

NWO Division for Social Sciences
Application ESS Developmental Projects 2009-2010
Deadline: 3 November 2009, 12 noon

File number (by NWO):

Your application will be reviewed by the ESSNeth committee.

Please indicate to which developmental project the application applies (only one developmental project allowed per application).

- | | |
|--|---|
| 1. Developmental project (DEVO #1): Experimenting with mixed modes of data collection. | O |
| 2. Developmental project (DEVO #2): Implementing a panel component. | O |
| 3. Developmental project (DEVO #3): Improving the measurement of social background variables. | X |

Please send an electronic version only.

Please submit the application to NWO in electronic form (pdf format is required!) using the Iris system, which can be accessed via the NWO website (www.nwo.nl/ess).

1. Details of applicant(s)

a. Principal applicant / contact

Name, title(s):	Harry B.G. Ganzeboom	Male
University:	Vrije Universiteit Amsterdam	
Correspondence address:	Boelelaan 1081	
Post code:	City: Amsterdam	1081HV
Telephone:	Fax: 020-5986860	e-mail: HBG.Ganzeboom-@fsw.vu.nl
Research school:	Center for Comparative Social Studies [CCSS]: VUA/FSW	Programme SILC: Social Inequality and Life Course

b. Relevant authority

Name: Mareanne Karssen
Position: Managing Director, Faculty of Social Sciences, VUA

2. Summary (maximum 100 words)

The project will improve the measurement of **education** in previous and upcoming rounds (1-5) of ESS by (A) providing a harmonized detailed and coherent ISCED classification and optimal scaling of all educational categories, (B) write up instructions for national coordinators how to probe and code educations. Similar for **occupations**: (C) Code all parental occupations (rounds 1-5) in ISCO-88 (current standard), (D) code all occupations (father, mother, respondent, spouse) of round 4-5 in ISCO-08 (new standard), (E) write up instructions for national coordinators how to probe and code occupations. Finally, (F) we will evaluate measurement quality of educations and occupation using multiple indicator models.

3a. Track record of the applicant

Word count: 637

The maximum length of text for item 3a is 4000 words

(footnotes and references included; please use word count to specify number of words)

Please provide insight into the applicant's **track record** in terms of:

- The quality and competence of the principal investigator;
- First-hand familiarity with survey methodology and procedures;
- Knowledge about past national or sub-national studies of a similar nature and, ideally, with experience of cross-national research;
- Scientific standing (publications, international visibility) and academic leadership (PhD supervision; international network).

Harry B.G. Ganzeboom (1953) is professor of Sociology and Social Research Methodology at Vrije Universiteit Amsterdam and acted as the National Coordinator in the Netherlands in ESS Rounds 3 and 4. He has been an active participant in NC conferences and has been invited to share his expertise in presentations on comparative measurement at several NC meetings. He was the only expert who was invited to the two Quality Enhancement Meetings that ESS organized on occupational measurement (September 2007) and educational measurement (October 2009). Ganzeboom is also the Netherlands national representative in the International Social Survey Programme (since 2003) and the chairman of the drafting group of its 2009 Social Inequality IV module. He has presented his views on coding of occupations and the evaluation of its measurement quality (Ganzeboom, 2008) both at ISSP and ESS. One of his main research interests, the comparative analysis of social stratification and social mobility made him the principal author of the International Socio-Economic Index of occupational status [ISEI], a frequently used tool for the comparative analysis of occupational status and has provided the field with a number of harmonized alternative measures of occupational status (EGP, SIOPS) coded on the backbone of the International Standard Classification of Occupations [ISCO]. In the past he has been the principal investigator in over 20 national primary data collections, among them the first issue of the Family Survey of the Netherlands (1992-1993) and a number of projects that preceded the ISSP-NL data collections, all of which has been deposited at the Steinmetz/DANS archive. As a comparative researcher, his lifelong project is the creation of the International Stratification and Mobility File, which integrates and harmonizes intergenerational social mobility data with respect to education and occupation and makes these harmonization tools freely accessible to others at the ISMF webpages.

Ganzeboom is well connected in the fields of comparative stratification research and comparative survey research. He has been the Secretary of ISA's Research Committee on Social Stratification and Social Mobility (1990-1998) and remains an active member of this global research community. Via this network, and his connections in ESS and ISSP he can call upon necessary national expertise in measurement of education and occupation around the world, including all European countries that participate in ESS.

Dissertations supervised:	19
Dissertations under supervision:	6
Web of Science citations:	691
Google Scholar citations:	2954

Pertinent links at personal website:

CV: <http://home.fsw.vu.nl/HBG.Ganzeboom/HARRY/Vita.pdf>
Papers: <http://home.fsw.vu.nl/hbg.ganzeboom/Pdf/index.htm>
ISMF: <http://home.fsw.vu.nl/hbg.ganzeboom/ISMF/index.htm>

Top 4 related publications

Ganzeboom, Harry B.G.; Treiman, Donald J. (2003). "Three Internationally Standardised Measures for Comparative Research on Occupational Status." Pp. 159-193 in Jürgen H.P. Hoffmeyer-Zlotnik & Christof Wolf (Eds.), Advances in Cross-National Comparison. A European Working Book for Demographic and Socio-Economic Variables. New York: Kluwer Academic Press.

Ganzeboom, Harry B.G.; Treiman, Donald J. (1996). "Internationally Comparable Measures of Occupational Status for the 1988 International Standard Classification of Occupations". Social Science Research (25), pp. 201-239.

De Graaf, Paul; Ganzeboom, Harry B.G. (1993). "Family Background and Educational Attainment in the Netherlands of 1891-1960 Birth Cohorts", Pp. 75-100 in: Shavit, Yossi; Blossfeld, Hans-Peter (Eds.), "Persistent Inequality. Changing Educational Attainment in Thirteen Countries". Boulder CO: Westview Press.

Ganzeboom, Harry B.G.; De Graaf, Paul; Treiman, Donald J.; (with De Leeuw, Jan) (1992). "A Standard International Socio-Economic Index of Occupational Status", Social Science Research (21-1), pp. 1-56.

Other related work

Vries, Jannes de; Ganzeboom, Harry B.G (2008). "Hoe meet ik beroep? Open en gesloten vragen naar beroep toegepast in een statusverwervingsmodel." Mens & Maatschappij (83,1), pp. 71-96. + "Rectificatie." Mens & Maatschappij (83,2), pp. 190-191.

Ganzeboom, Harry B.G. (2005). "On the Cost of Being Crude: A Comparison of Detailed and Coarse Occupational Coding." Pp. 241-258 in: Jürgen H.P. Hoffmeyer-Zlotnik (Ed.), Methodological Aspects of Cross-National Research, Mannheim: ZUMA-Nachrichten [Special Issue #11], 2005.

Ganzeboom, Harry B.G. (2008) "Do's and Don'ts of Occupation Coding". Paper first presented ISSP Annual Meeting, Chicago, April 2008.

3b. Implementation of the developmental project

Word count: 3177

The maximum length of text for item 3b is 2000 words

(*footnotes and references included; please use word count to specify number of words*).

The European Social Survey [ESS] is a Europe-wide survey on social attitudes and social behaviour that has been collected biannually in over 34 countries since 2002 and will go into its Round 5 in 2010. The ESS database is an extremely important source for social research at present and will become even more important in the future as the database grows and allows for longer historical *cum* cross-national comparisons. ESS's relevance is due to its wide coverage of topics, generous sample size, its coverage of almost all European nations, immediate and free dissemination of the data and its high quality in matters of sampling and measurement (conceptualisation, translation, interviewing practices and post-processing). Despite being a social attitudes survey, the ESS is extremely rich in social background [demographic] variables, which include education and occupation of respondent, spouse, father and mother. However, like in other cross-national surveys, the (comparative) measurement of education and occupation is fraught with problems and these problems become larger as ESS covers more countries and has to cope with more over-time changes. Although related, the comparative measurement of education and occupation is not the same problems and different procedures should be implemented to solve them. The proposed project will develop procedures to improve the measurement quality of both education and occupation measures, both in the existing data and in future issues of ESS. In particular, we will deliver the following items:

- (A) A new harmonized detailed and coherent ISCED classification for all ESS education data
- (B) An optimal scaling of all educational categories in ESS
- (C) Instructions for national coordinators how to probe and code educations
- (D) A code of all existing parental occupations in ISCO-88 (current standard)
- (E) Code all occupations (father, mother, respondent, spouse) of Round 5 in ISCO-08 (new standard)
- (F) Instructions for national coordinators how to probe and code occupations
- (G) An assessment of the measurement quality of educations and occupation using multiple indicator models.

Education

In the initial design of ESS, the following strategy has been implemented to secure a comparative measurement of education. Countries were to collect education data conformable to a 7-category version of the International Standard Classification of Occupation [ISCED7], which ranges between (0) No education and (6) Post-graduate level [PhD and similar]. While countries were *permitted* to collect the data in a national format, it was made *compulsory* to deliver the data in ESS standard variable EDULVL. If supplied, the national classification were stored and preserved in country-specific variables EDLVxx (in this acronym 'xx' is to be replaced by a country identifier with ISO abbreviation). However, this latter procedure was only followed for respondent's education, but not for spouse, father and mother, whose educations were only preserved in the ISCED7 standard. Following criticisms (see below), the ESS Specifications now *encourage* countries to ask all educations in a locally valid format and deliver the data both as country-specific variables and in ISCED7 harmonization. As of Round 4, the data are disseminated in this format. Further scrutiny of these variables shows that many countries have changed formats between rounds, usually by adding more detail (splits) in the showcard used, but occasionally by introducing measures that are not directly conformable to formats used earlier.

ESS has also implemented another comparative measure of level of respondent's education, EDUYRS, which asks respondents to report about the duration of their total educational career, in full-time year equivalents. This measure does not involve further post-processing and is included in the database as provided by the respondent.

The variable EDULVL is most frequently used by researchers. If they do careful analysis, they will immediately find out problems with this measure. First, it is not present for some countries in some rounds, which comes about because these studies have not secured enough detail to code ISCED7; in these cases the variable has been relegated to the country-specific files, that few analysts are aware of and even fewer use. Second, the distributions of EDULVL by country look irregular, and this becomes only worse when conditioned by ESS round. In some countries over 70% of the sample is concentrated in a single category, in other countries a similar concentration is found in 2 categories. Somewhat unexpected, some countries find over 20% of their population highest educated (PhD or higher), while in most others this is a rare event. When compared to benchmarks provided by the European Labour Force Surveys (that also apply ISCED), the ESS distributions appear irregular. In part, this is so because the ESS distributions of ISCED are affected by lack of understanding of the ISCED classification by the National Coordinators who devised the local categories used and produced the post-coding. However, there is also a more principal issue here: the ISCED7 classification as implemented by ESS is not an adequate tool, as it glosses over important distinction of level of education in (higher) secondary education by disregarding variations in vocational and academic tracks, as well as in tertiary education, by disregarding variations in short-term and long-term programs. This problem does not derive from the ISCED-classification itself, but from the particular ISCED7 version adopted by ESS: a more detailed version has been proposed by Schneider (2009), that would cover these distinctions and still allow for the ISCED classification (in 10 categories or more) as coding and harmonization tool. The Quality Enhancement Meeting of October 2009 subscribes to this proposal in its draft recommendation.

Schneider (2008, 2009) has published in-depth analyses of the way the ESS harmonization strategy affects occupational outcomes, relative to when locally specific variable EDLVxx would be used as predictor, with devastating conclusions. As much as 10-20% explained variance is lost, and this number varies between countries, which will directly affect comparative conclusions. Schneider has also identified many of the errors made by NC's in transferring their country specific information into ISCED; these errors are extreme for Germany, which makes the education data for this country almost unusable (remember that the errors cannot be repaired for spouse, father and mother), but occur in some other countries too. Schneider has also evaluated the use of EDUYRS for predicting occupational status and concludes that this measure performs even worse. However, this time the problem is not caused by the measurement procedure or post-processing, but by the intrinsic quality (validity) of duration to measure level of education. These results confirm suspicions among sociologists who maintain that in many European education systems tracking causes duration to be inversely related to level (smart students go faster, in high-level tracks, cfr. VWO and MBO in the Netherlands). Despite this principled criticism and proven lower quality, EDUYRS also remains popular among users, who are not aware of the measurement problems and obviously like its simple structure, clear econometric interpretation and lack of missing data.

Ganzeboom (2009) and Ganzeboom & Schroeder (2009a, 2009b) present another view of the relationship between EDULVL, EDLVxx and EDUYRS and its potential use. Measuring level of education by highest category completed and duration amounts to a multiple indicator point of view, as it is commonly used in attitude measurement (and hence widely implemented in ESS). The relative quality of the two measures is rather moot to the importance of having two measures, which come with independent measurement errors (unreliability and invalidity = random and systematic error). These authors propose a multiple indicator model to evaluate measurement error in each indicator. In these models, EDLVxx (the country specific measure) is represented by an optimal scale score (OPTI), which makes these measures – hardly ever used – amenable to statistical modelling. Like Schneider (2008) these authors find different quality for the three measures: for the Netherlands, measurement quality is found to be 0.75, 0.85 and 0.90, for EDUYRS, EDULVL and EDLVxx [these coefficients have to be squared to find their impact on explained variance). Unlike previous authors, Ganzeboom & Schroeder (2009a) point out that *none* of this is perfect and that it is a great virtue of the present ESS design to have the capacity to estimate and correct measurement error in all three measures.

Meanwhile, the new ESS Specifications have improved the potential quality of the data as collected in Round 4, but also created new challenges to comparative researchers. There is much more detail available now, not only for respondents, but also for spouse, father and mother. Much of this information is available in national languages, which is a good thing, but does not make it easier to process the data, in particular not by users who are interested in education as a control variable.

In order to ease all these difficulties, we propose the following workplan. First, we will create a new ISCED based measure that takes into account Schneider's proposal to pay attention to tracking and cycle-durations (these two dimensions are implemented in the full ISCED classification, but presently not used). This measure is to be added to the existing ESS data and also to be implemented in the data in future rounds. This task will basically draw from Schneider's work and generalize it to future rounds. Second, we will estimate an optimal scale score for each of the categories used in ESS Rounds 1-4, according to the methodology proposed by Ganzeboom & Schroeder (2009a). This scale score is conceptually close to the ISEI measure that PA (Ganzeboom et al. 1992, 1996, 2003) has developed for occupational status and the methods to create it are very similar. This product is to be delivered to ESS users as a post-harmonization tool, so there is no intention to make this part of the ESS data as disseminated.

Occupation

Occupations are measured in ESS for respondent and spouse, and father and mother is a different way. For respondent and spouse, the ESS Specifications ask for an open question with country specific question wording, but to be coded in the International Standard Classification of Occupations 1988 [ISCO-88]. For father and mother, a similar question needs to be asked, but there is no requirement to code these data (although a few countries do). In stead the verbatim data need to be delivered to the archive and are disseminated as is. This policy was implemented as a time-saving operation in the beginning of the ESS project. To make up for the lack of information, father's and mother's occupations are *also* measured using a showcard (this is not the case for respondent and spouse!).

The procedure to measure occupation was evaluated at a Quality Enhancement Meeting in September 2007. The report identified many weaknesses and challenges in the procedures such as:

- No quality control of the occupation coding process. Often, the coding is done even outside the control of the National Coordinator and the verbatim strings are not deposited with the main data.
- Low measurement quality of the showcard used.
- No provision for upgrading to a new occupational classification, despite the fact that ILO published a new and potentially better version of ISCO in 2008 [ISCO-08].

In response two policy changes were implemented:

- As of Round 4 all verbatim data have to be deposited with the main data.
- In Round 4 a new showcard for measuring parental occupation was implemented (a rare occasion of a change in the basic ESS questionnaire).

Like education, occupation is an important predictor and control variable in the analysis of social attitudes and social behaviours. However, the presence of father's and mother's occupation (with assorted auxiliary variables on employment and supervising status) would make the ESS the world's foremost database on comparative social mobility, were it not for the deplorable state in which these parental data are available: most of the parental data remain uncoded. However, an extremely interesting feature of the parental occupation data is that they are more or less coincidentally collected with multiple indicator procedure that will allow for the identification of random and systematic measurement error by MTMM modelling. (The QEM report recommended to implement this for respondent and spouse as well, but this advice has been disregarded.)

The proposed project will mend this situation and make significant improvements for future developments. First, we will code all the parental occupation data for Rounds 1-4. Some of this work has already been accomplished by Ganzeboom and associates, in particular for Dutch, English, German and French language occupation titles, but the majority still awaits action. The number of strings to be coded in Round 1-3 is over a 184.989 (some 20000 are uninformative), of which about a third is presently coded. (There is currently no information on Round 4 occupations.) An important facilitator here will be the creation of 'coding files', which is the simple action of assembling all the information in a 'long format', which considerably speeds up coding by importing codes from earlier coded data. As simple as this idea may be, it is novel to most ESS (and ISSP) NC's. As more data are coded, the easier it becomes to code arriving new data – and coding files become more informative with the addition of new data. As an improvement to this procedure will be to add fuzzy matching routines, which will allow for the semi-automatic coding as soon as a source database is available.

The next task will be to upgrade ESS to the new harmonization standard, ISCO-08. While the new ISCO has been announced as a 'minor revision' of ISCO-88, the revision affects most unit and minor groups. Even where there is little or no change in definitions of groups, most of the codes have changed. The revisions have made ISCO more detailed and more up to date with respect to

modern (e.g. IT) occupations. Implementing this in comparative research will by no means be a minor operation and there is little incentive to start this, as currently derived status measures for ISCO-08 are still lacking. The aim of the project is therefore not only to upgrade the ESS occupation codes to the new standard, but also to develop and test newly developed status measures (ISEI, EGP/ESEC) on these new data. A pivotal role here will be played by the Round 4 data, as these are the first ones that are deposited at the NSD archive not only for father and mother, but also for respondent and spouse. Coding the Round 4 data in ISCO-08 will not only serve to check on the quality of the initial coding procedure, but also produce the source data that NCs can use in future rounds for semi-automatic coding of occupation data. To expedite proper assessment, it is very important that a parallel indicator of occupational status is available, albeit only for parents: this allows for assessment of measurement error, that may arise during the conversion / recoding process. The methods how to do this have been outlined by Ganzeboom (2008).

Organization and collaboration

The project will be primarily conducted by the PA, who will be exempted from teaching obligations during 1.5 academic year – financed by the requested funds –, and a post-doc researcher. The project will require close collaboration with the ESS Central Coordinating Team, and in particular the CCT member NSD (Bergen, Norway), who is responsible for data-archiving, data-dissemination and background variables. I plan to conduct part of the work in the NSD archive in Norway in particular as some of occupation data are only available for processing in a secure setting at NSD. This will consume travel and subsistence funds. At the same time, the project requires close collaboration with the NC's in all European countries, who will need to sign off codings of their national data before they will be added to the general ESS database. I also plan to work with student coders from various European countries and part of the requested funds will be set aside to recruit and reward work being done by them as assistants. I expect to be able to recruit many of these assistants in Amsterdam, but will occasionally call upon coders located in other countries. I have learned in the past that inviting collaborators to Amsterdam and supervise their work there is considerably more efficient than trying to get work out of them using remote control.

In preparing this proposal, I have consulted with the CCT and through them with NSD, who would welcome the proposed project. If a confidentiality agreement is signed, I will have access to all data requested, even in the Netherlands via NSDs secure data transfer line. The agreement would require any materials that might compromise anonymity to be kept confidential and that the name of particular countries also be kept anonymous when commenting publicly on the quality of coded data. Of course individual quality reports can and should be presented to the relevant NCs to try and encourage improvement in future. The time of visit to NSD should be adjusted to the ESS work schedule and the capacity of the ESS team at NSD.

CCT would see my role as that of an independent external expert. However, depending on the outcome of the project it may be that at some later stage I might act on behalf of the CCT in certain respects. However this would of course have to be discussed at a later stage.

Scientific Quality and Relevance

ESS is an important database for social research and will become more important as the database grows. Its relevance and quality are widely acknowledged and are shown by its frequent use, its extensive funding from national and European resources and public praise. However, the present measurement of social background variables in ESS is not up to the high methodological standards that the ESS purports to meet. This situation is partly due to the intrinsic problems of having to compare measures for 34 societies with widely different and dynamic institutions in education and the labour market. However, the situation is also partly due to the lack of careful and thoughtful procedures. ESS has concentrated very much on the various social attitudes that so many users work on, and has invested very little in the variables that they all use: education and occupation. Fortunately, the situation can be mended and is one in which high quality measurement is still within reach. Conducting the proposed project would help very much to bring this aim about. In the end we would have a database with detailed and validated education and occupation measures that are readily available to end users, who lack resources, skills and energy to develop these improvement themselves.

References:

Ganzeboom, Harry B.G. (2009) "Multiple Indicator Models for Social Background". Invited keynote address European Survey Research Association, Warsaw.

Ganzeboom, Harry B.G.; Schroeder, Heike (2009a). "De waarde van diploma's: een kwantificatie van de ESS-NL-categorieën." Verschijnt in: Ganzeboom, Harry B.G; Wittenberg, Marion (Red.). Proceedings Tweede DANS Workshop European Social Survey. Amsterdam: Aksant, forthcoming.

Ganzeboom, Harry B.G.; Schroeder, Heike (2009b). "Measuring Level of Education in the European Social Survey". Paper presented at the European Survey Research Association, Warsaw.

Schneider, S.L. (2009) "Confusing Credentials. The Cross-nationally Comparative Measurement of Educational Attainment". Oxford: PhD Dissertation, Nuffield College.

Schneider, S.L. (Ed.) (2008) "The International Standard Classification of Education (ISCED-97). An Evaluation of Content and Criterion Validity for 15 European Countries. Mannheim: MZES.

Please give a description of the developmental project in terms of:

Scientific Quality

- Quality of the proposed approach;
- Originality and innovative character of the approach;
- Adequacy and effectiveness of the approach;
- Feasibility, including the presence of a sound management plan.

Relevance

- Close fit to the objectives of the ESS.

4. Budget

The guidelines for application are published in the Call for Proposals ESS Developmental Projects (for more information please see the Call for Proposals, Section 3.2 What can be applied for?).

Personnel

	FTE:	Amount/year						Total
		<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	
Postdoc researcher [HL]:	0.85	45	45	40				130
Postdoc researcher (50%):	1.25	15	30	30				75
Total:		60	75	70				205

Additional data collection

	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	Total
Travel (Bergen)	10	10					20
Coders in various countries	20	20					40
Total:	30	30					60

Please specify the budget items in as much detail as possible and present details on the calculations (e.g. amount per unit, number, frequency).

Total budget:

Total financial support applied for from NWO:

Additional funding

If the total budget exceeds the maximum grant, please state the additional funding sources, such as the host institution or related research programmes, specifying the amount of financial support received. Is the additional funding guaranteed?

5. Reviewers

When submitting your application, the Iris-interface offers you the possibility to suggest possible reviewers for your application.

6. Signature of the applicant

I hereby declare that I have completed this form truthfully:

Name principal applicant: Harry B.G. Ganzeboom

Place: Amsterdam

Date: November 3 2009

Explanatory notes for completing the application form. When submitting a research proposal, you are requested to follow the guidelines below.

General remarks

Please consult the Call for Proposals ESS Developmental Projects. For more information, visit the website www.nwo.nl/ess.

The form must be completed in English, using Verdana 9 pt font.

A maximum number of words applies for some items on the form. Do not exceed this number and fill in the word count. Your application may be disqualified if you exceed the maximum number of words stated.

Letters of recommendation or any other type of reference may not be added to the application.

Please submit the application to NWO in electronic form (pdf format is required!) using the IRIS system, which can be accessed via the NWO website (www.nwo.nl/ess). If, after reading the IRIS guide on the internet, you still have technical questions about the use of the system, you should contact the IRIS helpdesk. They can be reached by telephone on weekdays between 11 am and 5 pm on +31 (0)900 - 696 4747 or by e-mail: iris@nwo.nl.

In order to be able to properly process the details of the application, the file should not be protected in any way (passwords, etc.).

The NWO office must receive your (electronic) application no later than **3 November 2009**, 12 noon.

Registration form

1. Details of applicant(s)

The principal applicant must be a researcher employed by a university in the Netherlands or an NWO-recognised grant recipient and the envisaged leader of the project if the proposal is granted a subsidy. Please provide all details requested.

2. Summary (maximum 100 words)

Please provide an abstract of your proposal that can be easily understood by a broad, non-scientific audience. The summary should briefly describe the issue addressed, the main objective(s) and expected results in no more than 100 words.

3a. Track record of the applicant

The following criteria are taken into consideration in appraising the applications:

Track Record

- The quality and competence of the principal investigator;
- First-hand familiarity with survey methodology and procedures;
- Knowledge about past national or sub-national studies of a similar nature and, ideally, with experience of cross-national research;
- Scientific standing (publications, international visibility) and academic leadership (PhD supervision; international network).

3b. Implementation of the developmental project

The following criteria are taken into consideration in appraising the applications:

Scientific Quality

- Quality of the proposed approach;
- Originality and innovative character of the approach;
- Adequacy and effectiveness of the approach;
- Feasibility, including the presence of a sound management plan.

Relevance

– Close fit to the objectives of the ESS.

Applications must fulfil the general objectives and definition of the Call for Proposals ESS Developmental Projects (For more information, visit the website www.nwo.nl/ess), the General Terms and Conditions of NWO Grants, and all of the following specific conditions in order to be admitted to the competition.

4. Budget

Specify the costs for the postdoc researchers and the estimated data collection costs required to carry out the projects. Specify the budget items in as much detail as possible and present details on the calculations (e.g. amount per unit, number, frequency).

The guidelines for application are published in the Call for Proposals ESS Developmental Projects. For more information, please consult Section 3.2 What can be applied for?

NWO supplies a maximum grant for each of the three developmental projects. The budget is earmarked for personnel and additional data collection. Do not exceed the budget for the project you apply for!

Please note that should the total budget required for the proposed research activities exceed the maximum grant, the applicant should find additional funding sources. Additional funding could be provided by the host institution or institutions involved in related research programmes. Guarantees for additional funding should be provided.

5. Reviewers

When submitting your application, the Iris-interface offers you the possibility to suggest possible reviewers for your application.

Signature of the applicant

6. Signature

The application must be electronically signed by the main applicant.