

### ISSP 2000 Germany: Environment II ; ZUMA report on the German study

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*ZUMA Methodenbericht 2002/04*  
**ISSP 2000 Germany**  
**Environment II**  
**ZUMA Report on the German Study**  
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## 1 The International Social Survey Programme

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

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

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

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

To date, the ISSP has 38 members; the founding four - Australia, Germany, Great Britain and the United States - plus Austria, Bangladesh, Brazil, Bulgaria, Canada, Chile, Cyprus, the Czech Republic, Denmark, Finland, Flanders (for Belgium), France, Hungary, Ireland, Israel, Italy, Japan, Latvia, Mexico, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan and Venezuela.

The annual topics for the ISSP are developed over several years by a sub-committee and are pre-tested in various countries. The annual plenary meeting of the ISSP then adopts the final

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

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 marks several new departures in the area of cross-national research. First, the 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.

## 2 Environment II data sets archived to date

	ISSP members	ISSP 2000		ISSP members	ISSP 2000
1	Australia	not fielded	20	Japan	2000
2	Austria	**	21	Latvia	**
3	Bangladesh	*	22	Mexico	2001
4	Brazil	not fielded	23	Netherlands	2000
5	Bulgaria	2000	24	New Zealand	2000
6	Canada	2001	25	Norway	2000
7	Chile	2000	26	Philippines	**
8	Cyprus	not fielded	27	Poland	not fielded
9	Czech Republic	2000	28	Portugal	2000
10	Denmark	2001	29	Russia	**
11	Finland	**	30	Slovakian Republic	not fielded
12	Flanders	joined ISSP in 2000	31	Slovenia	**
13	France	not fielded	32	South Africa	membership interrupted
14	Germany	2000	33	Spain	2000
15	Great Britain	2000	34	Sweden	2001
	Northern Ireland	2000	35	Switzerland	**
16	Hungary	not fielded	36	Taiwan	not yet member
17	Ireland	**	37	USA	2000
18	Israel	2000	38	Venezuela	not fielded
19	Italy	membership interrupted			

\* data not included in merged dataset for technical reasons

\*\* full requirements not yet met

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, see the ISSP web site (<http://www.issp.org/>).

### 3 ISSP Modules 1985-2002

1985	Role of Government I	Attitudes toward 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	A partial replication of 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.

### Modules planned

2003	National Identity II (in preparation)	A partial replication of National Identity I (1995).
2004	Citizenship I (in preparation)	A new module.
2005	Work Orientations III (in preparation)	A partial replication of Work Orientations II (1997), with new questions.

#### 4 Contents of the Environment II Module

The 2000 module was a partial replication of the 1993 Environment module. 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 on the left in the first column. The variable labels in the second column are those of the international data set.

**Table 1: Contents of module**

2000			Abbreviated version of questions	1993 Study	
Question numbers	Variables	No. of Items		English question numbers	Variable 1993
Left-right Dimension					
<b>1</b>		2	Agree / Disagree ...	2	
a	V4		Private enterprise solves economic problems	a	V5
b	V5		Government responsible for reducing income differences	b	V6
Postmaterialism					
<b>2+3</b>	V6, V7	2	(Highest priority and next priority) ... for country	3	
			- Maintain order	a	V7
			- Give people more say	b	V8
			- Fight rising prices		
			- Protect freedom of speech		
Attitudes towards Science and Nature					
<b>4</b>		6	Agree / Disagree ...		
a	V8		We believe too often in science, not enough in feelings...	4a	V9
b	V9		Science does more harm than good	4b	V10
c	V10		Science solves environmental problems	4d	V12
d	V11		We worry too much about future environment	5a	V13
e	V12		Almost everything in modern life harms environment	5b	V14
f	V13		We worry too much about harming environment	6a	V17
<b>5</b>		4	Environmental protection needs economic growth	6c	V19
a	V14		Use animals in medical testing to save lives	6d	V20
b	V15		Economic growth harms environment	6f	V22
c	V16		Earth cannot continue to support population		
d	V17		Is nature sacred, spiritual or just important	7	V23
<b>6</b>	V18	1	How likely is it that a nuclear accident will happen in the next five years		
<b>17</b>	V49	1			
Willingness to Make Trade-Offs for Environment					
<b>7</b>		3	How willing are you for sake of environment to...	8	
a	V19		Pay much higher prices	a	V24
b	V20		Pay much higher taxes	b	V25
c	V21		Cut your standard of living	c	V26
Environmental Efficacy					
<b>8</b>		4	Agree / Disagree...	9	
a	V22		Too difficult for someone like me to help environment	a	V27
b	V23		I do what is right even when it costs money and takes time	b	V28
c	V24		More important things to do than protect environment		
d	V25		No point unless others do the same		
e	V26	1	Many claims about environment exaggerated		

2000			Abbreviated version of questions	1993 Study	
Question numbers	Variables	No. of Items		English question numbers	Variable 1993
Scientific and Environmental Knowledge					
<b>9</b>		6	True / not true that...		
a	V27		Antibiotics kill bacteria not viruses	10b	V30
b	V28		Human beings developed from animals	10d	V32
c	V29		Man-made chemicals can cause cancer	10e	V33
d	V30		Exposure to radioactivity results in death	11a	V34
e	V31		Greenhouse effect caused by hole in earth's atmosphere	11c	V36
f	V32		Burning coal/oil/gas contributes to greenhouse effect	11d	V37
Dangers of Specific Environmental Problems					
<b>10</b>		2	Air pollution by cars dangerous /not dangerous... to the environment	12a	V41
b	V34		to family	12b	V42
<b>11</b>		5	Rating danger for environment		
a	V35		Air pollution by industry	14a	V46
b	V36		Pesticides in farming	15a	V48
c	V37		River, lake pollution	16a	V50
d	V38		Rise in temperature caused by the greenhouse effect	17a	V52
e	V39		Genetic engineering of crops		
<b>23</b>	V64	1	Nuclear power stations	13a	V44
Environmental Protection, Locus of Control, and Effort					
<b>12</b>	V40	1	Who should decide how to protect the environment... Government or people	18a	V54
<b>13</b>	V41	1	Who should decide how to protect the environment... Government or business	18b	V55
<b>14</b>	V42	1	How much do you think is this country doing to protect the environment		
<b>15</b>		3	Who is making more effort to look after the environment		
a	V43		Business and industry or people in general		
b	V44		Government or business and industry		
c	V45		People in general or government		
<b>16</b>		2	Agree / Disagree...		
a	V46		International agreements on environment needed		
b	V47		Accept that poorer countries make less effort		
Positive Trade-Off of Environmentalism					
<b>16c</b>	V48	1	Agree / Disagree...Economic progress will slow down unless we look after the environment better		
Trust in Information Sources on Environmental Issues					
<b>18</b>		6	Trust environmental information from...		
a	V50		Business, industry		
b	V51		Environmental groups		
c	V52		Government departments		
d	V53		Newspapers		
e	V54		Radio or TV programmes		
f	V55		University research centres		
Respondent's Behaviour and Environmental Protection					
<b>19</b>	V56	1	Sort glass for recycling	19a	V56
<b>20</b>	V57	1	Cut back on driving a car	19d	V59
<b>21</b>	V58	1	Member of group to preserve environment	20	V60
<b>22</b>		3	(In the last five year, active support...)	21	
a	V59		Signed a petition	a	V61
b	V60		Given money	b	V62
c	V61		Participated in an environmental demonstration	c	V63
Religiosity					
<b>24</b>	V62	1	Belief in God	22	V64



## 5 The German Module

The study description sheet below was submitted to the archive with the 2000 data. We expand somewhat on the information contained in this in sections which follow. A detailed questionnaire on the 2000 fielding was completed by ISSP members, including Germany, in 2000/2001 and will be available in 2002 on the GESIS web site. The German study monitoring questionnaire for the 1999 / 2000 modules is now available on the GESIS web site.

**Table 2: ISSP Study Description Form: 2000 GERMANY**

Study Title:	ISSP 2000 Germany – Environment II			
Fieldwork Dates:	18.1.2000 – 31.7.2000			
Principle Investigator:	Dr. Janet Harkness, Prof. Dr. Peter Ph. Mohler			
Sample Type:	Names and addresses from registers of inhabitants kept by municipalities. Adults of 18 and older living in private accommodation.			
Fieldwork Methods:	Self-completion questionnaire, interviewer in attendance. Background variables were asked face-to-face.			
Context of ISSP Questionnaire:	Self-completion questionnaire following on from a 45 minutes face-to-face interview (ALLBUS). ISSP 2000 fielded in split with ISSP 1999.			
Sample Size:				
Response Rates:	real numbers			
	N=3706	W=2533	E=1173	A – Total issued (total sample)
	N=525	W=379	E=146	B – Ineligible (address vacant, wrong ages, etc.)
	N=3181	W=2154	E=1027	C – (= A–B) Total eligible
	N=1501	W=974	E=527	D – Total ISSP 2000 interviews received
	N=1680	W=1180	E=500	E – (= C–D) Total non-response
	N=1247	W=847	E=400	F – Refusals
	N=49	W=38	E=11	G – Non-contact (never contacted) *
	N=182	W=126	E=56	H – Other reactions:
	N=50	W=32	E=18	H <sub>1</sub> – interview not carried out correctly
				H <sub>2</sub> – ill, incapable
Language:	German			
Weighted (yes/no):	No			
Weighting Procedure:	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.			
Known Systematic Properties in Sample:	None			
Deviations from ISSP Questionnaire:	None			
Publications:	Achim Koch, Martina Wasmer, Janet Harkness, Evi Scholz (2001): Konzeption und Durchführung der "Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften" (ALLBUS) 2000, ZUMA-Methodenbericht 2001/05 (ALLBUS Methods Report 2001). For further information see ISSP bibliography on the ISSP homepage ( <a href="http://www.issp.org/biblio.htm">http://www.issp.org/biblio.htm</a> )			

\* G –Sample unit (person) not contacted.

### **5.1 Translation of the Source Questionnaire**

Three independent translations were commissioned, one by a free-lance simultaneous bilingual translator, one by a translation expert who teaches translation and also does translation, one by an inhouse researcher with good English, no translation experience. The three versions were reviewed and discussed inhouse (in committee) together with a fourth expert who is involved in survey research and is a survey translation expert. Replicated questions which could have been improved somewhat were not changed.

### **5.2 Sample**

The ISSP modules for 1999 and 2000 (Social Inequality and Environment) were fielded together with the ALLBUS 2000 study in a split. The ALLBUS sample in 2000 was designed to yield a representative sample of the adult population (18 years and older) living in private accommodation in Germany, including foreigners able to complete the questionnaire in German. The sample was drawn from official registers of inhabitants kept by municipalities throughout Germany in a two-stage design. First the communities and sample points were selected randomly and then named individuals randomly selected from each sampling point. Full details of the sample are presented (in German) in the methods report on ALLBUS 2000 (Koch et al. 2001).

### **5.3 Pre-testing**

Infratest (now Infratest Sozialforschung NFO), the fielding agency, carried out pre-testing for the ALLBUS. No extra pre-test was conducted for the ISSP modules.

## **5.4 Fielding**

The 2000 ISSP module was fielded with the ALLBUS 2000 module, as was the ISSP Social Inequality III module. Fielding began on January 18<sup>th</sup> 2000 and ended on July 31<sup>st</sup> 2000. The ISSP module was a self-completion questionnaire administered at the end of the ALLBUS CAPI interview. A total of 1501 questionnaires were completed for the module (974 in western states; 527 in eastern states). 93,5% of ALLBUS respondents agreed to complete the ISSP module. The total ALLBUS response rate was 49,1%. Based on this, the response rate for the ISSP was 47,2% (45,2% in western states; 51,3% in eastern states). While ISSP modules are designed as self-completion questionnaires, for various reasons one-third of the cases were administered as interviews (30,9% in western states; 31,5% in eastern states). In addition, a number of respondents were administered the wrong questionnaire in terms of the split design: 16 respondents got the Environment module instead of the Social Inequality module and 21 respondents got the Social Inequality module instead of the Environment module. These cases are identified in the national German data set (“split”) but the variable for this is removed in the merged international data set.

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

The fielding institute delivered a formally edited data set to ZUMA. ZUMA carried out additional data editing and prepared the data for merging in accordance with the ISSP 2000 set-up from the ISSP archive. Occupational coding (current or former occupation) was also carried out at ZUMA using the ISCO 1988 scheme. For details of ISCO 1988, see, for example, Appendix I of the cumulative codebook of the GSS, 1972-1998 (Davis and Smith 1999).

## **6 Data Availability**

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

## 7      **References**

Davis, James Allan and Smith, Tom W. (1999). *General Social Surveys, 1972-1998*. Cumulative Codebook. Chicago by the National Opinion Research Center.

Koch, A., Wasmer, M., Harkness, J., Scholz, E. (2001). *ZUMA-Methodenbericht 2001/05*. Konzeption und Durchführung der “Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften”(ALLBUS) 2000. Mannheim ZUMA, 2001.

## **Appendix A**

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

The numbering of the German questionnaire follows that of the English. Question 25 in the German questionnaire is a background variable (subjective assessment of urban/rural character of where R lives). The other background variables were asked in the ALLBUS survey which preceded the ISSP module.

### **English Questionnaire**

### **German Questionnaire**

## **2000 ISSP Module on Environment**

From Lindsey Jarvis, Alison Park and Roger Jowell  
(*National Centre for Social Research, London*)

FINAL VERSION

7<sup>th</sup> July 1999

Notes to members:

1. All notes which are not part of the questionnaire are enclosed in pointed brackets, e.g. <ISSP 1993 Q2, V5-6>.
2. Every mention of COUNTRY should, of course, be locally adapted.
3. The questionnaire is laid out for self-completion administration. Some of the wording will need to be altered for interviewer administered interviewing. e.g. 2a. Looking at the list below, please tick a box next to the one thing ...
4. Translation notes for repeat questions are intended for those countries which did not take part in the 1993 ISSP. Others should repeat their wording from the 1993 survey.

<ISSP 1993 Q2, V5-6>

1. How much do you agree or disagree with each of these statements?

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
a. Private enterprise is the best way to solve COUNTRY's economic problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (8)

<ISSP 1993 Q3, V7-8>

2a. Looking at the list below, please tick a box next to the **one** thing you think should be COUNTRY's **highest priority**, the most important thing it should do.

*PLEASE TICK **ONE** BOX ONLY*

**COUNTRY should...**

	<b>Highest priority</b>
	(✓)
Maintain order in the nation	<input type="checkbox"/> (1)
Give people more say in government decisions	<input type="checkbox"/> (2)
Fight rising prices	<input type="checkbox"/> (3)
Protect freedom of speech	<input type="checkbox"/> (4)
Can't choose	<input type="checkbox"/> (8)





## &lt;ISSP 1993 Q6c,d,f, V19,V20,V22&gt;

## &lt;Attitudes to science and nature – limits of growth: 1 new ISSP item&gt;

5. And please tick one box for each of **these** statements to show how much you agree or disagree with it.

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
a. In order to protect the environment COUNTRY needs economic growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is right to use animals for medical testing if it might save human lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Economic growth always harms the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The earth simply cannot continue to support population growth at its present rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)	(8)

## &lt;ISSP 1993 Q7, V23&gt;

6. Please tick **one** box to show which statement is closest to your views.

*PLEASE TICK **ONE** BOX ONLY*

Nature is sacred because it is created by God	<input checked="" type="checkbox"/>	(1)
Nature is spiritual or sacred in itself	<input type="checkbox"/>	(2)
Nature is important, but not spiritual or sacred	<input type="checkbox"/>	(3)
Can't choose	<input type="checkbox"/>	(8)

<The words 'spiritual' and 'sacred' in this question do not necessarily refer to religion as such but to an idealised or almost mystical view of the natural world.>

## &lt;ISSP 1993 Q8, V24-26&gt;

- 7a. How willing would **you** be to pay **much higher prices** in order to protect the environment?

PLEASE TICK **ONE** BOX ONLY

(✓)

- Very willing  (1)
- Fairly willing  (2)
- Neither willing nor unwilling  (3)
- Fairly unwilling  (4)
- Very unwilling  (5)
- Can't choose  (8)

- b. And how willing would **you** be to pay **much higher taxes** in order to protect the environment?

PLEASE TICK **ONE** BOX ONLY

(✓)

- Very willing  (1)
- Fairly willing  (2)
- Neither willing nor unwilling  (3)
- Fairly unwilling  (4)
- Very unwilling  (5)
- Can't choose  (8)

- c. And how willing would **you** be to **accept cuts in your standard of living** in order to protect the environment?

PLEASE TICK **ONE** BOX ONLY

(✓)

- Very willing  (1)
- Fairly willing  (2)
- Neither willing nor unwilling  (3)
- Fairly unwilling  (4)
- Very unwilling  (5)
- Can't choose  (8)
-

## &lt;ISSP 1993 Q9a, b V27, V28&gt;

## &lt;Environmental efficacy: 2 new ISSP items; Scepticism: 1 new ISSP item&gt;

8. How much do you agree or disagree with each of these statements?

PLEASE TICK **ONE** BOX  
ON EACH LINE

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. It is just too difficult for someone like me to do much about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I do what is right for the environment, even when it costs more money or takes more time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There are more important things to do in life than protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is no point in doing what I can for the environment unless others do the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Many of the claims about environmental threats are exaggerated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)	(6)

<8c. This is an idiom which means in British English that the person has higher priorities in life than environmentally friendly behaviour.>

## &lt;ISSP 1993 Q10b,d,e Q11a,c,d, V30,V32, V33, V34, V36, V37&gt;

9. For each statement below, just tick the box that comes closest to your opinion of how true it is.

PLEASE TICK **ONE** BOX  
ON EACH LINE

	Definitely true	Probably true	Probably not true	Definitely not true	Can't choose
<b>In your opinion, how true is this?</b>					
a. 'Antibiotics can kill bacteria but not viruses'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 'Human beings developed from earlier species of animals'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 'All man-made chemicals can cause cancer if you eat enough of them'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 'If someone is exposed to any amount of radioactivity, they are certain to die as a result'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## &lt;ISSP 1993 Q14a, Q15a, Q16a, V46, V48, V50&gt;

11a. In general, do you think that **air pollution caused by industry** is ...

PLEASE TICK **ONE** BOX ONLY

(✓)

... extremely dangerous for the environment,  (1)

very dangerous,  (2)

somewhat dangerous,  (3)

not very dangerous,  (4)

or, not dangerous at all for the environment?  (5)

Can't choose  (8)

b. And do you think that **pesticides and chemicals used in farming** are ...

PLEASE TICK **ONE** BOX ONLY

(✓)

... extremely dangerous for the environment,  (1)

very dangerous,  (2)

somewhat dangerous,  (3)

not very dangerous,  (4)

or, not dangerous at all for the environment?  (5)

Can't choose  (8)

c. And do you think that **pollution of COUNTRY's rivers, lakes and streams** is ...

PLEASE TICK **ONE** BOX ONLY

(✓)

... extremely dangerous for the environment,  (1)

very dangerous,  (2)

somewhat dangerous,  (3)

not very dangerous,  (4)

or, not dangerous at all for the environment?  (5)

Can't choose  (8)

---

<11a. "Industry" refers to *large-scale* industry, but avoid using the adjective in the translation.>

---

## &lt;ISSP 1993 Q17a, V52&gt;

## &lt;Dangers of genetically modified foods – 1 new ISSP item&gt;

12a. In general, do you think that **a rise in the world's temperature caused by the 'greenhouse effect'** is ...

PLEASE TICK **ONE** BOX ONLY

(✓)

... extremely dangerous for the environment,  (1)

very dangerous,  (2)

somewhat dangerous,  (3)

not very dangerous,  (4)

or, not dangerous at all for the environment?  (5)

Can't choose  (8)

b. And do you think that **modifying the genes of certain crops** is ...

PLEASE TICK **ONE** BOX ONLY

(✓)

... extremely dangerous for the environment,  (1)

very dangerous,  (2)

somewhat dangerous,  (3)

not very dangerous,  (4)

or, not dangerous at all for the environment?  (5)

Can't choose  (8)

<12a. "Greenhouse effect" refers to global warming. Use whichever term is most recognisable in your country unless you are repeating the module from 1993 in which case the original wording should be used.

12b. "Modifying the genes" refers to actual alteration of a crop's genetic structure.>

## &lt;ISSP 1993 Q18, V54-55&gt;

13a. If you had to choose, which **one** of the following would be closest to your views?

PLEASE TICK **ONE**  
BOX ONLY

- (✓)
- Government should let **ordinary people** decide for themselves how to protect the environment, even if it means they don't always do the right thing  (1)
- OR
- Government should pass laws to make **ordinary people** protect the environment, even if it interferes with people's rights to make their own decisions  (2)
- Can't choose  (8)

b. And which **one** of the following would be closest to your views?

PLEASE TICK **ONE**  
BOX ONLY

- (✓)
- Government should let **businesses** decide for themselves how to protect the environment, even if it means they don't always do the right thing  (1)
- OR
- Government should pass laws to make **businesses** protect the environment, even if it interferes with businesses' rights to make their own decisions  (2)
- Can't choose  (8)

< Q13a and 13b. Here "government" refers to the regime (i.e. any government that has been elected into power). In some countries the meaning of the question can be improved by adding "of any party" after "government" to stress that it does not necessarily have to be the current government.

13a. "Ordinary people" refers to people in general or the individual citizen.

13b. "Businesses" refers to *large-scale* businesses, but avoid using the adjective in the translation.>

## &lt;Role of developing and developed countries – 1 new ISSP item&gt;

14. Some countries are doing more to protect the world environment than other countries are. In general, do you think that COUNTRY is doing ...

PLEASE TICK **ONE** BOX ONLY

- (✓)
- ... more than enough,  (1)
- about the right amount,  (2)
- or, too little?  (3)
- Can't choose  (8)

**<Role of individual, business and government - 3 new ISSP items>**

- 15a. On balance, which of these two do you think is making more effort to look after the environment...

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Business and industry,  (1)
- or people in general?  (2)
- Both equally  (3)
- Can't choose  (8)

- b. And which of these two groups do you think is making more effort to look after the environment...

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Government,  (1)
- or business and industry?  (2)
- Both equally  (3)
- Can't choose  (8)

- c. And which of these two groups is making more effort to look after the environment...

PLEASE TICK **ONE** BOX ONLY

- (✓)
- People in general,  (1)
- or government?  (2)
- Both equally  (3)
- Can't choose  (8)

<Q15a and 15b. "Business and industry" refers to *large-scale* business and industry, but avoid using the adjective in the translation.

Q15b and 15c. Here "government" refers to the regime (i.e. any government that has been elected into power). In some countries the meaning of the question can be improved by adding "of any party" after "government" to stress that it does not necessarily have to be the current government.>

---



**<Global co-operation; Role of developing and developed countries; Positive trade-off of environmentally friendly behaviour – 3 new ISSP items>**

16. How much do you agree or disagree with each of these statements?

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
a. For environmental problems, there should be international agreements that COUNTRY and other countries should be made to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Poorer countries should be expected to make less effort than richer countries to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Economic progress in COUNTRY will slow down unless we look after the environment better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)	(8)

**<Attitudes to science and nature: ecological catastrophe: 1 new ISSP item>**

17. Within the next five years, how likely is it that an accident at a nuclear power station will cause long-term environmental damage across many countries?

*PLEASE TICK **ONE** BOX ONLY*

	(✓)
Very likely	<input type="checkbox"/> (1)
Likely	<input type="checkbox"/> (2)
Unlikely	<input type="checkbox"/> (3)
Very unlikely	<input type="checkbox"/> (4)
Can't choose	<input type="checkbox"/> (8)

**<Information sources about environmental issues: 6 new ISSP items>**

18. How much trust do you have in each of the following groups to give you correct information about **causes of pollution**?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>A great deal of trust</b>	<b>Quite a lot of trust</b>	<b>Some trust</b>	<b>Not much trust</b>	<b>Hardly any trust</b>	<b>Can't choose</b>
a. Business and industry .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Environmental groups .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Government departments .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Newspapers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Radio or TV programmes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. University research centres .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)	(8)

< 18a. Translation note – “business and industry” refers to *large-scale* business and industry, but avoid using the adjective in the translation.

18b. Environmental groups includes NGOs and lobby groups.

18c. Here “government” refers to the regime (i.e. any government that has been elected into power). In some countries the meaning of the question can be improved by adding “of any party” after “government” to stress that it does not necessarily have to be the current government.

18f. This category refers to university research centres which may carry out work for some of the previous groups but remain independent from government or business.>

**<ISSP 1993 Q19a,d, V56, V59>**

19a. How often do you make a special effort to **sort glass or tins or plastic or newspapers and so on** for recycling?

*PLEASE TICK ONE BOX ONLY*

	(✓)
Always	<input type="checkbox"/> (1)
Often	<input type="checkbox"/> (2)
Sometimes	<input type="checkbox"/> (3)
Never	<input type="checkbox"/> (4)
(Recycling not available where I live)	<input type="checkbox"/> (5)

b. And how often do you **cut back** on driving a car for environmental reasons?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Always  (1)
- Often  (2)
- Sometimes  (3)
- Never  (4)
- (I do not have or cannot drive a car)  (5)

**<ISSP 1993 Q20, V60>**

20. Are you a member of any group whose main aim is to preserve or protect the environment?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Yes  (1)
- No  (2)

**<ISSP 1993 Q21, V61-63>**

21. In the last **five years**, have you ...

PLEASE TICK **ONE** BOX ON EACH LINE

- |   | <b>Yes<br/>I have</b>           | <b>No<br/>I have not</b>        |
|---|---------------------------------|---------------------------------|
| a. ... signed a petition about an environmental issue?                        | <input type="checkbox"/>        | <input type="checkbox"/>        |
| b. ... given money to an environmental group?                                 | <input type="checkbox"/>        | <input type="checkbox"/>        |
| c. ... taken part in a protest or demonstration about an environmental issue? | <input type="checkbox"/><br>(1) | <input type="checkbox"/><br>(2) |

<21b. Environmental group includes NGOs and lobby groups.>

**<ISSP 1993 Q22, V64>**

22. Please tick one box below to show which statement comes closest to expressing what you believe about God.

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- I don't believe in God  (1)
- I don't know whether there is a God and I don't believe there is any way to find out  (2)
- I don't believe in a personal God, but I do believe in a Higher Power of some kind  (3)
- I find myself believing in God some of the time, but not at others  (4)
- While I have doubts, I feel that I do believe in God  (5)
- I know God really exists and I have no doubts about it  (6)
- Can't choose  (8)
- 

**<ISSP 1993 Q23, V65>**

23. Would you describe the place where you live as ...

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- ... a big city,  (1)
- the suburbs or outskirts of a big city,  (2)
- a small city or town,  (3)
- a country village,  (4)
- or, a farm or home in the country?  (5)
-

<ISSP 1993 Q13a, V44 >

24. In general, do you think that **nuclear power stations** are ...  
PLEASE TICK **ONE** BOX ONLY

- (✓)
- ... extremely dangerous for the environment,  (1)
- very dangerous,  (2)
- somewhat dangerous,  (3)
- not very dangerous,  (4)
- or, not dangerous at all for the environment?  (5)
- Can't choose  (8)

<Optional items>

<Group-grid theory: 8 new ISSP items>

25. How much do you agree or disagree with each of these statements?

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>
a. Government should redistribute income from the better-off to those who are less well-off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is little that people can do to change the course of their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. One of the problems with people today is that they challenge authority too often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. People with money should be left to enjoy it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There are times when people should follow their consciences even if it means breaking the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Private enterprise needs to be controlled to protect everyone's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. All societies have inequalities which it is better not to interfere with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Taking everything into account, the world is getting better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)	(8)

<25a. Here "government" refers to the regime (i.e. any government that has been elected into power). In some countries the meaning of the question can be improved by adding "of any party" after "government" to stress that it does not necessarily have to be the current government.>

**Bürger aus 35 Ländern sagen ihre Meinung zum Thema:**

# **Umwelt**

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**Internationale Sozialwissenschaftliche Umfrage 2000**

Listen-Nr.

Lfd. Nr.

Welle

Abrechnungs-Nr.

---

Datum des Ausfüllens


## Hinweise zum Ausfüllen des Fragebogens

Auf die Fragen gibt es weder "richtige" noch "falsche" Antworten.  
Antworten Sie bitte so, wie es Ihrer Meinung am besten entspricht.

Bei den meisten Fragen brauchen Sie nur eines der vorgegebenen Kästchen anzukreuzen:   
Bei einigen Fragen bitten wir Sie, Zahlen oder Text einzutragen.

Bitte beantworten Sie die Fragen vollständig und in der vorgegebenen Reihenfolge.

### 1. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Privatwirtschaft ist das beste Mittel zur Lösung der wirtschaftlichen Probleme Deutschlands .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist Aufgabe des Staates, die Einkommensunterschiede zwischen den Leuten mit hohem Einkommen und solchen mit niedrigem Einkommen zu verringern .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Wenn Sie zwischen den folgenden Zielen wählen müßten, welches Ziel sollte Ihrer Meinung nach für Deutschland an erster Stelle stehen?

 Bitte nur **ein** Kästchen ankreuzen!

Aufrechterhaltung von Ruhe und Ordnung in diesem Land .....

Mehr Einfluß der Bürger auf die Entscheidungen der Regierung .....

Kampf gegen die steigenden Preise .....

Schutz des Rechts auf freie Meinungsäußerung .....


Kann ich nicht sagen .....

3. Und welches Ziel sollte Ihrer Meinung nach für Deutschland an zweiter Stelle stehen?

 Bitte nur **ein** Kästchen ankreuzen!

- Aufrechterhaltung von Ruhe und Ordnung in diesem Land .....
- Mehr Einfluß der Bürger auf die Entscheidungen der Regierung .....
- Kampf gegen die steigenden Preise .....
- Schutz des Rechts auf freie Meinungsäußerung .....
- Kann ich nicht sagen .....

4. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
-----------------------	----------------------	---------------	----------------------------	---------------------------------	----------------------------

Wir vertrauen zu sehr der Wissenschaft und nicht genug unseren Gefühlen und dem Glauben .....  .....  .....  .....  .....

Alles in allem schadet die moderne Wissenschaft mehr als sie nützt .....  .....  .....  .....  .....

Die moderne Wissenschaft wird unsere Umweltprobleme bei nur geringer Veränderung unserer Lebensweise lösen .....  .....  .....  .....  .....


Wir machen uns zu viele Sorgen über die Zukunft der Umwelt und zu wenig um Preise und Arbeitsplätze heutzutage .....  .....  .....  .....  .....

Fast alles, was wir in unserer modernen Welt tun, schadet der Umwelt .....  .....  .....  .....  .....

Die Leute machen sich zu viele Sorgen, daß der menschliche Fortschritt der Umwelt schadet .....  .....  .....  .....  .....



**5. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.**

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Um die Umwelt schützen zu können, braucht Deutschland wirtschaftliches Wachstum .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tierversuche sind gerechtfertigt, wenn dies Menschenleben retten könnte .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wirtschaftswachstum schadet immer der Umwelt .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Erde wird ein weiteres Bevölkerungswachstum im gegenwärtigen Ausmaß einfach nicht verkraften .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Welche der folgenden Aussagen über die Natur kommt Ihrer Meinung am nächsten?**

 Bitte nur **ein** Kästchen ankreuzen!

- Die Natur ist heilig, weil sie von Gott geschaffen wurde .....
- Die Natur ist an sich heilig .....
- Die Natur ist wichtig, aber nicht heilig .....
- Kann ich nicht sagen .....

**7a Inwieweit fänden Sie es für sich persönlich akzeptabel, viel höhere Preise zu bezahlen, um die Umwelt zu schützen?**

 Bitte nur **ein** Kästchen ankreuzen!

- Sehr akzeptabel .....
- Eher akzeptabel .....
- Weder akzeptabel noch inakzeptabel .....
- Eher inakzeptabel .....
- Sehr inakzeptabel .....
- Kann ich nicht sagen .....

**7b Inwieweit fänden Sie es für sich persönlich akzeptabel, viel höhere Steuern zu bezahlen, um die Umwelt zu schützen?**

 Bitte nur **ein** Kästchen ankreuzen!


- Sehr akzeptabel .....
- Eher akzeptabel .....
- Weder akzeptabel noch inakzeptabel .....
- Eher inakzeptabel .....
- Sehr inakzeptabel .....
- Kann ich nicht sagen .....

**7c Und inwieweit fänden Sie es für sich persönlich akzeptabel, Abstriche von Ihrem Lebensstandard zu machen, um die Umwelt zu schützen?**

 Bitte nur **ein** Kästchen ankreuzen!

- Sehr akzeptabel .....
- Eher akzeptabel .....
- Weder akzeptabel noch inakzeptabel .....
- Eher inakzeptabel .....
- Sehr inakzeptabel .....
- Kann ich nicht sagen .....

**8. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.**

 Bitte machen Sie in jeder Zeile ein Kreuz!

Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
-----------------------	----------------------	---------------	----------------------------	---------------------------------	----------------------------

Für jemand wie mich ist es einfach zu schwierig, viel für die Umwelt zu tun .....  .....  .....  .....  .....


Ich tue das, was für die Umwelt richtig ist, auch wenn mich das mehr Geld oder Zeit kostet .....  .....  .....  .....  .....

Es gibt wichtigeres im Leben zu tun, als die Umwelt zu schützen .....  .....  .....  .....  .....

Es ist zwecklos, meinen Beitrag für die Umwelt zu leisten, solange andere sich nicht genauso verhalten .....  .....  .....  .....  .....

Viele Behauptungen über die Gefährdung der Umwelt sind übertrieben .....  .....  .....  .....  .....


**9. Wie ist Ihre Meinung zu jeder der folgenden Aussagen?**

 Bitte machen Sie in jeder Zeile ein Kreuz!

Ganz sicher richtig	Wahrscheinlich richtig	Wahrscheinlich nicht richtig	Ganz sicher nicht richtig	Kann ich nicht sagen
---------------------	------------------------	------------------------------	---------------------------	----------------------

Antibiotika können Bakterien töten, aber keine Viren .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Menschen stammen von früheren Formen von Lebewesen ab .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alle Chemikalien können Krebs verursachen, wenn man zuviel von ihnen durch die Nahrung aufnimmt .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jede beliebige Dosis Radioaktivität ist für Menschen tödlich .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Ursache des Treibhauseffektes ist ein Loch in der Erdatmosphäre .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jedesmal, wenn wir Öl, Kohle oder Gas verbrauchen, tragen wir zum Treibhauseffekt bei .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10a Ganz allgemein betrachtet, ist die durch Autos verursachte Luftverschmutzung Ihrer Meinung nach . . .**

 Bitte nur **ein** Kästchen ankreuzen!

äußerst gefährlich für die Umwelt? .....	<input type="checkbox"/>
sehr gefährlich für die Umwelt? .....	<input type="checkbox"/>
etwas gefährlich für die Umwelt? .....	<input type="checkbox"/>
kaum gefährlich für die Umwelt? .....	<input type="checkbox"/>
oder überhaupt nicht gefährlich für die Umwelt? .....	<input type="checkbox"/>
Kann ich nicht sagen .....	<input type="checkbox"/>


**10b Und bezogen auf Sie selbst und Ihre Familie:**

**Ist die durch Autos verursachte Luftverschmutzung Ihrer Meinung nach . . .**

 Bitte nur **ein** Kästchen ankreuzen!

äußerst gefährlich für Sie und Ihre Familie? .....	<input type="checkbox"/>
sehr gefährlich für Sie und Ihre Familie? .....	<input type="checkbox"/>
etwas gefährlich für Sie und Ihre Familie? .....	<input type="checkbox"/>
kaum gefährlich für Sie und Ihre Familie? .....	<input type="checkbox"/>
oder überhaupt nicht gefährlich für Sie und Ihre Familie? ....	<input type="checkbox"/>
Kann ich nicht sagen .....	<input type="checkbox"/>

**11. Ganz allgemein betrachtet, wie gefährlich für die Umwelt sind Ihrer Meinung nach die folgenden Dinge?**

 Bitte machen Sie in jeder Zeile ein Kreuz!

	äußerst gefährlich für die Umwelt	sehr gefährlich für die Umwelt	etwas gefährlich für die Umwelt	kaum gefährlich für die Umwelt	überhaupt nicht gefährlich für die Umwelt	Kann ich nicht sagen
Die durch die Industrie verursachte Luftverschmutzung .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die in der Landwirtschaft eingesetzten Pflanzenschutzmittel und Chemikalien .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Das Verschmutzen der Bäche, Flüsse und Seen in Deutschland .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ein durch den "Treibhauseffekt" verursachter weltweiter Temperaturanstieg .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Genmanipulation von Nutzpflanzen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. Wenn Sie zwischen den folgenden Aussagen entscheiden müßten, welche von beiden käme Ihrer Meinung am nächsten?**

 Bitte nur **ein** Kästchen ankreuzen!

Die Regierung sollte es jedem selbst überlassen, wie er/sie die Umwelt schützt, auch wenn das dazu führt, daß nicht immer das Richtige für die Umwelt getan wird .....

oder

Die Regierung sollte Gesetze erlassen, um Leute zu zwingen, die Umwelt zu schützen, auch wenn dies in die Entscheidungsfreiheit des einzelnen eingreift .....

**13. Und wenn Sie zwischen den folgenden Aussagen entscheiden müßten, welche von beiden käme Ihrer eigenen Meinung am nächsten?**

 Bitte nur **ein** Kästchen ankreuzen!

Die Regierung sollte es der Wirtschaft überlassen, wie sie die Umwelt schützt, auch wenn das dazu führt, daß nicht immer das Richtige für die Umwelt getan wird .....

oder

Die Regierung sollte Gesetze erlassen, um die Wirtschaft zu zwingen, die Umwelt zu schützen, auch wenn dies in die Entscheidungsfreiheit der Wirtschaft eingreift .....

**14. Manche Länder tun mehr für den globalen Umweltschutz als andere.  
Ganz allgemein gesehen, tut Deutschland Ihrer Meinung nach . . .**

 Bitte nur **ein** Kästchen ankreuzen!

- mehr als genug? .....
- in etwa genug? .....
- zu wenig? .....
- Kann ich nicht sagen .....

**15a Alles in allem, welche der folgenden zwei Gruppen unternimmt Ihrer Meinung nach  
größere Anstrengungen für den Umweltschutz?**

 Bitte nur **ein** Kästchen ankreuzen!

- Handel und Industrie .....
- Die Bevölkerung .....
- Beide gleichviel .....
- Kann ich nicht sagen .....

**15b Und welche der folgenden zwei Gruppen unternimmt Ihrer Meinung nach  
größere Anstrengungen für den Umweltschutz?**

 Bitte nur **ein** Kästchen ankreuzen!


- Der Staat .....
- Handel und Industrie .....
- Beide gleichviel .....
- Kann ich nicht sagen .....

**15c Und welche der folgenden zwei Gruppen unternimmt Ihrer Meinung nach  
größere Anstrengungen für den Umweltschutz?**

 Bitte nur **ein** Kästchen ankreuzen!

- Die Bevölkerung .....
- Der Staat .....
- Beide gleichviel .....
- Kann ich nicht sagen .....

**16. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.**

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Es müßte verbindliche internationale Abkommen für den Umweltschutz geben, an die sich Deutschland und andere Länder halten müssen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Von ärmeren Ländern sollten weniger Anstrengungen für den Umweltschutz erwartet werden als von reicheren Ländern .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Der wirtschaftliche Fortschritt in Deutschland wird sich verlangsamen, wenn wir die Umwelt nicht besser schützen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Für wie wahrscheinlich halten Sie es, daß in den nächsten fünf Jahren ein Unfall in einem Atomkraftwerk zu langfristigen Umweltschäden in vielen Ländern führen wird?**

 Bitte nur **ein** Kästchen ankreuzen!

Sehr wahrscheinlich .....


Wahrscheinlich .....

Unwahrscheinlich .....

Sehr unwahrscheinlich .....

Kann ich nicht sagen .....

**18. Wieviel Vertrauen haben Sie bei jeder der folgenden Gruppen, daß sie Sie zutreffend über die Ursachen der Umweltverschmutzung informiert?**

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Sehr viel Vertrauen	Ziemlich viel Vertrauen	Etwas Vertrauen	Nicht sehr viel Vertrauen	Kaum Vertrauen	Kann ich nicht sagen
Handel und Industrie .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Umweltgruppen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ministerien .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zeitungen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funk oder Fernsehen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universitäre Forschungszentren .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. Wie häufig bemühen Sie sich, Wertstoffe Ihres Abfalls, wie Glas, Metall, Plastik, Papier usw. für die Wiederverwertung (Recycling) zu trennen?**

 Bitte nur **ein** Kästchen ankreuzen!

- Immer .....
- Oft.....
- Manchmal .....
- Nie .....

Wo ich wohne,  
werden Wertstoffe nicht getrennt entsorgt .....

**20. Und wie häufig schränken Sie der Umwelt zuliebe das Autofahren ein?**

 Bitte nur **ein** Kästchen ankreuzen!

Ich habe kein Auto bzw. kann nicht Auto fahren .....


Ich schränke das Autofahren der Umwelt zuliebe ein:

- Immer .....
- Oft.....
- Manchmal .....
- Nie .....

**21. Sind Sie Mitglied einer Gruppe oder Organisation, deren Ziel die Erhaltung oder der Schutz der Umwelt ist?**

- Ja .....
- Nein .....

**22. Haben Sie in den letzten fünf Jahren . . .**

 Bitte machen Sie in jeder Zeile ein Kreuz!

- |   | Ja                       | Nein                     |
|---|--------------------------|--------------------------|
| bei einer Unterschriftensammlung zu einer Umweltfrage unterschrieben? .....                 | <input type="checkbox"/> | <input type="checkbox"/> |
| einer Umweltgruppe oder -organisation Geld gespendet? .....                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| an einer Protestaktion oder an einer Demonstration zu einer Umweltfrage teilgenommen? ..... | <input type="checkbox"/> | <input type="checkbox"/> |

**23. Ganz allgemein betrachtet, sind Kernkraftwerke Ihrer Meinung nach ...**

 Bitte nur **ein** Kästchen ankreuzen!

- äußerst gefährlich für die Umwelt? .....
- sehr gefährlich für die Umwelt? .....
- etwas gefährlich für die Umwelt? .....
- kaum gefährlich für die Umwelt? .....
- oder überhaupt nicht gefährlich für die Umwelt? .....
- Kann ich nicht sagen .....

**24. Bitte geben Sie an, welche der folgenden Aussagen Ihren Glauben an Gott am ehesten zum Ausdruck bringt.**

 Bitte nur **ein** Kästchen ankreuzen!

- Ich glaube nicht an Gott .....
- Ich weiß nicht, ob es einen Gott gibt, und glaube auch nicht, daß es möglich ist, dieses herauszufinden .....
- Ich glaube nicht an einen leibhaftigen Gott, aber ich glaube, daß es irgendeine höhere geistige Macht gibt .....
- Manchmal glaube ich an Gott, manchmal nicht .....
- Obwohl ich Zweifel habe, meine ich, daß ich doch an Gott glaube .....
- Ich weiß, daß es Gott wirklich gibt und habe daran keinen Zweifel .....
- Kann ich nicht sagen .....

**25. Welche der folgenden Kategorien beschreibt am besten, wo Sie wohnen?**

**Wohnen Sie ...**

*Subjective assessment of "urban / rural", background variable*

 Bitte nur **ein** Kästchen ankreuzen!

- in einer Großstadt? .....
- am Rande oder in den Vororten einer Großstadt? .....
- in einer Mittel- oder Kleinstadt? .....
- in einem ländlichen Dorf? .....
- in einem Einzelgehöft oder alleinstehenden Haus auf dem Land? .....



**Herzlichen Dank für Ihre Mitarbeit!**

Falls Sie Anmerkungen und Anregungen haben, können Sie diese hier notieren:

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**Appendix B**  
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An updated version of addresses, etc., is always available from the secretariat.

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