

2016 Role of Government V Report

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**Drafting group: Sweden (convenor), Britain, France, Japan,
Lithuania, Mexico, and Spain**

2016 Role of Government V Report

Summary of the work process: The planning, fielding, and archiving of the module

For researchers that are not well-informed about the ISSP (for more information see <http://www.issp.org/>), it may be useful to know that the planning, fielding, and archiving of a module follow a specific time pattern. Using the Role of Government V as an example, the initial work started in 2013 and six years later, in 2018, the cross-national integrated module is available for the research community. The different stages are briefly described below.

Year 1 (2013)

At the annual meeting: vote on the next module (Role of Government V).

A drafting group is selected by election. This group consists usually about 5-6 countries. One country is voted to lead the group: the convenor country (Sweden).

Year 2 2014

The drafting group reviews the previous module in various ways: item usage; time history; and the extent to which the module needs to be revised to be in congruence with theoretical developments/debates. At the annual meeting, the drafting group presents their ideas about possible item drops and which new topics that should be important to include in the module. These ideas are discussed in plenary. The priority order of new topics is subjected to a general vote. The priority order of the new topics guides the future work of the drafting group.

Year 3 2015

The drafting group attempts to construct items that correspond to the new topics. These items are thereafter pretested. The final draft of the module is presented at the annual meeting. During the session the general assembly works its way through the questionnaire. Each item is subjected to a vote, and a majority is needed for an item to be accepted. A few months after the annual meeting, the master questionnaire of the module is made available for each member country.

Year 4 2016

Fielding of the module.

Year 5 2017

Delivery of data to the archive.

Year 6 2018

The cross-national integrated data file is available for the research community.

The fielding history of the ROG module

The *Role of Government* (ROG) module, fielded the first time in 1985, contains several long-time series that cover highly relevant topics in the realm of government and politics. The drafting group's message is that it is essential that these core batteries are kept intact.

The ISSP 2016 survey is the fifth wave of the ROG module, previously fielded in 1985, 1990, 1996, and 2006. As shown in Table 1, due to the expansion of ISSP member countries over time, the number of countries that have fielded the ROG module has increased over time. For a few countries, impressive time-series covering more than three decades are available. For a majority of the member countries, data will cover two decades.

Table 1. ROG modules and number of participating countries.

	ROG I	ROG II	ROG III	ROG IV	ROG V
Year	1985	1990	1996	2006	2016
Number of countries	6	10	29	37	35

(For more information see <https://www.gesis.org/issp/modules/issp-modules-by-topic/role-of-government/>)

Review of the 2006 ROG module

To understand the rationale of the 2016 module, a fruitful strategy is to begin with a review of the 2006 module. The drafting group (DG) reviewed the ROG 2006 module and came to the conclusion that some of the topics covered by the module are more central to the module than others – particularly in light of the introduced “Citizenship” module, fielded in 2004 and 2014. The 2006 ROG module contains the following topics (see Table 2).

Table 2. Topics in 2006 ROG IV

Topic	Question	Items	Status
Civil liberties	Q1 to Q4	7	Core
State intervention in the economy	Q5a-f	6	Core
Government spending	Q6a-h	8	Core
Government responsibilities	Q7a-j	10	Core
Government performance/capability/trust	Q8a-f	6	Core
Security challenges	Q9a-c	3	Core
Political interest, trust and efficacy	Q10, Q11a-f	7	Semi-core
Taxation	Q12a-c	3	Core
Social capital	Q13a-b, 14a-b, Q20	5	Periphery
Corruption	Q15-19	5	Core

For readers interested in the exact wordings of the items in the 2006 module, it is helpful to read this report alongside the [2006 ROG master questionnaire](#). The drafting group’s main idea was that the fourth replication of the ROG module in 2016 should ensure that the opportunities to compare with previous modules are as large as possible, while at the same time taking into account the quality of items and their usage, as well as issues/debates in contemporary research where ISSP data could provide useful information.

The estimated usage of the items in the ROG module has been informed by a literature review of 124 entries where most are either journal articles or book chapters. Of course, by relying mostly

on peer-review articles and book chapters, we have only checked a part of the total usage of the module. However, journal articles and book chapters (as they are usually peer-reviewed) form a reliable base indicating that the items used are regarded by the research community to be of sufficient quality and theoretical interest.

Below, all questions in the 2006 module are listed and the drafting group’s position is described. The label “Q” refers to the 2006 module’s master questionnaire, and the label “V” refers to the 2006 integrated data file (ZA4700 version 1.0.0) unless otherwise stated. The history and the usage of items are also shown. A summary of the voting results made by the General Assembly (GA) is shown at the bottom of each table.

Civil liberties	Q1 to Q4	7 items
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- Q1: Obey laws without exception
- Q2a: Public protest meetings
- Q2b: Protest demonstrations
- Q2c: National anti-government strike
- Q3a: Revolutionaries: hold public meetings
- Q3b: Revolutionaries: publish books
- Q4: Worse type of justice error

All of these questions have a long history. While not much used, they are valid indicators for monitoring changes in civil liberties, which may be interesting from a “post 9/11” political climate perspective (Damania 2011). However, the DG thinks that it is possible to trim the battery without losing any significant degree of measurement precision by dropping Q2c which is not dealing with a specific citizens-state relationship but brings in a third part in the question.

Question 2006	History	Variable	Usage	GA voting
Q1	85-90-96-06	V4	Low/Medium	Keep
Q2a	85-90-96-06	V5	Low/Medium	Keep
Q2b	85-90-96-06	V6	Low/Medium	Keep
Q2c	85-90-96-06	V7	Low/Medium	Drop
Q3a	85-90-96-06	V8	Low/Medium	Keep
Q3b	85-90-96-06	V9	Low/Medium	Keep
Q4	85-90-96-06	V10	Low/Medium	Keep
7 items	#Keep: 6	#Drop: 1		

State intervention in the economy	Q5a-f	6 items
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Q5a: Gov. and economy: Cuts in gov. spending

Q5b: Gov. and economy: Financing projects for new jobs

Q5c: Gov. and economy: Less gov. reg. of business

Q5d: Gov. and economy: Support industry to develop new products

Q5e: Gov. and economy: Support declining industries to protect jobs

Q5f: Gov. and economy: Red. working week for more jobs

This battery has a long history with a medium usage and is considered to be a core topic.

Question 2006	History	Variable	Usage	GA voting
Q5a	85-90-96-06	V11	Medium	Keep
Q5b	85-90-96-06	V12	Medium	Keep
Q5c	85-90-96-06	V13	Medium	Keep
Q5d	85-90-96-06	V14	Medium	Keep
Q5e	85-90-96-06	V15	Medium	Keep
Q5f	85-90-96-06	V16	Medium	Keep
6 items	#Keep: 6	#Drop: 0		
Government spending		Q6a-h		8 items

- Q6a: Government should spend money: Environment
- Q6b: Government should spend money: Health
- Q6c: Government should spend money: Law enforcement
- Q6d: Government should spend money: Education
- Q6e: Government should spend money: Defence
- Q6f: Government should spend money: Retirement
- Q6g: Government should spend money: Unempl. benefits
- Q6h: Government should spend money: Culture and arts

This is one of the most used core batteries and it has a long history. It is important that this battery is kept intact, since answers to the other items may be affected if individual items are dropped. The items cover three dimensions of social spending: law and order; welfare state; post-materialism.

Question 2006	History	Variable	Usage	GA voting
Q6a	85-90-96-06	V17	High	Keep
Q6b	85-90-96-06	V18	High	Keep
Q6c	85-90-96-06	V19	High	Keep
Q6d	85-90-96-06	V20	High	Keep
Q6e	85-90-96-06	V21	High	Keep
Q6f	85-90-96-06	V22	High	Keep
Q6g	85-90-96-06	V23	High	Keep
Q6h	85-90-96-06	V24	High	Keep
8 items	#Keep: 8	#Drop: 0		

Government responsibilities	Q7a-j	10 items
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Q7a: Gov. responsibility: Provide job for everyone

Q7b: Gov. responsibility: Control prices

Q7c: Gov. responsibility: Provide health care for sick

Q7d: Gov. responsibility: Provide living standard for the old

Q7e: Gov. responsibility: Help industry grow

Q7f: Gov. responsibility: Provide living standard for unemployed

Q7g: Gov. responsibility: Reduce income differences between rich/ poor

Q7h: Gov. responsibility: Financial help to students

Q7i: Gov. responsibility: Provide decent housing

Q7j: Gov. responsibility: Laws to protect environment

This core battery is the most widely used from the ROG module, and is essential to keep. The majority of the items have a history back to 1985. Even the item with shortest history covers a substantial time period (1996-2016). The drafting group proposed that this battery should be complemented by adding an item measuring government responsibility for promoting equality between women and men (More on this in the section on new topics for the 2016 module).

Question 2006	History	Variable	Usage	GA voting
Q7a	85-90-96-06	V25	High	Keep
Q7b	85-90-96-06	V26	High	Keep
Q7c	85-90-96-06	V27	High	Keep
Q7d	85-90-96-06	V28	High	Keep
Q7e	85-90-96-06	V29	Medium	Keep
Q7f	85-90-96-06	V30	High	Keep
Q7g	85-90-96-06	V31	High	Keep
Q7h	90-96-06	V32	Medium	Keep
Q7i	90-96-06	V33	Medium	Keep
Q7j	96-06	V34	Medium/low	Keep
10 items	#Keep: 10	#Drop: 0		

Government performance/capability/trust	Q8a-f	6 items
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Q8a: Gov. successful: Provide health care for sick

Q8b: Gov. successful: Provide living standard for old

Q8c: Gov. successful: Dealing with threats to security

Q8d: Gov. successful: Controlling crime

Q8e: Gov. successful: Fighting unemployment

Q8f: Gov. successful: Protecting environment

This battery was introduced in the 2006 module. It was argued that these items would allow an examination of whether people within different types of state-configurations is more or less satisfied with government performance than others, and how perceptions of performance relate to spending priorities or the role of government more generally. These items are ideologically value-laden, where perceptions of government performance may be influenced by political ideology. While the drafting group finds the topic of “performance” – in terms of perceptions regarding the basic capability of state institutions to be able to function as intended – as a highly interesting topic (see the section on new topics for the 2016 module), it seems that these items are very difficult to use in any theoretically-driven cross-national research design. In an overtime analysis of particular countries, it may be interesting to examine attitude change regarding institutional performance (as it is measured in Q8 battery), but that would require a much shorter time-span between measurement points (at present the time lag between measurement points is 10 years). Since these short time-history items have not been widely used, and their relevance to any cross-national theory is unclear, this battery was voted to be dropped from the core module. It should however be mentioned that items Q8a-c are included as optional items in the 2016 module.

Question 2006	History	Variable	Usage	GA voting
Q8a	06	V35	Low	Drop
Q8b	06	V36	Low	Drop
Q8c	06	V37	Low	Drop
Q8d	06	V38	Low	Drop
Q8e	06	V39	Low	Drop
Q8f	06	V40	Low	Drop
6 items	#Keep: 0	#Drop: 6		

Security challenges	Q9a-c	3 items
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Q9a: Gov. detain people

Q9b: Gov. tap telephone

Q9c: Gov. stop/search people randomly

This battery was introduced in the 2006 module as a response to the changes in the political climate after 9/11. Despite its low usage, this topic is considered core and the DG has reinforced its centrality in the module by adding more items to it (see the section on new topics for the 2016 module).

Question 2006	History	Variable	Usage	GA voting
Q9a	06	V41	Low	Keep
Q9b	06	V42	Low	Keep
Q9c	06	V43	Low	Keep
3 items	#Keep: 3	#Drop: 0		

Political interest, trust and efficacy	Q10, Q11a-f	7 items
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Q10: How much interested in politics

Q11a: People like me have no say about what gov. does

Q11b: Average citizen: influence in politics

Q11c: Good understanding political issues

Q11d: Most people better informed than I am

Q11e: MPs try to keep promises

Q11f: Trust in civil servants

Six of these seven items were introduced in the 1996 module, while one item (Q10) dates back to 1990. In theory, these seven items cover three separate dimensions. Empirically, there exists measurement variance across countries. A factor analysis per country on the 2006 dataset suggests a 2-factor solution in 23 countries, while a 3-factor solution appears in 10 countries. The measurement variance pertains to items Q11a-d. As this topic is seen as semi-core - and is much better covered in the citizenship module - the DG suggested to definitely keep Q10, Q11e-f, and, out of the remaining four items, keeping Q11a and c, while dropping Q11b and d.

Question 2006	History	Variable	Usage	GA voting
Q10	90-96-06	V44	Low/Medium	Keep
Q11a	96-06	V45	Low/Medium	Keep
Q11b	96-06	V46	Low/Medium	Drop
Q11c	96-06	V47	Low/Medium	Keep
Q11d	96-06	V48	Low/Medium	Drop
Q11e	96-06	V49	Low/Medium	Keep
Q11f	96-06	V50	Low/Medium	Keep
7 items	#Keep: 5	#Drop: 2		

Taxation	Q12a-c	3 items
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Q12a: Taxes for high incomes

Q12b: Taxes for middle incomes

Q12c: Taxes for low incomes

Introduced to the ROG module in 1996, but previously asked as part of 1987 and 1992 Social Inequality modules. Taxation is a core topic to cover in relation to the role of government. Since these three measures deal with both levels and distributions, we should not expect that the inter-item correlations are strong. However, the three items can be combined into two different measures. The first measures attitudes towards progressive taxation; the second is related to the overall levels of taxes. Prior analyses of these variables confirm that they behave as expected.

Question 2006	History	Variable	Usage	GA voting
Q12a	87-92-96-06	V51	Low/Medium	Keep
Q12b	87-92-96-06	V52	Low/Medium	Keep
Q12c	87-92-96-06	V53	Low/Medium	Keep
3 items	#Keep: 3	#Drop: 0		

Social capital (I)	Q13a-b, 14a-b	4 items
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Q13a: Only few people to trust

Q13b: People will take advantage

Q14a: How often asked to influence

Q14b: People you could ask to influence

These four items were introduced in the 2006 module and were developed to advance the conceptualization and measurement of social capital. Two dimensions are distinguished. The first is defined primarily as an attribute of societies conducive to the development of people's cooperation (social trust). This dimension is captured by Q13a-b. The dimension is also covered

in the “Citizenship” module. Unfortunately, the wording of both Q13 items differs between the two modules. In our view, the Citizenship format is superior compared to current ROG wording. The second dimension is participation in informal networks based on mutually beneficial exchanges (Q14a-b). Q20 also belongs to this topic. This item was introduced in the 2006 module as a quantitative measure of the respondents’ social networks. Due to its peripheral role in the module as well as its rather low usage, it was suggested to drop this topic.

Question 2006	History	Variable	Usage	GA voting
Q13a	06	V54	Low/Medium	Drop
Q13b	06	V55	Low/Medium	Drop
Q14a	06	V56	Low	Drop
Q14b	06	V57	Low	Drop
4 items	#Keep: 0	#Drop: 4		

Corruption	Q15-19	5 items
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Q15: Public officials deal fairly with people like me

Q16: Treatment by officials depends on contacts

Q17: Politicians involved in corruption

Q18: Public officials involved in corruption

Q19: Public officials wanted bribe

These items were introduced in the 2006 ROG module. From a general standpoint, it seems that observed country differences in corruption using survey data correspond very well with other expert judgments based measures. Bechert and Quandt (2009) compared an index based on Q17 and Q18 (internal correlation between items=.72) with the CPI developed by Transparency International. With n=33 countries, the correlation is .88. In fact, these two items are the ones that show the best correspondence to the expert based measure. The correlation between another expert-based measure and each of the five items varies between .79 and .56 on the country-level. The correlations are strongest for Q17 and Q18 and the lowest Q16. A more in-

depth analysis of these items per country, suggest that Q16 can be interpreted on the one hand as it was intended, but also as if you are warm and friendly in your behavior the civil servant will be polite and gentle against you (but not treating you differently in terms of a violation of fair treatment). The corruption battery can be trimmed without losing its measurement properties. The DG suggested that Q17 and Q18 should be kept along with Q19 which asks about specific experiences of corruption.

Question 2006	History	Variable	Usage	GA voting
Q15	06	V58	Low/Medium	Drop
Q16	06	V59	Low/Medium	Drop
Q17	06	V60	Low	Keep
Q18	06	V61	Low/Medium	Keep
Q19	06	V62	Low	Keep
5 items	#Keep: 3	#Drop: 2		

Social capital (II)	Q20	1 item
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Q20: How many people contact

This item is part of the overall construct of social capital, and is discussed in relation to the four items in Q13a-b and Q14a-b.

Question 2006	History	Variable	Usage	GA voting
Q20	06	V63	Low	Drop
1 item	#Keep: 0	#Drop: 1		

In sum, the DG suggested to replicate 44 items from the 2006 module and drop 16 items, and the GA voting results followed these suggestions. As shown in the below table, the total number of retained items from the 2006 module = 44 items (of which 27 items have a history back to 1985,

30 items have a history back to 1990, 38 items have a history back to 1996, and 44 items have a history back to 2006). Most of the items voted out for the 2016 module had a relatively short time-history in the module. Out of the 16 drops, 13 were introduced in the 2006 module (one was introduced in 1985, and two in 1996). In the next section, we will describe the new topics introduced in the 2016 module.

Retained Items					
Items available in :	1985	1990	1996	2006	2016
27 items	x	x	x	x	x
30 items		x	x	x	x
38 items			x	x	x
44 items				x	x
Drops					
Items available in:	1985	1990	1996	2006	
1 item	x	x	x	x	
1 item		x	x	x	
3 items			x	x	
16 items				x	

New topics in the 2016 Role of Government V

At the annual meeting in May 2014, the drafting group proposed a number of new topics to be included in the 2016 module. The voting results indicated that the general assembly advised the DG to focus principally on three new topics. These three fit very well into the overall context of the 2006 module.

The new topic that received most votes, *“National security vis-à-vis citizens’ privacy and rights to information”* (25 votes), is very closely related to the existing *“civil liberties”* and *“security challenges topics”*. *“Institutional trust in the state and market”* (17 votes), widens the topic of trust in the government by including trust in market actors. Moreover, as the DG received suggestions from a number of countries to bring in the *“third sector”* along with state and market in the topic, the DG constructed a number of items that attempt to measure the preferences of citizens regarding the provision of *“basic”* services such as education, elderly

care, and health care, where the answer categories cover state, market, and “third sector” actors. “Government responsiveness and constraints on government actions” (11 votes), uses better measurements of responsiveness compared to those included in the 2006 Q11 battery on political trust and efficacy.

In the fall of 2014, the DG made a collected effort and constructed a pretest questionnaire containing items covering the above three new topics. The pretest was fielded in three countries: Japan, Mexico, and Venezuela. The data was analyzed by the DG and a meeting in Madrid was held in early February 2015. In general, the pretest questions worked fine in terms of response distributions. Qualitative interviews with respondents indicated in some cases difficulties in understanding the questions. Based on the results of the pretest, the DG revised some of the new items. At the end of the Madrid meeting, the DG decided on the cuts in the 2006 module. In general, these cut-suggestions were already presented during the 2014 annual meeting, and the DG did not experience any strong opposition against the suggested cuts. Next, a brief theoretical outline for each of the new topics is described. For each new topic, the associated items in the 2016 module are listed. This section may be read alongside the [2016 master questionnaire](#).

National security vis-à-vis citizens’ privacy and rights to information

In 2010, WikiLeaks disclosed 400,000 secret documents related to the U.S. Armed Forces, and recently, former US National Security Agency contractor revealed that the US had tapped the German Chancellor's mobile phone. In Britain, it was reported that the Government Communications Headquarters secretly collected data from users of an Internet video chat service. In Japan, a bill to protect state secrets was approved in 2013, which faced criticism that the freedom of the press and people’s rights to know could be violated.

The general research question refers thus to the conflict between national security and civil liberties (Davis and Silver 2004; Baker 2003). Three items (Q9a-c) regarding “Internal and External State Security” were introduced in 2006, asking whether the authorities have the right to detain people and tap people’s telephone conversations under a special circumstance that a terrorist act was suspected. The DG felt it was important to strengthen these ideas by adding questions asking about the rights of government vs. citizens’ liberties referring to more general situations.

- The topic is covered by five new items: N11a-b; N12; N13a-b.

Institutional trust in the state and market

This topic is about citizens' trust in societal institutions and how it matters for their political support for the state and its different policies. We have identified two problems in previous research.

First, we believe that too much emphasis is on the state per se and too little on institutional configurations perceived as conceivable alternatives to the state for allocating and administering social security. In other words, when analyzing citizens' beliefs regarding institutional capability – the extent to which an institution is trusted to be capable to manage and, ultimately, is believed to be able to provide solutions to specific social problems – it is necessary to move beyond public institutions. In most countries, the institution that represents the most consistent counterpart to the state in providing for citizens' welfare is the market. For advancing our understanding on the role of institutional trust for citizens' political preferences we need to incorporate trust in market institutions within the analytical framework (Edlund & Lindh 2013). On this note, it should be underlined that while some of the batteries focusing on advanced welfare statism in the ROG module are perhaps more relevant for the rich OECD countries, the concepts of institutional trust in the state and the market are clearly relevant for all countries within the ISSP.

Second, we argue that measurements of trust should be updated to keep up with ongoing theoretical developments in the field. In the present leading theory on institutional trust – the *Quality of Government* (QoG) approach (Rothstein 2011) – trust in institutions is anchored in procedural impartiality and efficiency. To put trust in an institution implies that you believe that this institution will handle tasks and responsibilities assigned to it in an impartial and efficient way. In the search for empirical indicators following QoG theory, trust in public institutions is indicated by public perceptions of whether tax authorities work efficiently while providing citizens with services in an impartial way (Rothstein, 2011). Similarly, having trust in the market and its actors is indicated by public perceptions that major companies comply with law and regulations such as paying their taxes (Uslaner, 2010).

In addition to institutional trust in state and the market, the DG received several suggestions to widen the topic by bringing in “third sector” actors, such as the family and non-profit organizations. In many countries, it was argued, it is likely that “third sector” actors may be an

important and realistic alternative to the state and the market. The DG designed three items on this subject focusing on which type of actor that is best suited to provide social services, such as health care, education, and elderly care.

- Institutional trust in the state and the market in terms of efficiency and impartiality is measured by four items: N18a-b; N19a-b.
- Public preferences for the most suitable actor to provide social services are measured by three items: N8a-c.

Government responsiveness and constraints on government actions

This topic is about which actors/instances do governments respond to, and the extent to which national governments are constrained in their decisions on economic and social policy.

Democratic responsiveness is a core aspect of government and public opinion surveys offer an adequate instrument to capture citizens' perspective on democratic responsiveness. The new items allow for examining citizens' beliefs and perceptions about which actors/factors governments are particularly responsive to, or constrained by, in political decision-making processes, from a cross-national perspective.

Governments have been observed to respond to other factors than public opinion, such as limited budgetary resources, the power of mainstream media, preference differences between the central and local levels of political parties, non-public channels representing corporatist interests, and supra-national level government bodies, e.g., the European Union. Moreover, responsiveness is often seen to be increasingly constrained by globalization and internationalization of the market. This restricts the margins for manoeuvre policymakers have available to respond to citizens demands and to fulfil electoral promises.

Over the last two decades there has been a growing literature dealing with the impact of economic globalization/increased internationalization in the role of nation-states (Scharpf and Schmidt 2000). At the theoretical level the divide is between those that see globalization/economic crisis as a force that virtually leave national governments with no other option but to implement economic policies in line with neoliberalism, and those who acknowledge some increasing pressures for national governments, but think that the extent to which these processes have removed the agency of governments in devising different economic

and social policies has been overstated (Pierson 2001, Starke, Kaasch and van Hooren 2012). The overall topic of government responsiveness and independence is covered by three items.

- Two items deal with citizens' perceptions regarding which actors/organizations/people that influence government actions: N9.
- One item is about the extent to which government action is constrained by the situation in the world economy: N10.

Government responsibility in promoting equality between men and women

According to the Global Gender Gap Report, published by the World Economic Forum, there are gender-based disparities among many ISSP countries. For instance, out of 136 countries, Korea ranked 111th, Japan 105th, Chile 91st, Czech Republic 83rd, and Italy 71st, while Nordic countries including Iceland, Finland, Norway, Sweden and Denmark ranked in the top 10.

In many of the countries which ranked low, economic participation and opportunity for women are limited, probably due to the traditional values that women are thought to be the ones to take care of children and do housework, while men are in paid work. The role of the government to expand women's economic participation is crucial especially for countries facing shrinkage of the working population. Although the Family and Gender Role module covers the topic concerning work-life balance and women's participation in society, the DG felt it was important to add an item on whether or not it is the responsibility of government to promote equality between men and women.

- This topic is measured with one item: N7k.

Optional Items

At the annual meeting in 2015, the general assembly agreed with the DG on dropping the government performance battery (Q8 in the 2006 module), but decided that three of the items would be optional in the 2016 module. The selected optional items were Q8a-c in the 2006 module.

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2006 ISSP MODULE ON ROLE OF GOVERNMENT

DRAFTING GROUP

Great Britain

([Alison Park](#), convenor)

Brazil

Czech Republic

Poland

Sweden

Taiwan

2006 Role of Government questionnaire
FINAL QUESTIONNAIRE
June 2005

General notes to members

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

(Q1 1996)

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

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

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

(Q2 1996)

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

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

Should it be allowed?

- | | Definitely | Probably | Probably
not | Definitely
not | Can't
choose |
|---|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| a. Organising public meetings to protest against the government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Organising protest marches and demonstrations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Organising a nationwide strike of all workers against the government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<Precode: the word 'allowed' has the same meaning as the word 'permitted'. The main issue is whether people should be free or have the right to show to varying degrees their discontent with a government.>
<In Q2a, a 'public meeting' refers to an assembly or gathering which everyone is allowed to attend. In the context of this particular question, the purpose of the meeting should be clear.>

(Q5 1996)

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

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

- | | Definitely | Probably | Probably
not | Definitely
not | Can't
choose |
|---|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| a. ... hold public meetings to express their views? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. ... publish books expressing their views? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

(Q6 1996)

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

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

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

(Q9c-h 1996)

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

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

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

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

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

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

(Q10a-h 1996)

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

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

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

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

(Q12a-j 1996)

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

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

	Definitely should be	Probably should be	Probably should not be	Definitely should not be	Can't choose
a. ... provide a job for everyone who wants one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... keep prices under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... provide health care for the sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ... provide a decent standard of living for the old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ... provide industry with the help it needs to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ... provide a decent standard of living for the unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ... reduce income differences between the rich and the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

(N)

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

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

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

(N)

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

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

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

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

(Q13 1996)

((Now some questions about politics.))

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

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

- (✓)
- Very interested
- Fairly interested
- Somewhat interested
- Not very interested
- Not at all interested
- Can't choose
-

(Q14a-b, d, f-h)

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

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

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

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

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

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

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

(Q17a-c 1996)

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

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

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

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

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

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

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

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

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

(N)

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

(✓)

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

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Can't choose

b) "If you are not careful, other people will take advantage of you"

(✓)

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

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Can't choose

(N)

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

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

Never

Seldom

Occasionally

Often

Can't choose

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

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

(✓)

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

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

(N)

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

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

(✓)

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

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

(N)

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

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

(✓)

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

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

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

(✓)

Almost none

A few

Some

Quite a lot

Almost all

Can't choose

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

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

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

(✓)

Almost none

A few

Some

Quite a lot

Almost all

Can't choose

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

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

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

- | | |
|--------------|--------------------------|
| | (✓) |
| Never | <input type="checkbox"/> |
| Seldom | <input type="checkbox"/> |
| Occasionally | <input type="checkbox"/> |
| Quite often | <input type="checkbox"/> |
| Very often | <input type="checkbox"/> |
| Can't choose | <input type="checkbox"/> |

(N)

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

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

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

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

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

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

2016 Role of Government questionnaire
SOURCE QUESTIONNAIRE
Finalised June 2015

Drafting group: Sweden (convenor), Britain, France, Japan, Lithuania, Mexico, Spain.

General notes to members

1. All notes which are not part of the questionnaire and intended only for members (for example, translation notes) are enclosed in pointed, angle brackets <like these>.
2. All the elements in questions which require local adaptation are enclosed in square brackets. These instructions often relate to adding the name of the relevant country. For example, in Britain “Generally, how would you describe taxes in [Country] today?” would read “Generally, how would you describe taxes in Britain today?”
3. All the elements in questions which are optional are enclosed in double round brackets ((like these)).
4. Q-numbers in parentheses – for example **(Q1 2006)**: question number in the 2006 questionnaire. **(N)** = new in 2016.
5. Translation and clarification notes are provided after the relevant question.
6. In general, if translators have difficulty when translating answer codes, they should focus upon translating the **concepts** expressed by the codes rather than the precise **words** used.
7. In general, by government we mean the central regime within a country (that is, *any* government that has been elected into power). In some countries the meaning of questions which refer to ‘government’ can be improved by adding ‘of any party’ after ‘government’ (to stress that it does not necessarily have to be the current government).

(Q1 2006)

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

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

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

(Q2 2006)

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

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

Should it be allowed?

- | | Definitely | Probably | Probably
not | Definitely
not | Can't
choose |
|---|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| a. Organising public meetings to protest against the government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Organising protest marches and demonstrations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<Precode: the word 'allowed' has the same meaning as the word 'permitted'. The main issue is whether people should be free or have the right to show to varying degrees their discontent with a government.>
<In Q2a, a 'public meeting' refers to an assembly or gathering which everyone is allowed to attend. In the context of this particular question, the purpose of the meeting should be clear.>

(Q3 2006)

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

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

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

(Q4 2006)

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

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

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

(Q5 a-f 2006)

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

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

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

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

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

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

(Q7 a-j 2006)

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

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

	Definitely should be	Probably should be	Probably should not be	Definitely should not be	Can't choose
a. ... provide a job for everyone who wants one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... keep prices under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... provide health care for the sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ... provide a decent standard of living for the old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ... provide industry with the help it needs to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ... provide a decent standard of living for the unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ... reduce income differences between the rich and the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ... give financial help to university students from low-income families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ... provide decent housing for those who can't afford it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ... impose strict laws to make industry do less damage to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(N) k. ... promote equality between men and women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(8)

(N) 8. People have different opinions on who should provide services in [country]. Who do you think should primarily provide....

8a. Health care for the sick?

(✓)

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

Government	<input type="checkbox"/>
Private companies/for-profit organisations	<input type="checkbox"/>
Non-profit organisations/charities/cooperatives	<input type="checkbox"/>
Religious organisations	<input type="checkbox"/>
Family, relatives or friends	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<"Government" might also mean "state", "public sector"; both central or local government is included.>
<"Religious organizations": if necessary include "churches", "synagogues", etc.>
<"provide" is about providing the service, it is not about funding.>

8b. Care for older people?

(✓)

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

Government	<input type="checkbox"/>
Private companies/for-profit organisations	<input type="checkbox"/>
Non-profit organisations/charities/cooperatives	<input type="checkbox"/>
Religious organisations	<input type="checkbox"/>
Family, relatives or friends	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<"Government" might also mean "state", "public sector"; both central or local government is included.>
<"Religious organizations": if necessary include "churches", "synagogues", etc.>
<"provide" is about providing the service, it is not about funding.>

8c. School education for children?

(✓)

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

- Government
- Private companies/for-profit organisations
- Non-profit organisations/charities/cooperatives
- Religious organisations
- Family, relatives or friends
- Can't choose

<"Government" might also mean "state", "public sector"; both central or local government is included.>

<"Religious organizations": if necessary include "churches", "synagogues", etc.>

<"School education for children" means compulsory/formal education.>

<"provide" is about providing the service, it is not about funding.>

(N) 9. Here is a list of people and organisations that can influence government actions.

Please read through the list and write in the boxes below the letters corresponding to the ones you think have the most and the second most influence on the actions of the (COUNTRY) government?

- A. The media
- B. Trade unions
- C. Business, banks and industry
- D. Religious organisations/authorities
- E. The military/army
- F. Organised crime
- G. People who vote for the party/the parties in government
- H. Citizens in general
- I. Civic and voluntary organisations
- J. International organizations (e.g. United nations, International Monetary Fund)
- K. Can't choose

((PLEASE WRITE IN THE LETTERS OF YOUR CHOICE IN THE BOXES BELOW))

Most influence	
Second most influence	

<"Government" means the party/parties in executive office/power, e.g., cabinet.>

(N) 13. Some people think that governments should have the right to take certain measures in the name of national security. Others disagree. Do you think that the [COUNTRY] government should or should not have the right to do the following:

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

	Definitely should have right	Probably should have right	Probably should not have right	Definitely should not have right	Can't choose
<					
a. collect information about anyone living in (COUNTRY) without their knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. collect information about anyone living in other countries without their knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<"Government" means public authorities primarily involved in law enforcement.>

(Q9 2006 a-c)

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

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

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

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

(Q10 2006)

Now some more questions about politics

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

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

- (✓)
- Very interested
- Fairly interested
- Somewhat interested
- Not very interested
- Not at all interested
- Can't choose

(Q11 2006)

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

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. People like me don't have any say about what the government does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel that I have a pretty good understanding of the important political issues facing our country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. People we elect as MPs try to keep the promises they have made during the election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Most civil servants can be trusted to do what is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In 14b, by 'pretty good' we mean "rather good" and not the negative reading "quite good".>

<In 14c, 'MPs' (Members of Parliament) are people elected for national parliament.>

<In 14d, 'civil servants' are higher level non-political government paid officials. They are *not* elected to office – they applied for their posts and are senior public servants or government administrators.>

(Q12a-c 2006)

17a. Generally, how would you describe taxes in [Country] today?
((We mean all taxes together, including [wage deductions],
[income tax], [taxes on goods and services] and all the rest.))
First, for those with high incomes, are taxes ...

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

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

17b. Next, for those with middle incomes, are taxes ...

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

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

17c. Lastly, for those with low incomes, are taxes ...

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

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

(N) 18. In general, how often do you think that the tax authorities in [country] do the following...

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

	Almost always	Often	Sometimes	Almost never	Can't choose
a... make sure people pay their taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b... treat everyone in accordance with the law, regardless of their contacts or position in society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(N) 19. In general, how often do you think that major private companies in [country] do the following:

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

	Almost always	Often	Sometimes	Almost never	Can't choose
a.comply with laws and regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...try to avoid paying their taxes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Q17 2006)

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

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

(✓)

Almost none	<input type="checkbox"/>
A few	<input type="checkbox"/>
Some	<input type="checkbox"/>
Quite a lot	<input type="checkbox"/>
Almost all	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

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

(Q18 2006)

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

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

(✓)

Almost none

A few

Some

Quite a lot

Almost all

Can't choose

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

(Q19 2006)

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

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

(✓)

Never

Seldom

Occasionally

Quite often

Very often

Can't choose

OPTIONAL ITEMS

(Q8 a-c 2006)

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

((PLEASE TICK ONE BOX ON EACH LINE))	Very Successful	Quite successful	Neither successful nor unsuccessful	Quite un- successful	Very un- successful	Can't Choose
a. Providing health care for the sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing a decent standard of living for the old?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with threats to [Country's] security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In 23c, by 'threats to [Country's] security' we mean security threats from within or outside the country in question. These threats might be posed by terrorist organisations, or organised crime (but only where this threatens national security) or by other countries. >
