APPENDIX A6

OTHER DOCUMENTATION, ESS4-2008 ed. 4.0

Documentation of Income instrument:

ΚΑΡΤΑ 73

ΕΙΣΟΔΗΜΑ ΝΟΙΚΟΚΥΡΙΟΥ
Κατά Προσέγγιση ΜΗΝΙΑΙΩΣ

J	Λιγότερο από 650 €	**J**
R	Περισσότερο από 650 μέχρι 1310 €	**R**
C	Περισσότερο από 1310 μέχρι 1960 €	**C**
M	Περισσότερο από 1960 μέχρι 2610 €	**M**
F	Περισσότερο από 2610 μέχρι 3270 €	**F**
S	Περισσότερο από 3270 μέχρι 3920 €	**S**
K	Περισσότερο από 3920 μέχρι 4580 €	**K**
P	Περισσότερο από 4580 μέχρι 6150 €	**P**
D	Περισσότερο από 6150 €	**D**

Average monthly household income.

Euros	**Annual Household Income**	freq	cum freq	**Annual Household Income/ 13 = Monthly Household Income**	Cum freq
8500 or less	8500	5.90	6	654	6
8500 -17000	17000	19.20	25	1308	25
17000-25,500	25500	17.10	42	1962	42
25,500-34000	34000	17.10	59	2615	59
34000-42500	42500	15.70	75	3269	75
42500-51000	51000	9.80	85	3923	85
51000-59500	59500	6.00	91	4577	91
59500+	80000	9.30	100	6154	100

"Income" is the aggregate net sum from all sources, after tax deductions and other mandatory contributions.

An extra category was added to these eight to make up the nine categories of the Cypriot instrument.

Other documentation, Israel

Table, Regional levels Israel:

Code	Country	Level 1	Level 2	Level 3
IL	ISRAEL			
IL0		ISRAEL		
IL01			JERUSALEM	
IL010				JERUSALEM
IL02			NORTHERN	
IL021				GOLAN
IL022				ZEFAT
IL023				ACRE
IL024				LAKE KINNERET [TIBERIAS]
IL025				AFULA
IL03			HAIFA	
IL031				HAIFA
IL032				HADERA
IL04			CENTRAL	
IL041				RAMLA
IL042				HA'SHARON
IL043				PETAH-TIQVA
IL044				REHOVOT
IL05			TEL AVIV	
IL050				TEL AVIV
IL06			SOUTH	
IL061				ASHKELON
IL062				BE'ER SHEBA
IL07			JUDEA AND SAMARIA	
IL070				JUDEA AND SAMARIA

Other documentation, Netherlands:

Table 2: Regional variable in the Netherlands

REGIONNL = NUTS	N
111 Oost-Groningen	14
112 Delfzijl en omgeving	5
113 Overig Groningen	26
121 Noord-Friesland	39
122 Zuidwest-Friesland	8
123 Zuidoost-Friesland	30
131 Noord-Drenthe	25
132 Zuidoost-Drenthe	19
133 Zuidwest-Drenthe	12
211 Noord-Overijssel	38
212 Zuidwest-Overijssel	18
213 Twente	74
221 Veluwe	54
222 Achterhoek	48
223 Arnhem\Nijmegen	84
224 Zuidwest-Gelderland	28
230 Flevoland	39
310 Utrecht	140
321 Kop van Noord-Holland	41
322 Alkmaar en omgeving	24
323 IJmond	19
324 Agglomeratie Haarlem	15
325 Zaanstreek	19
326 Groot-Amsterdam	136
327 Het Gooi en Vechtstreek	30
331 Agglomeratie Leiden en Bollenstreek	44
332 Agglomeratie`s-Gravenhage	59
333 Delft en Westland	27
334 Oost-Zuid-Holland	45
335 Groot-Rijnmond	159
336 Zuidoost-Zuid-Holland	38
341 Zeeuwsch-Vlaanderen	13
342 Overig Zeeland	32
411 West-Noord-Brabant	55
412 Midden-Noord-Brabant	52
413 Noordoost-Noord-Brabant	68
414 Zuidoost-Noord-Brabant	65
421 Noord-Limburg	38
422 Midden-Limburg	22
423 Zuid-Limburg	76
Total	1778

Table 4: Political Parties in the Netherlands

	Frequency	Percent	Valid	Elections	Position
1 Christian Democratic Party	378	21.3	27.0	26.5%	Center Right, religious
2 Labour Party	330	18.6	23.6	21.2%	Left
3 Party for Freedom and Democracy	204	11.5	14.6	14.7%	Right
4 List Pim Fortuyn	22	1.2	1.6	0.2%	Disappeared
5 Democrats `66	52	2.9	3.7	2.0%	Center
6 Green Left	86	4.8	6.1	4.6%	Ultra left
7 Socialistic Party	176	9.9	12.6	16.6%	Ultra left
8 Christian Union	64	3.6	4.6	4.0%	Right, religious
9 Liveable Netherlands	2	0.1	0.1	-	Ultra right
10 Social Reformed Party	18	1.0	1.3	2%	Ultra right, religious
11 PVV (List Wilders)	35	2.0	2.5	5.9%	Ultra right
12 Party for the Animals	26	1.5	1.9	1.8%	Left
13 Other	2	0.1	0.1	0.2%	
14 Blanc	6	0.3	0.4	-	
66 (Not applicable)	330	18.6			-
77 (Refusal)	21	1.2			-
88 (Don`t know)	26	1.5			-
Total	1778	100			-

Table 5: Marital status in the Netherlands

	Frequency	
1 Married	840	Getrouwd
2 In a civil partnership	91	Geregistreerd partnerschap*
3 Separated (still legally married)	6	Gescheiden van tafel en bed (volgens de wet nog steeds getrouwd)
4 Separated (still in a civil partnership)	4	Gescheiden van tafel en bed (nog steeds een geregistreerd partnerschap)
5 Divorced	187	Gescheiden na huwelijk
6 Widowed	175	Weduwe of weduwnaar
7 Formerly in civil partnership, now dissolved	13	Voorheen een geregistreerd partnerschap, nu ontbonden
8 Formerly in civil partnership, partner died	3	Voorheen een geregistreerd partnerschap, partner gestorven
9 Never married and never in civil partnership	452	Nooit getrouwd EN nooit een geregistreerd partnerschap gehad
77 Refusal	4	
88 Don't know	3	
Total	1778	

* Toelichting voor de interviewer: Formele registratie van partnerschap vindt plaats bij de burgerlijke stand en is mogelijk sinds 1 januari 1998. Notariële 'samenlevingscontracten' zijn geen geregistreerde partnerschappen! Zie: http://nl.wikipedia.org/wiki/Geregistreerd_partnerschap.

Other documentation, Poland:

Fieldwork procedures, briefing of interviewers:

In Poland the training for ESS is consistently delivered in two steps. Step I: personal briefing for regional coordinators of the interviewer network (central briefing); Step II: personal briefing of interviewers by regional coordinators (in regions). Each regional briefing is supervised by a CSR inspector or recorded by the respective regional coordinator and then reviewed against the "Observation Form".

Use of advance letter:

Two advance letters were prepared for the survey. The first one was circulated from the capital city ca. 10 days prior to commencement of fieldwork and informed the respondents that they had been drawn for the survey. The letter included a distribution of answers to 2 questions from ESS 3, with results for Poland against other EU states. The second letter was mailed by the interviewer ca. one week before the scheduled call at respondent's home. In the latter, the interviewers provided their full name and an approximate date of visit.

Quality control back-checks:

Refusals and Non-contacts: Due to a considerably high number of refusals and non-contacts in some regions, ca. 20% were back-checked. Quality control was broadened also because of a high number of interviews with missing data in section N of the Contact Form (neighbourhood characteristics)

Number of units where outcome was confirmed:
Refusals: 1 refusal was successfully converted in the course of a back-check (CSR inspector conducted the interview)

Non-contacts: 3 cases where outcome was not confirmed. i.e.:
1/ according to CF: "Respondent has moved, still in country" (new address unknown) – but the back-check outcome shows that it was "Refusal of respondent" (2 cases)
2/ according to CF it was "No contact at all" – but B-C shows that it was "Refusal of respondent" (1 case)
In total, the back-checks produced the following outcome: 'Refusal of respondent' (3 cases**).**

Regional correspondence with NUTS:

NUTS classification: Polska			Dataset: var. REGIONPL	
code	Level 1	Level 2	code	Label
PL1	Centralny			
PL11		Lodzkie	10	Lodzkie
PL12		Mazowieckie	14	Mazowieckie
PL2	Poludniowy			
PL21		Malopolskie	12	Malopolskie
PL22		Slaskie	24	Slaskie
PL3	Wschodni			
PL31		Lubelskie	06	Lubelskie
PL32		Podkarpackie	18	Podkarpackie
PL33		Swietokrzyskie	26	Swietokrzyskie
PL34		Podlaskie	20	Podlaskie
PL4	Polnocno-Zachodni			
PL41		Wielkopolskie	30	Wielkopolskie
PL42		Zachodniopomorskie	32	Zachodniopomorskie
PL43		Lubuskie	08	Lubuskie
PL5	Poludniowo-Zachodni			
PL51		Dolnoslaskie	02	Dolnoslaskie
PL52		Opolskie	16	Opolskie
PL6	Polnocny			
PL61		Kujawsko-pomorskie	04	Kujawsko-pomorskie
PL62		Warminsko-mazurskie	28	Warminsko-mazurskie
PL63		Pomorskie	22	Pomorskie

Statistical inference at regional level:

NUTS code	NUTS: Level 1	Number of respondents	Statistical inference possible	NUTS: Level 2	Variable REGION PL code	Number of respondents	Statistical inference possible
PL1	Centralny	346	Yes				
PL11				Lodzkie	10	113	Yes
PL12				Mazowieckie	14	233	Yes
PL2	Poludniowy	332	Yes				
PL21				Malopolskie	12	111	Yes
PL22				Slaskie	24	221	Yes
PL3	Wschodni	310	Yes				
PL31				Lubelskie	06	99	No
PL32				Podkarpackie	18	104	No
PL33				Swietokrzyskie	26	62	No
PL34				Podlaskie	20	45	No
PL4	Polnocno-Zachodni	238	Yes				
PL41				Wielkopolskie	30	133	Yes
PL42				Zachodniopomorskie	32	68	No
PL43				Lubuskie	08	37	No
PL5	Poludniowo-Zachodni	152	Yes				
PL51				Dolnoslaskie	02	110	Yes
PL52				Opolskie	16	42	No
PL6	Polnocny	241	Yes				
PL61				Kujawsko-pomorskie	04	95	No
PL62				Warminsko-mazurskie	28	56	No
PL63				Pomorskie	22	90	No

EDUCATIONAL SYSTEM TILL 1999 (National description)

Pre-primary Education (ISCED Level 0).
Nursery schools for children aged 4–6 or primary introductory classes at '0' level for 6-year-old children offered by some primary schools

Primary Education (compulsory) (ISCED Level 1+2)
Primary school. Programme orientation: general education. Children go to school and start their education when they are 7 years old; education lasts 8 years.

Post-primary non (upper) secondary education (ISCED Level 3C – Vocational/technical education)
Basic vocational. Entry requirement: completion of primary school. Education lasts 3 years and includes mainly technical or vocational education. It prepares and trains students mostly for taking up blue-collar or similar jobs (e.g. shop assistants). However, continuation of schooling at the secondary level (upper secondary vocational or technical – ISCED Level 3A) is also possible.

(Upper) secondary education
- Secondary general (ISCED Level 3A – General education). Entry requirement: completion of primary school. Education lasts 4 years and includes general education exclusively. It prepares students mainly for further education at the level of higher education (ISCED Level 5). However, work at lower clerical posts not requiring special qualifications is possible after completing this level of education.
- Secondary vocational or technical (ISCED Level 3A – Vocational/technical education). Entry requirement: completion of primary school. Education lasts either 5 years and includes both general and technical or vocational education, or 3 years when basic vocational schooling (ISCED 3C) is completed. It prepares students mainly for taking posts at a lower managerial level, though further education at a higher level is also possible (ISCED Level 5).

Post-secondary non-tertiary education
Post-secondary school (ISCED Level 4 – Vocational/technical education). Entry requirement: completion of secondary education (ISCED 3A). Education lasts 2 years and includes technical or vocational education. In fact, it is intended for graduates of secondary general schools (ISCED 3A – General education) and enables students to gain professional qualifications similar to the skills possessed by graduates of secondary vocational or technical schools (ISCED 3A – Vocational/technical education). Hence, it mainly prepares students for taking posts at a lower managerial level. As completion of secondary education is the entry requirement, completion of such school has no significance for entry into the level of higher education (ISCED Level 5).

Higher Education (first stage of tertiary education)

- Higher professional education (ISCED Level 5B – Second qualification). Entry requirement: completion of secondary education (ISCED 3A level). Education lasts 3 years and programmes are more practical/technical/occupation-specific but cover some theoretical foundation as well. After completing this level of education, students receive their first degree (bachelor's or engineer's degree.). Degree holders may either continue their education for a Master's degree (ISCED 5A) or enter the labour market.
- University education (ISCED Level 5A – Second degree). Entry requirement: completion of secondary education (ISCED 3A level). Education lasts 5 or 6 years and is largely theoretically based. It provides access to high-skill professions in law, medicine, engineering etc. After completing this level of education students receive a Master's degree or equivalent.

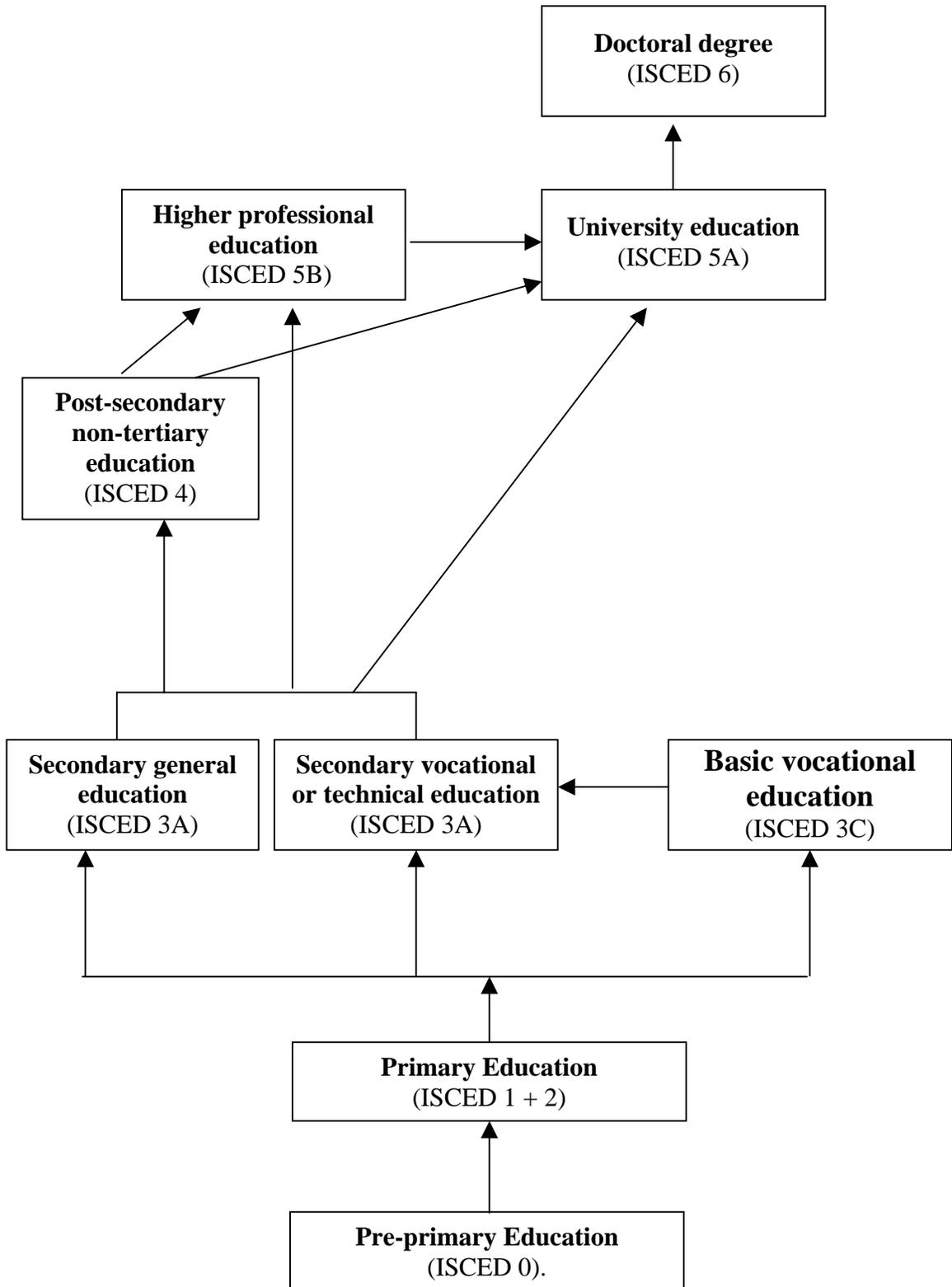**Doctoral Degree (second stage of tertiary education)**

Doctoral Degree (ISCED Level 6). Entry requirement: completion of University education (ISCED Level 5A – Second degree). Doctoral education lasts 3 years and is largely theoretically

based. To complete the cycle, students are required to submit a dissertation of publishable quality based on original research, representing a significant contribution to academic knowledge. A doctoral degree is granted once the dissertation has been positively reviewed by two experts. This level prepares graduates for research work in the academic system, industry and other institutions.

A doctoral degree may also be earned outside doctoral studies, usually by working for academic institutions (universities).

This category includes also post-doctoral (second level) and professorial degree (third level).

EDUCATIONAL SYSTEM TILL 1999. TRANSITION PATTERN

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                                              ┌─────────────────────┐
                                              │  Doctoral degree    │
                                              │    (ISCED 6)        │
                                              └─────────────────────┘
                                                        ↑
        ┌─────────────────────┐           ┌─────────────────────┐
        │ Higher professional │           │ University education│
        │     education       │─────────→ │     (ISCED 5A)      │
        │    (ISCED 5B)       │           └─────────────────────┘
        └─────────────────────┘
              ↑          ↑
        ┌─────────────────────┐
        │   Post-secondary    │
        │    non-tertiary     │
        │     education       │
        │    (ISCED 4)        │
        └─────────────────────┘
              ↑

   ┌───────────────────┐  ┌───────────────────┐   ┌───────────────────┐
   │ Secondary general │  │ Secondary vocational│  │ Basic vocational  │
   │    education      │  │ or technical educat.│←─│    education      │
   │   (ISCED 3A)      │  │    (ISCED 3A)       │  │   (ISCED 3C)      │
   └───────────────────┘  └───────────────────┘   └───────────────────┘
           ↑                     ↑                        ↑

                    ┌─────────────────────┐
                    │ Primary Education   │
                    │   (ISCED 1 + 2)     │
                    └─────────────────────┘
                               ↑
                    ┌─────────────────────┐
                    │ Pre-primary Education│
                    │    (ISCED 0).       │
                    └─────────────────────┘
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EDUCATIONAL SYSTEM SINCE 1999 (National description)

Pre-primary Education (ISCED Level 0).
Nursery schools for children aged 4–6 or primary introductory classes at '0' level for 6-year-old children offered by some primary schools

Primary Education (compulsory) (ISCED Level 1)
Primary school. Programme orientation: general education. Children go to school and start their education when they are 7 years old; education lasts 6 years.

Lower secondary education (compulsory) (ISCED Level 2A – General education).
Entry requirement: completion of primary school. Education lasts 3 years and covers only general education. It prepares students for further education at all higher levels (ISCED 3A and 3C).

Post-lower secondary non-upper secondary education (ISCED Level 3C – Vocational/technical education)
Basic vocational. Entry requirement: completion of lower secondary school (ISCED Level 2A). Education lasts 2–3 years and includes mainly technical or vocational education. It prepares and trains students mostly for taking up blue-collar or similar jobs (e.g. shop assistants). However, continuation of schooling at the secondary level (especially upper secondary vocational or technical – ISCED Level 3A) is also possible.

Upper secondary education
- Upper secondary general (ISCED Level 3A – General education). Entry requirement: completion of lower secondary school (ISCED Level 2A). Education lasts 3 years and includes exclusively general education; or 3 years after completion of basic vocational schooling (ISCED 3C). It prepares students mainly for further education at the level of higher education (ISCED Level 5), though also work at lower clerical posts not requiring special qualifications is possible after completing this level of education
- Upper secondary vocational or technical (ISCED Level 3A – Vocational/technical education). Entry requirement: completion of lower secondary school (ISCED Level 2A). Education lasts 4 years and includes both general and technical or vocational education; or 3 years after completion of basic vocational schooling (ISCED 3C). It prepares students mainly for taking posts at lower managerial levels, though further education at higher levels is also possible (ISCED Level 5).

Post-upper secondary non-tertiary education
Post-secondary school (ISCED Level 4 – Vocational/technical education). Entry requirement: completion of upper secondary education (ISCED 3A). Education lasts 2–3 years and includes technical or vocational education. In fact, it is intended for graduates of upper secondary general schools (ISCED 3A – General education) and enables students to gain professional qualifications similar to the skills possessed by graduates of upper secondary vocational or technical school (ISCED 3A – Vocational/technical education). Hence, it mainly prepares students to take posts at a lower managerial level. As completion of upper secondary education is the entry requirement, completion of such school has no significance for entry into the level of higher education (ISCED Level 5).

Higher Education

- Higher professional education (ISCED Level 5A – First degree). Entry requirement: completion of upper secondary education (ISCED Level 3A). Education lasts 3–4 years and programmes cover theoretical foundations but are more practical/technical/occupation-specific compared to university education (ISCED Level 5A – Second degree). Completing this level of education entitles graduates to receive the first degree (bachelor's or engineer's

degree). Degree holders may either continue their education for a Master's degree (ISCED 5A – Second Degree) or enter the labour market.

- University education (ISCED Level 5A – Second degree). Entry requirement: completion of upper secondary education (ISCED 3A level). Education lasts 5 or 6 years and is largely theoretically based. For individuals with higher professional education (ISCED Level 5A – First degree) education lasts 2 years, although is conducted only for selected fields of study, and provides access to high-skill professions in law, medicine, engineering etc. After completing this level of education students are entitled to receive a Master's degree or equivalent.
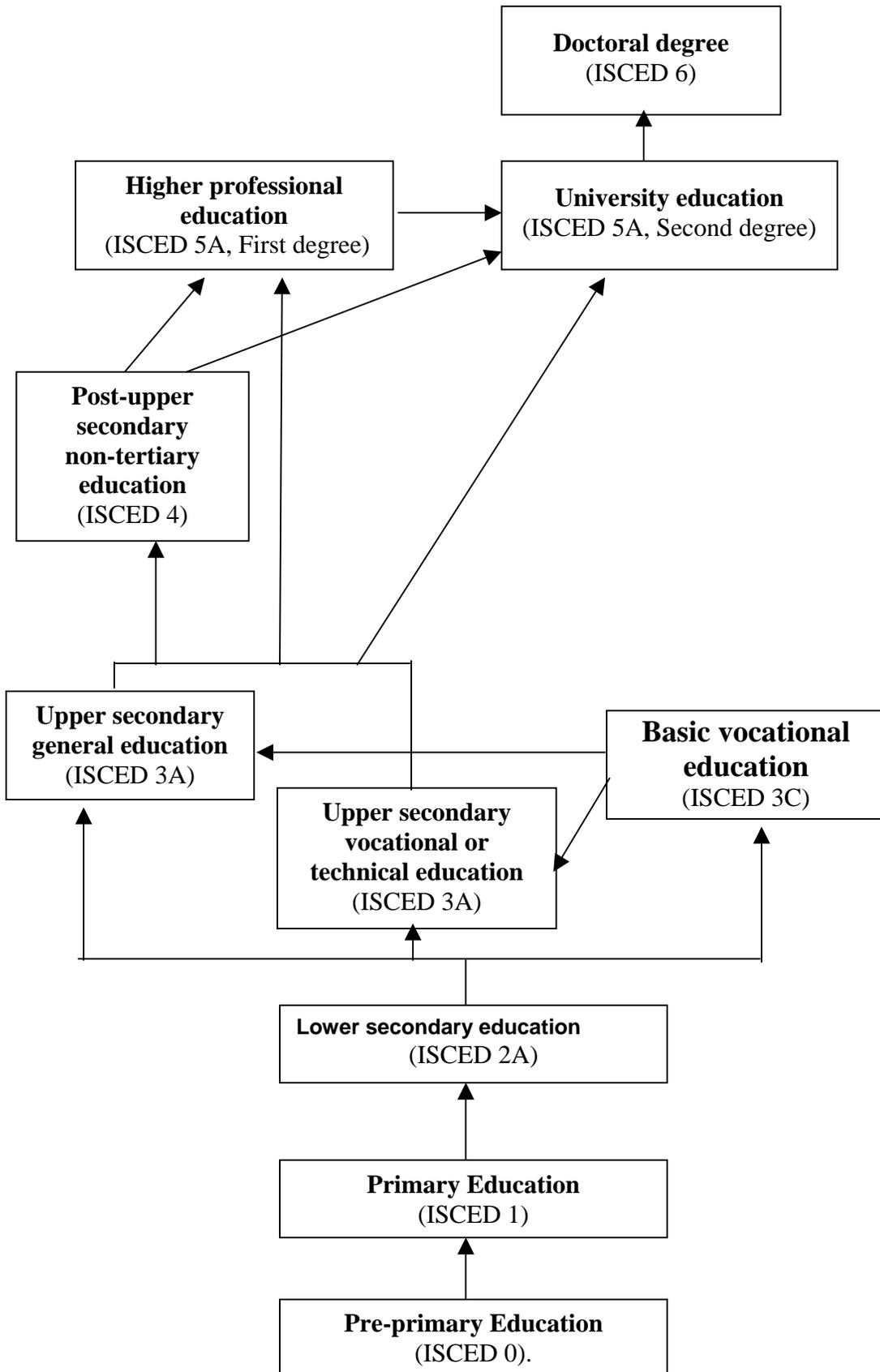
Doctoral Degree (second stage of tertiary education)

Doctoral Degree (ISCED Level 6). Entry requirement: completion of University education (ISCED Level 5A – Second degree). Doctoral education lasts 4 years and is largely theoretically based. To complete the cycle, students are required to submit a dissertation of publishable quality based on original research, representing a significant contribution to academic knowledge. A doctoral degree is granted once the dissertation has been positively reviewed by three experts. This level prepares graduates for research work in academic system, industry and other institutions.
A doctoral degree may also be earned outside doctoral studies, usually by working for academic institutions (universities).
This category includes also post-doctoral (second level) and professorial degree (third level).

EDUCATIONAL SYSTEM (PRESENT). TRANSITION PATTERN

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                                    ┌─────────────────────┐
                                    │  Doctoral degree     │
                                    │   (ISCED 6)          │
                                    └─────────────────────┘
                                             ▲
   ┌─────────────────────┐         ┌─────────────────────┐
   │ Higher professional  │         │ University education │
   │    education         │────────▶│ (ISCED 5A, Second    │
   │ (ISCED 5A, First     │         │    degree)           │
   │    degree)           │         └─────────────────────┘
   └─────────────────────┘
        ▲        ▲
   ┌─────────────────────┐
   │   Post-upper         │
   │   secondary          │
   │   non-tertiary       │
   │   education          │
   │   (ISCED 4)          │
   └─────────────────────┘

   ┌─────────────────────┐         ┌─────────────────────┐
   │ Upper secondary      │◀────────│ Basic vocational     │
   │ general education    │         │    education         │
   │   (ISCED 3A)         │         │   (ISCED 3C)         │
   └─────────────────────┘         └─────────────────────┘
            ┌─────────────────────┐
            │ Upper secondary      │
            │ vocational or        │
            │ technical education  │
            │   (ISCED 3A)         │
            └─────────────────────┘

            ┌─────────────────────────────┐
            │ Lower secondary education    │
            │      (ISCED 2A)              │
            └─────────────────────────────┘
                         ▲
            ┌─────────────────────┐
            │  Primary Education   │
            │    (ISCED 1)         │
            └─────────────────────┘
                         ▲
            ┌─────────────────────┐
            │ Pre-primary Education │
            │    (ISCED 0).        │
            └─────────────────────┘
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Politicl parties: Left Right system:

The notions of left and right in the context of political scene are very blurred in Poland's political life. In order to minimise our subjectivity in this area we will try to map the Polish political scene basing on the data acquired in the survey 'Good prospects for right wing – changes in declared political affinities of over the past four years' [*Pogoda dla prawicy - zmiany w deklaracjach politycznych Polaków w ciągu ostatnich czterech lat*], source: *KOMUNIKAT Z BADAN, nr 11/2006* *http://www.cbos.pl/SPISKOM.POL/2006/K_011_06.PDF*
The survey was conducted on 2-5 December 2005 by CBOS (*Public Opinion Research Center)* on a representative sample of adult Poles. Respondents were asked about their perception of the left-right position of particular parties with respect to economic programme, world outlook and ideology. Their task was to locate each party on a 5-point scale composed of the following: 1 – strongly leftist, 2 – somewhat leftist, 3 – centrist, 4 – somewhat rightist, 5 – strongly rightist. The study covered the main political groupings/parties on Poland's political scene in 2005.
The 2005 survey results were compared against 2003 (the 2003 survey results were used as an illustration of Poland's political scene in ESS Round 2; the report was entitled 'The left, the right and populism' [*Lewica - Prawica i Populizm*], *KOMUNIKAT Z BADAN, nr 174/2003 http://www.cbos.pl/SPISKOM.POL/2003/K_174_03.PDF).*

Table: Respondents' average assessments of key political groupings on the left-wing/right-wing scale in 2003 and 2005. Data concerning overall assessment of political parties on the left-right scale were presented only for 2003 (the question was not asked in 2005).

| Party (Polish abbreviated name) | left-wing / right-wing: overall rating | left-wing / right-wing | | | |
| | | economic programme | | world outlook and ideology | |
	2003	2003	2005	2003	2005
SLD	1.44	1.63	1.60	1.56	1.45
PSL	2.75	2.79	2.91	2.87	2.95
SAMOOBRONA	3.13	3.04	2.99	3.15	3.07
PO	3.62	3.70	3.68	3.67	3.66
PiS	3.91	3.83	3.94	3.86	4.12
LPR	4.18	4.00	3.55	4.29	3.80

The chart presents positions of main political parties (present in both houses of the parliament) on the left-right scale for economic programme and ideology.
■ *- 2003* ■ *- 2005*
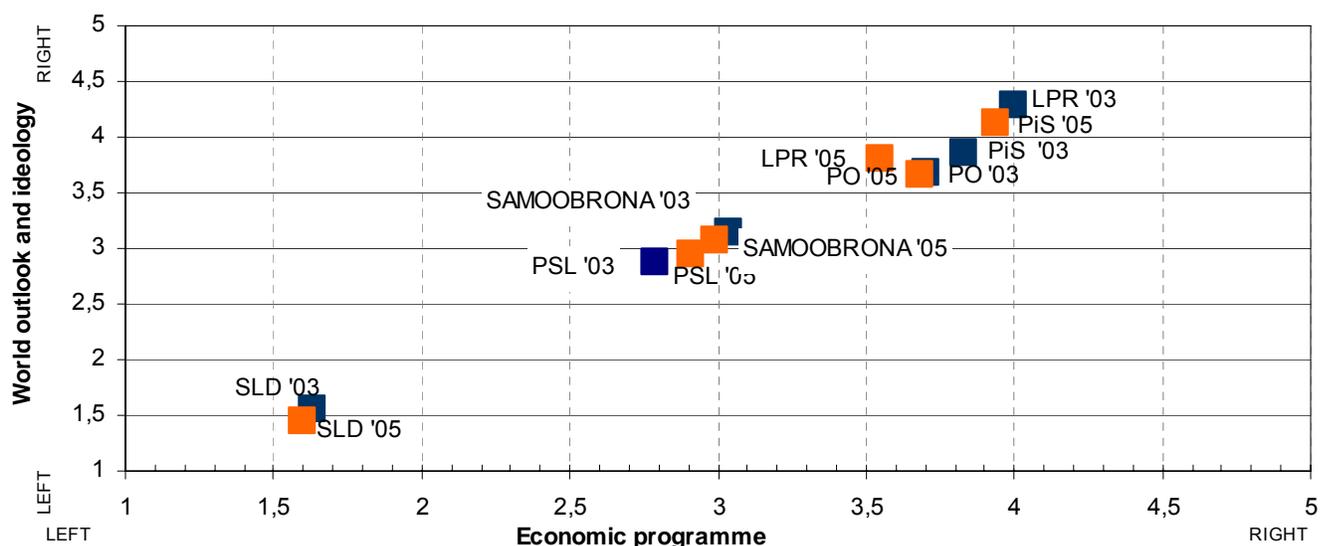
The chart presents positions of main political parties (present in both houses of the parliament) on the left-right scale for economic programme and ideology.

Relatively most recent findings can be found in the CBOS survey entitled 'Social Perception of Conservatism and Liberalism' (Społeczna Percepcja Konserwatyzmu i Liberalizmu Komunikat Z Badań, CBOS, 2007). They map the Polish political scene with respect to two other dimensions, conservatism and liberalism, and are also based on respondents' opinions. The survey respondents were asked to rate each party on a 1-7 scale, where 1 means ultimately anti-conservative, and 7 – ultimately conservative. The same scale was applied for liberalism. The diagram below presents the distribution of Polish parties on both dimensions. Their locations were determined as a mean on a simplified scale: 2 – anti-conservative (1-3 on the original scale), 4 - neutral, 6 - conservative (5-7 on the original scale). 'Don't know' responses were disregarded.

The diagram illustrates the positions of political parties on the conservative-liberal matrix.
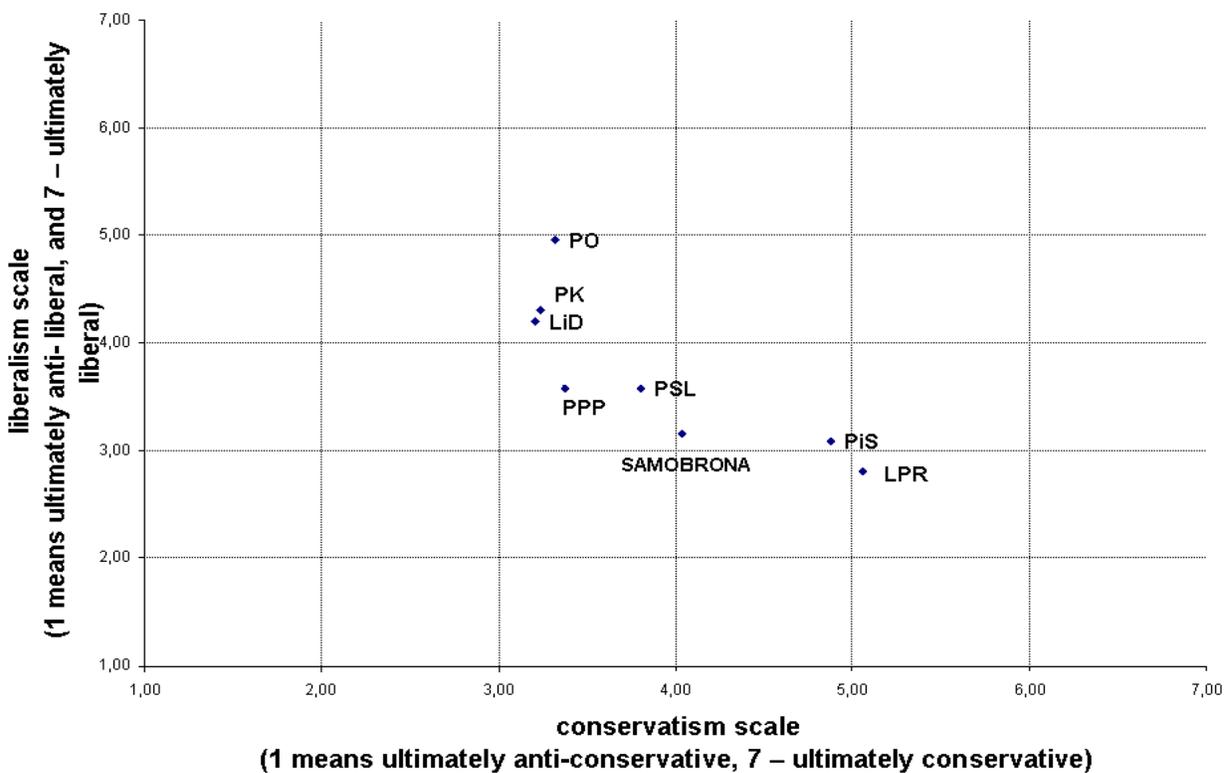
Abbreviated names: PO - Civic Platform (Platforma Obywatelska); PiS - Law and Justice (Prawo i Sprawiedliwość); LiD - Left and Democrats (Lewica i Demokraci); PSL - Polish Peasants' Party (Polskie Stronnictwo Ludowe), Samobrona - Self-Defence of the Republic of Poland (Samoobrona RP), LPR - League of Polish Families (Liga Polskich Rodzin), PPP - Polish Labour Party (Polska Partia Pracy), Women's Party (Partia Kobiet)

Party name (plus Polish abbreviation)	Taking into account their ideology, where would you place each of the following parties on the conservatism scale? When answering, please use a 1-7 scale, where 1 stands for *ultimate anti-conservatism* and 7 for *ultimate conservatism*.			
	1-3 (anti-conservative) %	4 (neutral) %	5-7 (conservative) %	D/K %
Left and Democrats (LiD) – coalition of: Democratic Left Alliance (SLD), Social Democratic Party of Poland (SDPL) Democratic Party demokraci pl (PD) and Labour Union (UP)	31	12	10	47
League of Polish Families (LPR)	9	8	38	45
Women's Party (Partia Kobiet)	19	9	6	66
Civic Platform (PO)	30	15	11	44
Polish Labour Party (PPP)	17	12	6	65
Polish Peasants' Party (PSL)	18	20	13	49
Right of the Polish Republic (Prawica Rzeczypospolitej)	10	9	23	58
Law and Justice (PiS)	11	10	36	43
Self-Defence (Samoobrona)	19	15	20	46

	Taking into account their ideology, where would you place each of the following parties on the liberalism scale. When answering, please use a 1-7 scale, where 1 stands for ultimate anti-liberalism and 7 for ultimate liberalism.			
	1-3 (anti-liberal) %	4 (neutral) %	5-7 (liberal) %	D/K%
Left and Democrats (LiD) – coalition of: Democratic Left Alliance (SLD), Social Democratic Party of Poland (SDPL) Democratic Party demokraci.pl (PD) and Labour Union (UP)	15	16	20	50
League of Polish Families (LPR)	38	7	7	48
Women's Party (Partia Kobiet)	9	10	14	67
Civic Platform (PO)	8	12	34	46
Polish Labour Party (PPP)	14	12	7	67
Polish Peasants' Party (PSL)	19	20	9	52
Right of the Polish Republic (Prawica Rzeczypospolitej)	23	10	7	60
Law and Justice (PiS)	33	11	9	47
Self-Defence (Samoobrona)	28	15	7	50

Political system: Party size:

The turnout in the 2007 elections reached 53.88%, the highest figure in Polish parliamentary elections after 1989. The shares of voters in cities and countryside were 58.8% and 45.3% respectively. In all cities over 250,000 inhabitants, the figure surpassed 60%, reaching 73.44% in Warsaw.

Below are comparative results of parliamentary elections in September 2001, September 2005 and October 2007.

The table presents percentages of votes won by each party in the 2001 and 2005 elections.
The table shows percentages of votes won by parties (and coalitions) which entered the parliament with their respective percentages of seats. The entry threshold for political parties was 5% whereas the one for coalitions was set at 8%.

Party (Polish name)	2001		2005		2007	
	turnout = 46.29%.		turnout = 40.57%		turnout = 53,88%	
	% VOTES	% OF SEATS	% VOTES	% OF SEATS	% VOTES	% OF SEATS
Democratic Left Alliance (Sojusz Lewicy Demokratycznej)	41,04%*	47,0%*	11,31%	12,0%	13,0%**	11,5%**
Civic Platform (Platforma Obywatelska RP)	12,68%	14,1%	24,14%	28,9%	41,0%	45,4%
Self-Defence (Samoobrona Rzeczpospolitej Polskiej)	10,20%	11,5%	11,41%	12,2%	-	-
Law and Justice (Prawo i Sprawiedliwość)	9,50%	9,6%	26,99%	33,7%	31,7%	36,1%
Polish Peasants' Party (Polskie Stronnictwo Ludowe)	8,98%	9,1%	6,96%	5,4%	8,8%	6,7%
League of Polish Families (Liga Polskich Rodzin)	7,87%	8,3%	7,97%	7,4%	-	-

* In 2001 SLD was running in the elections together with Labour Union (UP).
** In 2007 SLD entered the elections in Left and Democrats (LiD) coalition
Source: Official Electoral Commission of Poland (PKW)

The German minority had 2 seats in the lower chamber of the parliament (Sejm) in 2001 and 2005. Now it holds 1 seat.

A3.4.6 Use of advance letter

The advance letter was only sent to a sub-set of the sample. The advance letter was sent to all large cities of Russia with relative low response rate (1300 letters out of 3780 sample).

A3.5 Quality control back-checks

Note: during the quality control we found some cases where interview was no done correctly (violation of the procedure of selecting respondents, very many questions were missed during interview, etc. and few interviews were not conducted at all). These interviews were excluded from the data file and the contacts sheets as entered into the data file with result "other".

The Educational System of Switzerland

Switzerland provides various schools at different levels. Because the cantons are responsible for the educational service, the names, the programs, the subjects, the duration, the starting age and the number of the students vary significantly between the cantons. Therefore a classification of the education isn't easy for this country.

The general features of the Educational System are the following:

Kindergarten is voluntary and free. Compulsory schooling, which lasts for 9 years begins with primary school (between the ages of 6 and 7) and ends with secondary level I. Again, since there are, in fact, 26 slightly different educational systems, the length of study at each level may vary slightly.

In spite of the growing interchangeability of the elements of the educational program the secondary level I of compulsory school is organized by separate schools or sections according to the division of education and professions at the further levels of education or at the world of work. Depending on their section during the last years at the secondary I level, students either choose to go on to a vocational training, to a vocational school, to diploma schools or secondary schools („*Maturitätsschulen*"). The latter allows entrance into the public university system. Besides attending university, other paths in higher education include attending an advanced vocational training („*Fachhochschule/école technique supérieure")* or a Teachers' Training College. In the last decade, the status of many of the certificates of the vocational training education has been changed to the tertiary level and the admittance and the program of these departments are still in a changing process. This is also true for the curricula and the programs of the secondary education level schools.

An important part of the students chooses to start the career with an apprenticeship. The vocational training is completed by different types of schooling. The possibilities range from one day per week to full time vocational school. In case of emphasizing the study part of this training, it is possible to start an academic career at either a secondary school or a technical or vocational school leading to a higher technical or vocational degree.

Education curriculum:

Pre-primary education	Kindergarten (1-2 years)		
Compulsory School	Primary school (6 years)		
	Secondary level I (three different levels) (3 years)		
Secondary level II	Secondary school or graduation diploma schools (3-4 years)	General training schools (2-3 years)	Vocational schools (-training) (2-4 years)
Tertiary level	Universities (3-6 years)		Advanced vocational training (3-4 years)

Pre-primary Education: (1 to 2 years)

Kindergarten: *ISCED-97: level 0*
Swiss children aged 5 and 6 may attend *Kindergarten* (German-speaking cantons), *école enfantine* (French-speaking cantons), or *scuola dell'infanzia* (Italian-speaking cantons) for at least one year before entering primary school.
Kindergarten is not compulsory. Nevertheless, today an average of around 99% of all children throughout Switzerland receives preschool education. 63% attend for two years. In the past, the differences between German, French, and Italian pre-schools were more pronounced, with the German-speaking schools emphasizing play and the French and Italian pre-schools emphasizing learning. Currently, the differences are less marked, with all schools striving for a fine balance between play and education. *Kindergarten* is regulated by the communes and cantons. In all cantons, children have the right to receive pre-school education and to receive it at no cost.
In a country where roughly one fifth of the population (over 1.3 million people) is non-Swiss, *Kindergarten* also plays an important role in integrating foreigners into Swiss society. The children can attend extra classes to study the regional language and, while maintaining their own identity, begin to learn about their new country and acquaint themselves better with the local dialect.

Compulsory Schooling (9 years)

Primary School: *ISCED-97: level 1*
Primary school is the first level of the Swiss nine-year compulsory schooling. Children start at age 6 or 7 and finish at 12 or 13. Since primary schools, like *Kindergarten*, are governed by the cantons, there are numerous differences in the curricula, the length of the school year, the age at which students pass on to the secondary level, and teacher-training.

Secondary Level I: *ISCED-97: level 2*
Secondary Level I comprises the final years of required schooling. Here the children are divided into sections. The sections with standard requirements prepare children for vocational training or higher secondary education. The sections with advanced requirements prepare the children for the pre-university track. Again, depending on when they started primary school, Swiss children finish their compulsory schooling at age 15 or 16.

Secondary Level II (2 to 4 years)

Secondary school (Gymnasium) + Graduation Diploma (Berufsmatur) Schools (3-4 years): *ISCED-97: level 3A+3B*
Secondary schools or academic high-schools last 3-4 years and prepare students for entrance into any of the nine Swiss universities or the two federal institutes of technology. The curriculum includes 3 basic subjects (language, second national language, and mathematics) and compulsory subjects (history, geography, physics, chemistry, biology, music/arts, sports). Students also choose a major ("Schwerpunktfach" or "option spécifique") and, the following year, a minor ("Ergänzungsfach" or "option complémentaire") subject. At the end of their studies, students take a cantonal matriculation examination ("Matura" or "baccalauréat"). All cantons as well as the federal authorities recognize the "Matura" certificate. This is important, since only 10 cantons out of 26 have universities. The number of young people with this university entrance certificate has more than doubled since 1970, and the number of women in this group has risen over 50% within 30 years.
Nowadays, there exists also an opportunity to get a university entrance certificate through an advanced program offered by the vocational schools.

General Training Schools (Diploma Schools) (2-3 years): ISCED-97: level 3B+3C
General training schools or diploma schools offer students 2-3 years of general education at a higher level and an opportunity to learn about professions. The curriculum includes the mother-tongue language, other languages including at least one other national language, mathematics, the humanities, and studies in a field the student wishes to explore: administration, tourism, health care, pre-school teaching, etc. Students take an examination at the end of their studies to obtain a diploma. This diploma is recognized throughout Switzerland and enables students to continue with a higher level vocational training or to enter the work place.

Vocational Schools (2-4 years): *ISCED-97: level 3C+3B*
Over one half of the Swiss students who finish their compulsory schooling choose to continue their education with vocational training. The training lasts from 2 to 4 years depending on the trade or profession selected, and there are currently about 260 federally registered vocations under federal governance. Examples are: industry, commerce, banking, insurance, hotel trade, other sectors of the service industries, and domestic sciences. Health care training is organized separately by the Swiss Red Cross. Training in agriculture and forestry are covered under separate federal legislation. The Swiss system of vocational training is a dual system, which enables the student to gain both practical and theoretical knowledge in the chosen field. The student signs an apprenticeship contract which is approved by cantonal authorities. After this, the apprentice attends a cantonal or regional training school one or more days a week and spends the rest of the week on the job, paid on the basis of an official rate system, under the guidance of a master, who has had several years of experience and study in his or her trade and has acquired a master certificate. At the end of the training, the apprentice takes a final examination and, upon passing, receives a federal diploma, which, in accordance to the fulfilled program, may lead to advanced vocational training.

Tertiary level (3-6 years)

Universities (3-6 years): *ISCED-97: level 5a+6a*
Switzerland has one university for every 650,000 inhabitants. Five are located in the German-speaking part (Basel, Zürich, Berne, St. Gallen and Lucerne) in addition to one Federal Institute of Technology *(ETH Zürich).* Three (Lausanne, Geneva, Neuchâtel) are in the French-speaking part including one *Federal Institute of Technology (EPUL Lausanne).* One university is bilingual, the University of Fribourg, offering classes in both French and German. The last, and most recently founded university, is the *Università della Svizzera italiana* in the canton of Ticino. Although the universities are similar in structure, they each have their own particular strength. For example, St. Gallen specializes in economics, business administration and law, Lucerne specializes in Catholic theology and philosophy, the *Università della Svizzera italiana* emphasizes architecture and communication. The two Federal Institutes of Technology focus on engineering, architecture, and natural sciences. All Swiss universities stress teaching as well as research. The total length of university studies varies, depending on the subject and the degree desired, usually between 4 to 6 years. Degrees conferred are the *Lizentiat* or *licence*, the *Diploma* or *diplôme*, and the *Doktorat*, the first two are the equivalent of a master's degree, the last of a PhD. Actually, and the universities are changing to the bachelor/master system of the Bologna declaration.

Advanced Vocational Training
Non-university higher education which includes advanced vocational training and teacher-training on most levels is very important in the Swiss educational system and has undergone many changes in the last decade.

- **Vocational higher education + technical or vocational school:** *ISCED-97: level 5b+4a*
  We count these programs to the tertiary level although there are options of education that lead to a specification in the chosen profession which has to be interpreted as level 4a of ISCED-97 classification.

- **Technical or vocational high school (3-4 years):** *ISCED-97: level 5b*
  The first technical or vocational high school or colleges of higher education (*Fachhochschule* or *école technique supérieure*) were adopted by the Federal government in 1995, and all 36 current colleges were formally recognized by the state. These schools offer university-level courses, but with a more practical and technical emphasis, for example: engineering, agriculture, commerce, business management, teaching, social sciences, and health care. The training lasts between 3 and 4 years, and students with a diploma from a *Fachhochschule* may continue their studies at the *Federal Institute of Technology* or another university.

At the start of the new school year, the specialized high school will offer master courses, in the continuation of the Bachelor courses. 74 Master courses have been actually accepted. The offer is limited because of two reasons: the bachelor diploma must stay the usual diploma in high schools and the Confederation and the Cantons must plan the financing before accepting new other Master subjects.
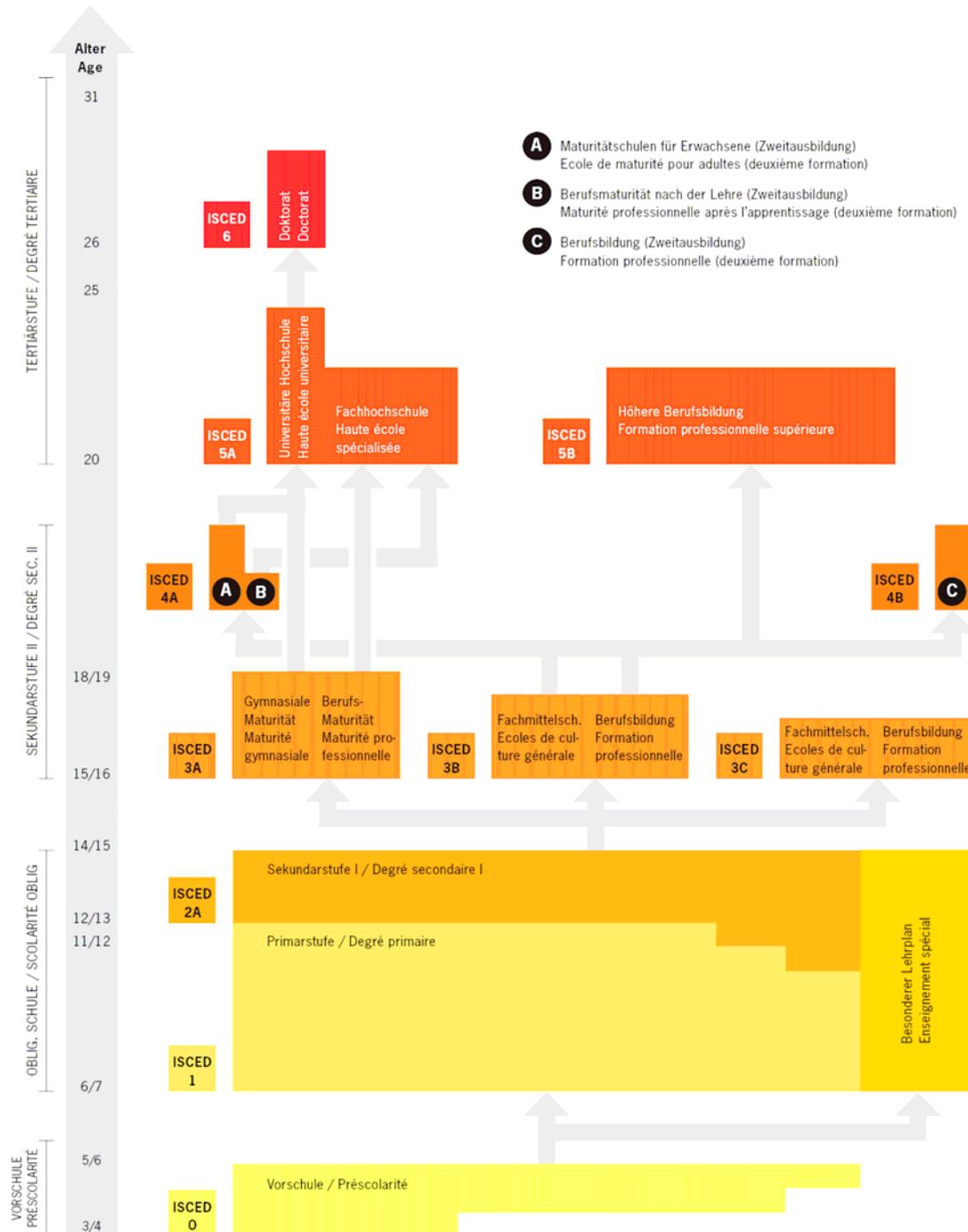
Important historical changes

The vocational training is the most frequent post-compulsory education in Switzerland. More than two thirds of young people choose to begin a vocational training after their compulsory schooling. During the first half of the years 1990, apprenticeships declined for general training schools, however this trend was related to economical recession. In the second half of the 1990s, enrolment in general training school decreased, while apprenticeships met a new development. Since 2002, admissions in vocational training have been on the decrease, while those in school preparing for university or vocational baccalaureate have increased.

More recently, the Bologna declaration has put in motion a series of reforms needed to make the Swiss educational system more compatible to European higher Education. The implementation of the new system has been launched in middle 2005, in parallel to the revision of the High educational training's law. Since 1990, the number of students beginning a tertiary education has increased of 19% and, according to the predictions, this trend will continue until 2015.

The Swiss educational system (streamlined)

Das Bildungswesen in der Schweiz (vereinfacht)

Le système d'enseignement en Suisse (simplifié)

Alter
Age

A Maturitätschulen für Erwachsene (Zweitausbildung)
Ecole de maturité pour adultes (deuxième formation)

B Berufsmaturität nach der Lehre (Zweitausbildung)
Maturité professionnelle après l'apprentissage (deuxième formation)

C Berufsbildung (Zweitausbildung)
Formation professionnelle (deuxième formation)

TERTIÄRSTUFE / DEGRÉ TERTIAIRE

ISCED 6 — Doktorat / Doctorat

ISCED 5A — Universitäre Hochschule / Haute école universitaire — Fachhochschule / Haute école spécialisée

ISCED 5B — Höhere Berufsbildung / Formation professionnelle supérieure

SEKUNDARSTUFE II / DEGRÉ SEC. II

ISCED 4A — A B

ISCED 4B — C

Gymnasiale Maturität / Maturité gymnasiale — Berufs-Maturität / Maturité professionnelle

ISCED 3A

ISCED 3B — Fachmittelsch. Ecoles de culture générale — Berufsbildung Formation professionnelle

ISCED 3C — Fachmittelsch. Ecoles de culture générale — Berufsbildung Formation professionnelle

OBLIG. SCHULE / SCOLARITÉ OBLIG

Sekundarstufe I / Degré secondaire I

ISCED 2A

Primarstufe / Degré primaire

ISCED 1

Besonderer Lehrplan / Enseignement spécial

VORSCHULE / PRÉSCOLARITÉ

Vorschule / Préscolarité

ISCED 0

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MODIFICATIONS

Since ESS3_2006, the national instrument for measuring respondent's highest level of education achieved has been modified. There are two minor changes:

A. The categories 7 and 9 have been split in two categories (a and b) in order to distinguish "vocational baccalaureate" and "more usual" high school preparing for University. However both categories open the door of University (thus the ISCED-category stays 4A, for both). These modifications have no consequences on the ISCED-scale and had been done for two main reasons, after a team discussion:
1) the improvement of the coherence between national and international surveys;
2) the need to better consider the academic and vocational courses as stand up by ISCED-97; The cross-national evaluation of Schneider (2007) points out that at certain levels of education, the coding schemes chosen by ESS coordinators was not detailed enough.

B. The categories 11 and 12 have been split also in two categories (considering a) Bachelor and b) Master degrees in order to take into account of the new trend introduced by the current reforms of the Bologna Declaration.

The return to the instrument of ESS3_2006 is possible even recommended according to the small number of cases in certain news categories. Neverthless, at a national level, the bridge with other instrument is facilitated.