

### ISSP 2006 Germany: role of government IV ; ZUMA report on the German study

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*ZUMA-Methodenbericht Nr. 2007/10*

**ISSP 2006 Germany  
Role of Government IV  
ZUMA Report on the German Study**

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## Contents

1	The International Social Survey Programme .....	2
2	Archiving of Role of Government IV Datasets.....	3
3	ISSP Modules 1985-2009 .....	5
4	Contents of the Role of Government IV Module.....	6
5	The German Module .....	10
5.1	Translation of the Source Questionnaire.....	11
5.2	Sample.....	12
5.3	Pre-testing .....	12
5.4	Fielding and Response .....	13
5.5	Data Editing and Occupational Coding (ISCO 1988).....	14
6	Data Availability .....	15
7	References.....	15
	Appendix A .....	16
	The Questionnaires (English and German).....	16
	English Questionnaire .....	17
	German Questionnaire .....	29
	Appendix B	
	Contact Information for ISSP Member Organisations .....	42

## 1 The International Social Survey Programme

The International Social Survey Programme (ISSP) is a continuing annual programme of cross-national collaboration. It brings together pre-existing social science projects and coordinates research goals, thereby adding a cross-national perspective to the individual national studies.

It started late in 1983 when SCPR,<sup>1</sup> London, secured funds from the Nuffield Foundation to hold meetings to further international collaboration between four existing surveys – the **General Social Survey (GSS)**, conducted by NORC in the USA, the **British Social Attitudes Survey (BSA)**, conducted by SCPR in Great Britain, the **Allgemeine Bevölkerungsumfrage der Sozialwissenschaften (ALLBUS)**, conducted by ZUMA in West Germany and the **National Social Science Survey (NSS)**, conducted by ANU in Australia. Prior to this, NORC and ZUMA had been collaborating bilaterally since 1982 on a common set of questions.

The four founding members agreed to (1) jointly develop modules dealing with important areas of social science, (2) field the modules as a fifteen-minute supplement to the regular national surveys (or a special survey if necessary), (3) include an extensive common core of background variables and (4) make the data available to the social science community as soon as possible.

Each research organisation funds all of its own participation costs. There are no central funds. The merging of the data into a cross-national data set is performed by the Zentralarchiv für Empirische Sozialforschung, University of Cologne. Since 1996, the archive has been aided in its work by ASEP, one of the Spanish member institutes in the ISSP. ZUMA compiles the study monitoring reports for the ISSP and provides the study monitoring questionnaires.

In 2006, the ISSP has 41 members; the founding four – Australia, Germany, Great Britain and the United States – plus Austria, Belgium, Brazil, Bulgaria, Canada, Chile, Croatia, Cyprus, the Czech Republic, Denmark, The Dominican Republic<sup>2</sup>, Finland, France, Hungary, Ireland, Israel, Japan, Korea (South), Latvia, Mexico, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Turkey, Uruguay, and Venezuela.

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<sup>1</sup> Today SCPR is NatCen (National Centre for Social Research).

<sup>2</sup> Member since 2006

The annual topics for the ISSP are developed over several years by a sub-committee and are pre-tested in various countries. The annual plenary meeting of the ISSP then adopts the final questionnaire. ISSP questions need to be relevant to all countries and expressed in an equivalent manner in all languages. The questionnaire is drafted in British English and then translated into other languages.

The ISSP is unique in a number of ways. First, the cross-national collaboration between organisations is not *ad hoc* or intermittent, but routine and continual. Second, while necessarily more circumscribed than collaboration dedicated solely to cross-national research on a single topic, the ISSP makes cross-national research a basic part of the national research agenda of each participating country. Third, by combining a cross-time with a cross-national perspective, two powerful research designs are being used to study societal processes. The ISSP is also one of the few cross-national studies to conduct and publish study monitoring reports of the annual studies. These are appended to the relevant codebooks and are downloadable from the archive web pages. Other projects, such as the European Values Study have, in fact, adapted the ISSP study monitoring questionnaire for their projects.

## **2 Archiving of Role of Government IV Datasets**

In order to be officially archived member countries need to deliver data sets to the archive along with a study monitoring description sheet, deliver a study monitoring report (SMQ) to ZUMA and, if any difficulties are noted in the SMQ, have these resolved.

For the time being, many of the country-specific ISSP data files are under construction. Thus, the following table does not reflect the final content of the international integrated data file.

**Role of Government IV Data Sets Archived by 15<sup>th</sup> October 2007**

		ISSP 2006		
	ISSP members	Data delivered	SMQ approved	Officially archived
1	Australia	No report	NA	NA
2	Austria	No report	NA	NA
3	Belgium*	No report	NA	NA
4	Brazil	No report	NA	NA
5	Bulgaria	No report	NA	NA
6	Canada	Yes	Yes	Yes
7	Chile	Yes	Yes	Yes
8	Croatia**	Yes	Yes	Yes
9	Cyprus	No	NA	No
10	Czech Republic	Yes	Yes	Yes
11	Denmark	No report	NA	NA
12	The Dominican Republic	Not yet delivered	Yes	No
13	Finland	Yes	Yes	Yes
14	France	Yes	Yes	Yes
15	Germany	Yes	Yes	Yes
16	Great Britain Northern Ireland	No report No report	NA NA	NA NA
17	Hungary	Yes	In preparation	No
18	Ireland	Yes	Yes	Yes
19	Israel	No report	NA	NA
20	Japan	Yes	Yes	Yes
21	Korea (South)	Yes	Yes	Yes
22	Latvia	Yes	Yes	Yes
23	Mexico	No	NA	No
24	Netherlands	No report	NA	NA
25	New Zealand	Yes	Yes	Yes
26	Norway	Yes	Yes	Yes
27	Philippines	Yes	Yes	Yes
28	Poland	Not yet delivered	In preparation	No
29	Portugal	Yes	Yes	Yes
30	Russia	Yes	In preparation	No
31	Slovakian Republic	No report	NA	NA
32	Slovenia	Yes	In preparation	No
33	South Africa	No report	NA	NA
34	Spain	Yes	In preparation	No
35	Sweden	Yes	Yes	Yes
36	Switzerland	Yes	Yes	Yes
37	Taiwan	Yes	Yes	Yes
38	Turkey	Not yet member	NA	No
39	Uruguay	Yes	Yes	Yes
40	USA	Yes	Yes	Yes
41	Venezuela	No report	NA	NA

\* common membership of Flanders and Wallonia from 2006 on; before 2006 ISSP membership by Flanders only

\*\* Croatia announced to field ISSP 2006 as its first ISSP survey

The addresses of the institutes and organisations involved in each country are provided in Appendix B, together with telephone, email and fax of principal contacts. For further information on the ISSP and regular updates of contact information material, see the ISSP web site (<http://www.issp.org/>).

### 3 ISSP Modules 1985-2009

1985	Role of Government I	Attitudes towards the government plus general political attitudes.
1986	Social Networks I	Ego-centred network survey in the Claude Fisher tradition ("to whom would you turn") plus a series of questions concerning the structure and composition of respondents' networks.
1987	Social Inequality I	Opinions and attitudes toward inequality in terms of rich and poor and privileged and underprivileged.
1988	Family and Changing Gender Roles I	Attitudes towards women as part of the labour force and possible conflicts with traditional roles of men and women in society, general attitudes to the family.
1989	Work Orientations I	General attitudes to work and leisure, work organisation and work content.
1990	Role of Government II	Replication of the main topics of Role of Government I (1985).
1991	Religion I	Attitudes towards traditional religious beliefs and topics now connected with secular social ideologies.
1992	Social Inequality II	Replication of the main topics of Social Inequality I (1987).
1993	Environment I	Attitudes to the environment, nature and pollution, together with questions assessing knowledge of science and environmental issues.
1994	Family and Changing Gender Roles II	A partial replication of Family and Changing Gender Roles I (1988), with new questions.
1995	National Identity I	Questions on attitudes to aspects of national life and culture, citizenship, minorities in society and to foreigners.
1996	Role of Government III	A partial replication of Role of Government II (1990), one third new.
1997	Work Orientations II	A partial replication of Work Orientations I (1989), one third new.
1998	Religion II	A partial replication of Religion I (1991), with new questions.
1999	Social Inequality III	A partial replication of the Social Inequality modules from 1987 and 1992, with new questions.
2000	Environment II	A partial replication of Environment I (1993), with new questions.
2001	Social Networks II: Social Relations and Support Systems	Based on Social Networks I (1986), with new questions.
2002	Family and Changing Gender Roles III	A partial replication of Family and Changing Gender Roles II (1994), with new questions.
2003	National Identity II	A partial replication of National Identity I (1995), with new questions.
2004	Citizenship I	A new module.
2005	Work Orientations III	A partial replication of Work Orientations II (1997), with new questions.
2006	Role of Government IV	A partial replication of Role of Government III (1996), with new questions.

## Modules planned

2007	Leisure Time and Sport I	A new module (module finalised).
2008	Religion III	A partial replication of Religion II (1998), with new questions (module finalised).
2009	Social Inequality IV	A partial replication of Social Inequality IV (1999), with new questions (in preparation).
2010	Environment III	A partial replication of Environment II (2000), with new questions (in preparation).

## 4 Contents of the Role of Government IV Module

The 2006 survey was the fourth of the Role of Government module and partially replicated the 1985, 1990, and 1996 surveys. The replications and new questions are explained in Table 1. ISSP modules are developed over a minimum period of two years during which a multi-national drafting group prepares several questionnaire drafts in accordance with the decisions taken at general assembly meetings. These drafts are circulated to ISSP members for input and commentary. A final draft version is discussed and signed off at the general assembly meeting prior to the year of fielding.

The members of the drafting group for Role of Government 2006 were Great Britain and Sweden (co-convenor), Brazil, Czech Republic, Poland, and Taiwan.

The table below outlines the topics covered in the module and indicates which were new and which were replicated. The questionnaire item numbers are given in the first column. If different, the German questionnaire numbers are included in brackets. The variables in the second column are those of the international data set.



**Table 1: Contents of ISSP 2006 module**  
(German question numbers in brackets where different)

2006			Abbreviated Version of Questions	1985 study		1990 study		1996 study	
English and German Question Numbers	Variables	No. of Items		English and German Question Numbers	Variable 1985	English and German Question Numbers	Variable 1990	English and German Question Numbers	Variable 1996
<b>Civil liberties</b>									
<b>1</b>	V4	7	Obeys laws without exception	2 (3)	V6	1	V4	1	V4
<b>2</b>			Protest against government action	3 (4)		2		2	
a	V5		Public protest meetings	a	V7	a	V5	a	V5
b	V6		Protest marches and demonstrations	c	V9	c	V7	b	V6
c	V7		National anti-government strike	f	V12	f	V10	c	V7
<b>3</b>			People who want to overthrow government	4 (5)		3		5	
a	V8		Revolutionaries: hold public meetings	a1 (a)	V13	a	V11	a	V12
b	V9		Revolutionaries: publish books	a3 (c)	V15	b	V12	b	V13
<b>4</b>	V10		Worse type of justice error	6 (9)	V27	6	V19	6	V14
<b>State intervention in the economy</b>									
<b>5</b>		6	Government and economy: in favour or against...	21 (26)		10		9	
a	V11		Cuts in government spending	c	V76	c	V27	c	V19
b	V12		Financing projects to create new jobs	d	V77	d	V28	d	V20
c	V13		Less government regulation of business	e	V78	e	V29	e	V21
d	V14		Support industry to develop new products	f	V79	f	V30	f	V22
e	V15		Support declining industries to protect jobs	g (h)	V80	g (h)	V31	g	V23
f	V16		Reducing the working week to create more jobs	h (i)	V81	h (i)	V32	h	V24
<b>Government spending</b>									
<b>6</b>		8	Government should spend money on...	22 (18)		11		10	
a	V17		Environment	a	V82	a	V33	a	V25
b	V18		Health	b	V83	b	V34	b	V26
c	V19		The police and law enforcement	c	V84	c	V35	c	V27
d	V20		Education	d	V85	d	V36	d	V28
e	V21		The military and defence	e	V86	e	V37	e	V29
f	V22		Old age pensions	f	V87	f	V38	f	V30
g	V23		Unemployment benefits	g	V88	g	V39	g	V31
h	V24		Culture and the arts	h	V89	h	V40	h	V32

2006			Abbreviated Version of Questions	1985 study		1990 study		1996 study	
English and German Question Numbers	Variables	No. of Items		English and German Question Numbers	Variable 1985	English and German Question Numbers	Variable 1990	English and German Question Numbers	Variable 1996
<b>Government responsibilities</b>									
<b>7</b>		10	Government's responsibility to...	30 (33)		18		12	
a	V25		Provide a job for everyone	a	V101	a	V49	a	V36
b	V26		Keep prices under control	b	V102	b	V50	b	V37
c	V27		Provide health care for the sick	c	V103	c	V51	c	V38
d	V28		Provide decent standard of living for the old	d	V104	d	V52	d	V39
e	V29		Provide industry with the help it needs to grow	e	V105	e	V53	e	V40
f	V30		Provide decent standard of living for the unemployed	f	V106	f	V54	f	V41
g	V31		Reduce income differences between rich and poor	g	V107	g	V55	g	V42
h	V32		Give financial help to university students			h	V56	h	V43
i	V33		Provide decent housing for those who can't afford it			i	V57	i	V44
j (k)	V34		Impose laws to protect the environment					j	V45
<b>Government performance</b>									
<b>8</b>		6	How successful is the government in...						
a	V35		Providing health care for the sick						
b	V36		Providing decent standard of living for the old						
c	V37		Dealing with threats to country's security						
d	V38		Controlling crime						
e	V39		Fighting unemployment						
f	V40		Protecting the environment						
<b>Security challenges</b>									
<b>9</b>		3	Authorities should have the right to...						
a	V41		Detain people without putting them on trial						
b	V42		Tap people's telephone conversations						
c	V43		Stop and search people randomly						
<b>Political interest, trust and efficacy</b>									
<b>10</b>	V44	7	How much are you interested in politics?			19 (23)*	V58	13	V46
<b>11</b>			Agree / disagree ...	20 (25)**				14	
a	V45		People like me have no say about what gov. does					a	V47
b	V46		Average citizen has considerable influence on politics	c	V66			b	V48
c	V47		Good understanding of political issues					d	V50
d	V48		Most people better informed than I am					f	V52
e	V49		MPs try to keep their promises					g	V53
f	V50		Most civil servants can be trusted					h	V54

\* question 23 of ALLBUS 1990 (German General Social Survey)

\*\* wording of the English source questionnaire slightly changed

2006			Abbreviated Version of Questions	1985 study		1990 study		1996 study	
English and German Question Numbers	Variables	No. of Items		English and German Question Numbers	Variable 1985	English and German Question Numbers	Variable 1990	English and German Question Numbers	Variable 1996
Taxation									
<b>12</b>		3	How would you describe taxes in country today...					17	
a	V51		For those with high incomes					a	V57
b	V52		For those with middle incomes					b	V58
c	V53		For those with low incomes					c	V59
Social capital									
<b>13</b>		5	Agree / disagree...						
a	V54		Only a few people I can trust completely						
b	V55		If not careful, other people take advantage of you						
<b>14</b>									
a	V56		How often asked to help influence important decisions						
b	V57		People you could ask to influence important decisions						
<b>20</b>	V63		How many people do you have contact with						
Corruption									
<b>15</b>	V58	5	Public officials deal fairly with people like you						
<b>16</b>	V59		Treatment by public officials depends on contacts						
<b>17</b>	V60		How many politicians involved in corruption						
<b>18</b>	V61		How many public officials involved in corruption						
<b>19</b>	V62		How often public official asked for a bribe						
<b>German ISSP 2006*</b>				<b>Abbreviated Text of Question</b>					
<b>German Question Number</b>	<b>Variables in ALLBUS 2006</b>	<b>No. of Items</b>							
Personality Items									
(22)	V683-V692	10	To what extent do you agree or disagree with the following statements? I see myself as someone who... is reserved is generally trusting does a thorough job is relaxed, handles stress well has an active imagination is outgoing, sociable tends to find fault with others tends to be lazy gets nervous easily has few artistic interests						
CASI									
<b>23</b>	V693	2	How much R liked CASI						
<b>24</b>	V694		How well R came along with CASI						

\* Only asked in Germany; included in German General Social Survey (ALLUS) 2006; not included in international data file

## 5 The German Module

The study description sheet below was submitted to the archive with the 2006 data. We expand somewhat on the information contained in this in sections which follow. A detailed questionnaire on the 2006 fielding was completed by ISSP members, including Germany, in 2006 and 2007 and will be available in 2007 on the GESIS web site.

**Table 2: ISSP Study Description Form: 2006 GERMANY**

<i>Study title:</i>	ISSP 2006 Germany – Role of Government IV			
<i>Fieldwork dates:</i>	18.3.2006-21.8.2006			
<i>Principal investigators:</i>	Prof. Dr. Peter Ph. Mohler, ZUMA			
<i>Sample type:</i>	Two stage random sample. Names and addresses from registers of inhabitants kept by municipalities. Adults of 18 and older living in private accommodation.			
<i>Fieldwork institute:</i>	TNS Infratest Sozialforschung (Germany)			
<i>Fieldwork methods:</i>	Self-completion questionnaire (CAPI), interviewer in attendance. Background variables were asked face-to-face (CAPI).			
<i>N. of respondents:</i>	1643 (ISSP 2005 and ISSP 2006 were fielded in split together with ALLBUS 2006, the German General Social Survey; number of ALLBUS 2006 interviews: 3421; number of ISSP 2005 interviews: 1701)			
<i>Details about issued sample:</i>		Real numbers for (W) western and (E) eastern states		
	1. Total number of starting or issued names/addresses (gross sample size)	N=4652	W=3210	E=1442
	2. Interviews (1.0)*	N=1643	W=1112	E=531
	3. Eligible, Non-Interview	N=2456	W=1694	E=762
	A. Refusal/Break-off (2.10)	N=1986	W=1356	E=630
	B. Non-Contact (2.20)	N=274	W=192	E=82
	C. Other	N=196	W=146	E=50
	i. Language Problems (2.33)	N=68	W=62	E=6
ii. Miscellaneous Other (2.31, 2.32, 2.35)	N=128	W=84	E=44	
4. Unknown Eligibility, Non-Interview (3.0)	N=68	W=50	E=18	
5. Not Eligible	N=485	W=353	E=132	
A. Not a Residence (4.50)	N=44	W=34	E=10	
B. Vacant Residence (4.60)				
C. No Eligible Respondent (4.70)				
D. Other (4.10, 4.90)	N=441	W=319	E=122	

\* Numbers in brackets refer to AAPOR Standard Definitions (2005), table 2.

<i>Language(s):</i>	German
<i>Weight present:</i>	Data file not weighted
<i>Weighting procedure:</i>	Sample for eastern Germany deliberately over-samples the five eastern federal states. If all of Germany is taken as the unit of analysis (rather than the eastern and western states) weighting is necessary. Weighting factor for Western Germany: 1,204698**; weighting factor for Eastern Germany: 0,571329**; recoding of the country variable V3 is necessary: <i>recode V3(2=3).</i> <i>add values labels V3 3 'Germany'.</i>  ** Own calculation based on data of Microcensus 2005; figures provided by the German Federal Statistical Office.
<i>Known systematic properties of sample:</i>	none
<i>Deviations from ISSP questionnaire:</i>	none
<i>Publications:</i>	For further information see ISSP bibliography on the ISSP homepage ( <a href="http://www.issp.org/biblio.htm">http://www.issp.org/biblio.htm</a> )

## 5.1 Translation of the Source Questionnaire

Two independent translations were made of the new questions in the module, one by a translation expert and one by a member of the ISSP team. These were discussed in a group meeting with members of the ISSP team and members of the ZUMA cognitive testing laboratory. A translation expert finally checked the quality of the group decisions. After the pre-test, a few changes were made to the translation.

One translation problem is related to replication questions in the source questionnaire. The usual way to deal with replicated wording is to use the former German translations. In the 2006 Role of Government module, a test on differences in wording was integrated. The test refers to the wording of the question on agreement/disagreement and the translation of "people". In the first split, the more up-to-date wordings "stimme voll und ganz zu" and "Mensch" were asked, the second split replicates the wording used in the former modules "stimme stark zu" and "Leute"<sup>3</sup>. Systematic differences between the two splits could not be detected. More details about the experiment will be reported separately.

<sup>3</sup> Split 1: "Menschen" und "Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?" / "stimme voll und ganz zu"; Split 2: "Leute" und "Bitte geben sie an, inwieweit Sie den folgenden Aussagen zustimmen oder nicht zustimmen?" / "stimme stark zu"

## 5.2 Sample

The ISSP modules for 2005 (Work Orientations) and 2006 (Role of Government) were fielded together with the ALLBUS 2006 study in a split. The ALLBUS sample in 2006 was designed to yield a representative sample of the adult population (18 years and older) living in private accommodation in Germany, including foreigners able to complete the questionnaire in German. The sample was drawn in a two-stage design from official registers of inhabitants kept by municipalities throughout Germany. First the communities and sample points were selected randomly and then named individuals randomly selected from each sampling point. Full details of the sample are presented (in German) in the methods report on ALLBUS 2006 (Wasmer et al., forthcoming).

## 5.3 Pre-testing

Pre-testing for translated versions of source questionnaires differs from pre-testing of questionnaires which do not yet have a finished form. Irrespective of what a pre-test of a translation seems to indicate, only a limited number of changes can be made if the source questionnaire has been finalised. The ordering of questions, can usually not be changed, nor the format of questions or response categories, since these changes raise issues of comparability.

Pre-testing in the sense of a 'trial run' can indicate how long administration can take, highlight lay-out problems, and to some extent, point to difficulties in comprehension related to translation. Such a 'trial run' pre-test was conducted after the source questionnaire had been finalized and translated to test for various problems of the CASI (Computer assisted self interview) interview (Prüfer and Rexroth, 2005). CASI mode was used for the first time to field a German ISSP module.

## 5.4 Fielding and Response

Fielding began on March 18<sup>th</sup> 2006 and ended on August 21<sup>st</sup> 2006. The ISSP module was a self-completion questionnaire administered at the end of the ALLBUS CAPI interview. A total of 1643 questionnaires were completed for the module (1112 in western states; 531 in eastern states). 97.3 % of ALLBUS respondents agreed to complete the ISSP module. The total ALLBUS response rate was 41.0 % (40.2 % in western states; 42.8 % in eastern states). Based on the ALLBUS response calculation, the response rate for the ISSP 2006 was 39.7 % (39.1 % in western states; 40.9 % in eastern states). While ISSP modules are designed as self-completion questionnaires, 24.9 % of the cases were administered as interviews for various reasons (25.9 % in western states; 22.8 % in eastern states)<sup>4</sup>.

The 2006 ISSP module was fielded as a CASI interview (computer assisted self interview). Previously, a paper and pencil self-completion questionnaire (PAPI) was used to administer the ISSP. To design the interview similar to PAPI and minimize any potential effects from options offered by a computer programme, answers were not forced, in addition changing answers and not answering was allowed. Respondents were instructed how to complete the ISSP interview on a laptop and by using a pen, in particular how to change answers, how to continue with the next question and how to go back to the questions and the already given answers.

Differences between modes of interview were not tested in an experimental design, but there are several indicators that offer reasonable substitute information. Two questions on respondents' reactions to the CASI mode were included in the questionnaire in order to learn about potential problems connected to using CASI. The questions dealt with how much respondents liked answering questions on the computer themselves<sup>5</sup> and whether respondents got along with that kind of answering<sup>6</sup>. The data indicate that both acceptance and feasibility were high. Respondents did not have problems with self-completion on the computer in general: in ISSP 2006, about two thirds reported that they liked the form of question-answering, and even more than 80 % answered that they didn't have problems to get along with the pen and the

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<sup>4</sup> Figures based on question regarding mode of interview (either self-completion by respondent or completion by interviewer) answered by the interviewer. Information regarding mode of interview integrated in question on how happy the respondent was with the CASI mode (question dedicated to the respondent) differs: 21.3% (21.6% in western states / 20.7% in eastern states).

<sup>5</sup> Translated from German question: You have just completed the last part of the questionnaire by YOURSELF on the computer. How did you like this form of question-answering? 1 Very much, 2 A lot, 3 A little, 4 Not at all

<sup>6</sup> Translated from German question: How did you get along with the pen and the laptop? 1 Very good, 2 Good, 3 Not good, 4 Not at all

laptop. Acceptance and feasibility correlate with age and education: the younger and the better educated the respondents are, the more they like and the better they get along with CASI. Our findings from former PAPI administered ISSP surveys, which were run at the end of an ALLBUS interview, are in the same direction.

Though the German ISSP is intended as self-completion, for various reasons, in recent ISSP surveys a considerable amount of respondents preferred to continue in CATI mode, as used in the ALLBUS interview. For ISSP 2006, about 25% of the respondents asked the interviewer to continue in the same mode. A quite high number of interviewer-administered cases was also reported in earlier years: in ISSP 2004 the share was about 13 %, in ISSP 2000 about 30 %. Consequently, the figure of 25 % does not reflect a specific aversion against CASI but very likely a more general aversion against self-completion.

Dropout could also serve as an additional indicator of CASI related problems. If dropouts dramatically increase when ISSP is run as CASI then the decision to use that mode had to be reconsidered. However, analyses of the data revealed that dropout rates did not get worse by changing the mode from PAPI to CASI: between ISSP 1999 and ISSP 2004 the proportion of ALLBUS respondents who did not answer the ISSP questionnaire increased from 6 % in ISSP 1999 to 10 % in ISSP 2004. Moreover, in the CASI surveys the corresponding dropout rates were lower with about 2 % in ISSP 2005 and 3 % in ISSP 2006. The change between the ALLBUS CATI interview and the ISSP CASI seems to be more smooth than between CATI and PAPI.

## **5.5 Data Editing and Occupational Coding (ISCO 1988)**

The fielding institute delivered a formally edited data set to ZUMA. ZUMA carried out additional data editing and prepared the data for merging in accordance with the ISSP 2005 set-up from the ISSP archive. Coding of current or former occupation was also carried out at ZUMA (ISCO 1988; for details of ISCO 1988, see, for example, International Labour Office, 1990).



## 6 Data Availability

The data were deposited to the Central Archive for Empirical Social Research at the University of Cologne, the official ISSP archive since 1986. Together with Análisis Sociológicos, Económicos y Políticos (ASEP), Madrid, the archive is responsible for merging the ISSP data and producing the international merged data sets.

## 7 References

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## **Appendix A**

### **The Questionnaires (English and German)**

The numbering of the German questionnaire differs slightly from the English. Filter questions were asked as separate questions and not as part of the substantive questions. Obligatory background variables not included in the self-completion questionnaire were asked in the ALLBUS survey which preceded the ISSP module. A documentention of the construction of the ISSP 2006 background variables will be available online with the ISSP 2006 international data file.

### **English Questionnaire**

### **German Questionnaire**

**2006 Role of Government questionnaire**  
**FINAL QUESTIONNAIRE**  
June 2005

### General notes to members

1. All notes which are not part of the questionnaire and intended only for members (for example, translation notes) are enclosed in pointed, angle brackets <like these>.
2. All the elements in questions which require local adaptation are enclosed in square brackets. These instructions often relate to adding the name of the relevant country. For example, in Britain “Generally, how would you describe taxes in [Country] today?” would read “Generally, how would you describe taxes in Britain today?”
3. All the elements in questions which are optional are enclosed in double round brackets ((like these)).
4. Q-numbers in parentheses – for example **(Q1 1996)**: question numbers in 1996 questionnaire. For countries who participated in 1996, please use the **same wording** for these questions as you did then. **(N)** = new in 2006.
5. Translation and clarification notes are provided after the relevant question.
6. In general, if translators have difficulty when translating answer codes, they should focus upon translating the **concepts** expressed by the codes rather than the precise **words** used.
7. In 1996 no general translation note was provided as to what we meant by ‘government’. Unless there are very strong reasons not to, countries who participated in 1996 should use the same wording for ‘government’ as they did then. In general, by government we mean the central regime within a country (that is, *any* government that has been elected into power). In some countries the meaning of questions which refer to ‘government’ can be improved by adding ‘of any party’ after ‘government’ (to stress that it does not necessarily have to be the current government).

**(Q1 1996)**

1. In general, would you say that people should obey the law without exception, or are there exceptional occasions on which people should follow their consciences even if it means breaking the law?

((PLEASE TICK ONE BOX ONLY))

- (✓)
- Obey the law without exception
- OR**
- Follow conscience on occasions
- Can't choose

**(Q2 1996)**

2. There are many ways people or organisations can protest against a government action they strongly oppose. Please show which you think should be allowed and which should not be allowed by ticking a box on each line.

**Should it be allowed?**

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Definitely</b>	<b>Probably</b>	<b>Probably not</b>	<b>Definitely not</b>	<b>Can't choose</b>
a. Organising public meetings to protest against the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organising protest marches and demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Organising a nationwide strike of all workers against the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<Precode: the word 'allowed' has the same meaning as the word 'permitted'. The main issue is whether people should be free or have the right to show to varying degrees their discontent with a government.>

<In Q2a, a 'public meeting' refers to an assembly or gathering which everyone is allowed to attend. In the context of this particular question, the purpose of the meeting should be clear.>

**(Q5 1996)**

3. There are some people whose views are considered extreme by the majority. Consider people who want to overthrow the government by revolution. Do you think such people should be allowed to ...

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Definitely</b>	<b>Probably</b>	<b>Probably not</b>	<b>Definitely not</b>	<b>Can't choose</b>
a. ... hold public meetings to express their views?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... publish books expressing their views?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In Q3b, 'publish books' can be translated as 'have their books published'.>

**(Q6 1996)**

4. All systems of justice make mistakes, but which do you think is worse ...

((PLEASE TICK ONE BOX ONLY))

- ... to convict an innocent person,  (✓)  
**OR**  
 to let a guilty person go free?   
 Can't choose

**(Q9c-h 1996)**

5. Here are some things the government might do for the economy. Please show which actions you are in favour of and which you are against.

((PLEASE TICK ONE BOX ON EACH LINE))	Strongly in favour of	In favour of	Neither in favour of nor against	Against	Strongly against	Can't choose
a. Cuts in government spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Government financing of projects to create new jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Less government regulation of business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Support for industry to develop new products and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Support for declining industries to protect jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Reducing the working week to create more jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<5d refers to funding (financial aid) from government.>

<5e refers not only to direct financial aid from government (government subsidies) but could also include, for example, import restrictions imposed by government.>

<In 5f 'reducing the working week' refers to shortening the number of hours that employees are required to work in a week.>

**(Q10a-h 1996)**

6. Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area. Remember that if you say "much more", it might require a tax increase to pay for it.

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Spend much more</b>	<b>Spend more</b>	<b>Spend the same as now</b>	<b>Spend less</b>	<b>Spend much less</b>	<b>Can't choose</b>
a. The environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The police and law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The military and defence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Old age pensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Unemployment benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culture and the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<6g refers to unemployment benefits. If there are no such benefits within a country (this applied to the Philippines in 1996), the question should not be asked.>

**(Q12a-j 1996)**

7. On the whole, do you think it should or should not be the government's responsibility to ...

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Definitely should be</b>	<b>Probably should be</b>	<b>Probably should not be</b>	<b>Definitely should not be</b>	<b>Can't choose</b>
a. ... provide a job for everyone who wants one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... keep prices under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... provide health care for the sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ... provide a decent standard of living for the old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ... provide industry with the help it needs to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ... provide a decent standard of living for the unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. ... reduce income differences between the rich and the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ... give financial help to university students from low-income families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ... provide decent housing for those who can't afford it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ... impose strict laws to make industry do less damage to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(8)

(N)

8. How successful do you think the government in [Country] is nowadays in each of the following areas?

*((PLEASE TICK ONE BOX ON EACH LINE))*

	<b>Very Successful</b>	<b>Quite successful</b>	<b>Neither successful nor unsuccessful</b>	<b>Quite un-successful</b>	<b>Very un-successful</b>	<b>Can't Choose</b>
a. Providing health care for the sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing a decent standard of living for the old?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with threats to [Country's] security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Controlling crime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Fighting unemployment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Protecting the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In 8c, by 'threats to [Country's] security' we mean security threats from within or outside the country in question. These threats might be posed by terrorist organisations, or organised crime (but only where this threatens national security) or by other countries. >

(N)

9. Suppose the government suspected that a terrorist act was about to happen. Do you think the authorities should have the right to...

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Definitely should have right</b>	<b>Probably should have right</b>	<b>Probably should not have right</b>	<b>Definitely should not have right</b>	<b>Can't choose</b>
a. ... detain people for as long as they want without putting them on trial?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... tap people's telephone conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... stop and search people in the street at random?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<Question text: by 'terrorist act' we mean an action organised by a group that uses terror or violence as a weapon to achieve its aims. By 'authorities' we mean that group of public officials who are primarily involved in law enforcement.>

(Q13 1996)

((Now some questions about politics.))

10. How interested would you say you personally are in politics?

((PLEASE TICK ONE BOX ONLY))

(✓)

Very interested

Fairly interested

Somewhat interested

Not very interested

Not at all interested

Can't choose



**(Q14a-b, d, f-h)**

11. Please tick one box on each line to show how much you agree or disagree with each of the following statements.

<i>((PLEASE TICK ONE BOX ON EACH LINE))</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
a. People like me don't have any say about what the government does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The average citizen has considerable influence on politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel that I have a pretty good understanding of the important political issues facing our country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think most people are better informed about politics and government than I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. People we elect as MPs try to keep the promises they have made during the election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Most civil servants can be trusted to do what is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In 11c, by 'pretty good' we mean "rather good" and not the negative reading "quite good".>

<If 11d, 'politics' should be understood as a general term to cover the political system, political affairs and political events and procedures.>

<In 11e, 'MPs' (Members of Parliament) are people elected for national parliament.

<In 11f, 'civil servants' are higher level non-political government paid officials. They are *not* elected to office – they applied for their posts and are senior public servants or government administrators.>

**(Q17a-c 1996)**

12a. Generally, how would you describe taxes in [Country] today?  
 ((We mean all taxes together, including [wage deductions],  
 [income tax], [taxes on goods and services] and all the rest.))  
 First, for those with high incomes, are taxes ...

*((PLEASE TICK ONE BOX ONLY))*

- (✓)
- ... much too high,
- too high,
- about right,
- too low,
- or, are they much too low?
- Can't choose

b. Next, for those with middle incomes, are taxes ...

((PLEASE TICK **ONE** BOX ONLY))

- (✓)
- ... much too high,
- too high,
- about right,
- too low,
- or, are they much too low?
- Can't choose

c. Lastly, for those with low incomes, are taxes ...

((PLEASE TICK **ONE** BOX ONLY))

- (✓)
- ... much too high,
- too high,
- about right,
- too low,
- or, are they much too low?
- Can't choose
-

(N)

- 13a) To what extent do you agree or disagree with the following statements.  
 “There are only a few people I can trust completely”

((PLEASE TICK ONE BOX ONLY))

- (✓)
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Can't choose

- b) “If you are not careful, other people will take advantage of you”

((PLEASE TICK ONE BOX ONLY))

- (✓)
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Can't choose

(N)

- 14a. Some people because of their job, position in the community or contacts, are asked by others to help influence important decisions in their favour. What about you? How often are you asked to help influence important decisions in other people's favour?

((PLEASE TICK ONE BOX ONLY))

- (✓)
- Never
- Seldom
- Occasionally
- Often
- Can't choose

b. And are there people you could ask to help influence important decisions in your favour?

((PLEASE TICK ONE BOX ONLY))

(✓)

- No, nobody
- Yes, a few people
- Yes, some people
- Yes, a lot of people
- Can't choose

<Precode: if necessary, the difference between 'a few' and 'some' can be clarified by using a term such as 'only a few'.>

(N)

15. In your opinion, how often do public officials deal fairly with people like you?

((PLEASE TICK ONE BOX ONLY))

(✓)

- Almost always
- Often
- Occasionally
- Seldom
- Almost never
- Can't choose

<Question text: by 'public officials' we mean both elected and non-elected public officials, and by 'fairly' we mean impartially, without any favouritism or prejudice. The phrase 'people like you' should be translated so as to refer to people with roughly similar characteristics to the respondent, but care should be taken not to use an expression that might offend.>

(N)

16. Do you think that the treatment people get from public officials in [Country] depends on who they know?

((PLEASE TICK ONE BOX ONLY))

(✓)

- Definitely does
- Probably does
- Probably does not
- Definitely does not
- Can't choose

17. In your opinion, about how many politicians in [Country] are involved in corruption?

((PLEASE TICK **ONE BOX ONLY**))

(✓)

Almost none

A few

Some

Quite a lot

Almost all

Can't choose

<Precode: if necessary, the difference between 'a few' and 'some' can be clarified by using a term such as 'only a few'.>

---

18. And in your opinion, about how many public officials in [Country] are involved in corruption?

((PLEASE TICK **ONE BOX ONLY**))

(✓)

Almost none

A few

Some

Quite a lot

Almost all

Can't choose

<Precode: if necessary, the difference between 'a few' and 'some' can be clarified by using a term such as 'only a few'.>

---

19. In the last five years, how often have you or a member of your immediate family come across a public official who hinted they wanted, or asked for, a bribe or favour in return for a service?

((PLEASE TICK ONE BOX ONLY))

Never	<input checked="" type="checkbox"/>
Seldom	<input type="checkbox"/>
Occasionally	<input type="checkbox"/>
Quite often	<input type="checkbox"/>
Very often	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

---

(N)

20. On average, about how many people do you have contact with in a typical week day, including people you live with.

We are interested in contact on a one-to-one basis, including everyone with whom you chat, talk, or discuss matters. This can be face-to-face, by telephone, by mail, or on the internet. Please include only people you know.

*Please select one from the following categories that best matches your estimate.*

((PLEASE TICK ONE BOX ONLY))

	<input checked="" type="checkbox"/>
0-4 persons	<input type="checkbox"/>
5-9	<input type="checkbox"/>
10-19	<input type="checkbox"/>
20-49	<input type="checkbox"/>
50 or more	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<This final question is a compulsory background variable. It must be asked, but its position in the questionnaire is not fixed and can be decided by each ISSP country.>

## **ISSP 2006 Staat und Regierung**

Darf ich Sie bitten, zum Abschluss noch diesen kurzen Fragebogen zum Thema "Staat und Regierung" selbst auszufüllen. Es handelt sich dabei um Fragen, die international in 38 Ländern gestellt werden.

Intervieweranweisung: Bitte drehen Sie den Laptop so, dass der Befragte die nächste Frage selbst auf dem Bildschirm ohne Ihre Hilfe beantworten kann und geben Sie ihm bitte den Stift!

Bürger aus 38 Ländern sagen ihre Meinung zum Thema  
""Staat und Regierung""

Internationale Sozialwissenschaftliche Umfrage 2006

Wie wird's gemacht?

Bitte benutzen Sie den Stift und tippen Sie damit die Antwort an, die Ihrer Meinung am besten entspricht.

Sie können bereits gegebene Antworten ändern. Markieren Sie hierfür einfach eine andere Antwortmöglichkeit.

<-- Antippen

Wenn Sie eine Frage beantwortet haben und zur nächsten gehen möchten, tippen Sie einfach auf *WEITER* →.

Mit ← *ZURÜCK* gelangen Sie auf die Seite vorher.

Bitte auf *WEITER* tippen.



1. Ganz allgemein gesprochen, würden Sie sagen, dass man Gesetze ohne Ausnahme befolgen muss, oder gibt es Ausnahmesituationen, in denen man seinem Gewissen folgen sollte, auch wenn dies bedeutet, Gesetze zu übertreten?

*Nur EINE Markierung möglich!*

Gesetze ohne Ausnahme befolgen

**ODER**

In Ausnahmesituationen seinem Gewissen folgen

*Kann ich nicht sagen*

2. Es gibt viele Möglichkeiten, mit denen einzelne oder Vereinigungen gegen eine Regierungsmaßnahme protestieren können, wenn sie diese Maßnahme entschieden ablehnen. Geben Sie bitte an, inwieweit Ihrer Meinung nach die unten aufgeführten Protestaktionen erlaubt sein sollten.

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Sollte auf jeden Fall erlaubt sein	Sollte schon erlaubt sein	Sollte eigentlich nicht erlaubt sein	Sollte auf keinen Fall erlaubt sein	<i>Kann ich nicht sagen</i>
A Öffentliche Versammlungen organisieren, um gegen die Regierung zu protestieren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Protestmärsche und Demonstrationen organisieren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Einen bundesweiten Streik aller Arbeitnehmer gegen die Regierung organisieren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Es gibt einige Menschen\*, deren Ansichten von den meisten anderen als extrem angesehen werden. Denken Sie einmal an Menschen\*, die die Regierung durch eine Revolution stürzen wollen. Geben Sie bitte an, inwieweit diesen Menschen\* die jeweilige Tätigkeit erlaubt sein sollte.

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Sollte auf jeden Fall erlaubt sein	Sollte schon erlaubt sein	Sollte eigentlich nicht erlaubt sein	Sollte auf keinen Fall erlaubt sein	<i>Kann ich nicht sagen</i>
A Öffentliche Versammlungen abhalten, auf denen sie ihre Ansichten äußern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Bücher veröffentlichen, in denen sie ihre Ansichten äußern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* Split 1: Menschen; Split 2: Leute/Leute/Leuten**



6. Bitte geben Sie nun für die folgenden Bereiche an, ob die Regierung dafür weniger oder mehr Geld ausgeben sollte.  
Bedenken Sie dabei, dass sehr viel höhere Ausgaben auch höhere Steuern erfordern können.

*Bitte machen Sie in JEDER Zeile eine Markierung!*

Die Regierung sollte für...	sehr viel mehr ausgeben	etwas mehr ausgeben	die Ausgaben auf dem jetzigen Stand halten	weniger ausgeben	sehr viel weniger ausgeben	<i>Kann ich nicht sagen</i>
A Umweltschutz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Gesundheitswesen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Polizei und Strafverfolgung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Bildungswesen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Verteidigung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Renten und Pensionen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Arbeitslosenunterstützung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Kultur und Kunst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Bitte geben Sie nun an, inwieweit die folgenden Dinge in der Verantwortlichkeit des Staates liegen sollten.

*Bitte machen Sie in JEDER Zeile eine Markierung!*

Der Staat sollte ...	auf jeden Fall verantwortlich sein	verantwortlich sein	nicht verantwortlich sein	auf keinen Fall verantwortlich sein	<i>Kann ich nicht sagen</i>
A einen Arbeitsplatz für jeden bereitzustellen, der arbeiten will.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B die Preise unter Kontrolle zu halten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C gesundheitliche Versorgung für Kranke sicherzustellen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D den alten Menschen* einen angemessenen Lebensstandard zu sichern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E der Industrie Hilfen zu gewähren, um ihr Wachstum zu sichern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F den Arbeitslosen einen angemessenen Lebensstandard zu sichern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G die Einkommensunterschiede zwischen Arm und Reich abzubauen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H den Studenten aus einkommensschwachen Familien finanzielle Unterstützung zu gewähren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J denjenigen, die es sich finanziell nicht leisten können, eine angemessene Wohnung zur Verfügung zu stellen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K durch strenge Gesetze die Industrie zu zwingen, weniger Umweltschäden zu verursachen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* **Split 1: Menschen; Split 2: Leuten**

8. Was meinen Sie, wie erfolgreich ist zur Zeit der Staat, wenn es darum geht...

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Sehr erfolgreich	Ziemlich erfolgreich	Weder noch	Ziemlich erfolglos	Äußerst erfolglos	<i>Kann ich nicht sagen</i>
A gesundheitliche Versorgung für Kranke sicherzustellen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B den alten Menschen* einen angemessenen Lebensstandard zu sichern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C mit Bedrohungen der inneren und äußeren Sicherheit Deutschlands umzugehen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D die Kriminalität zu bekämpfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E die Arbeitslosigkeit zu bekämpfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F die Umwelt zu schützen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* Split 1: Menschen; Split 2: Leuten**

9. Angenommen, staatliche Stellen haben den Verdacht, dass ein Terroranschlag droht. Was meinen Sie, sollten diese das Recht haben,...

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Auf jeden Fall	Eher ja	Eher nein	Auf keinen Fall	<i>Kann ich nicht sagen</i>
A Menschen* ohne richterliche Anordnung beliebig lange in Haft zu nehmen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Telefongespräche abzuhören?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Menschen* einfach so auf der Straße anzuhalten und zu durchsuchen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* Split 1: Menschen; Split 2: Leute**

10. Wie stark interessieren Sie sich für Politik: sehr stark, stark, mittel, wenig oder überhaupt nicht?

*Nur EINE Markierung möglich!*

- Sehr stark
- Stark
- Mittel
- Wenig
- Überhaupt nicht
- Kann ich nicht sagen*

11. Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?\*

*Bitte machen Sie in JEDER Zeile eine Markierung!*

		Stimme voll und ganz zu*	Stimme zu	Weder noch	Stimme nicht zu	Stimme über- haupt nicht zu	<i>Kann ich nicht sagen</i>
A	Menschen* wie ich haben keinen Einfluss darauf, was die Regierung macht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Der Durchschnittsbürger hat einen erheblichen Einfluss auf die Politik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Ich glaube, ich habe einen ziemlich guten Einblick in die wichtigen politischen Probleme, denen Deutschland gegenübersteht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Ich glaube, die meisten Menschen* sind besser über Politik informiert als ich es bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Die Politiker, die wir in den Bundestag wählen, versuchen, ihre Versprechen aus dem Wahlkampf zu halten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Man kann sich darauf verlassen, dass die meisten Regierungsbeamten das Beste für das Land tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Split 1: "Menschen" und "Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?" und "stimme voll und ganz zu";

Split 2: "Leute" und "Bitte geben sie an, inwieweit Sie den folgenden Aussagen zustimmen oder nicht zustimmen?" und "stimme stark zu"

12. Wie würden Sie im Großen und Ganzen die Steuern in Deutschland heute bewerten?  
(Wir meinen **alle** Steuern **und** Abgaben wie Lohn-/Einkommensteuer, Mehrwertsteuer, Sozialversicherung, usw.)

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Viel zu hoch	Zu hoch	Ungefähr richtig	Zu niedrig	Viel zu niedrig	<i>Kann ich nicht sagen</i>
A Für Menschen* mit <b>hohem</b> Einkommen sind die Steuern ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Für Menschen* mit <b>mittlerem</b> Einkommen sind die Steuern ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Für Menschen* mit <b>niedrigem</b> Einkommen sind die Steuern ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* *Split 1: Menschen; Split 2: Leute*

13. Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?\*

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Stimme voll und ganz zu*	Stimme zu	Weder noch	Stimme nicht zu	Stimme überhaupt nicht zu	<i>Kann ich nicht sagen</i>
A Es gibt nur wenige Menschen*, denen ich absolut vertrauen kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Wenn man nicht aufpasst, wird man von anderen Menschen* ausgenutzt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* *Split 1: "Menschen" und "Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?" und "stimme voll und ganz zu";*  
*Split 2: "Leute/Leuten" und "Bitte geben sie an, inwieweit Sie den folgenden Aussagen zustimmen oder nicht zustimmen?" und "stimme stark zu"*

- 14a. Manche Menschen\* haben aufgrund ihrer beruflichen oder gesellschaftlichen Stellung oder wegen ihrer Beziehungen Einfluss auf wichtige öffentliche Entscheidungen. Deshalb werden sie von anderen Menschen\* gebeten, zu deren Gunsten Einfluss zu nehmen. Wie ist das bei Ihnen? Wie häufig werden **Sie** gebeten, wichtige Entscheidungen zu Gunsten anderer zu beeinflussen?

*Nur EINE Markierung möglich!*

Nie

Selten

Manchmal

Oft

*Kann ich nicht sagen*

\* *Split 1: Menschen; Split 2: Leute/Leuten*

- 14b. Und gibt es Menschen\*, die **Sie** bitten können, wichtige Entscheidungen zu **Ihren** Gunsten zu beeinflussen?

*Nur EINE Markierung möglich!*

Nein, niemand

Ja, aber nur wenige

Ja, einige

Ja, viele

*Kann ich nicht sagen*

\* *Split 1: Menschen; Split 2: Leute*

15. Was meinen Sie, wie häufig behandeln Beamte Menschen\* wie Sie fair?

*Nur EINE Markierung möglich!*

Fast immer

Oft

Manchmal

Selten

Fast nie

*Kann ich nicht sagen*

\* *Split 1: Menschen; Split 2: Leute*

16. Was meinen Sie, hängt die Behandlung, die Menschen\* von Beamten auf Behörden in Deutschland bekommen, davon ab, wen sie dort kennen?

*Nur EINE Markierung möglich!*

- Auf jeden Fall
- Eher ja
- Eher nein
- Auf keinen Fall
- Kann ich nicht sagen*

*\* Split 1: Menschen; Split 2: Leute*

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17. Was meinen Sie, wie viele Politiker sind in Deutschland in Korruption verwickelt?

*Nur EINE Markierung möglich!*

- Kaum jemand
- Wenige
- Manche
- Viele
- Fast alle
- Kann ich nicht sagen*
- 

18. Und wie viele Beamte sind Ihrer Meinung nach in Deutschland in Korruption verwickelt?

*Nur EINE Markierung möglich!*

- Kaum jemand
- Wenige
- Manche
- Viele
- Fast alle
- Kann ich nicht sagen*
-



19. Wie häufig sind Sie oder ein Mitglied Ihrer Familie in den letzten fünf Jahren auf öffentliche Bedienstete gestoßen, die als Gegenleistung für eine Dienstleistung andeuteten, eine Bestechung oder einen Gefallen zu wollen oder dies sogar forderten?

*Nur EINE Markierung möglich!*

- Nie
- Selten
- Manchmal
- Relativ oft
- Sehr oft
- Kann ich nicht sagen*

---

**Abschließend nun ein paar Angaben zu Ihrer Person.**

20. Mit wie vielen Menschen\* haben Sie im Durchschnitt an einem normalen Wochentag Kontakt? Wir meinen Kontakte mit einzelnen Personen, also wenn Sie mit jemandem reden oder diskutieren. Dies kann persönlich, telefonisch, brieflich oder über das Internet sein. Zählen Sie nur die Menschen\*, die Sie kennen, und denken Sie bitte auch an die, mit denen Sie zusammenwohnen.  
**Bitte geben Sie an, welche der folgenden Kategorien Ihrer Einschätzung am besten entspricht.**

*Nur EINE Markierung möglich!*

- 0-4 Personen
- 5-9 Personen
- 10-19 Personen
- 20-49 Personen
- 50 Personen oder mehr
- Kann ich nicht sagen*

\* *Split 1: Menschen; Split 2: Leuten/Leute*

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**VIELEN DANK FÜR IHRE MITARBEIT.**

23. Sie haben gerade den letzten Teil des Fragebogens am Bildschirm **selbst** ausgefüllt.  
Wie hat Ihnen diese Form der Befragung gefallen?

*Nur EINE Markierung möglich!*

Sehr gut	<input type="checkbox"/>	
Gut	<input type="checkbox"/>	
Weniger gut	<input type="checkbox"/>	
Überhaupt nicht gut	<input type="checkbox"/>	
Trifft nicht zu, letzter Teil des Fragebogens wurde vom Interviewer vorgelesen und ausgefüllt.	<input type="checkbox"/>	<b>Bitte weiter mit "Anmerkungen, Kommentaren"</b>

24. Wie kamen Sie mit dem Stift und der Bedienung des Laptops zurecht?

*Nur EINE Markierung möglich!*

Sehr gut	<input type="checkbox"/>
Gut	<input type="checkbox"/>
Weniger gut	<input type="checkbox"/>
Überhaupt nicht gut	<input type="checkbox"/>

**Haben Sie Anmerkungen oder Kommentare für uns? Ihre Kommentare tragen dazu bei, unsere Umfragen zu verbessern.**

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**HERZLICHEN DANK FÜR IHRE MITARBEIT!**

**Appendix B**  
**Contact Information for ISSP Member Organisations (2006)**

An updated version of addresses, etc., is always available from the secretariat.  
 Where given, the name underlined is that of the principal contact/institute

**Secretariat**

Country	Organisation	Contact	E-mail	Address	Telephone	Telefax
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**Archives**

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JD Systems	<u>Jaime Diez-Medrano</u>	jdiezmed@terra.es	P° de la Castellana 173, 5° Izquierda, 28046 Madrid SPAIN	+34 91 572 1120	+34 91 579 4073

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Country	Organisation	Contact	E-mail	Address	Telephone	Telefax
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					+45 9635 8173 +45 9635 8188	
<b>Dominican Republic</b>	Fundacion Global Democracia y Desarrollo (FUNGLODE)	Frank Baez Carlos Dore Iris Mondesert	frank.baez@gmail.com	Calle Capitan Eugenio de Marchena 26, La Esperilla 10 107 Santo Domingo DOMINICAN REPUBLIC	+11 336 1689 2607	+11 809 685 9926
					+11 809 685 9966	
<b>Finland</b>	Finnish Social Science Data Archive, University of Tampere	<u>Sami Borg</u> Raimo Blom Harri Melin	ytsabo@uta.fi raimo.blom@uta.fi harri.melin@utu.fi	FIN-33014 FINLAND	+358 3 215 8519	+358 3 215 8520



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	OFCE (Observatoire Français des Conjonctures Economiques)	L. Chauvel	chauvel@ofce.sciences-po.fr	69, Quai d'Orsay 75340 Paris Cedex 07 FRANCE	+33 1 4418 5441	+33 1 4418 5454
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Korea, South see South Korea						
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