invest more in addressing social issues	83	232	376	615	0.83	1306
Persuading the private or third sector to invest more in addressing social issues	59	202	380	660	0.74	1301
					answered question	1336
					skipped question	373

24. Please indicate whether your ESS use has led to any wider impacts (e.g. social, political, cultural or economic) in any of the following ways: (use 'high,' 'medium', 'low' or 'no impact' to indicate your judgement as to the magnitude of the impact):

Answer Options	High impact	Medium impact	Low impact	No impact	Rating Average	Response Count
Contributing to more evidence based policy-making and legislation	84	291	341	550	0.93	1266
Enhancing the research capacity of businesses	51	203	288	718	0.67	1260
Enhancing the research capacity of third sector organisations	75	253	289	635	0.81	1252
Facilitating innovation, through spin out companies or the creation of new products or processes	51	154	251	797	0.57	1253
Improving skills among non-academics (e.g. practitioners)	79	249	360	570	0.87	1258
					answered question	1281
					skipped question	428

25. Reflecting on what you would consider the most significant impact resulting from your use of ESS, please select the statement that best describes how it was achieved:

Answer Options	Response Percent	Response Count
I intentionally communicated my ESS-related work directly to my intended audience (through publication, speech, etc)	46.8%	632
My audience (who I had not had significant contact with yet) approached me about my ESS-related work	3.2%	43
I am familiar enough with my audience that I could use word-of-mouth to communicate my ESS-related work and achieve the noted impacts	6.3%	85
I did not make any direct efforts to trigger any impacts - an intermediary (person or organisation) picked up my work and communicated it to others without my involvement	5.2%	70
An intermediary (person or organisation) approached me directly, asked about my work and offered to communicate it to the relevant audience	2.0%	27
I systematically sought out an intermediary (person or organisation) to communicate my ESS-based work and achieve the noted impacts	1.6%	21
I know my ESS-related work has had impacts, but am completely unsure how these were achieved	10.7%	144
Not applicable (I do not consider my ESS-related work to have led to any impacts or I did not produce any output)	24.4%	329
	answered question	1351
	skipped question	358

[Filter applied: respondents who did not indicate involvement of intermediaries redirected to Question 29]

26. Which of the following organisations or individuals helped you reach your audience or achieve the noted impacts? (Please tick all that apply)

Answer Options	Response Percent	Response Count
Your own university (not applicable if you are not based at a university)	58.0%	76
Other university	21.4%	28
Research funders	21.4%	28
The media (journalists, redactors, editors etc.)	16.0%	21
Policy analysts and advisors	14.5%	19
Educators (academics, teachers, training providers)	24.4%	32
Special interest groups	10.7%	14
Think tanks	13.7%	18
Venture capitalists	0.0%	0
Consulting firms	3.1%	4
Civil servants	6.9%	9
Communications specialists	5.3%	7
Knowledge-exchange officers	0.8%	1

Local authority officers	2.3%	3
Employers' associations	1.5%	2
Trade unions	2.3%	3
Other (please specify)	6.1%	8
	answered question	131
	skipped question	1578

27. Did you already have any prior contact with the individuals or organisations you noted in the previous question?

Answer Options	Response Percent	Response Count
Yes, I had prior existing links	60.0%	72
No, I established links with them once I wanted to reach out to them	19.2%	23
No, they contacted me once they had heard about my work	20.8%	25
	answered question	120
	skipped question	1589

28. Where you worked with these individuals or organisations on communicating your work, how important were they in the realisation of any wider social or economic benefits?

Answer Options	Response Percent	Response Count
Not at all important	7.4%	9
Not important	6.6%	8
Neither important nor not important	20.5%	25
Important	42.6%	52
Extremely important	10.7%	13
Not applicable (there have been no wider social or economic benefits)	12.3%	15
	answered question	122
	skipped question	1587

29. Overall, how important is the data available from the ESS for your work?

Answer Options	Response Percent	Response Count
Not at all important	1.0%	14
Not very important	12.1%	171
Quite important	41.2%	582
Very important	45.2%	638
Don't know	0.6%	8
	answered question	1413
	skipped question	296

30. How relevant are the topics of ESS data to your interests?

Answer Options	Response Percent	Response Count
Very relevant	56.6%	796
Somewhat relevant	38.8%	546
Less relevant	3.8%	53
Not at all relevant	0.4%	5
Don't know	0.5%	7
	answered question	1407
	skipped question	302

31. For your purposes, how useful would you say is the ESS data in terms of the time period covered (i.e. 2002-present for core modules)?

Answer Options	Response Percent	Response Count
Very useful	47.7%	672
Mostly useful	31.9%	450
Fairly useful	16.8%	237
Less useful	2.6%	37
Not at all useful	0.1%	1
Don't know	0.9%	13
	answered question	1410
	skipped question	299

32. For your purposes, how comprehensive would you say is the ESS data in terms of the countries covered?

Answer Options	Response Percent	Response Count
Extremely comprehensive	20.0%	278
Fairly comprehensive	69.4%	965
Not very comprehensive	8.1%	112
Not at all comprehensive	0.6%	8
Don't know	2.0%	28
	answered question	1391
	skipped question	318

33. How would you rate the overall quality of ESS data?

Answer Options	Response Percent	Response Count
Very high	42.7%	595
High	48.0%	669
Moderate	7.6%	106
Low	0.6%	9
Very low	0.1%	1
Don't know	0.9%	13
	answered question	1393
	skipped question	316

34. How user-friendly would you say the ESS online tools and functions are (e.g. online analysis tool / cumulative data wizard / multilevel data)?

Answer Options	Response Percent	Response Count
Very user-friendly	35.6%	495
Somewhat user-friendly	42.8%	595
Less user-friendly	7.4%	103
Not at all user-friendly	1.6%	22
Don't know	4.2%	58
Not applicable (e.g. never used them)	8.5%	118
	answered question	1391

skipped question	318

35. How would you rate the ease of navigation of the ESS website (e.g. being able to identify / find relevant data)?

Answer Options	Response Percent	Response Count
Very easy	25.7%	359
Fairly easy	52.2%	728
Neutral	16.3%	227
Difficult	3.7%	52
Very difficult	0.5%	7
Don't know	1.6%	22
answered question		1395
skipped question		314

36. How relevant are the ESS publications and reports (e.g. ESS Topline Results Series)?

Answer Options	Response Percent	Response Count
Highly relevant	20.9%	289
Somewhat relevant	43.2%	598
Less relevant	11.9%	164
Not at all relevant	1.4%	20
Don't know	22.6%	312
answered question		1383
skipped question		326

37. How would you rate the quality of ESS publications and reports (e.g. ESS Topline Results Series)?

Answer Options	Response Percent	Response Count
Very high	18.1%	249
High	38.4%	528
Medium	12.3%	169
Low	1.1%	15
Very low	0.2%	3
Don't know	29.9%	412
answered question		1376
skipped question		333

38. How would you rate the guidance and support provided by the ESS (e.g. guidance documents or responses to queries)?

Answer Options	Response Percent	Response Count
Very good	26.2%	362
Good	43.4%	599
Neutral	10.1%	139
Bad	0.6%	8
Very bad	0.1%	2
Don't know	19.6%	271
answered question		1381
skipped question		328

39. How would you rate the extent to which you are kept informed of developments / changes to data availability?

Answer Options	Response Percent	Response Count
Very good	32.3%	448
Good	45.0%	624
Neutral	12.6%	175
Bad	1.0%	14
Very bad	0.5%	7
Don't know	8.6%	120
answered question		1388
skipped question		321

41. If the ESS had not existed, which of the following do you think would be true with regard to your own activities that you have noted in this survey so far?

Answer Options	Response Percent	Response Count
I could have conducted the same or similar activities fully or to a large extent, with alternative survey data of similar quality and scope	13.7%	179
I could have conducted the same or similar activities fully or to a large extent, with alternative survey data of lower quality or scope	36.8%	483
No usable substitutes would have been available: I would have pursued the activities anyway, but using an alternative approach, likely not based on surveys	30.6%	401
No usable substitutes would have been available: I would have abandoned many or all of the activities	16.8%	220
Other (please specify)	2.1%	28
answered question		1311
skipped question		398

42. If the ESS were not free to use, please tell us what you feel would be a fair price for an individual person's subscription for a year, based on the value and benefit you think it has to users ('a fair price'). Please enter a figure in Euros:

Answer Options	Response Count
	856
answered question	856
skipped question	853

43. Likewise, if the ESS were not free to use, please tell us what you feel would be a fair price for an institutional subscription (e.g. for a university, government department or business) for a year, based on the value and benefit it has to users ('a fair price'). Please enter a figure in Euros:

Answer Options	Response Count
	829
answered question	829
skipped question	880

44. Please provide any further comments you would like to make where you believe improvements to any aspects of the ESS services or data availability would (i) increase its value to users and (ii) increase wider social or economic benefits.	
Answer Options	Response Count
	304
answered question	304
skipped question	1405

D.1.1 Student user survey

As part of this study, we also conducted a short survey of student users. The response rate to this was rather lower than to the main user survey, and defining a group of 'active' student users was not possible. Additionally, our interviews suggest that there are many student users who never register, because a teacher downloads and makes the ESS data available for them. Nevertheless, we provide the raw results to this survey below.

1. In which country do you currently live all or most of the time?		
Answer Options	Response Percent	Response Count
Austria	3.6%	35
Belgium	5.5%	54
Czech Republic	1.5%	15
Estonia	1.7%	17
France	2.0%	20
Germany	11.7%	114
Hungary	2.9%	28
Ireland	0.7%	7
Lithuania	1.5%	15
Netherlands	5.4%	53
Norway	4.7%	46
Poland	2.5%	24
Portugal	3.8%	37
Slovenia	3.3%	32
Sweden	2.8%	27
Switzerland	3.3%	32
United Kingdom of Great Britain and Northern Ireland	4.9%	48
Denmark	3.1%	30
Finland	1.8%	18
Greece	2.4%	23
Italy	4.4%	43
Romania	1.2%	12
Russian Federation	3.5%	34
Spain	4.7%	46
Ukraine	2.4%	23
United States of America	5.1%	50
ALL OTHERS	9.5%	95
	answered question	978
	skipped question	2

2. In which country did you live all or most of the time when you first accessed ESS data or information?		
Answer Options	Response Percent	Response Count
Same as current	87.0%	847
A different country	13.0%	127
	answered question	974
	skipped question	6

[Question 1 repeated for all who selected 'a different country']

3. When did you first access ESS data or information? (please estimate a year)		
Answer Options	Response Percent	Response Count
2016	23.5%	226
2015	14.6%	140
2014	12.8%	123
2013	9.8%	94
2012	12.5%	120
2011	6.4%	61
2010	5.3%	51
2009	3.3%	32
2008	3.8%	36
2007	1.8%	17
2006	1.6%	15
2005	1.0%	10
2004	0.2%	2
2003	0.2%	2
2002	0.0%	0
2001	0.4%	4
Don't know	2.8%	27
	answered question	960
	skipped question	20

4. Please indicate your status at the time you first registered with ESS:		
Answer Options	Response Percent	Response Count
Student (pre-university)	3.7%	36
Student (undergraduate, Bachelors or equivalent)	47.3%	461
Student (Masters or equivalent)	39.4%	384

Student (Ph.D.)	8.4%	82
Other (please specify)	1.1%	11
	answered question	**974**
	skipped question	**6**

5. What was/is the main disciplinary area of your studies?

Answer Options	Response Percent	Response Count
Economics / political economy	10.5%	102
European studies	2.0%	20
Gender studies	0.8%	8
International relations	1.1%	11
Politics/ political science	20.8%	203
Public policy/ governance	2.3%	22
Social policy	2.8%	27
Social work	1.6%	16
Social/ human geography	1.1%	11
Sociology	41.1%	401
Other social science	7.2%	70
Other discipline (arts and humanities)	1.7%	17
Other discipline (medical and health sciences)	1.7%	17
Other discipline (other)	5.2%	51
	answered question	**976**
	skipped question	**4**

6. How did you first become aware of the European Social Survey?

Answer Options	Response Percent	Response Count
Through the ESS' own dissemination channels (bulletins / events / brochures / social media)	1.2%	11
Through a course / module / lecture that involved the ESS	60.4%	562
Through a conference and/or presentation that featured or mentioned ESS data	2.9%	27
From a fellow student / friend	6.7%	62
Through a reference or citation in an academic publication	11.4%	106
Through a reference in a non-academic publication (e.g. a public policy report)	0.5%	5
Browsing the Internet	9.3%	87
Through other social media	0.5%	5
Other (please specify)	7.1%	66
	answered question	**931**
	skipped question	**49**

7. Which of the following best describes why you registered as an ESS user?

Answer Options	Response Percent	Response Count
Registering was a requirement for a course or module that I studied	27.8%	258
Registering was optional for a course or module that I studied	30.7%	285
The ESS was not related to a course or module that I studied - I registered out of my own interest	30.5%	283
Other reason (please specify)	11.1%	103
	answered question	**929**
	skipped question	**51**

8. If you used ESS as part of courses or modules that you studied, what was the focus of those courses or modules?

Answer Options	Response Percent	Response Count
Mostly methodological (e.g. social statistics, social research methods, survey analysis, etc.)	49.3%	424
Mostly topical (e.g. European politics & society, migration, family values, etc.)	15.5%	133
Both	21.2%	182
Not applicable (the ESS was not related to a course or module that I studied)	13.0%	112
Other (please specify)	1.0%	9
	answered question	**860**
	skipped question	**120**

9. As a student, how often have you used / did you use the ESS in the following ways?

Answer Options	Never	Once or twice	Occasionally	Frequently	Rating Average	Response Count
Interrogated ESS data through the online analysis tool	296	274	244	60	2.08	874
Downloaded data from the ESS website	52	321	340	174	2.72	887
Read or downloaded reports (e.g. 'Topline Results' reports) available from the ESS website	267	333	220	52	2.07	872
Visited the ESS website for other reasons	278	311	236	47	2.06	872
Attended ESS conferences, presentations or workshops	780	49	30	4	1.14	863
					answered question	**898**
					skipped question	**82**

10. Overall, how important was / has the data or information available from the ESS been for your studies?

Answer Options	Response Percent	Response Count
Not at all important	3.0%	27
Not very important	14.0%	126
Quite important	49.1%	440
Very important	33.9%	304
	answered question	**897**
	skipped question	**83**

11. What best describes your current main activity?

Answer Options	Response Percent	Response Count
Student (pre-university)	0.9%	8
Student (undergraduate, Bachelors or equivalent)	15.3%	137
Student (Masters or equivalent)	31.2%	279
Student (Ph.D.)	14.5%	130
Academic (research only)	4.4%	39
Academic (research & teaching or teaching only)	4.5%	40
Journalist / media	0.3%	3
Non-governmental organisation (NGO) or charity	2.8%	25
Policy (e.g. government civil servant)	4.3%	38
Politics (eg political party, political adviser)	0.4%	4

Other public sector work	5.0%	45
Business / private enterprise	10.4%	93
Think tank	0.4%	4
Unemployed	2.3%	21
Looking after home and/or family	0.7%	6
Retired	0.1%	1
Other (please specify)	2.3%	21
	answered question	894
	skipped question	86

12. Since ending your studies, have you made further use of data and information from the ESS?

Answer Options	Response Percent	Response Count
Yes	33.4%	114
No	66.6%	227
	answered question	341
	skipped question	639

[Filter applied: All who answered 'No redirected to Question 21]

13. Since the end of your studies, how often have you used the ESS in the following ways?

Answer Options	Never	Once or twice	Occasionally	Frequently	Don't know	Rating Average	Response Count
Interrogated ESS data through the online analysis tool	29	47	25	8	1	2.11	110
Downloaded data from the ESS website	12	38	34	25	2	2.66	111
Read or downloaded reports (e.g. 'Topline Results' reports) available from the ESS website	27	34	32	15	2	2.32	110
Visited the ESS website for other reasons	40	27	28	13	1	2.13	109
Attended ESS conferences, presentations or workshops	92	7	5	3	1	1.24	108
						answered question	112
						skipped question	868

15. Below is a list of topics covered in the core and rotating modules of the ESS. In which of these areas have you sought information and data through the ESS? (Please tick all that apply)

Answer Options	Response Percent	Response Count
Socio-demographics	75.2%	82
Ageism	18.3%	20
Citizenship, involvement and democracy	44.0%	48
Economic morality	26.6%	29
Family, work and wellbeing	50.5%	55
Health and care seeking	28.4%	31
Human values	44.0%	48
Immigration	39.4%	43
Media use	22.9%	25
National and ethnic identity	27.5%	30
Perceived discrimination	22.0%	24
Personal and social wellbeing	31.2%	34
Politics	37.6%	41
Religion	23.9%	26
Social exclusion	32.1%	35
Social inequalities in health	26.6%	29
Social trust	38.5%	42
Subjective wellbeing	33.0%	36
Timing of life	7.3%	8
Trust in criminal justice	17.4%	19
Understandings and evaluations of democracy	19.3%	21
Welfare attitudes	33.9%	37
	answered question	109
	skipped question	871

16. How interested are you in the survey methodology of the ESS?

Answer Options	Response Percent	Response Count
Not at all interested	0.0%	0
Not very interested	8.2%	9
Quite interested	50.9%	56
Very interested	40.9%	45
	answered question	110
	skipped question	870

18. Overall, how important is the data or information available from the ESS for your current work or other activity?

Answer Options	Response Percent	Response Count
Not at all important	4.6%	5
Not very important	43.1%	47
Quite important	33.9%	37
Very important	18.3%	20
	answered question	109
	skipped question	871

19. If the ESS did not exist, which of the following do you think would be true with regard to your own current or recent (i.e. post-study) activities that you have noted in this survey so far?

Answer Options	Response Percent	Response Count
I could have conducted the same or similar activities fully or to a large extent, with alternative survey data of similar quality and scope	6.5%	7
I could have conducted the same or similar activities fully or to a large extent, with alternative survey data of lower quality or scope	34.6%	37
No usable substitutes would have been available: I would have pursued these activities anyway, but using an alternative approach, likely not based on surveys	33.6%	36
No usable substitutes would have been available: I would likely have abandoned many or all of the activities	22.4%	24
Other (please specify)	2.8%	3
	answered question	107
	skipped question	873

20. To what extent has your access to ESS data and information led to the following benefits for you personally?

Answer Options	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know	Not applicable	Rating Average	Response Count
Improved your skills in survey design / data collection methods	64	132	310	247	49	43	2.80	845
Improved your skills in cross-national comparative data analysis	58	103	268	340	34	46	3.02	849
Enabled you to make greater use of data in your work	55	92	241	356	48	44	3.01	836
Enabled you to achieve a higher standard or quality in your work	63	97	257	289	90	49	2.74	845
Enabled you to access and use relevant evidence more easily	50	84	256	363	62	33	2.99	848
Enabled you to pursue new research questions, ideas and/or projects	80	110	264	292	56	41	2.82	843
Other benefit (please specify)	83	18	51	46	176	187	1.22	561
								31
							answered question	**856**
							skipped question	**124**

21. How relevant are the topics of ESS data to your interests?

Answer Options	Response Percent	Response Count
Highly relevant	38.7%	316
Somewhat relevant	49.6%	405
Less relevant	6.9%	56
Not at all relevant	1.6%	13
Don't know	3.2%	26
	answered question	**816**
	skipped question	**164**

22. For your purposes, how useful would you say is the ESS data in terms of the time period covered (i.e. 2002-present for core modules)?

Answer Options	Response Percent	Response Count
Very useful	33.3%	270
Mostly useful	34.2%	278
Fairly useful	21.2%	172
Less useful	4.2%	34
Not at all useful	0.6%	5
Don't know	6.5%	53
	answered question	**812**
	skipped question	**168**

24. How would you rate the overall quality of ESS data?

Answer Options	Response Percent	Response Count
Very high	34.8%	280
High	51.6%	415
Moderate	8.8%	71
Low	0.5%	4
Very low	0.2%	2
Don't know	4.1%	33
	answered question	**805**
	skipped question	**175**

25. How user-friendly would you say the ESS online tools and functions are (e.g. online analysis tool / cumulative data wizard / multilevel data)?

Answer Options	Response Percent	Response Count
Very user-friendly	22.4%	181
Somewhat user-friendly	39.7%	321
Less user-friendly	10.4%	84
Not at all user-friendly	1.2%	10
Don't know	10.5%	85
Not applicable (e.g. never used them)	15.8%	128
	answered question	**809**
	skipped question	**171**

26. How would you rate the ease of navigation of the ESS website (e.g. being able to identify / find relevant data)?

Answer Options	Response Percent	Response Count
Very easy	17.6%	142
Fairly easy	41.8%	337
Neutral	21.3%	172
Difficult	7.9%	64
Very difficult	0.6%	5
Don't know	10.8%	87
	answered question	**807**
	skipped question	**173**

27. How relevant are the ESS publications and reports (e.g. ESS Topline Results Series)

Answer Options	Response Percent	Response Count
Highly relevant	18.3%	147
Somewhat relevant	36.5%	293
Less relevant	7.5%	60
Not at all relevant	1.2%	10
Don't know	36.5%	293
	answered question	**803**
	skipped question	**177**

28. How would you rate the quality of ESS publications and reports (e.g. ESS Topline Results Series)?

Answer Options	Response Percent	Response Count
Very high	12.9%	103
High	31.3%	250
Medium	9.9%	79
Low	0.4%	3

Very low	0.1%	1
Don't know	45.4%	363
	answered question	**799**
	skipped question	**181**

29. How would you rate the guidance and support provided by the ESS (e.g. guidance documents or responses to queries)?

Answer Options	Response Percent	Response Count
Very good	16.3%	131
Good	32.9%	264
Neutral	13.3%	107
Bad	1.4%	11
Very bad	0.1%	1
Don't know	35.9%	288
	answered question	**802**
	skipped question	**178**

30. How would you rate the extent to which you are kept informed of developments / changes to data availability?

Answer Options	Response Percent	Response Count
Very good	24.9%	200
Good	37.9%	304
Neutral	14.9%	120
Bad	1.5%	12
Very bad	0.6%	5
Don't know	20.2%	162
	answered question	**803**
	skipped question	**177**

31. Please provide any further comments you would like to make where you believe improvements to any aspects of the ESS services or data holdings would increase its value to users or increase wider social or economic benefits

Answer Options	Response Count
	85
answered question	**85**
skipped question	**895**

Appendix E Other items

E.1 Latest user statistics

The ESS user statistics are regularly updated and the most recent figures are posted on the ESS web site (http://www.europeansocialsurvey.org/about/user_statistics.html). As such, the numbers presented in this report give a systematic overview of user numbers from 2004 to 2016, but more recent data will continue to become available. As such, we include here the headline figures of the most recent user data, published immediately before the final conclusion of our study, so that the latest possible additions can be noted here.

These numbers allow us to confirm that the trends noted in this report – characterised by broadly consistent increases in user numbers, both overall and per country and user type – are continuing right up to the most recent point this study is able to capture. In the 13 months from June 2016 (the cut-off point for our user data analysis) and July 2017 (most recent data available), there have been an additional 14,061 user registrations, which constitutes a 15% increase on the June 2016 total.

Table 21: Latest available user statistics – total count

	June 2016	July 2017 (latest)	Net increase (Numbers)	Net increase (Percentage)
Total registered ESS users	94,617	**108,678**	*14,061*	*15%*

Source: ESS user statistics. Latest versions available: http://www.europeansocialsurvey.org/about/user_statistics.html

This increase is broadly in line with the annual (June to June) increases over each of the past 4 years. There is some variation to report at the level of individual countries and user types, though there are very few points of concern or particular stand-out cases of far-above-average user number increases. Out of the top-30 countries by user count (which includes all member/observer countries) the lowest proportional increases in user numbers have occurred in Slovenia (3%), Ireland (7%) and Turkey (9%), while the highest have been in Lithuania (27%), Canada (24%), the Russian Federation (23%) and Spain (20%).

Table 22: Latest available user statistics – by user type

User type	June 2016	July 2017 (latest)	Net increase (Numbers)	Net increase (Percentage)
C. Student	60,317	**70,417**	*10,100*	*17%*
A. Faculty and research	18,199	**20,315**	*2,116*	*12%*
B. Ph.d. thesis	7,176	**7,982**	*806*	*11%*
G. Private individual	2,574	**2,938**	*364*	*14%*
E. Organisation (NGO)	1,682	**1,966**	*284*	*17%*
D. Government	1,604	**1,859**	*255*	*16%*
I. Other	1,753	**1,764**	*11*	*1%*
F. Private enterprise	1,312	**1,437**	*125*	*10%*

Source: ESS user statistics. Latest versions available: http://www.europeansocialsurvey.org/about/user_statistics.html

Table 23: Latest available user statistics – by country

	Country	June 2016	July 2017 (latest)	Net increase (Numbers)	Net increase (Percentage)
1	**Germany**	9,680	**11,346**	*1,666*	*17%*
2	**Belgium**	8,019	**8,911**	*892*	*11%*
3	**United Kingdom**	7,552	**8,820**	*1,268*	*17%*
4	**Netherlands**	5,858	**6,678**	*820*	*14%*
5	**United States**	5,029	**5,853**	*824*	*16%*
6	**Spain**	4,815	**5,771**	*956*	*20%*
7	**Norway**	4,729	**5,445**	*716*	*15%*
8	**Poland**	4,329	**4,979**	*650*	*15%*
9	**Italy**	3,547	**4,215**	*668*	*19%*
10	**Slovenia**	4,010	**4,122**	*112*	*3%*
11	**France**	3,251	**3,763**	*512*	*16%*
12	**Switzerland**	2,884	**3,305**	*421*	*15%*
13	**Denmark**	2,648	**3,076**	*428*	*16%*
14	**Austria**	2,448	**2,774**	*326*	*13%*
15	**Portugal**	2,238	**2,551**	*313*	*14%*
16	**Sweden**	2,230	**2,538**	*308*	*14%*
17	**Finland**	1,969	**2,271**	*302*	*15%*
18	**Russian Federation**	1,578	**1,936**	*358*	*23%*
19	**Hungary**	1,619	**1,837**	*218*	*13%*
20	**Ireland**	1,447	**1,555**	*108*	*7%*
21	**Estonia**	1,391	**1,552**	*161*	*12%*
22	**Ukraine**	1,120	**1,338**	*218*	*19%*
23	**Israel**	1,122	**1,284**	*162*	*14%*
24	**Greece**	1,006	**1,125**	*119*	*12%*
25	**Czech Republic**	863	**991**	*128*	*15%*
26	**Turkey**	847	**921**	*74*	*9%*
27	**Romania**	776	**894**	*118*	*15%*
28	**Canada**	574	**711**	*137*	*24%*
29	**Lithuania**	548	**695**	*147*	*27%*
30	**China**	364	**434**	*70*	*19%*

NB: current member/observer countries in red. Source: ESS user statistics. Latest versions available: http://www.europeansocialsurvey.org/about/user_statistics.html

E.2 List of manually identified policy reports

The following list of policy reports featuring the ESS was compiled by Brina Malnar (Ljubljana University) during the course of our study. We refer to at various points in the report and it also contributed to our long-list of identified impacts.

Table 24: ESS-based policy reports (list compiled by Brina Malnar)

Year	CITATION
2004	Norris, P., Lovenduski, J., Campbell, R. (2004). Gender and Political Participation in Britain. Research report. London: The Electoral Commission.
2005	Delaney, L., & Keaney, E. (2005). Sport and Social Capital in the United Kingdom: Statistical Evidence from National and International Survey Data. London: The Department of Culture, Media and Sport.
2005	Coenders, M., Lubbers, M., & Scheepers, P. (2005). Majorities' attitudes towards minorities in Western and Eastern European Societies: Results from the European Social Survey 2002-2003. Report 4 for the European Monitoring Centre on Racism and Xenophobia. Nijmegen: University of Nijmegen.
2005	Norris, P. (2005). Building Knowledge Societies: The renewal of democratic practices in knowledge societies. UNESCO World Report. Paris: UNESCO.
2005	Altorjai, S., & Bukodi, E. (2005). European Network Indicators of Social Quality - ENIQ . 'Social Quality'. The Hungarian National Report. Amsterdam: European Foundation on Social Quality.
2005	Collis, B. (2005). An Assessment of Welsh Civil Society. CIVICUS Civil Society Index Report for Wales. Colwyn Bay: Wales Council for Voluntary Action.
2005	Kurczewska, J., Horolets, A., & Trojanowska-Strzęboszewska, M. (2005). Institutional Discrimination. The European Dilemma: Institutional Patterns and Politics of 'Racial' Discrimination. Project Report 4: EU Fifth Framework Program (Project Acronym: 'XENOPHOB', Contract No. HPSE-CT-2002-00135), Warsaw: Institute Of Public Affairs.
2006	Abs, H. J. & Veldhuis, R. (2006). Indicators on Active Citizenship for Democracy - the social, cultural and economic domain. Paper by order of the Council of Europe for the CRELL-Network on Active Citizenship for Democracy. Ispra: European Commission's Joint Research Center.
2006	Thålin, M. (2006). Skill change and skill matching in the labor market: A cross-national overview, State-of-the-art report, EQUALSOC network. Stockholm: Swedish Institute for Social Research (SOFI), Stockholm university.
2006	Alfio, C. (2006). Worlds of Socio-Economic Security in Western Europe: The Need for Bottom-Up empowerment. Background paper for the UNESCO report "A Human Security Report for Eastern/Western Europe". Paris: Centre for Peace and Human Security of Sciences Po/UNESCO.
2006	Hoskins, B. (2006). Draft Framework for Indicators on Active Citizenship. Ispra: CRELL.
2006	Van de Walle, S., Baker, K., & Skelcher, C. (2006). Empowerment, trust and local government powers: A report for the ESRC Knowledge Transfer Team. Project Report. Birmingham: INLOGOV, University of Birmingham.
2006	Cartwright, A., Kovács, K., Sik, E., Kemény, M., & Giczi, J. (2006). Social capital, regional development, and Europeanisation in Hungary – a literature review. CPS Policy Research Reports. Budapest: Center for Policy Studies.
2006	Rolef, S. H. (2006). Public Trust In Parliament – A Comparative Study. Jerusalem: The Knesset Information Division.
2006	Hanquinet, L., Vandezande, V. Jacobs, D., & Swyngedouw, M. (2006). Comparative Study of the Measurement of the Attitudes of Tolerance of Majority Groups towards Ethnic Minorities. Report prepared for the "Ullens Project" (Interuniversitary Consortium on Immigration and Integration). Leuven: K. U. Leuven.
2006	McCarron, J. J. (2006). Civil Society in Northern Ireland: A New Beginning?'. The CIVICUS Civil Society Index Report for Northern Ireland 2006. Belfast: Northern Ireland Council for Voluntary Action.
2006	Gumkowska, M., Herbst, J., Szołajska, J., & Wygnański, J. (2006). The Challenge of solidarity: The CIVICUS Civil Society Index Report for Poland 2006. Warsaw: Klon/ Jawor Association/ CIVICUS.
2007	Mascherini, M., Saltelli, A., & Vidoni, D. (2007). Participation In Europe: One-Size-Fits-None. Institute for the Protection and Security of the Citizen. Luxembourg: European Communities.

Year	CITATION
2007	Mahendran, K. & Cook, D. (2007). Participation and engagement in politics and policy making building a bridge between Europe and its citizens. Edinburgh: Scottish Executive Social Research, Finance & Central Services Department.
2007	Young, H. (2007). Living arrangements, health and well being: a European perspective: Full Research Report. ESRC End of Award Report, RES-163-25-0024. Swindon: Economic and Social Research Council (ESRC).
2007	Social Capital Research Network (2007). Social Cohesion, Trust and Participation: Social Capital, Social Policy and Social Cohesion in the European Union and Candidate Countries. *Monitoring Report prepared by the European Observatory on the Social Situation - Social Capital Network*. European Commission Project. London: London School of Economics and Political Science.
2007	Kaufmann, E. (2007). A dying creed? The demographic contradictions of liberal capitalism. UPTAP Research Findings, March 2007. London: Economic and Social Research Council.
2008	Takács, J., Mocsonaki, L. & Tóth, T. P. (2008). Social Exclusion of Lesbian, Gay, Bisexual and Transgender (LGBT) People in Hungary. Research Report. Budapest: Háttér Support Society for LGBT People in Hungary.
2008	Walgrave, S., & Van Laer, J. (2008). Transnational versus National Activism. A Systematic Comparison of "Transnationalists" and "Nationalists" Participating in the 2006 European and Belgian Social Fora. Belgian Science Policy Project PartiRep. Archive WP4: Protest and Transitory Engagements.
2008	Davoine, L., Erhel, C., & Guergoat-Larivière, M. (2008). A Taxonomy of European Labour Markets Using Quality Indicators: Final report for the European Commission. Rapport de recherche du Centre d'Etudes de l'Emploi n°45. 2008. <halshs-00317280>
2008	Jehoel-Gijsbers, G. & Vrooman, C. (2008). Social Exclusion of the Elderly. A Comparative Study of EU Member States. European Commission project ENEPRI (European Network of Economic Policy). Research Report No. 57/September 2008. The Hague: The Netherlands Institute for Social Research.
2008	Kohler-Koch, B., & Larat, F. (Eds.) (2008). Efficient and Democratic Governance in the European Union. CONNEX Report Series Nr 09. Mannheim: University of Mannheim, Mannheim Centre for European Social Research (MZES).
2008	Deschouwer, K., Hooghe, M., Walgrave, S., Pascal, D. & Andeweg R. (2008). Changing Patterns of Participation and Representation in Contemporary Democracies. A Comparative Research on the Relation between Citizens and State. Research project P6/37, Interuniversity attraction poles 6 (IAP), Belgium.
2008	McGinnity, F., & Russell, H. (2008). Gender Inequalities in Time Use The Distribution of Caring, Housework and Employment Among Women and Men in Ireland. Research Programme on Equality and Discrimination. Dublin: The Equality Authority and The Economic and Social Research Institute.
2009	Sweet, S. (2009). When is a person too young or too old to work? Cultural Variations in Europe. Global Ibrief No.2, March 2009. The Sloan Center on Aging & Work, Boston College.
2009	Boeri, T., & Monti, P. (2009). Labour mobility within the EU in the context of enlargement and the functioning. European Integration Consortium, on behalf of European Commission. Deliverable 5: The impact of labour mobility on public finances and social cohesion. Nuremberg: European Integration Consortium.
2009	van Oorschot, W. (2009). European Comparative Data on the Situation of Disabled People: an annotated review. Report prepared for the Academic Network of European Disability Experts (ANED). Leeds: University of Leeds.
2009	Walgrave, S. et al (2009). Programme "Society And Future". Political mobilization and new communication technology. A multilevel study on the digital divide. Research contract: TA/00/09. Final Report. Brussels: BELSPO, The Belgian Science Policy Office.
2009	Steptoe, A. et al (2009). International Study of Biology and Positive Well-Being: Full Research Report. ESRC End of Award Report, RES-177-25-0005. Swindon: ESRC, Economic and Social Research Council.
2009	Menéndez, M., Benach, J. & Vogel, L. (2009). The impact of safety representatives on occupational health: A European perspective. Report 107. Brussels: ETUI, European trade union institute.
2009	Pavlou, M. (2009). Homophobia in Greece. Love for equality. Country Report - GREECE. Athens: i-RED Institute for Rights Equality & Diversity.
2009	Michaelson J., Abdallah S., Steuer N., Thompson, S. & Marks, N. (2009). *National Accounts of Well-being: bringing real wealth onto the balance sheet*. London: NEF.

Year	CITATION
2009	Liefbroer, A., & Merz, E. M. (2009). Report on analysis of ESS data on cross-national differences in perceived norms concerning fertility-related behaviour. European Commission project "Reproductive decision-making in a macro-micro perspective" (REPRO) (Grant Agreement: SSH-CT-2008-217173). Vienna: Vienna Institute of Demography, Austrian Academy of Sciences.
2009	Koucký, J., Bartušek A., Kovařovic, J. (2009). Who is more equal? Access to tertiary education in Europe. Prague: Charles University Prague, Faculty Of Education, Education Policy Centre.
2010	Wall, K., Leitão, M., Ramos, V. (2010). Family platform. Social Inequality and Diversity of Families. European Commission project FAMILY PLATFORM (SSH-2009-3.2.2 Social platform on research for families and family policies). Working Report (April 2010). Lisbon: Institute of Social Sciences, University of Lisbon. Retrieved from: http://hdl.handle.net/2003/27698.
2010	Aleksynska, M. (2010). Regular and Irregular Migration in Times of Global Economic Crisis: Perceptions and Realities. CEPII Research Report, N°2010-03, March 2010. Paris: French Research Center in International Economics (CEPII).
2010	Gotvassli, K-Å & Haugset, A. S. (2010). Job satisfaction and job performance – impacts on human capital. Nord-Trøndelag University College, Report no 70, Steinkjer, Norway.
2011	Billingsley, S. & Ferrarini, T. (2011). Family Policies and Fertility Intentions across New and Old Welfare Democracies. *Stockholm Research Reports in Demography 2011:15*. Stockholm: Stockholm University.
2011	Fetzer, J. S. (2011). The Evolution of Public Attitudes toward Immigration in Europe and the United States, 2000-2010. Report series: EU-US Immigration Systems, 2011/10. San Domenico di Fiesole: EUI - European University Institute.
2011	Hough, M., & Sato, M. (Eds.) (2011). Trust in justice: why it is important for criminal policy, and how it can be measured. Final report of the Euro-Justis project. Birkbeck: Institute for Criminal Policy Research Birkbeck, University of London.
2011	Saraceno, C. & Keck, W. (2011). The Multilinks data base on the institutional framework of intergenerational family obligations in Europe. Conceptual framework, indicators and first analyses. Final Report, Deliverable 6.2. Berlin: Wissenschaftszentrum Berlin für Sozialforschung.
2011	Sicakkan, H., & Zografova, Y. (2011). Citizens'impact on the articulation of European public sphere. Explaining Citizens' Attitudes to European Integration. European Commission project EUROSPHERE. *Eurosphere Online Working Paper Series*. Work Package 4.1 Report, 2011. Bergen: EUROSPHERE.
2011	Clifton, J. (2011). Social isolation among older Londoners. IPPR 2011 report. London: Institute for Public Policy Research.
2011	Kaldur, K., Fangen K., & Sarin, T. (2011). On the Margins of the European Community: Young Adults with Immigration Background in Seven European Countries. Political inclusion and participation. *European Commission Project EUMARGINS*. Policy Brief No. 6: Political inclusion and participation. Tartu, Oslo: Institute of Baltic Studies & University of Oslo.
2011	Pollet, I., Huyse, H., Schulpen, L., & Keulemans, S. (2011). Global Solidarity Opinion Poll: A Roadmap. Advisory note commissioned by DevCom Network, OECD-DAC. Leuven: HIVA-K.U.Leuven.
2011	Ghosh, M. (2011). Diversity and Tolerance in Ukraine in the Context of EURO 2012. Kiev: Friedrich-Ebert-Stiftung.
2011	Mavromaras, S., McGuinness, S., Leary, N. O., Sloane, P. (2011). Migrants, Minorities, Mismatch? . Skill Mismatch among Migrants and Ethnic Minorities in Europe. Luxembourg: Publications Office of the European Union.
2011	Abrams, D., Vauclair, C-M., Swift, H. (2011). Predictors of attitudes to age across Europe. DWP Research Report No 735. Sheffield: Department for Work and Pensions.
2012	Jackson, J., Hough, M., Bradford, B., Hohl, K., & Kuha, J. (2012). Policing by consent: understanding the dynamics of police power and legitimacy. ESS country specific topline results series, 1. London: European Social Survey.
2012	Rocco L., & Suhrcke, M. (2012). Is social capital good for health? A European perspective. Copenhagen: WHO Regional Office for Europe.
2012	Ivaschenko, E. (2012). Social and political implications of labor migration in Ukraine in the mirror of the sociological analysis. *CARIM-East Research Report 2012/24*. CARIM East - Consortium for Applied Research on International Migration. San Domenico di Fiesole: European University Institute.

Year	CITATION
2012	McKnight, A., & Nolan, B. (2012). Social Impacts of Inequality Report. AIAS, GINI Intermediate Work Package 4 Report. GINI, Growing Inequalities' Impacts.
2012	Richter, D., Schwarze, T., Bannier, S., & Glott, R. (2012). Survey Among Elderly Beginners (First Wave). European Commission Project TAO, Deliverable D 5.1. Brussels: European Commission.
2013	Hough, M., Bradford, B., Jackson, J., & Roberts, J.V. (2013). Attitudes to sentencing and trust in justice: exploring trends from the crime survey for England and Wales. Ministry of Justice Analytical Series. London, UK: Ministry of Justice.
2013	Jackson, J., Kuha, J., Hough, M., Bradford, B., Hohl, K., & Gerber, M. (2013). Trust and legitimacy across Europe: a FIDUCIA report on comparative public attitudes towards legal authority. FIDUCIA. LSE Research Online: June 2013.
2013	Drew, H., King, A. & Richie, F. (2013). Impact evaluation workplace employment relations survey and European social survey: Final report to the ESRC. Project Report. Economic and Social Research Council (ESRC). Available from: http://eprints.uwe.ac.uk/20165.
2013	Woolf S.H., & Aron L. (Eds.) (2013). U.S. Health in International Perspective: Shorter Lives, Poorer Health. National Research Council (US), Institute of Medicine (US). Washington (DC): National Academies Press Available from: http://www.ncbi.nlm.nih.gov/books/NBK154491/.
2013	Bello, V. (2013). Attitudes towards immigrants in European Societies. A comparison between the Perceived Group Threats Theory and the Intercultural Values Theory through a multi-level analysis. Policy Report No. 01/10. Barcelona: United Nations University Institute on Globalization, Culture and Mobility (UNU-GCM).
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technopolis |group| United Kingdom
3 Pavilion Buildings
Brighton BN1 1EE
United Kingdom
T +44 1273 204320
E info@technopolis-group.com
www.technopolis-group.com