

### ISSP 2009 Germany: Social Inequality IV ; GESIS Report on the German Study

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Leibniz-Institut  
für Sozialwissenschaften

TECHNICAL *Reports*

2011|08

## ISSP 2009 Germany: Social Inequality IV

GESIS Report on the German Study

*Evi Scholz, Marleen Heller, Regina Jutz*



GESIS-Technical Reports 2011|08

**ISSP 2009 Germany:  
Social Inequality IV**

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*Evi Scholz, Marleen Heller, Regina Jutz*

## GESIS-Technical Reports

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## 1 The International Social Survey Programme

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The International Social Survey Programme (ISSP) is a continuing annual programme of cross-national collaboration. It brings together pre-existing social science projects and co-ordinates 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<sup>2</sup> 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 GESIS<sup>2</sup>. Since 1996, the archive has been aided in its work by ASEP, one of the Spanish member institutes in the ISSP. GESIS compiled the study monitoring reports for the ISSP until ISSP 2007 and still provides the study monitoring questionnaires.

In 2011, the ISSP has 48 members; the founding four - Australia, Germany, Great Britain and the United States - plus Argentina, Austria, Belgium, Bulgaria, Canada, Chile, China, Croatia, Cyprus, the Czech Republic, Denmark, The Dominican Republic, Estonia, Finland, France, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea (South), Latvia, Lithuania, Mexico, the Netherlands, New Zealand, Norway, Palestine, the Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Turkey, Ukraine, Uruguay, and Venezuela.

The annual topics for the ISSP are developed over several years by a drafting group 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.

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<sup>1</sup> In 1999 SCPR became NCSR (National Centre for Social Research).

<sup>2</sup> In 2007 ZUMA and Zentralarchiv were integrated into GESIS and became GESIS departments.

## 2 ISSP Modules 1985–2014

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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.
2007	Leisure Time and Sports I	A new module.
2008	Religion III	A partial replication of Religion II (1998), with new questions.
2009	Social Inequality IV	A partial replication of Social Inequality I-IV (1987, 1992, and 1999), with new questions.
2010	Environment III	A partial replication of Environment II (2000), with new questions.
2011	Health and Health Policy I	A new module.
2012	Family and Changing Gender Roles IV	A partial replication of Family and Changing Gender Roles I-III (1988, 1994, 2002), with new questions.

### **Modules planned**

- |      |                       |  |
|------|-----------------------|--|
| 2013 | National Identity III | A partial replication of National Identity II (2003), with new questions (in preparation). |
| 2014 | Citizenship II        | A partial replication of Citizenship I (2004), with new questions (in preparation).        |

### 3 Contents of the Social Inequality IV

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The 2009 survey was the fourth of the Social Inequality module and partially replicated the 1987, 1992 and 1999 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 version is discussed and signed off at the general assembly meeting prior to the year of fielding. The members of the drafting group for Social Inequality IV were the Netherlands (convenor), Australia, the Czech Republic, Hungary, Taiwan, and the USA.

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 ISSP data set.

Table 1: Contents of ISSP 2009 module

(German question numbers in brackets if differ from the English question numbers)

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
Career Advancement by means of Family Background and Networks									
1		11	How important is ...	1		1		1	
a	V6		coming from a wealthy family	a	V4	a	V4	a	V4
b	V7		having well-educated parents			b	V5	b	V5
c	V8		having a good education yourself			c	V6	c	V6
d	V9		having ambition			d	V7	d	V7
e	V10		hard work			f	V9	f	V9
f	V11		knowing the right people	b	V5	g	V10	g	V10
g	V12		having political connections			h	V11	h	V11
h	V13		giving bribes						
i <sup>3</sup>	V14		a person's race			i	V12	i	V12
j	V15		a person's religion			j	V13	j	V13
k	V16		being born as man / woman			l	V15	l	V15

<sup>3</sup> German translation modified: 1987 and 1992 translation referring to skin colour (eine bestimmte Hautfarbe zu besitzen); 2009 translation referring to nationality and ethnic background (eine bestimmte Nationalität oder ethnische Herkunft zu haben).

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
Social Advancement by means of Effort, Intelligence, and Corruption									
2 <sup>4</sup>		4	Agree or disagree ...	2					
a	V17		To get to the top, you have to be corrupt	c	V8				
b	V18		Only students from best secondary schools have good chance to obtain university education						
c	V19		Only the rich can afford the costs of attending university						
d	V20		Same chances to enter university						
Views on Earnings and Incomes									
3 <sup>5</sup>	V21	1	Perceived deserved own earnings	4	V13				
4 <sup>6</sup>		5	Perceived earnings of people in different occupations. How much do people earn:	5		4		5	
a	V22		Doctor in general practice	b	V15	b	V27	b	V27
b	V23		Chairman (large national corporation)	c	V16	d	V29	e	V30
c	V24		Shop assistant	e	V18	c	V28		
d	V25		Unskilled factory worker	h	V21	j	V35	j	V35
e	V26		Cabinet minister (German federal government)	i	V22	k	V36	k	V36

<sup>4</sup> German 2009 translation of answer scale slightly modified: "Stimme stark zu" substituted by "stimme voll und ganz zu".

<sup>5</sup> German 2009 translation slightly modified: "berufstätig" substituted by "erwerbstätig".

<sup>6</sup> German 2009 translation slightly modified: "ungefähr" in bridge deleted. Please note, that the currency in ISSP 2009 is Euro, in 1987, 1992, and 1999 DM.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
5 <sup>7</sup>		5	Perceived deserved earnings of people in different occupations. How much should people earn:	6		5		6	
a	V27		Doctor in general practice	b	V25	b	V42	b	V38
b	V28		Chairman (large national corporation)	c	V26	d	V44	e	V41
c	V29		Shop assistant	e	V28	c	V43		
d	V30		Unskilled factory worker	h	V31	j	V50	j	V46
e	V31		Cabinet minister (German federal government)	i	V32	k	V51	k	V47
12 <sup>8</sup>		6	What should determine earnings ...	15(14)		12 (13)			
a	V47		Degree of responsibility	a	V49	a	V77		
b	V48		Number of years in education	b	V50	b	V78		
c	V49		What is needed to support a family	d	V52	d	V80		
d <sup>9</sup>	V50		Whether person has children	e	V53	e	V81		
e	V51		How well job is done	f	V54	f	V82		
f	V52		How hard person works at the job	g	V55	g	V83		
13	V53	1	Perceived justness of respondent's earnings	16(15)	V56				

<sup>7</sup> German wording slightly differs between 1987, 1992, 1999, and 2009. Please note, that the currency in ISSP 2009 is Euro, in 1987, 1992, and 1999 DM.

<sup>8</sup> German wording slightly differs between 1992, 1999, and 2009.

<sup>9</sup> German wording slightly differs between 1992, 1999, and 2009.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
Attitudes towards Income Inequality									
6 <sup>10</sup>		4	Agree or disagree ...	7		6		7	
a	V32		Differences in income too large	a	V34	a	V56	a	V48
b	V33		Responsibility of government to reduce differences in income	b	V35	b	V57	b	V49
c	V34		Responsibility of government to provide decent standard of living for unemployed			f <sup>11</sup>	V61	f	V53
d	V35		Government should spend less on benefits for poor			e <sup>11</sup>	V60	e	V52
7a	V36	1	People with high income should pay a larger / same / smaller share of income in taxes than those with low incomes	8	V36	8	V66	9	V58
7b <sup>12</sup>	V37	1	Description of taxes for people with high income			7	V63	8a	V55
Better Opportunities through Income									
8		2	Right or wrong that people with higher incomes can buy better ...	10					
a	V38		Health care	a	V39				
b	V39		Education for their children	b	V40				

<sup>10</sup> German 2009 translation of answer scale slightly modified: "Stimme stark zu" substituted by „stimme voll und ganz zu“.

<sup>11</sup> Not asked in Germany

<sup>12</sup> Slightly modified wording in German ISSP 2009 due to reduced number of items to describe taxes.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
<b>Social Cleavages and Conflict among Groups</b>									
9		4	How much conflict between ...	11		9		10	
a	V40		Poor and rich people	a	V41	a	V67	a	V59
b	V41		Working class and middle class	b	V42	b	V68	b	V60
c	V42		Management and workers	c	V43	d	V70	d	V62
d	V43		People at top of society and people at bottom	d	V44				
<b>Current and Past Social Position</b>									
10		2	Social scale self-assessed						
a <sup>13</sup>	V44		Social scale self-assessed: R	12a	V46	10	V73	11	V65
b	V45		Social scale self-assessed: family R grew up						
11	V46	1	Level or status of your job compared to father's	13	V48	11	V74	12(15)	V66
<b>Perceptions about and Preferences of Types of Society and Social Position (Questions based on diagrams of society)</b>									
14a	V54	2	What type comes closest to Germany's society today	17 (16)	V57	optional <sup>14</sup>	V90		
14b	V55		What should Germany's society be like	18 (17)	V58	optional <sup>14</sup>	V93		

<sup>13</sup> Q10a included in ISSP 2009 as compulsory background variable.

<sup>14</sup> Not asked in Germany.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
Background									
15		2	Father background when R was 15						
a	V56		Work type	ISSP BV <sup>15</sup>	V64	14a <sup>16</sup>	V86		
b (ALLBUS) <sup>17</sup>	V57		ISCO	ISSP BV <sup>15</sup>	V62	ISSP BV <sup>15 18</sup>	V142	ISSP BV <sup>15</sup>	V104
16		3	Mother background when R was 15						
a	V58		Work outside household						
b	V59		Work type						
c (ALLBUS) <sup>17</sup>	V60		ISCO	ISSP BV <sup>15 19</sup>		ISSP BV <sup>15</sup>	V145		
17 <sup>20</sup>	V61	1	N of books in family's house when R was 15	ISSP BV <sup>15</sup>	V67				
18 (19)		2	R's first job						
a	V62		Work type						
b	V63		ISCO						

<sup>15</sup> ISSP background variables (BV) are not included in the substantive source questionnaire; position in the BV part of the country-specific ISSP questionnaires differs.

<sup>16</sup> ISSP 1992: country-specific differences in answer categories

<sup>17</sup> No extra ISSP 2009 question but asked in ALLBUS.

<sup>18</sup> ISSP 1992: mostly ISCO 1968; so in Germany

<sup>19</sup> ISSP 1999: 3 digits

<sup>20</sup> German question in 1999 omitted first answer category by mistake; category re-introduced in 2009 wording.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
19 (ALLBUS) a <sup>21</sup> b <sup>21</sup>	V64 V65	2	R's current job Work type ISCO	ISSP BV <sup>15</sup> ISSP BV <sup>15</sup>	WRKGOVT ISCO88	ISSP BV <sup>15</sup> ISSP BV <sup>15 22</sup>	V109 V106	ISSP BV <sup>15</sup>	V75
20 (ALLBUS) <sup>23</sup>	V66	1	Social class self-assessed: R	ISSP BV <sup>15</sup>	CLASS	ISSP BV <sup>15</sup>	V125	ISSP B <sup>15</sup>	V100
21 a <sup>24</sup> (20) b <sup>25</sup>	V67 V68	2	Wealth: Money left if... home/apartment was sold stocks/bonds was converted into cash						
Optional Background									
22 <sup>26</sup> a <sup>27</sup> b	V69 V70	2	Job type parents Father Mother			14a	V86	13a	V67
23 (18) a <sup>28</sup> b	V71 V72	2	Job type R First job Current job			15a	V88	14a 15a	V69 V71

<sup>21</sup> Q19a and q19b included in ISSP 2009 as compulsory background variables. No extra ISSP 2009 questions but asked in ALLBUS.

<sup>22</sup> No extra ISSP 2009 question but asked in ALLBUS.

<sup>23</sup> No extra ISSP 2009 question; asked in ALLBUS using a 5 point scale.

<sup>24</sup> Third answer category in German 2009 question starts with "0 €".

<sup>25</sup> In German ISSP 2009 introduced by a filter question on the ownership of stocks/bonds (21a).

<sup>26</sup> Optional background variables q22ab not asked in Germany.

<sup>27</sup> ISSP 2009, 1992, and 1987: differences in answer categories.

<sup>28</sup> ISSP 2009, 1992, and 1987: differences in answer categories.

2009			Abbreviated version of questions	1999 Study		1992 Study		1987 Study	
Question numbers in source questionnaires 2009	Variable 2009	No. of Items 2009		Number in source questionnaire 1999	Variable 1999	Number in source questionnaire 1992	Variable 1992	Number in source questionnaire 1987	Variable 1987
24 <sup>29</sup>		3	Personality traits: current						
a	V73		R works hard to complete daily tasks						
b	V74		R performs best to his/her abilities						
c	V75		R works hard to maintain his/her performance						
25 (22)		3	Personality traits: age 15						
a	V76		R tried hard to go to school every day						
b	V77		R performed best to his/her abilities in school						
c	V78		R worked hard to maintain his/her performance on a school assignment						

<sup>29</sup> Optional background variables q24abc not asked in Germany.

## 4 The German Module

The study description sheet below was submitted to the archive with the 2009 data. We expand somewhat the information contained in this in the following sections. A detailed questionnaire on the 2009 fielding was completed by ISSP members, including Germany, in 2009 and 2010 and will be available on the GESIS web site.

Table 2: ISSP Study Description Form: 2009 GERMANY

<i>Study title:</i>	ISSP 2009 "Soziale Gerechtigkeit"	
<i>Fieldwork dates:</i>	Start: 2010-05-31; End: 2010-11-01	
<i>Principal investigators:</i>	Prof. Dr. Christof Wolf, GESIS Leibniz Institute for the Social Sciences	
<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 (Germany)	
<i>Fieldwork methods:</i>	Self-completion questionnaire (CASI), interviewer in attendance. Background variables were asked face-to-face (CAPI).	
<i>N. of respondents:</i>	1395	
<i>Details about issued sample:</i>  Please follow the standards laid down in AAPOR/WAPOR, Standard Definitions: <a href="http://www.aapor.org/uploads/standarddefs_4.pdf">http://www.aapor.org/uploads/standarddefs_4.pdf</a> . The numbers in the parentheses are those used in Tables 2 and 3 of Standard Definitions.	1. Total number of starting or issued names/addresses (gross sample size) *	N= 4599 East= 1430 West= 3169
	2. Interviews (1.0)	N=1395 East=439 West=956
	3. Eligible, Non-Interview	N=2217 East=723 West=1494
	A. Refusal/Break-off (2.10)	N=267 East=71 West=196
	B. Non-Contact (2.20)	
	C. Other	
	i. Language Problems (2.33)	N=64 East=5 West=59
	ii. Miscellaneous Other (2.31, 2.32, 2.35)	N=126 East=43 West=83
	4. Unknown Eligibility, Non-Interview (3.0)	N=78 East=32 West=46
	5. Not Eligible	N=54 East=18 West=36
A. Not a Residence (4.50)		
B. Vacant Residence (4.60)	N=398 East=99 West=299	
C. No Eligible Respondent (4.70)		
D. Other (4.10,4.90)		
* When new sample units are added during the field period via a new dwelling units list or other standard updating procedure, these additional issued units are added to the starting number of units to make up the total gross sample size. Also, when substitution is used, the total must include the originally drawn cases plus all substitute cases. See AAPOR/WAPOR Standard Definitions, pp. 9-10 for further clarification.		

<i>Language(s):</i>	German
<i>Weight present:</i>	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: 1.19295753**; weighting factor for Eastern Germany: 0.57980091**; recoding of the country variable is necessary  ** Own calculation based on data of Microcensus 2009; 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 information see ISSP bibliography on the ISSP homepage ( <a href="http://www.issp.org/biblio.htm">http://www.issp.org/biblio.htm</a> )

#### 4.1 Translation of the Source Questionnaire

Two independent translations were made of the new questions in the module by translation experts. These were discussed in a group meeting with members of the ISSP team and members of the GESIS 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.

For the two questions on wealth (ISSP 2009 source questionnaire: q21a on the money left if home/apartment was sold and q21b on the money left if stocks/bonds were converted into cash) the answer scales were not translated but, following the instructions included in the source questionnaire and modified in an email<sup>30</sup> to all ISSP members, constructed country-specifically. The general idea of this construction is to use external reliable information on the country-specific individual wealth distribution. For the German ISSP 2009 questionnaire we used information from the German Socio-Economic Panel Study (SOEP) 2007 on net owner-occupied property and net financial assets, generously provided by the SOEP staff on personal request. The first two answer categories of each question are identical in all ISSP field questionnaires<sup>31</sup>; the other 10 answer categories are constructed. We started with the mean value of the respective wealth distribution as mid point of category 7 and then calculated the midpoint of category 3 as 1/6th of the mean and the midpoint of category 11 as the product of the mean multiplied by 6. The other interspace categories were evenly distributed between the categories 3, 7, and 11. Category 12 was added starting consistently with the maximum value of category 11 as minimum value and had an open ended maximum. Finally we rounded the minimum and maximum values of all categories to the nearest appropriate exponent of 10 Euro.

<sup>30</sup> Revision of instructions in Feb. 2009: The categories in the source questions 21A and 21B are not consistent with the TN for these questions. For example, the mean value of category 3 in Q21B (7.500) is approx. 1/13th of the mean value of category 7 (100.000), while it should be approx. 1/6th according to the TN on p.18. We recommend that you choose midpoints of categories 3 and 11 as near as possible to 1/6th and 6x of category 7, but also that the min and max values of the categories is rounded to the nearest appropriate exponent of 10, depending on your currency.

<sup>31</sup> Q21a: 1 "just debts" 2 „I/we do not own a home“; q21b: 1 "just debts" 2 „nothing“.

## 4.2 Sample

The ISSP modules for 2009 (Social Inequality) and 2010 (Environment) were fielded together with the ALLBUS 2010 study in a split. The ALLBUS sample in 2010 was designed to yield a representative sample of the adult population (18 years and older) living in private households 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. Then individuals were randomly selected from each sampling point. Full details of the sample are presented (in German) in the methods report on ALLBUS 2010 (forthcoming).

## 4.3 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. In an ask-the-same-question approach, changes of these kinds have to be made while the source questionnaire is still being developed and tested.

A pre-test was run to test for various problems of the CASI (Computer assisted self interview) interview and design issues. After the pre-test, a few changes were made to the design of the questionnaire.

## 4.4 Fielding and Response

Fielding began on May 31<sup>st</sup> 2010 and ended on November 1<sup>st</sup> 2010. The ISSP module was a self-completion questionnaire administered at the end of the ALLBUS CAPI interview. A total of 1395 questionnaires were completed for the module (956 in western states; 439 in eastern states). 98.9 % of ALLBUS respondents agreed to complete the ISSP module. The total ALLBUS response rate was 34.4 % (34.9 % in western states; 33.4 % in eastern states). Based on this, the response rate for the ISSP 2009 was 33.9 % (34.0 % in western states; 33.6 % in eastern states).

The 2009 ISSP module was fielded as a CASI interview (computer assisted self interview) such as already the German ISSP 2005 - ISSP 2008. Prior to ISSP 2005, a paper and pencil self-completion questionnaire (in the following abbreviated 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 were 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.

While ISSP modules are designed as self-completion questionnaires, 22.4 % of the cases were administered as interviews for various reasons (23.7 % in western states; 19.4 % in eastern states). If we compare the ISSP 2009 to the four other ISSP surveys that were CASI administered then similar amounts occur as for ISSP 2009: in ISSP 2005 about 27 % were interviews, in ISSP 2006 about 25 %, in ISSP 2007 about 27 %, and in ISSP 2008 about 27 %. If we compare the amounts of interviews in

CASI administered ISSP surveys to those in PAPI administered ISSP surveys, then CASI surveys do not consistently show higher amounts of interviews than PAPI surveys (see figure 1).

All things considered, there is neither a clear institutional nor a clear mode effect. The results do not seem to reflect a specific aversion against CASI but very likely a more general aversion against self-completion.

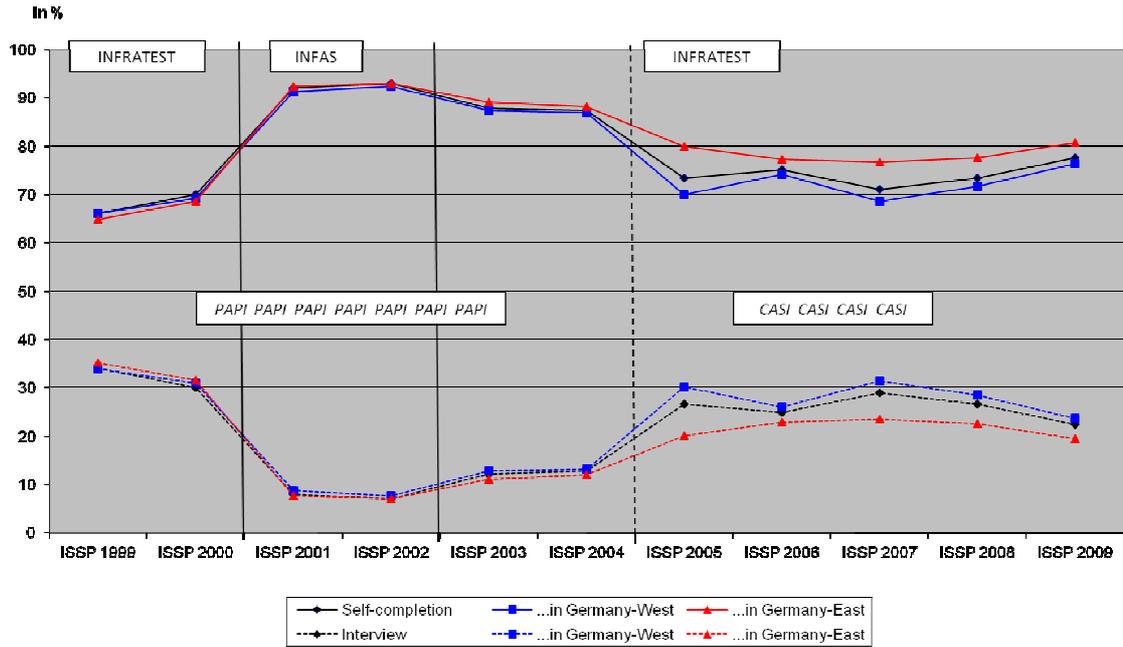


Figure 1: ISSP surveys 1999-2009

Dropouts can also serve as an additional indicator of CASI related problems. If dropouts dramatically increase when ISSP is run as CASI 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. In the CASI surveys the corresponding dropout rates were lower with about 2 % in ISSP 2005; 3 % in ISSP 2006; 1 % in ISSP 2007, 2 % in ISSP 2008, and 1 % in ISSP 2009. The change between the ALLBUS CASI interview and the ISSP CASI seems to be smoother than between CASI and PAPI (see figure 2).

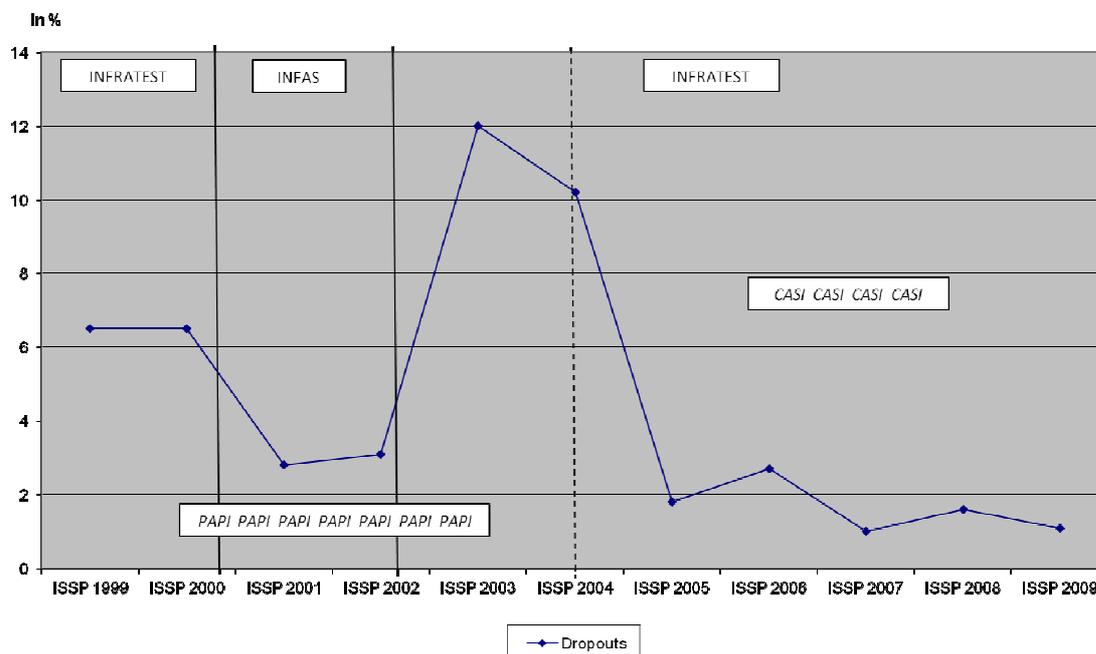


Figure 2: Dropouts 1999-2009

#### 4.5 Data Editing and Occupational Coding (ISCO 1988 and ISSP 2009 specific items)

The fielding institute delivered a formally edited data set to GESIS. GESIS carried out additional data editing and prepared the data for merging in accordance with the ISSP 2009 set-up from the ISSP archive. Coding of current or former occupation was also carried out at GESIS (ISCO 1988; for details of ISCO 1988, see, for example, International Labour Office, 1990).

ISSP 2009 has got a somewhat extended part on the socio-demographic background of the respondents. There are three items asking about the occupational sector of the respondents' parents and the occupational sector of the respondents' first job distinguishing between private and public sector and self-employment. These two items showed a considerable number of answers in the additional "other" category where respondents had the chance to write when they were not sure where to tick. In accordance with ALLBUS coding procedures, we did individual coding of these open-ended answers if answers could be clearly assigned: Family members working in family business were coded as "employee of a private company or business" and not as self-employed due to the missing accountability in case of entrepreneurial risk. Answers referring to nationally owned companies (VEB), agricultural cooperatives (LEP), or Soviet-German stock corporations (SDAG) in the former German Democratic Republic were coded "public sector". Where farmers were mentioned in general, we decided to code as self-employed. Housewives, being not in paid work, did not receive a substantive code and were coded as "no answer". Answers that could not clearly be assigned were maintained as "other".

Another two items dealt with the occupational group the respondents belonged to in their first and current job. While the questionnaire and the resulting data set also included ISCO on the first and current job of the respondents – either as part of the ALLBUS standard demography or as additional item in the ISSP 2009 questionnaire – we deliberately abstained from any changes after consistency checks to allow for analyses of the pseudo-ISCO items' value.

## 5 Archiving of Social Inequality IV Data Sets

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 GESIS and, if any difficulties are noted in the SMQ, have these resolved.

*ISSP 2009:* Social Inequality IV Data Sets Archived by 28<sup>th</sup> June 2011

	ISSP members	Data delivered	SMQ approved	Officially archived
1.	Argentina	YES	YES	
2.	Australia	YES	YES	YES
3.	Austria	YES	YES	YES
4.	Bulgaria	YES	YES	YES
5.	Canada	YES	YES	YES
6.	Chile	YES	YES	YES
7.	China	YES	YES	YES
8.	Croatia	YES		
9.	Cyprus	YES	YES	YES
10.	Czech Republic	YES	YES	YES
11.	Denmark	YES	YES	YES
12.	The Dominican Republic			
13.	Estonia	YES	YES	YES
14.	Finland	YES	YES	YES
15.	Flanders	YES	YES	YES
16.	France	YES	YES	YES
17.	Germany	YES	YES	YES
18.	Great Britain Northern Ireland	YES	YES	YES
19.	Hungary	YES	YES	YES
20.	Iceland	YES		
21.	Ireland			
22.	Israel	YES	YES	YES
23.	Italy	Announced		
24.	Japan	YES	YES	YES
25.	Korea (South)	YES	YES	YES
26.	Latvia	YES	YES	YES
27.	Lithuania	*		
28.	Mexico	Not fielded		
29.	Netherlands			
30.	New Zealand	YES	YES	YES
31.	Norway	YES	YES	YES

	<b>ISSP members</b>	<b>Data delivered</b>	<b>SMQ approved</b>	<b>Officially archived</b>
32.	Palestine	**		
33.	Philippines	YES	YES	YES
34.	Poland	YES	YES	YES
35.	Portugal	YES	YES	YES
36.	Russia	YES		
37.	Slovakian Republic	YES	YES	YES
38.	Slovenia	YES	YES	YES
39.	South Africa	YES	YES	YES
40.	Spain	YES	YES	YES
41.	Sweden	YES	YES	YES
42.	Switzerland	YES	YES	YES
43.	Taiwan	YES	YES	YES
44.	Turkey			
45.	Ukraine	YES	YES	YES
46.	Uruguay			
47.	USA	YES	YES	YES
48.	Venezuela			

\* ISSP member since 2010

\*\* ISSP member since 2011

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/>).

## 6 Data Availability

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The data were deposited at GESIS' Data Archive for the Social Sciences, the official ISSP archive since 1986. Together with **A**nálisis **S**ociológicos, **E**conómicos y **P**olíticos (ASEP), Madrid, the archive is responsible for merging the ISSP data and producing the international merged data sets.

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## 7 References

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The American Association for Public Opinion Research (2005). *Standard Definitions. Final Dispositions of Case Codes and Outcome Rates for Surveys*. On-line Edition 3.1, revised February, 2005. [http://www.aapor.org/pdfs/standarddefs\\_3.1.pdf](http://www.aapor.org/pdfs/standarddefs_3.1.pdf).

International Labour Office (1990). *International Standard Classification of Occupations: ISCO-88*. Genf: ILO.

*Konzeption und Durchführung der "Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften" (ALLBUS) 2010*. GESIS-Technical Reports. Mannheim (forthcoming).

## 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 documentation of the construction of the ISSP 2009 background variables will be available online with the ISSP 2009 international data file.

### **English Questionnaire**

### **German Questionnaire**

# International Social Survey Programme

## *2009 Social Inequality IV*

### Final questionnaire

August 2008



Argentina, Australia, Austria, Belgium, Bulgaria, Canada, Chile, China, Croatia, Cyprus, Czech Republic, Denmark, Dominican Republic, Finland, France, Germany, Great Britain, Hungary, Ireland, Israel, Italy, Japan, Latvia, Mexico, Netherlands, New Zealand, Norway, Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Turkey, Ukraine, Uruguay, USA, Venezuela



## Social Inequality IV

### Drafting group:

Australia (Deborah Mitchell, Timothy Phillips, Ann Evans, Ken Reed)

Czech Republic (Petr Mateju, Jindrich Krejci, Michael Smith)

Hungary (Peter Robert, Michael Hout).

Netherlands, convenor (Harry Ganzeboom, Saskia Opdam, Heike Schröder)

Taiwan (Tony Tam)

USA (Tom Smith, Jeff Manza)

	CONTENT OF THE MODULE	OLD ITEM	NEW ITEM	STAN-DARD BACK-GROUND	OPTIO-NAL	TOTAL
<b>Questions on social inequality</b>						
1a-k, 2a	Getting ahead: 4 dimensions: ascription, merit, discrimination, corruption	11	1			12
2bcd	Getting ahead in education		3			3
4a-e, 5a-e	Actual / should occupational earnings	10				10
6a	Toolarge	1				1
6b-7b	Role government / tax	5				5
8ab	Buying social benefits	2				2
9a-d	Perception of class conflict	4				4
10ab	Top-Bottom identification		1	1 (TOPBOT)		2
11	Subjective social mobility	1				1
12a-f	Pay criteria	6				6
3, 13	Just earn / just pay	1	1			2
14ab	Image of society	2				2
<b>Questions on social background</b>						
15ab, 22a	Fathers occupation	1	1		1	3
16abc, 22b	Mothers occupation		3		1	4
17	Cultural resources	1				1
18ab, 19ab, 23ab	Respondents first and last/current occupation	1	1	2 (ISCO88 and WRKTYPE)	2	6
20	Subjective social class	1				1
21ab	Wealth		2			3
24abc, 25abc	Non-cognitive traits				6	6
	Total	47	13	3	10	73

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## GENERAL NOTES TO ISSP MEMBERS

1. All notes which are not part of the questionnaire and intended only for members (for example, translation notes, TN) are enclosed in double, square brackets [[like these]].
2. All the elements in questions which require local adaptation are enclosed in angle brackets. These instructions often relate to adding the name of the relevant country. For example, in Australia “Generally, how would you describe taxes in <country> today?” would read “Generally, how would you describe taxes in Australia today?”
3. Every question starts with a reference between square brackets to earlier Social Inequality questionnaires: A=1987, B=1992, C=1999, D=2008 (=pretest). The reference also contains the ITEM NAME (which refers to names in merged datafile). For example: [[AHEAD16: C,D]] “To get all the way to the top in <country>, you have to be corrupt.” This question was only asked in the Social Inequality module 1999 and in the pretest 2008.
4. For questions for which no “Can’t choose” is provided, code non-productive or missing answer to -99.
5. A fully harmonized file with data of all three previous ISSP Social Inequality rounds (1987, 1992, 1999) and the 2008 pretest is available at:  
<http://home.fsw.vu.nl/HBG.Ganzeboom/issp2009>.
6. The Social Inequality IV module proper consists of 47 attitudinal questions and 13 background questions. To be consistent we also present 3 standard background questions that are strongly related to the module questions. In addition, we offer 4 background questions and 6 attitudinal questions as options. Note that according to ISSP rules the 47 attitudinal questions of the module proper need to be presented to the respondents consecutively, the background questions, both standard and optional, as well as the optional attitudes can be put in where it fits best. Our recommended order is: {Q24abc}, Q1-Q14ab, {Q22ab}, Q15ab, Q16abc, Q17, {Q25abc}, {Q23ab}, Q18, Q19ab, Q20, Q21ab. Variables in curly brackets {} are optional.

## Social Inequality IV

[[TN: The word RACE in Q1i should be translated referring to 'ethnicity' in a broader sense.]]

To begin we have some questions about opportunities for getting ahead ...						
<b>Q1. Please tick one box for each of these to show how important you think it is for getting ahead in life... (please tick one box on each line)</b>						
	Essen- tial	Very Impor- tant	Fairly impor- tant	Not very impor- tant	Not impor- tant at all	Can't choose
<b>a.</b> [[AHEAD1: ABCD]] ... how important is coming from a wealthy family?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[AHEAD2: ABD]] ... how important is having well-educated parents?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[AHEAD3: ABD]] ... how important is having a good education yourself?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>d.</b> [[AHEAD4: ABD]] ... how important is having ambition?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>e.</b> [[AHEAD6: ABD]] ... how important is hard work?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>f.</b> [[AHEAD7: ABCD]] ... how important is knowing the right people?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>g.</b> [[AHEAD8: ABD]] ... how important is having political connections?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>h.</b> [[NEW: AHEAD17: D]] ...how important is giving bribes?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>i.</b> [[AHEAD9: ABD]] ... how important is a person's race?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>j.</b> [[AHEAD10: ABD]] ... how important is a person's religion?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>k.</b> [[AHEAD12: ABD]] ... how important is being born a man or a woman?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

[[TN to Q2bcd: with 'university' we mean the truly academic segment of higher education]]

<b>Q2. To what extent do you agree or disagree with the following statements?</b> (please tick one box on each line)						
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Dis-agree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
<b>a.</b> [[AHEAD16: CD]] To get all the way to the top in <country> today, you have to be corrupt.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[NEW: AHEAD20: D]] In <country> only students from the best secondary schools have a good chance to obtain a university education.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[NEW: AHEAD19: D]] In <country>, only the rich can afford the costs of attending university.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>d.</b> [[NEW: AHEAD21: D]] In <country> people have the same chances to enter university, regardless of their gender, ethnicity or social background.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

<b>Q3. [[JUSTPAY2: CD]] Would you say that you earn... If you are not working now, please tell about your last job. (please tick one box)</b>	
Much less than I deserve	<input type="checkbox"/> <sub>1</sub>
Less than I deserve	<input type="checkbox"/> <sub>2</sub>
What I deserve	<input type="checkbox"/> <sub>3</sub>
More than I deserve	<input type="checkbox"/> <sub>4</sub>
Much more than I deserve	<input type="checkbox"/> <sub>5</sub>
Never worked	<input type="checkbox"/> <sub>6</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

[[Q4-5 should be on facing pages. However, they should NOT be on the same page – respondents should answer the ‘ACTUAL’ earnings questions first, and only then go on to answer the ‘SHOULD questions.]]

[[In 1992, Q4-5 asked about YEAR and BEFORE taxes, in 1999 countries could ask the Q5-6 in the way that was most customary in their country. You should follow the way that you have asked it before. If you did not participate in the 1992 and 1999 ISSP and, you may use whichever of ‘year’, ‘month’, ‘fortnight’, or ‘week’ is most customary in your nation. Use ‘before’ tax or ‘after’ tax, according to the custom in your nation. For example you might say: “Please write how much you think they usually earn each year before taxes”, or “Please write how much you think they usually earn each week before taxes”, or “Please write how much you think they usually earn each week after taxes”.]]

[[A LARGE NATIONAL CORPORATION: a privately owned corporation that operates throughout the country, not a corporation owned by the government. “Company” is also acceptable in English rather than “corporation”.

A CABINET MINISTER IN THE <NATIONAL> GOVERNMENT: use the word that makes clear sense in your language. For example, in Australia it would be ‘A cabinet minister in the federal government’.]

[[Do not insert “Can’t choose” in the questions.]]

[[Coding instructions:

- If answered with a range, take best estimate midpoint
- If answered DK, take –98.
- If not answered, code –99.
- If multiple answers, take first.]]

**Q4. We would like to know what you think people in these jobs actually earn. Please write in how much you think they usually earn each <YEAR/MONTH/FORTNIGHT/WEEK>, <BEFORE/AFTER> taxes. Many people are not exactly sure about this, but your best guess will be close enough. This may be difficult, but it is very important. So please try.**

***Please write in how much they ACTUALLY earn each <year/month/fortnight/week> <before/after> taxes.***

<b>a.</b> [[ACTUAL2: ABD]] About how much do you think a doctor in general practice earns?	-----
<b>b.</b> [[ACTUAL5: ABCD]] How much do you think a chairman of a large national corporation earns?	-----
<b>c.</b> [[ACTUAL12: ABCD]] How much do you think a shop assistant earns?	-----
<b>d.</b> [[ACTUAL10: ABCD]] How much do you think an unskilled worker in a factory earns?	-----
<b>e.</b> [[ACTUAL11: ABCD]] How much do you think a cabinet minister in the <national> government earns?	-----

**Q5. Next, what do you think people in these jobs ought to be paid. How much do you think they should earn each <YEAR/MONTH/FORTNIGHT/WEEK>, <BEFORE/AFTER>, regardless of what they actually get...**

*Please write in how much they SHOULD earn each <year/month/fortnight/week> <before/after> taxes.*

<b>a.</b> [[SHOULD2: ABCD]] About how much do you think a doctor in general practice should earn?	-----
<b>b.</b> [[SHOULD5: ABCD]] How much do you think a chairman of a large national company should earn?	-----
<b>c.</b> [[SHOULD12: ABCD]] How much do you think a shop assistant should earn?	-----
<b>d.</b> [[SHOULD10: ABCD]] How much do you think an unskilled worker in a factory should earn?	-----
<b>e.</b> [[SHOULD11: ABCD]] How much do you think a cabinet minister in the <national> government should earn?	-----

**Q6. To what extent do you agree or disagree with the following statements?**

*(Please tick one box on each line)*

	Strongly agree	Agree	Neither agree nor disagree	Dis- Agree	Strongly disagree	Can't choose
<b>a.</b> [[TOLARGE: ABCD]] Differences in income in <country> are too large.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[GOV1: ABCD]] It is the responsibility of the government to reduce the differences in income between people with high incomes and those	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[GOV6: ABD]] The government should provide a decent standard of living for the unemployed.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>d.</b> [[GOV4: ABD]] The government should spend less on benefits for the poor.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

**Q7a. [[TAX4: ABCD]] Do you think people with high incomes should pay a larger share of their income in taxes than those with low incomes, the same share, or a smaller share? (please tick one box)**

- |                    |                          |   |
|--------------------|--------------------------|---|
| Much larger share  | <input type="checkbox"/> | 1 |
| Larger             | <input type="checkbox"/> | 2 |
| The same share     | <input type="checkbox"/> | 3 |
| Smaller            | <input type="checkbox"/> | 4 |
| Much smaller share | <input type="checkbox"/> | 5 |
| Can't choose       | <input type="checkbox"/> | 8 |

**Q7b. [[TAX3: ABD]] Generally, how would you describe taxes in <country> today for those with high incomes? Taxes are... (please tick one box)**

- |                  |                          |   |
|------------------|--------------------------|---|
| ...much too high | <input type="checkbox"/> | 1 |
| ...too high      | <input type="checkbox"/> | 2 |
| ...about right   | <input type="checkbox"/> | 3 |
| ...too low       | <input type="checkbox"/> | 4 |
| ...much too low  | <input type="checkbox"/> | 5 |
| Can't choose     | <input type="checkbox"/> | 8 |

[[TN: The translation of JUST OR UNJUST – RIGHT OF WRONG in Q8a and Q8b should have a normative interpretation.]]

**Q8a. [[BUY1: CD]] Is it just or unjust – right or wrong – that people with higher incomes can buy better health care than people with lower incomes? (please tick one box)**

- |   |                          |   |
|---|--------------------------|---|
| Very just, definitely right             | <input type="checkbox"/> | 1 |
| Somewhat just, right                    | <input type="checkbox"/> | 2 |
| Neither just nor unjust, mixed feelings | <input type="checkbox"/> | 3 |
| Somewhat unjust, wrong                  | <input type="checkbox"/> | 4 |
| Very unjust, definitely wrong           | <input type="checkbox"/> | 5 |
| Can't choose                            | <input type="checkbox"/> | 8 |

**Q8b. [[BUY2: CD]] Is it just or unjust – right or wrong – that people with higher incomes can buy better education for their children than people with lower incomes?**

*(please tick one box)*

Very just, definitely right	<input type="checkbox"/> <sub>1</sub>
Somewhat just, right	<input type="checkbox"/> <sub>2</sub>
Neither just nor unjust, mixed feelings	<input type="checkbox"/> <sub>3</sub>
Somewhat unjust, wrong	<input type="checkbox"/> <sub>4</sub>
Very unjust, definitely wrong	<input type="checkbox"/> <sub>5</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

**Q9. In all countries, there are differences or even conflicts between different social groups. In your opinion, in <country> how much conflict is there between... *(please tick one box on each line)***

	Very strong conflicts	Strong conflicts	Not very strong conflicts	There are no conflicts	Can't choose
<b>a.</b> [[CONFLIC1: ABCD]] ...poor people and rich people?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[CONFLIC2: ABCD]] ... the working class and the middle class?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[CONFLIC4: ABCD]] ... management and workers?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>d.</b> [[CONFLIC7: CD]] ... people at the top of society and people at the bottom?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>

[[For Q10ab, Use either numbered or unnumbered boxes, or numbers, to label the answer categories. Note that the answer categories of this question MUST be laid out vertically with 10 at the top and 1 at the bottom as shown above. Recommendation: please use these figures and page layout as proposed, unless consistency with earlier use prevents it.]]

**Q10a. [[STANDARD BACKGROUND: TOPBOT: ABC]] In our society there are groups which tend to be towards the top and groups which tend to be towards the bottom. Below is a scale that runs from top to bottom. Where would you put yourself now on this scale?**  
*(Please tick one box)*

	TOP	<input type="checkbox"/> <sub>10</sub>	TOP
		<input type="checkbox"/> <sub>9</sub>	
		<input type="checkbox"/> <sub>8</sub>	
		<input type="checkbox"/> <sub>7</sub>	
		<input type="checkbox"/> <sub>6</sub>	
		<input type="checkbox"/> <sub>5</sub>	
		<input type="checkbox"/> <sub>4</sub>	
		<input type="checkbox"/> <sub>3</sub>	
		<input type="checkbox"/> <sub>2</sub>	
	BOTTOM	<input type="checkbox"/> <sub>1</sub>	BOTTOM

**Q10b. [[NEW: FTOPBOT]] And if you think about the family that you grew up in, where did they fit in then? *(Please tick one box)***

	TOP	<input type="checkbox"/> <sub>10</sub>	TOP
		<input type="checkbox"/> <sub>9</sub>	
		<input type="checkbox"/> <sub>8</sub>	
		<input type="checkbox"/> <sub>7</sub>	
		<input type="checkbox"/> <sub>6</sub>	
		<input type="checkbox"/> <sub>5</sub>	
		<input type="checkbox"/> <sub>4</sub>	
		<input type="checkbox"/> <sub>3</sub>	
		<input type="checkbox"/> <sub>2</sub>	
	BOTTOM	<input type="checkbox"/> <sub>1</sub>	BOTTOM

**Q11. [[SUBJMOB: ABC]] Please think about your present job (or your last one if you don't have one now). If you compare this job to the job your father had when you were <14/15/16>, would you say that the level of status of your job is (or was)... (please tick one box.)**

Much higher than your father's

 1

Higher

 2

About equal

 3

Lower

 4

Much lower than your father's

 5

I never had a job

 6

I don't know what my father did / father never had a job / never knew father / father deceased

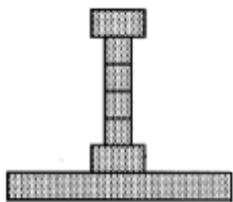
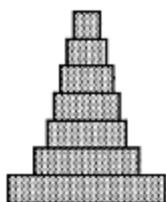
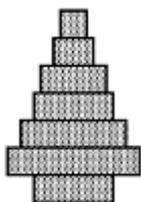
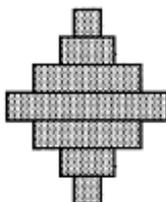
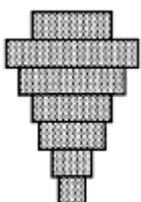
 7

<b>Q12. In deciding how much people ought to earn, how important should each of these things be, in your opinion... (please tick one box on each line)</b>							
		Essen- tial	Very Impor- tant	Fairly impor- tant	Not very impor- tant	Not impor- tant at all	Can't choose
<b>a.</b>	[[PAYCRIT1: BCD]] How much responsibility goes with the job – how important do you think that ought to be in deciding pay?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b>	[[PAYCRIT2: BCD]] ... the number of years spent in education and training?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b>	[[PAYCRIT4: BCD]] ... what is needed to support a family?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>d.</b>	[[PAYCRIT5: BCD]] ... whether the person has children to support – how important should that be in deciding pay?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>e.</b>	[[PAYCRIT6: BCD]] ... how well he or she does the job – how important should that be in deciding pay?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
<b>f.</b>	[[PAYCRIT7: BC]] ... how hard he or she works at the job?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

[[TN: The translation of JUST in Q13 should have a normative interpretation.]]

<b>Q13. [[REFORMULATED: JUSTPAY1:C,D]] Is your pay just? We are not asking about how much you would like to earn - but what you feel is just given your skills and effort. If you are not working now, please tell about your last job. (please tick one box).</b>	
Much less than is just	<input type="checkbox"/> <sub>1</sub>
A little less than is just	<input type="checkbox"/> <sub>2</sub>
About just for me	<input type="checkbox"/> <sub>3</sub>
A little more than is just	<input type="checkbox"/> <sub>4</sub>
Much more than is just	<input type="checkbox"/> <sub>5</sub>
Never had a job	<input type="checkbox"/> <sub>6</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

[[TN: Please use diagrams and page layout for Q14 as given, unless consistency with earlier use prevents it.]]

<p><b>Q14. These five diagrams show different types of society. Please read the descriptions and look at the diagrams and decide which you think best describes &lt;country&gt; ..</b></p>				
				
<p><b>Type A</b></p> <p>A small elite at the top, very few people in the middle and the great mass of people at the bottom.</p>	<p><b>Type B</b></p> <p>A society like a pyramid with a small elite at the top, more people in the middle, and most at the bottom.</p>	<p><b>Type C</b></p> <p>A pyramid except that just a few people are at the bottom.</p>	<p><b>Type D</b></p> <p>A society with most people in the middle.</p>	<p><b>Type E</b></p> <p>Many people near the top, and only a few near the bottom.</p>

<p><b>a. [[DIAGRAM: BCD]] First, what type of society is &lt;country&gt; today – which diagram comes closest? (please tick one box )</b></p>	
Type A	<input type="checkbox"/> <sub>1</sub>
Type B	<input type="checkbox"/> <sub>2</sub>
Type C	<input type="checkbox"/> <sub>3</sub>
Type D	<input type="checkbox"/> <sub>4</sub>
Type E	<input type="checkbox"/> <sub>5</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>
<p><b>b. [[DIAOUGHT:BCD]] What do you think &lt;country&gt; ought to be like – which would you prefer? (please tick one box )</b></p>	
Type A	<input type="checkbox"/> <sub>1</sub>
Type B	<input type="checkbox"/> <sub>2</sub>
Type C	<input type="checkbox"/> <sub>3</sub>
Type D	<input type="checkbox"/> <sub>4</sub>
Type E	<input type="checkbox"/> <sub>5</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

## BACKGROUND QUESTIONS

[[TN: The background questions can be asked separately from the attitudinal questions. Country specific wording is allowed as long as it gets this information. Like other demographic and background variables, the questions can be put wherever you like in the questionnaire – they need not be with the other ISSP questions.]]

[[TN: The age reference – “when you were <14-15-16>” in the questions below – should preferably be age 15 (PISA age). Relevant arguments to deviate are (A) when the question of similar questions have been asked with a different referent age, and the alternative choice would make the questionnaire more consistent, (B) when age 14 or 16 is clearly more relevant in terms of educational or labor market choices.]]

[[TN: Countries that expect the categories in Q15a, Q16b, Q18a and Q19a not to fit their national situation, should add country specific codes. Examples: collective farming in (post)communist countries, helper in family business/farm, apprenticeships as first jobs.]]

[[TN: Answers to open alternatives in Q15a, Q16b and Q18a – if included – should be post-coded.]]

<b>Q15a. [[FWRKTYP: BCD]] When you were &lt;14-15-16&gt; years old, for whom did your father work? If your father did not have a paid job at the time, please give information about his last job before that time. (please tick one box)</b>	
	<b>Your father</b>
Employee of a private company or business	<input type="checkbox"/> <sub>1</sub>
Government [national, state or local government]	<input type="checkbox"/> <sub>2</sub>
Self-employed	<input type="checkbox"/> <sub>3</sub>
Other (please specify) _____	<input type="checkbox"/> <sub>4</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

[[TN: Answers to the open occupation questions (Q15b, Q16c and Q18a) must be coded to the international Labour Office's International Standard Classification of Occupations 1988 – the full 4 digit code. Note that recommendations on coding ISCO are available on the ISSP website.]]

<p><b>Q15b. [[FISKO: ABCD]] When you were &lt;14-15-16&gt; years old, what kind of work did your father do; what was his main occupation?</b></p> <p><b>Describe fully, using two words or more (do not use initials or abbreviations). If your father did not have a paid job at the time, please give information about his last job before that time.</b></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	---

**Q16a. [[NEW: MWORK: D]] When you were <14-15-16> years old, did your mother work outside the household? If your mother did not work when you were <14-15-16> years old, did your mother work before? If she worked before, when did she stop working? (please tick one box)**

	Your mother
Yes, my mother did have a job when I was <14-15-16> years	<input type="checkbox"/> <sub>1</sub>
No: <ul style="list-style-type: none"> <li>▪ my mother <b>never</b> had a job outside the household</li> <li>▪ my mother stopped working <b>before</b> she got married</li> <li>▪ my mother stopped working <b>after</b> she got married, but <b>before</b> her first child was born</li> <li>▪ my mother stopped working <b>after</b> her first child was born</li> </ul>	<input type="checkbox"/> <sub>2</sub> <input type="checkbox"/> <sub>3</sub> <input type="checkbox"/> <sub>4</sub> <input type="checkbox"/> <sub>5</sub>
Can't choose	<input type="checkbox"/> <sub>8</sub>

**Q16b. [[NEW: MWRKTYP: D]] In her last job – i.e. when or before you were <14-15-16> years old, for whom did your mother work? If your mother did not have a paid job at the time, please give information about her last job before that time. (please tick one box)**

	Your mother
Employee of a private company or business	<input type="checkbox"/> <sub>1</sub>
Government [national, state or local government]	<input type="checkbox"/> <sub>2</sub>
Self-employed	<input type="checkbox"/> <sub>3</sub>
Other (please specify) _____	<input type="checkbox"/> <sub>4</sub>
My mother never worked outside the household	<input type="checkbox"/> <sub>5</sub>
Can't choose	<input type="checkbox"/> <sub>7</sub>

**Q16c [[MISKO: BCD]] When you were <14-15-16> years old, what kind of work did your mother do; what was her main occupation?**

**Describe fully, using two words or more (do not use initials or abbreviations). If your mother did not have a paid job at the time, please give information about her last job before that time.**

	.....
	.....
	.....
	.....

**Q17. [[BOOKS: CD]] About how many books were there around your family's house when you were <14-15-16> years old? (please tick one box)**

None \_1

1 or 2 \_2

Around 10 \_3

Around 20 \_4

Around 50 \_5

Around 100 \_6

Around 200 \_7

Around 500 \_8

1000 or more \_9

<b>Q18a.</b> [[NEW: WRKTYP1: D]] <b>In your first job, after leaving full-time education, for whom did you work?</b> (please tick one box)	
Employee of a private company or business	<input type="checkbox"/> 1
Government [national, state or local government]	<input type="checkbox"/> 2
Self-employed	<input type="checkbox"/> 3
Other (please specify) _____	<input type="checkbox"/> 4
I have never had a paid job	<input type="checkbox"/> 7

<b>Q18b.</b> [[NEW RSKO1: D]] <b>In this first job, what was your main occupation?</b>  <b>Describe fully, using two words or more (do not use initials or abbreviations).</b>	.....
	.....
.....	.....
.....	.....

<b>Q19a.</b> [[STANDARD BACKGROUND: WRKTYPE: ABCD]] <b>In your current job, for whom do you work? If you are not working now, please tell us about your most recent job.</b> (please tick one box)	
Works for government	<input type="checkbox"/> 1
Works for a publicly owned firm	<input type="checkbox"/> 2
Does not work for government or a publicly owned firm and not self-employed	<input type="checkbox"/> 3
Self-employed	<input type="checkbox"/> 4
Other (please specify) _____	<input type="checkbox"/> 5
I have never had a paid job	<input type="checkbox"/> 0

[[TN: Answers to Q19b must be coded to the international Labour Office's International Standard Classification of Occupations 1988 – the full 4 digit code. Note that recommendations on coding ISCO are available at the ISSP website. Q19a and Q19b are standard background variables.]]

<b>Q19b.</b> [[STANDARD BACKGROUND ISCO88: ABCD]] <b>And in your current job, what is your main occupation? If you are not working now, please tell us about your last job.</b>  <b>Describe fully, using two words or more (do not use initials or abbreviations).</b>	.....
	.....
.....	.....
.....	.....

[[TN: In the past Q20 has been asked in different formats in different countries. Please **change** to the specification here, if this is the case in your country.]]

<b>Q20. [[CLASS: ABCD]] Most people see themselves as belonging to a particular class. Please tell me which social class you would say you belong to? (please tick one box)</b>	
Lower class	<input type="checkbox"/> <sub>1</sub>
Working class	<input type="checkbox"/> <sub>2</sub>
Lower middle class	<input type="checkbox"/> <sub>3</sub>
Middle class	<input type="checkbox"/> <sub>4</sub>
Upper middle class	<input type="checkbox"/> <sub>5</sub>
Upper class	<input type="checkbox"/> <sub>6</sub>

[[TN: Answer categories for Q21ab can vary between countries. Use the following guidelines for developing the categories:

- Categories 1-2 are reserved
- Choose the midpoint of category 7 to be equivalent of the expected mean wealth using external information.
- Choose midpoints of categories 3 and 11 to be equivalent to approximately 1/6, respectively 6x the midpoint of category 7.
- Interspace other categories evenly between 3, 7 and 11.
- Add open ended category 12 consistent with 11.
- Replace € sign with appropriate equivalent in your country.]]

[[TN: 'your immediate family' in Q21ab refers to spouse [husband/wife], children or other members of the nuclear family]]

The next few questions are about the things you and your immediate family own.

**Q21a.** [[NEW: WEALTH1: D]] **About how much money would be left if the home or apartment you and/or your immediate family live in was sold, and any debts on it, such as a mortgage or personal loan, would have been paid off? Please give your best estimate. (Tick one box.)**

Just debts	<input type="checkbox"/> <sub>01</sub>
I / we do not own a home	<input type="checkbox"/> <sub>02</sub>
€ 1 - € 30.000	<input type="checkbox"/> <sub>03</sub>
€ 30.000 - € 60.000	<input type="checkbox"/> <sub>04</sub>
€ 60.000 - € 90.000	<input type="checkbox"/> <sub>05</sub>
€ 90.000 - € 120.000	<input type="checkbox"/> <sub>06</sub>
€ 120.000 - € 160.000	<input type="checkbox"/> <sub>07</sub>
€ 160.000 - € 200.000	<input type="checkbox"/> <sub>08</sub>
€ 200.000 - € 400.000	<input type="checkbox"/> <sub>09</sub>
€ 400.000 - € 700.000	<input type="checkbox"/> <sub>10</sub>
€ 700.000 - € 1.000.000	<input type="checkbox"/> <sub>11</sub>
More than € 1.000.000	<input type="checkbox"/> <sub>12</sub>
Can't choose	<input type="checkbox"/> <sub>99</sub>

**Q21b.** [[NEW: WEALTH2: D]] **About how much money would be left if you and/or your immediate family converted to cash all savings, stocks, or bonds you own, and then paid off any personal debts you have (not including any home loan)? Please give your best estimate. (Tick only one box.)**

Just debts	<input type="checkbox"/> <sub>01</sub>
Nothing	<input type="checkbox"/> <sub>02</sub>
€1 - € 15.000	<input type="checkbox"/> <sub>03</sub>
€ 15.000 - € 25.000	<input type="checkbox"/> <sub>04</sub>
€ 25.000 - € 50.000	<input type="checkbox"/> <sub>05</sub>
€ 50.000 - € 80.000	<input type="checkbox"/> <sub>06</sub>
€ 80.000 - € 120.000	<input type="checkbox"/> <sub>07</sub>
€ 120.000 - € 200.000	<input type="checkbox"/> <sub>08</sub>
€ 200.000 - € 300.000	<input type="checkbox"/> <sub>09</sub>
€ 300.000 - € 500.000	<input type="checkbox"/> <sub>10</sub>
€ 500.000 - € 700.000	<input type="checkbox"/> <sub>11</sub>
More than € 700.000	<input type="checkbox"/> <sub>12</sub>
Can't choose	<input type="checkbox"/> <sub>99</sub>

## OPTIONAL BACKGROUND VARIABLES

[[TN: We recommend to ask Q22ab before Q15 and Q16, and Q23ab before Q18-Q19.]]

[[TN: Use the examples of occupations as specified; however you can substitute a certain occupation if it would not work in your country, e.g. because it does not fit the general description.]]

[[TN: Q22ab and Q23ab can be asked in separate formats if this fits better with the way you ask for current/last occupation.]]

<b>Q22ab.</b> [[REFORMULATED FCRUDE: ABD]] + [[NEW MCRUDE: D]] <b>Here is a list of different types of jobs. Which type of job did your father/mother have when you were &lt;14-15-16&gt; years (or earlier when they did not have a paid job at that time?)</b> <i>(please tick one box for your father and one box for your mother)</i>	<b>Your father</b>	<b>Your mother</b>
<b>Professional and technical</b> (for example: doctor, teacher, engineer, artist, accountant, nurse)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
<b>Higher administrative</b> (for example: banker, executive in big business, high government official, union official)	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
<b>Clerical</b> (for example: secretary, clerk, office manager, civil servant, bookkeeper)	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
<b>Sales</b> (for example: sales manager, shop owner, shop assistant, insurance agent, buyer)	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Service</b> (for example: restaurant owner, police officer, waitress, barber, caretaker)	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
<b>Skilled worker</b> (for example: foreman, motor mechanic, printer, seamstress, tool and die maker, electrician)	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>
<b>Semi-skilled worker</b> (for example: bricklayer, bus driver, cannery worker, carpenter, sheet metal worker, baker)	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>7</sub>
<b>Unskilled worker</b> (for example: labourer, porter, unskilled factory worker, cleaner)	<input type="checkbox"/> <sub>8</sub>	<input type="checkbox"/> <sub>8</sub>
<b>Farm worker</b> (for example: farm labourer, tractor driver)	<input type="checkbox"/> <sub>9</sub>	<input type="checkbox"/> <sub>9</sub>
<b>Farm proprietor, farm manager</b>	<input type="checkbox"/> <sub>10</sub>	<input type="checkbox"/> <sub>10</sub>
Father/mother never had a job	<input type="checkbox"/> <sub>96</sub>	<input type="checkbox"/> <sub>96</sub>
Father/mother unknown	<input type="checkbox"/> <sub>99</sub>	<input type="checkbox"/> <sub>99</sub>

<b>Q23ab. [[REFORMULATED: CRUDE1: D]] + [[REFORMULATED: CRUDE: D]] Here is a list of different types of jobs. Which type of job did you have in your first job – after leaving full-time education – and which type of job do you have now in your current job? If you are not working now, please tell us about your last job. (please tick one box for your first job and one box for your current/last job)</b>		
	Your first job	Your current / last job
<b>Professional and technical</b> (for example: doctor, teacher, engineer, artist, accountant, nurse)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
<b>Higher administrative</b> (for example: banker, executive in big business, high government official, union official)	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
<b>Clerical</b> (for example: secretary, clerk, office manager, civil servant, bookkeeper)	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
<b>Sales</b> (for example: sales manager, shop owner, shop assistant, insurance agent, buyer)	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Service</b> (for example: restaurant owner, police officer, waitress, barber, caretaker)	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
<b>Skilled worker</b> (for example: foreman, motor mechanic, printer, seamstress, tool and die maker, electrician)	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>
<b>Semi-skilled worker</b> (for example: bricklayer, bus driver, cannery worker, carpenter, sheet metal worker, baker)	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>7</sub>
<b>Unskilled worker</b> (for example: labourer, porter, unskilled factory worker, cleaner)	<input type="checkbox"/> <sub>8</sub>	<input type="checkbox"/> <sub>8</sub>
<b>Farm worker</b> (for example: farm labourer, tractor driver)	<input type="checkbox"/> <sub>9</sub>	<input type="checkbox"/> <sub>9</sub>
<b>Farm proprietor, farm manager</b>	<input type="checkbox"/> <sub>10</sub>	<input type="checkbox"/> <sub>10</sub>
First job is same as current job.	<input type="checkbox"/> <sub>96</sub>	<input type="checkbox"/> <sub>96</sub>
I have never had a job	<input type="checkbox"/> <sub>97</sub>	<input type="checkbox"/> <sub>97</sub>

### OPTIONAL PERSONALITY TRAITS

[[TN: We recommend to ask Q24 somewhere before Q1 (i.e. before the module items) and Q25 after Q17 (i.e. with the questions on family background). The idea is to keep Q24 and Q25 far apart.]]

<b>Q24. How would you describe yourself as a person? (please tick one box on each line)</b>					
	<b>Strongly agree</b>	<b>Agree</b>	<b>Dis-agree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
<b>a.</b> [[NEW: MOT1: D]] I work hard to complete my daily tasks, even if I am slightly sick or when there is another legitimate reason for taking a break.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[NEW: MOT2: D]] I perform to the best of my ability even on a task that I do not like.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[NEW: MOT3: D]] I work hard to maintain my performance on a task, even if the task takes a long time to start producing any results.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>

<b>Q25. Please think about the time you were &lt;14-15-16&gt; years old (or before, if you left school at a younger age). How would you describe yourself at the time? (please tick one box on each line)</b>					
	<b>Strongly agree</b>	<b>Agree</b>	<b>Dis-agree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
<b>a.</b> [[NEW: MOT5: D]] I tried hard to go to school everyday, even if I was slightly sick or when there was another legitimate reason for staying home.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> [[NEW: MOT6: D]] I performed to the best of my ability in school, even on an assignment that I did not like.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> [[NEW: MOT4: D]] I worked hard to maintain my performance on a school assignment, even if it would take a long time to start producing any results.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>

# **Internationale Sozialwissenschaftliche Umfrage 2009**

## **Soziale Gerechtigkeit IV**

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!

Darf ich Sie bitten, zum Abschluss noch diesen kurzen Fragebogen zum Thema "Soziale Gerechtigkeit" selbst auszufüllen. Es handelt sich dabei um Fragen, die international in 46 Ländern gestellt werden.

**Bürger aus 46 Ländern sagen ihre Meinung zum Thema  
"Soziale Gerechtigkeit"**

**Internationale Sozialwissenschaftliche Umfrage 2009**

Wie wird's gemacht?

Antworten Sie bitte so, wie es Ihrer Meinung am besten entspricht.

Sie können bereits gegebene Antworten ändern.

Markieren Sie hierfür einfach eine andere Antwortmöglichkeit.

<-- Antippen

oder

Zahl oder Text eingeben, z.B.: → **Krankenpfleger**

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.

**Beginnen wir mit einigen Fragen über Möglichkeiten, im Leben vorwärts zu kommen.**

**1. Bitte geben Sie an, wie wichtig jeder der folgenden Punkte Ihrer Meinung nach ist, um in Deutschland im Leben vorwärts zu kommen.**

*Bitte machen Sie in JEDER Zeile eine Markierung!*

Wie wichtig ist es Ihrer Meinung nach...	Entscheidend	Sehr wichtig	Einigermaßen wichtig	Nicht sehr wichtig	Überhaupt nicht wichtig	Kann ich nicht sagen
a. ...aus einer wohlhabenden Familie zu stammen?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
b. ...gebildete Eltern zu haben?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
c. ...selbst eine gute Ausbildung zu haben?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
d. ...ehrgeizig zu sein?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
e. ...hart zu arbeiten?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
f. ...die richtigen Leute kennen zu lernen?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

*Fortsetzung auf der nächsten Seite*

*Fortsetzung Frage I001*

*Bitte machen Sie in JEDER Zeile eine Markierung!*

Wie wichtig ist es Ihrer Meinung nach...	Entscheidend	Sehr wichtig	Einigermaßen wichtig	Nicht sehr wichtig	Überhaupt nicht wichtig	Kann ich nicht sagen
g. ...politische Beziehungen zu haben?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
h. ...Leute zu bestechen?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
i. ...eine bestimmte Nationalität oder ethnische Herkunft zu haben?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
j. ...einer bestimmten Religionsgemeinschaft anzugehören?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
k. ...als Mann oder Frau geboren zu sein?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

<b>2. Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?</b>							
<i>Bitte machen Sie in JEDER Zeile eine Markierung!</i>							
	Stimme voll und ganz zu	Stimme zu	Weder noch	Stimme nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen	
a.	Um in Deutschland heute ganz nach oben zu kommen, muss man korrupt sein.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
b.	In Deutschland haben nur Schüler der besten Gymnasien gute Chancen zu studieren.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
c.	In Deutschland können nur die Reichen ein Studium bezahlen.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
d.	In Deutschland haben alle Menschen die gleichen Chancen zu studieren, unabhängig von Geschlecht, nationaler oder ethnischer Herkunft oder sozialer Schicht.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

<b>3. Nun zu Ihrer persönlichen Situation. Was würden Sie sagen: Ist Ihr Gehalt / Lohn...</b>	
<i>Nur EINE Markierung möglich!</i>	
<b>Wenn Sie zurzeit nicht erwerbstätig sind, beziehen Sie sich bitte auf Ihre letzte berufliche Tätigkeit!</b>	
weit weniger als es Ihrer Leistung entspricht?	<input type="checkbox"/> <sub>1</sub>
weniger als es Ihrer Leistung entspricht?	<input type="checkbox"/> <sub>2</sub>
so, wie es Ihrer Leistung entspricht?	<input type="checkbox"/> <sub>3</sub>
mehr als es Ihrer Leistung entspricht?	<input type="checkbox"/> <sub>4</sub>
weit mehr als es Ihrer Leistung entspricht?	<input type="checkbox"/> <sub>5</sub>
Ich war nie erwerbstätig	<input type="checkbox"/> <sub>6</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>8</sub>

**4. Bei dieser Frage geht es um das Einkommen in verschiedenen Berufen.  
Tragen Sie bitte ein, was man IHRER MEINUNG NACH durchschnittlich pro Monat in diesen Berufen BRUTTO (vor Abzug der Steuern und Sozialversicherungsbeiträge) verdient.  
Falls Sie das nicht genau wissen, genügt uns auch Ihre Schätzung.**

*Tragen Sie bitte für JEDEN der genannten Berufe den geschätzten monatlichen Bruttoverdienst ein.*

**Wie viel meinen Sie verdient ...**

a. ein praktischer Arzt?	_____ Euro
b. ein Vorstandsvorsitzender eines großen nationalen Unternehmens?	_____ Euro
c. ein Verkäufer in einem Kaufhaus?	_____ Euro
d. ein ungelernter Fabrikarbeiter?	_____ Euro
e. ein Minister im Bundeskabinett?	_____ Euro

**5. Und wie viel SOLLTEN Menschen in diesen Berufen Ihrer Meinung nach durchschnittlich pro Monat BRUTTO (vor Abzug der Steuern und Sozialversicherungsbeiträge) verdienen, unabhängig davon, was sie tatsächlich erhalten?**

*Tragen Sie bitte für JEDEN der genannten Berufe den geschätzten monatlichen Bruttoverdienst ein.*

**Wie viel sollte Ihrer Meinung nach verdienen...**

a. ein praktischer Arzt?	_____ Euro
b. ein Vorstandsvorsitzender eines großen nationalen Unternehmens?	_____ Euro
c. ein Verkäufer in einem Kaufhaus?	_____ Euro
d. ein ungelernter Fabrikarbeiter?	_____ Euro
e. ein Minister im Bundeskabinett?	_____ Euro

**6. 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	Kann ich nicht sagen
a. Die Einkommensunterschiede in Deutschland sind zu groß.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
b. Es ist Aufgabe des Staates, die Einkommensunterschiede zwischen den Leuten mit hohem Einkommen und solchen mit niedrigem Einkommen zu verringern.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
c. Der Staat sollte für einen angemessenen Lebensstandard der Arbeitslosen sorgen.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
d. Der Staat sollte weniger für die Unterstützung der Armen ausgeben.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

**7a. Was meinen Sie:  
Sollten Leute mit hohem Einkommen einen GRÖßEREN ANTEIL ihres Einkommens an Steuern zahlen als diejenigen mit niedrigem Einkommen, den GLEICHEN ANTEIL oder einen KLEINEREN ANTEIL?**  
*Nur EINE Markierung möglich!*  
Leute mit hohem Einkommen sollten...

einen viel größeren Anteil	<input type="checkbox"/> <sub>1</sub>
einen größeren Anteil	<input type="checkbox"/> <sub>2</sub>
den gleichen Anteil	<input type="checkbox"/> <sub>3</sub>
einen kleineren Anteil	<input type="checkbox"/> <sub>4</sub>
einen viel kleineren Anteil ihres Einkommens an Steuern zahlen als diejenigen mit niedrigem Einkommen	<input type="checkbox"/> <sub>5</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>8</sub>

**7b. Wie würden Sie im Großen und Ganzen die Steuern in Deutschland für Leute mit hohem Einkommen heute bewerten?**  
**(Wir meinen ALLE Steuern wie Sozialversicherung, Lohn / Einkommenssteuer, MWSt. etc.)**  
*Nur EINE Markierung möglich!*

Viel zu hoch	<input type="checkbox"/> <sub>1</sub>
Zu hoch	<input type="checkbox"/> <sub>2</sub>
Ungefähr richtig	<input type="checkbox"/> <sub>3</sub>
Zu niedrig	<input type="checkbox"/> <sub>4</sub>
Viel zu niedrig	<input type="checkbox"/> <sub>5</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>8</sub>

**8. Ist es gerecht oder ungerecht, dass Menschen mit höherem Einkommen...**  
*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Sehr gerecht	Eher gerecht	Weder gerecht noch ungerecht	Eher ungerecht	Sehr ungerecht	<i>Kann ich nicht sagen</i>
a. sich eine bessere medizinische Versorgung leisten können als Menschen mit niedrigerem Einkommen?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
b. ihren Kindern eine bessere Ausbildung zukommen lassen können als Menschen mit niedrigerem Einkommen?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

**9. In allen Ländern gibt es Gegensätze oder sogar Konflikte zwischen verschiedenen sozialen Gruppen. Wie stark sind diese Konflikte Ihrer Meinung nach in Deutschland?**  
*Bitte machen Sie in JEDER Zeile eine Markierung!*

In Deutschland gibt es zwischen...	Sehr starke Konflikte	Starke Konflikte	Eher schwache Konflikte	Gar keine Konflikte	Kann ich nicht sagen
a. Armen und Reichen	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
b. Arbeitern und Mittelstand	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
c. Arbeitgebern / Unternehmensführung und Arbeitnehmern	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
d. Menschen, die gesellschaftlich oben stehen und Menschen, die gesellschaftlich unten stehen	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>

**10a. In unserer Gesellschaft gibt es Bevölkerungsgruppen, die eher oben stehen, und solche, die eher unten stehen. Wir haben hier eine Skala, die von oben nach unten verläuft. Wenn Sie an sich selbst denken: Wo würden Sie sich auf dieser Skala einordnen?**  
*Nur EINE Markierung möglich!*

Oben
<input type="checkbox"/> <sub>10</sub>
<input type="checkbox"/> <sub>9</sub>
<input type="checkbox"/> <sub>8</sub>
<input type="checkbox"/> <sub>7</sub>
<input type="checkbox"/> <sub>6</sub>
<input type="checkbox"/> <sub>5</sub>
<input type="checkbox"/> <sub>4</sub>
<input type="checkbox"/> <sub>3</sub>
<input type="checkbox"/> <sub>2</sub>
<input type="checkbox"/> <sub>1</sub>
Unten

**10b. Und wenn Sie an die Familie denken, in der Sie aufgewachsen sind, wo wäre sie damals einzuordnen gewesen?**

*Nur EINE Markierung möglich!*

<b>Oben</b>
<input type="checkbox"/> 10
<input type="checkbox"/> 9
<input type="checkbox"/> 8
<input type="checkbox"/> 7
<input type="checkbox"/> 6
<input type="checkbox"/> 5
<input type="checkbox"/> 4
<input type="checkbox"/> 3
<input type="checkbox"/> 2
<input type="checkbox"/> 1
<b>Unten</b>

**11. Denken Sie bitte an Ihren gegenwärtigen Beruf (oder an Ihren letzten, wenn Sie jetzt nicht berufstätig sind).**

**Wenn Sie diesen Beruf mit dem Ihres Vaters vergleichen, den er ausübte als Sie 15 Jahre alt waren, würden Sie sagen, dass der Status IHRES Berufs (bzw. Ihres früheren Berufs)...**

*Nur EINE Markierung möglich!*

viel höher ist als der Ihres Vaters?	<input type="checkbox"/> 1
höher ist?	<input type="checkbox"/> 2
ungefähr gleich ist?	<input type="checkbox"/> 3
niedriger ist?	<input type="checkbox"/> 4
viel niedriger ist als der Ihres Vaters?	<input type="checkbox"/> 5
Ich war nie berufstätig	<input type="checkbox"/> 6
Vater unbekannt / Vater war nie berufstätig	<input type="checkbox"/> 7

<b>12. Wie wichtig sollten Ihrer Meinung nach die folgenden Gesichtspunkte sein, wenn es darum geht, was jemand verdienen soll?</b> <i>Bitte machen Sie in JEDER Zeile eine Markierung!</i>						
	Entscheidend	Sehr wichtig	Einigermaßen wichtig	Nicht sehr wichtig	Überhaupt nicht wichtig	Kann ich nicht sagen
a. Das Ausmaß an Verantwortung, das mit der Arbeit verbunden ist	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
b. Die Dauer der allgemeinen und beruflichen Ausbildung	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
c. Wie viel Geld erforderlich ist, um eine Familie zu ernähren	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
d. Ob jemand Kinder zu versorgen hat	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
e. Wie gut jemand die Arbeit verrichtet	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>
f. Wie hart jemand arbeitet	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>8</sub>

<b>13. Wie gerecht ist Ihr Gehalt / Lohn ?</b> <b>Wir wollen nicht wissen, wie viel Sie gerne verdienen würden, sondern ob Ihre Bezahlung aufgrund Ihres Könnens und Ihres Einsatzes angemessen ist. Wenn Sie zurzeit nicht erwerbstätig sind, beziehen Sie sich bitte auf Ihre letzte berufliche Tätigkeit!</b> <b>Mein Gehalt / Lohn ist...</b> <i>Nur EINE Markierung möglich!</i>	
viel niedriger als es gerecht wäre	<input type="checkbox"/> <sub>1</sub>
etwas niedriger als es gerecht wäre	<input type="checkbox"/> <sub>2</sub>
gerecht	<input type="checkbox"/> <sub>3</sub>
etwas höher als es gerecht wäre	<input type="checkbox"/> <sub>4</sub>
viel höher als es gerecht wäre	<input type="checkbox"/> <sub>5</sub>
Ich war nie erwerbstätig	<input type="checkbox"/> <sub>6</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>8</sub>

Die folgenden Diagramme stellen verschiedene Gesellschaftsformen dar. Bitte sehen Sie sich zuerst alle fünf Diagramme und die dazugehörigen Beschreibungen an.

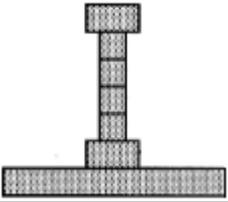
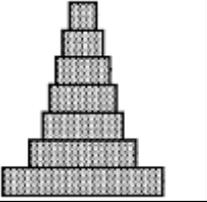
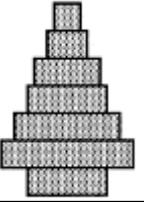
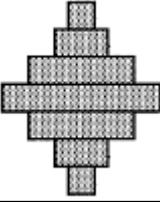
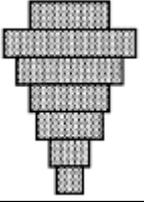
Entscheiden Sie dann, welches Diagramm Ihrer Meinung nach der Gesellschaftsform in Deutschland heute am nächsten kommt.

*Antwortschema auf den nächsten 2 Seiten.*

**14a. Welche Gesellschaftsform hat Deutschland heute?**

**Welches Diagramm kommt dieser Gesellschaftsform am nächsten?**

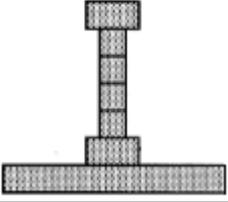
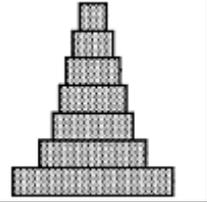
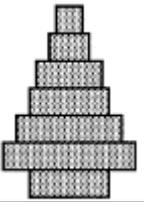
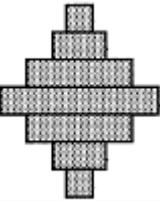
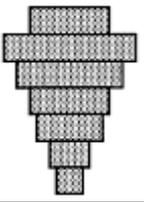
*Bitte klicken Sie auf das entsprechende Diagramm! Nur eine Nennung möglich!*

				
(1) <b>Typ A</b> Eine kleine Elite oben, nur sehr wenige Menschen in der Mitte und die große Masse der Bevölkerung unten.	(2) <b>Typ B</b> Eine Gesellschaft, die einer Pyramide gleicht, mit einer kleinen Elite oben, mehr Menschen in der Mitte und den meisten Menschen unten.	(3) <b>Typ C</b> Eine Gesellschaft, die einer Pyramide gleicht, aber mit nur wenigen Menschen ganz unten.	(4) <b>Typ D</b> Eine Gesellschaft, in der sich die meisten Menschen in der Mitte befinden.	(5) <b>Typ E</b> Viele Menschen im oberen Bereich und nur wenige Menschen im unteren Bereich.
<i>Kann ich nicht sagen</i> <input type="checkbox"/> <sub>8</sub>				

**14b. Und welche Gesellschaftsform SOLLTE Ihrer Meinung nach die Gesellschaft in Deutschland haben?**

**Welche Gesellschaftsform wäre Ihnen für Deutschland am liebsten?**

*Bitte klicken Sie auf das entsprechende Diagramm! Nur eine Nennung möglich!*

				
(1) <b>Typ A</b> Eine kleine Elite oben, nur sehr wenige Menschen in der Mitte und die große Masse der Bevölkerung unten.	(2) <b>Typ B</b> Eine Gesellschaft, die einer Pyramide gleicht, mit einer kleinen Elite oben, mehr Menschen in der Mitte und den meisten Menschen unten.	(3) <b>Typ C</b> Eine Gesellschaft, die einer Pyramide gleicht, aber mit nur wenigen Menschen ganz unten.	(4) <b>Typ D</b> Eine Gesellschaft, in der sich die meisten Menschen in der Mitte befinden.	(5) <b>Typ E</b> Viele Menschen im oberen Bereich und nur wenige Menschen im unteren Bereich.
<i>Kann ich nicht sagen</i> <input type="checkbox"/> <sub>8</sub>				

**UND NUN NOCH EIN PAAR FRAGEN ZU IHRER PERSON:**

**Filter: Frage 15 an Befragte, deren Vater erwerbstätig war als R 15 Jahre alt (ALLBUS: Kennziffer angegeben in F100)**

<b>15. Als Sie 15 Jahre alt waren, als was war Ihr Vater damals beschäftigt? Wenn Ihr Vater damals nicht erwerbstätig war, beziehen Sie sich bitte auf seine letzte berufliche Tätigkeit vor dieser Zeit.</b>	
<i>Nur EINE Markierung möglich!</i>	
Als Arbeitnehmer in der Privatwirtschaft	<input type="checkbox"/> <sub>1</sub>
Als Angestellter / Beamter im öffentlichen Dienst	<input type="checkbox"/> <sub>2</sub>
Als Selbständiger	<input type="checkbox"/> <sub>3</sub>
Anderes, bitte angeben _____	<input type="checkbox"/> <sub>4</sub>
Kann ich nicht sagen	<input type="checkbox"/> <sub>7</sub>

**Filter: an alle**

<b>16a. Als Sie 15 Jahre alt waren, war Ihre Mutter damals erwerbstätig? Falls nicht, war Ihre Mutter vorher erwerbstätig? Falls ja, bis wann?</b>		
<i>Nur EINE Markierung möglich!</i>		
Ja, meine Mutter war erwerbstätig, als ich 15 Jahre alt war.	<input type="checkbox"/> <sub>1</sub>	
Nein,	meine Mutter war NIE erwerbstätig.	<input type="checkbox"/> <sub>2</sub>
	meine Mutter hat aufgehört zu arbeiten, <b>BEVOR</b> sie heiratete.	<input type="checkbox"/> <sub>3</sub>
	meine Mutter hat aufgehört zu arbeiten, <b>NACHDEM</b> sie geheiratet hatte, aber <b>BEVOR</b> ihr erstes Kind geboren wurde.	<input type="checkbox"/> <sub>4</sub>
	meine Mutter hat aufgehört zu arbeiten, <b>NACHDEM</b> ihr erstes Kind geboren wurde.	<input type="checkbox"/> <sub>5</sub>
Kann ich nicht sagen	<input type="checkbox"/> <sub>8</sub>	

**Filter: Wenn 16a=2, dann Frage 16b überspringen und weiter mit Frage 17; sonst weiter mit 16b**

<b>16b. Als Sie 15 Jahre alt waren, als was war Ihre Mutter damals beschäftigt? Wenn Ihre Mutter damals nicht erwerbstätig war, beziehen Sie sich bitte auf ihre letzte berufliche Tätigkeit vor dieser Zeit.</b>	
<i>Nur EINE Markierung möglich!</i>	
Als Arbeitnehmerin in der Privatwirtschaft	<input type="checkbox"/> <sub>1</sub>
Als Angestellte / Beamtin im öffentlichen Dienst	<input type="checkbox"/> <sub>2</sub>
Als Selbständige	<input type="checkbox"/> <sub>3</sub>
Anderes, bitte angeben _____	<input type="checkbox"/> <sub>4</sub>
Kann ich nicht sagen	<input type="checkbox"/> <sub>7</sub>

<b>17. Wie viele Bücher gab es ungefähr in Ihrem Elternhaus, als Sie 15 Jahre alt waren?</b> <i>Nur EINE Markierung möglich!</i>	
Keine	<input type="checkbox"/> <sub>1</sub>
1 oder 2	<input type="checkbox"/> <sub>2</sub>
Ungefähr 10	<input type="checkbox"/> <sub>3</sub>
Ungefähr 20	<input type="checkbox"/> <sub>4</sub>
Ungefähr 50	<input type="checkbox"/> <sub>5</sub>
Ungefähr 100	<input type="checkbox"/> <sub>6</sub>
Ungefähr 200	<input type="checkbox"/> <sub>7</sub>
Ungefähr 500	<input type="checkbox"/> <sub>8</sub>
1.000 oder mehr	<input type="checkbox"/> <sub>9</sub>
Habe mit 15 Jahren nicht im Elternhaus gelebt / hatte kein Elternhaus	<input type="checkbox"/> <sub>98</sub>

<b>Es folgt eine Liste mit verschiedenen Berufstypen.</b>	
<b>18a. Zu welcher Berufsgruppe gehörte Ihre ERSTE hauptberufliche Tätigkeit?</b>	
Ihre ERSTE berufliche Tätigkeit	<i>Bitte lesen Sie erst die folgende Liste ganz durch und markieren Sie dann EIN Kästchen für Ihre ERSTE berufliche Tätigkeit.</i>
<input type="checkbox"/> <sub>1</sub>	<b>Akademische Berufe</b> (z. B. Arzt, Ingenieur, Steuerberater, Rechtsanwalt, Psychologe, Pfarrer; auch Lehrer)
<input type="checkbox"/> <sub>2</sub>	<b>Leitende Tätigkeit in Management und Verwaltung</b> (z. B. leitende Position in einem Unternehmen, hoher Verwaltungsangestellter oder -beamter, Verbandsfunktionär)
<input type="checkbox"/> <sub>3</sub>	<b>Bürotätigkeit</b> (z. B. Sekretärin, kaufmännischer Angestellter, Büroleiter, Verwaltungsangestellter oder -beamter, Buchhalter)
<input type="checkbox"/> <sub>4</sub>	<b>Vertrieb / Verkauf</b> (z. B. Verkaufsleiter, Ladenbesitzer, Verkäufer, Vertreter, Einkäufer)
<input type="checkbox"/> <sub>5</sub>	<b>Dienstleistung</b> (z. B. Angestellter in Gastronomie / Hotellerie, Friseur, Krankenpfleger, Erzieher, Medizinische Fachangestellte)
<input type="checkbox"/> <sub>6</sub>	<b>Facharbeiter</b> (z. B. Kfz-Mechaniker, Werkzeugmacher, Elektriker, Optiker, Florist, Vorarbeiter)
<input type="checkbox"/> <sub>7</sub>	<b>Angelernter Arbeiter</b> (z. B. Busfahrer, Lkw-Fahrer, Taxifahrer, Pflegehilfe)
<input type="checkbox"/> <sub>8</sub>	<b>Ungelernter Arbeiter</b> (z. B. Hilfsarbeiter, Küchenhilfe, Reinigungskraft)
<input type="checkbox"/> <sub>9</sub>	<b>Arbeitnehmer in der Landwirtschaft</b> (z. B. Erntehelfer, Landmaschinenführer)
<input type="checkbox"/> <sub>10</sub>	<b>Landwirt: Eigentümer oder Betriebsleiter</b>
<input type="checkbox"/> <sub>97</sub>	Ich war nie erwerbstätig

<b>18b. Und zu welcher Berufsgruppe gehört Ihre DERZEITIGE hauptberufliche Tätigkeit? Wenn Sie zurzeit nicht erwerbstätig sind, beziehen Sie sich bitte auf Ihre letzte berufliche Tätigkeit.</b>	
Ihre DERZEITIGE berufliche Tätigkeit	<i>Bitte lesen Sie erst die folgende Liste ganz durch und markieren Sie dann EIN Kästchen für Ihre DERZEITIGE (bzw. letzte berufliche) Tätigkeit.</i>
<input type="checkbox"/> <sub>1</sub>	<b>Akademische Berufe</b> (z. B. Arzt, Ingenieur, Steuerberater, Rechtsanwalt, Psychologe, Pfarrer; auch Lehrer)
<input type="checkbox"/> <sub>2</sub>	<b>Leitende Tätigkeit in Management und Verwaltung</b> (z. B. leitende Position in einem Unternehmen, hoher Verwaltungsangestellter oder -beamter, Verbandsfunktionär)
<input type="checkbox"/> <sub>3</sub>	<b>Bürotätigkeit</b> (z. B. Sekretärin, kaufmännischer Angestellter, Büroleiter, Verwaltungsangestellter oder -beamter, Buchhalter)
<input type="checkbox"/> <sub>4</sub>	<b>Vertrieb / Verkauf</b> (z. B. Verkaufsleiter, Ladenbesitzer, Verkäufer, Vertreter, Einkäufer)
<input type="checkbox"/> <sub>5</sub>	<b>Dienstleistung</b> (z. B. Angestellter in Gastronomie / Hotellerie, Friseur, Krankenpfleger, Erzieher, Medizinische Fachangestellte)
<input type="checkbox"/> <sub>6</sub>	<b>Facharbeiter</b> (z. B. Kfz-Mechaniker, Werkzeugmacher, Elektriker, Optiker, Florist, Vorarbeiter)
<input type="checkbox"/> <sub>7</sub>	<b>Angelernter Arbeiter</b> (z. B. Busfahrer, Lkw-Fahrer, Taxifahrer, Pflegehilfe)
<input type="checkbox"/> <sub>8</sub>	<b>Ungelernter Arbeiter</b> (z. B. Hilfsarbeiter, Küchenhilfe, Reinigungskraft)
<input type="checkbox"/> <sub>9</sub>	<b>Arbeitnehmer in der Landwirtschaft</b> (z. B. Erntehelfer, Landmaschinenführer)
<input type="checkbox"/> <sub>10</sub>	<b>Landwirt: Eigentümer oder Betriebsleiter</b>
<input type="checkbox"/> <sub>97</sub>	Ich war nie erwerbstätig
<input type="checkbox"/> <sub>96</sub>	ERSTE berufliche Tätigkeit und DERZEITIGE berufliche Tätigkeit sind dieselbe

<b>19a. Jetzt einige Fragen zu Ihrer ERSTEN hauptberuflichen Tätigkeit, gemeint ist hier NICHT die berufliche Ausbildung oder Lehre.</b>	
<b>Als was waren Sie damals beschäftigt?</b>	
<i>Nur EINE Markierung möglich!</i>	
Als Arbeitnehmer in der Privatwirtschaft	<input type="checkbox"/> <sub>1</sub>
Als Angestellter / Beamter im öffentlichen Dienst	<input type="checkbox"/> <sub>2</sub>
Als Selbständiger	<input type="checkbox"/> <sub>3</sub>
Anderes, bitte angeben _____	<input type="checkbox"/> <sub>4</sub>
<i>Ich war nie erwerbstätig</i>	<input type="checkbox"/> <sub>7</sub>

**Filter: Wenn 19a=7, dann Frage 19b überspringen und weiter mit Frage 20; sonst weiter mit 19b**

<p><b>19b. Was war Ihre ERSTE hauptberufliche Tätigkeit?</b></p> <p><b>Bitte beschreiben Sie diese Tätigkeit genau in mehreren Worten.</b> (Bitte keine Abkürzungen verwenden.)</p> <p><b>Hat dieser Beruf, diese Tätigkeit noch einen besonderen Namen?</b></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	--

<p><b>In den nächsten Fragen geht es darum, wie viel Sie und Ihre eigene Familie besitzen.</b></p> <p><b>20. Wie viel Geld würde ungefähr übrig bleiben, wenn Sie das Haus oder die Wohnung, in der Sie und / oder Ihre eigene Familie wohnen, verkaufen würden? Bitte ziehen Sie alle eventuellen Schulden wie Hypotheken oder Kredite ab.</b></p> <p><i>Bitte schätzen Sie möglichst genau.</i></p>	
Nur Schulden	<input type="checkbox"/> <sub>01</sub>
€ 0 bis unter 60.000 Euro	<input type="checkbox"/> <sub>03</sub>
€ 60.000 bis unter 90.000 Euro	<input type="checkbox"/> <sub>04</sub>
€ 90.000 bis unter 120.000 Euro	<input type="checkbox"/> <sub>05</sub>
€ 120.000 bis unter 150.000 Euro	<input type="checkbox"/> <sub>06</sub>
€ 150.000 bis unter 200.000 Euro	<input type="checkbox"/> <sub>07</sub>
€ 200.000 bis unter 300.000 Euro	<input type="checkbox"/> <sub>08</sub>
€ 300.000 bis unter 500.000 Euro	<input type="checkbox"/> <sub>09</sub>
€ 500.000 bis unter 800.000 Euro	<input type="checkbox"/> <sub>10</sub>
€ 800.000 bis unter 1.200.000 Euro	<input type="checkbox"/> <sub>11</sub>
€ 1.200.000 Euro und mehr	<input type="checkbox"/> <sub>12</sub>
Ich (wir) besitze(n) kein Haus / keine Wohnung	<input type="checkbox"/> <sub>02</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>99</sub>

<b>21a. Verfügen Sie über Ersparnisse, Aktien oder andere Wertpapiere?</b>		
Ja	<input type="checkbox"/> <sub>1</sub>	➔ Bitte weiter mit Frage 21b
Nein	<input type="checkbox"/> <sub>2</sub>	➔ Bitte weiter mit Frage 22

**21b. Wie viel Geld würde ungefähr übrig bleiben, wenn alle Ersparnisse, Aktien und andere Wertpapiere, die Sie und / oder Ihre eigene Familie besitzen, zu Geld gemacht würden? Bitte ziehen Sie alle eventuellen persönlichen Schulden ab (Eigenheimkredite bitte nicht berücksichtigen).**

*Bitte schätzen Sie möglichst genau!*

Nur Schulden	<input type="checkbox"/> <sub>01</sub>
Nichts	<input type="checkbox"/> <sub>02</sub>
€ 1 bis unter 10.000 Euro	<input type="checkbox"/> <sub>03</sub>
€ 10.000 bis unter 20.000 Euro	<input type="checkbox"/> <sub>04</sub>
€ 20.000 bis unter 30.000 Euro	<input type="checkbox"/> <sub>05</sub>
€ 30.000 bis unter 40.000 Euro	<input type="checkbox"/> <sub>06</sub>
€ 40.000 bis unter 50.000 Euro	<input type="checkbox"/> <sub>07</sub>
€ 50.000 bis unter 80.000 Euro	<input type="checkbox"/> <sub>08</sub>
€ 80.000 bis unter 120.000 Euro	<input type="checkbox"/> <sub>09</sub>
€ 120.000 bis unter 200.000 Euro	<input type="checkbox"/> <sub>10</sub>
€ 200.000 bis unter 300.000 Euro	<input type="checkbox"/> <sub>11</sub>
€ 300.000 Euro und mehr	<input type="checkbox"/> <sub>12</sub>
<i>Kann ich nicht sagen</i>	<input type="checkbox"/> <sub>99</sub>

**22. Bitte denken Sie zurück an die Zeit, als Sie 15 Jahre alt waren.**

**Wie würden Sie sich damals beschreiben?**

**Inwieweit treffen die folgenden Aussagen damals auf Sie zu?**

*Bitte machen Sie in JEDER Zeile eine Markierung!*

	Trifft voll und ganz zu	Trifft eher zu	Trifft eher nicht zu	Trifft überhaupt nicht zu	<i>Kann ich nicht sagen</i>
<b>a.</b> Ich bin jeden Tag zur Schule gegangen, auch wenn ich mich nicht wohl fühlte oder wenn es andere gute Gründe gab, zu Hause zu bleiben.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>b.</b> Ich habe selbst dann mein Bestes gegeben, wenn ich den Schulstoff nicht mochte.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>
<b>c.</b> Ich habe hart gearbeitet, um in der Schule gute Leistungen zu liefern, auch wenn es lange dauerte bis sich Erfolge zeigten.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>8</sub>

## Appendix B

ISSP E-mail, Address, Telephone and Telefax.  
Where given, the name underlined is that of the principal contact/institute

Updated 03.06.2009

## Secretariat

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## Archives

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GESIS Data Archive for the Social Sciences	Insa Bechert Irene Müller Markus Quandt	insa.bechert@gesis.org irene.mueller@gesis.org markus.quandt@gesis.org	Bachemer Str. 40 50931 Köln GERMANY	+49 221 47694 0	+49 221 4769444
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## Appendix B

ISSP E-mail, Address, Telephone and Telefax.  
Where given, the name underlined is that of the principal contact

Updated 03.06.2009

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<b>Australia</b>	Australian Demographic and Social Research Institute, Australian National University	<u>Ann Evans</u> Rachelle Graham Deborah Mitchell	<a href="mailto:ann.evans@anu.edu.au">ann.evans@anu.edu.au</a> <a href="mailto:rachelle.graham@anu.edu.au">rachelle.graham@anu.edu.au</a> <a href="mailto:deb306@coombs.anu.edu.au">deb306@coombs.anu.edu.au</a>	Coombs Building (#9) Canberra ACT 0200 AUSTRALIA	+61 (0)2 6125 0133 +61 (0)2 6125 2136	+61 (0)2 6125 2992
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