



## **Special Eurobarometer 401**

# **Responsible Research and Innovation (RRI), Science and Technology**

## **REPORT**

Fieldwork: April - May 2013

Publication: November 2013

This survey has been requested by the European Commission, Directorate-General for Research & Innovation and co-ordinated by Directorate-General for Communication (DG COMM "Research and Speechwriting" Unit)

[http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm)

This document does not represent the point of view of the European Commission.  
The interpretations and opinions contained in it are solely those of the authors.

**Special Eurobarometer 401**

**Responsible Research and Innovation (RRI),  
Science and Technology**

Conducted by TNS Opinion & Social at the request of  
the European Commission, Directorate-General for Research &  
Innovation

Survey co-ordinated by the European Commission,  
Directorate-General for Communication  
(DG COMM "Research and Speechwriting" Unit)

## TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>5</b>
<b>I. ENGAGEMENT WITH SCIENCE AND TECHNOLOGY .....</b>	<b>8</b>
<b>1. Level of information regarding science and technology.....</b>	<b>8</b>
<b>2. Level of interest in science and technology .....</b>	<b>14</b>
<b>3. Proximity to science and technology .....</b>	<b>23</b>
<b>3.1. Personal scientific background.....</b>	<b>23</b>
<b>3.2. Family scientific background .....</b>	<b>28</b>
<b>4. Sources of information about scientific and technological developments</b>	<b>31</b>
<b>5. Public involvement desired in decision-making process about science and technology.....</b>	<b>37</b>
<b>6. The best qualified people involved to explain the impact of science and technology on society.....</b>	<b>43</b>
<b>II. THE IMPACT OF SCIENCE AND TECHNOLOGY ON SOCIETY .....</b>	<b>51</b>
<b>1. Overall influence of science and technology on national society .....</b>	<b>51</b>
<b>2. Efforts to behave responsibly towards society of different group of people or organisations in their science and technology related activities .....</b>	<b>56</b>
<b>2.1. Scientists .....</b>	<b>56</b>
<b>2.2. Environmental protection associations.....</b>	<b>61</b>
<b>2.3. Consumer organisations.....</b>	<b>63</b>
<b>2.4. Journalists .....</b>	<b>65</b>
<b>2.5. Government representatives .....</b>	<b>67</b>
<b>2.6. Industry .....</b>	<b>70</b>
<b>III. ATTITUDES TOWARDS SCIENCE AND TECHNOLOGY .....</b>	<b>74</b>
<b>1. The impact of science and technology on quality of life.....</b>	<b>74</b>
<b>2. Science and faith .....</b>	<b>79</b>
<b>3. The impact of science and technology on the future.....</b>	<b>84</b>
<b>4. Reservations concerning science and technology .....</b>	<b>89</b>
<b>IV. ETHICS AND SCIENCE.....</b>	<b>95</b>
<b>1. Impact of scientific applications on human rights .....</b>	<b>95</b>
<b>2. Scientific research versus ethics .....</b>	<b>99</b>
<b>3. The role of the EU in addressing ethical issues of science .....</b>	<b>102</b>
<b>3.1. European-funding of research outside the EU .....</b>	<b>102</b>
<b>3.2. The global role of the EU to promote European ethical principles....</b>	<b>104</b>
<b>3.3. Decision-making level at European level to address ethical risks....</b>	<b>108</b>

4. Citizens' expectations .....	112
5. Training on scientific research ethics .....	116
6. Transparency regarding scientific research funding .....	122
<b>V. YOUNG PEOPLE AND SCIENCE .....</b>	<b>126</b>
1. The role of the national governments in stimulating young people's interest for science.....	126
2. Benefits of science education on young people .....	131
3. The importance of scientific education in stimulating young people's creative thinking .....	136
<b>VI. GENDER ISSUES AND SCIENCE .....</b>	<b>139</b>
1. The importance of taking into account equally women's and men's needs in scientific research .....	139
<b>VII. OPEN ACCESS TO RESEARCH RESULTS .....</b>	<b>147</b>
<b>CONCLUSIONS .....</b>	<b>152</b>
<b>ANNEXES</b>	
Technical specifications	
Questionnaire	
Tables	

## INTRODUCTION

Science and technology have an impact on almost every part of our daily lives. In spite of this there can be a degree of ambivalence about science in our wider society, and past research has shown that there is not always a widespread understanding of science, or scientific methods. This has led to calls for a more open dialogue between scientists, policy makers and the general public<sup>1</sup>.

Developments in science and technology also have a key role to play in delivering the Europe 2020 growth strategy, and in particular the innovation union initiative<sup>2</sup>. Previous studies have indicated many Europeans do not have any scientific education, and there is a knowledge gap with many interested in science and technology, but not feeling informed. The previous survey in 2010 also pointed to some degree of negativity about the potential benefits of science, and its impact in some areas of life.

This study follows on from that of 2010, in addressing European citizens' general attitudes towards science and technology, and in particular:

- European citizens' interest and level of information in the area
- Education in and attitudes towards science and technology
- Sources of information about science and technology
- The level of involvement Europeans should have in decisions about science and technology
- The role of ethics and ethical behaviour in research
- Young people and science
- Gender issues and science
- Open access to research results
- Look at changes in opinion since the last survey in 2010

The report covers the 28 Member States. However, because the fieldwork took place before the official date of Croatia's accession to the European Union on 1 July 2013, results are presented for the EU 27 and Croatia. The findings have been analysed firstly at EU level and secondly by country. Where possible results will be compared with the survey conducted in 2010. A variety of socio-demographic variables - such as respondents' gender, age, education and occupation - have been used to provide additional analysis. Key questions in the survey, such as the level of information about developments in science and technology have also been used as key variables in the analysis to gain a deeper insight into Europeans' views.

---

<sup>1</sup><http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1223&lang=1>,  
[http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_340\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_340_en.pdf)

<sup>2</sup> [http://ec.europa.eu/research/innovation-union/index\\_en.cfm](http://ec.europa.eu/research/innovation-union/index_en.cfm)

This survey was carried out by TNS Opinion & Social network in the 27 Member States of the European Union and in Croatia between the 26<sup>th</sup> of April and 14<sup>th</sup> of May 2013. Some 27,563 respondents from different social and demographic groups were interviewed face-to-face at home in their mother tongue on behalf of the Directorate-General for Research & Innovation. The methodology used is that of Eurobarometer surveys as carried out by the Directorate-General for Communication ("Research and Speechwriting" Unit)<sup>3</sup>.

A technical note on the manner in which interviews were conducted by the Institutes within the TNS Opinion & Social network is appended as an annex to this report. Also included are the interview methods and confidence intervals<sup>4</sup>.

**Note:** In this report, countries are referred to by their official abbreviation. The abbreviations used in this report correspond to:

ABBREVIATIONS			
BE	Belgium	LV	Latvia
CZ	Czech Republic	LU	Luxembourg
BG	Bulgaria	HU	Hungary
DK	Denmark	MT	Malta
DE	Germany	NL	The Netherlands
EE	Estonia	AT	Austria
EL	Greece	PL	Poland
ES	Spain	PT	Portugal
FR	France	RO	Romania
IE	Ireland	SI	Slovenia
IT	Italy	SK	Slovakia
CY	Republic of Cyprus*	FI	Finland
LT	Lithuania	SE	Sweden
		UK	The United Kingdom
HR	Croatia	EU27	European Union – 27 Member States
		EU15	BE, IT, FR, DE, LU, NL, DK, UK, IE, PT, ES, EL, AT, SE, FI**
		NMS12	BG, CZ, EE, CY, LT, LV, MT, HU, PL, RO, SI, SK***
		EURO	BE, FR, IT, LU, DE, AT, ES, PT, IE, NL, FI, EL, EE, SI, CY, MT, SK
		AREA	

\* Cyprus as a whole is one of the 27 European Union Member States. However, the 'acquis communautaire' has been suspended in the part of the country which is not controlled by the government of the Republic of Cyprus. For practical reasons, only the interviews carried out in the part of the country controlled by the government of the Republic of Cyprus are included in the 'CY' category and in the EU27 average.

\*\* EU15 refers to the 15 countries forming the European Union before the enlargements of 2004 and 2007

\*\*\* The NMS12 are the 12 'new Member States' which joined the European Union during the 2004 and 2007 enlargements

\* \* \* \* \*

*We wish to thank all the people interviewed throughout Europe  
who took the time to participate in this survey.*

*Without their active participation, this survey would not have been possible.*

<sup>3</sup> [http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm)

<sup>4</sup> The results tables are included in the annex. It should be noted that the total of the percentages in the tables of this report may exceed 100% when the respondent has the possibility of giving several answers to the question.

## EXECUTIVE SUMMARY

### Engagement with science and technology

- At least half of all Europeans are interested in developments in science and technology (53%), although only 40% say they feel informed about them.
  - There is a strong correlation between interest and information: the higher the levels of interest in developments in science and technology, the higher the levels of feeling informed about such developments.
- Almost one in five Europeans are interested in developments in science and technology, but do not feel informed about them (18%), while 40% are neither interested nor informed
- Overall just under half (47%) have studied science or technology.
- Almost one quarter (23%) have a family member with a job or degree in science or technology.
- Television is the most mentioned source of information about developments in science and technology (65%), followed by the internet (35%) and newspapers (33%).
- Overall, more than half of Europeans believe that when it comes to decisions made about science and technology public dialogue is required (55%).
- The more informed respondents feel about developments in science and technology the more they agree that their opinion should be considered when decisions are made in this area.
- University or government scientists are considered to be the best qualified to explain the impact of scientific or technological developments (66%), with scientists in private laboratories ranking second (35%).

### The impact of science and technology on society

- Most agree that science has a positive impact on society (77%), and the majority of respondents in each country think this way.
- There is not a strong relationship between feeling informed about developments in science and technology and thinking that the influence of science on society is positive.

- University or government scientists (82%) and environmental protection associations (81%) are most likely to be seen as trying to behave responsibly towards society. Government representatives are the least likely to be seen as trying to behave responsibly in this area (44%).
- The more likely respondents are to think governments try to behave responsibly, the more likely they are to also think that citizens should be consulted and their views considered on science and technology related decisions.

### **Attitudes towards science and technology**

- The impact of science and technology on quality of life is seen as more positive when the focus is on making life easier, more comfortable and healthier (66%) than it is when only health is considered (50%).
- Respondents remain divided on the issue of whether we depend too much on science and not enough on faith. Nevertheless, a slight relative majority agree we depend too much on science and not enough on faith (39%) whereas 32% disagree.
  - Respondents in Eastern and Mediterranean areas are more negative about the dependence on science over faith compared to the last wave in 2010.
- 75% agree that science and technology have provided more opportunities for future generations.
- However, Europeans are concerned about the speed of change science and technology have, and their potential for negative consequences: 62% think science makes their way of life change too quickly.

### **Ethics and science**

- 54% agree that the application of science and technology can threaten human rights. In most countries respondents are more likely to agree than they were in 2010.
- At least six out of ten (61%) think that fundamental rights and moral principles should not be violated to make a new scientific or technological discovery.
- Eight out of ten respondents agree that the EU should actively promote worldwide respect for European ethical principles for conducting scientific research, while 76% agree that European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU.
- Three quarters (76%) agree the EU should take measures to address the ethical risk of new technologies, with at least six out of ten in each country in agreement.
- 84% think there should be mandatory ethics training for researchers, and 83% think there should be an oath taken by young scientists to respect ethical principles and legislation.



- 81% agree that scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities.

### **Young people and science**

- Most think their government is doing too little to stimulate young people's interest in science (65%).
- A majority also agree that an interest in science improves young people's job prospects (59%), culture (72%), and their ability to act as well-informed citizens (68%).
- More than eight out of ten (84%) think that a scientific education is important in stimulating creative thinking in young people.

### **Gender issues and science**

- More than eight out of ten (86%) respondents think it is important that scientific research takes equal account of the needs of men and women. Most say this is important to respect gender equality (58%) and to ensure innovations are better suited to both men and women (50%).
- Men are more likely to be interested in and feel informed about developments in science and technology than women are (64% vs. 44%). They are also more likely to have studied any of these subjects at any education level (51% vs. 43%).

### **Open access to research results**

- 79% agree that the results of publicly funded research should be available online for free.

## I. ENGAGEMENT WITH SCIENCE AND TECHNOLOGY

This section of the report explores how informed Europeans feel about developments in science and technology, as well as how interested they are in these developments. Respondents' own and family background in science and technology is also explored.

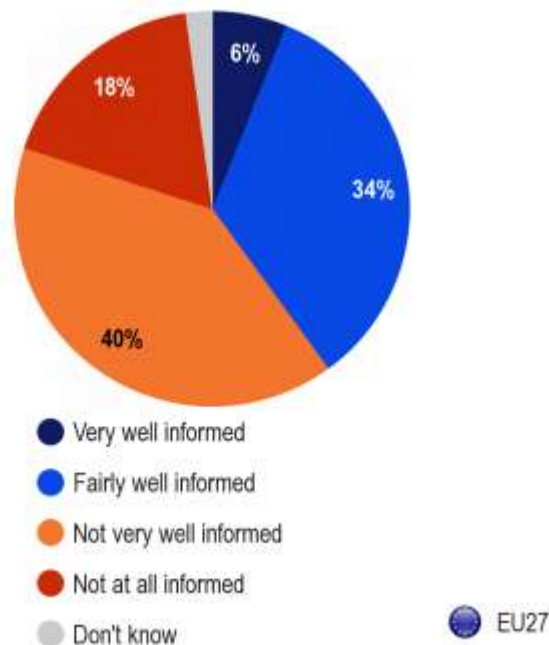
This section also discusses the sources Europeans use to get information about developments in science and technology, and how involved they think people should be in decisions made about science and technology. Finally, consideration is given to who Europeans' think best qualified to explain the impact on society of developments in science and technology.

### 1. LEVEL OF INFORMATION REGARDING SCIENCE AND TECHNOLOGY

#### - A majority of Europeans do not feel informed about developments in science and technology -

When asked how informed they feel about developments in science and technology, 40% of respondents say they feel informed<sup>5</sup>. Just over one third (34%) say they feel fairly well informed, while 6% say they feel very well informed. The majority, however, do not feel informed. Four in ten (40%) say they are not very well informed, and 18% say they are not at all informed about developments in science and technology.

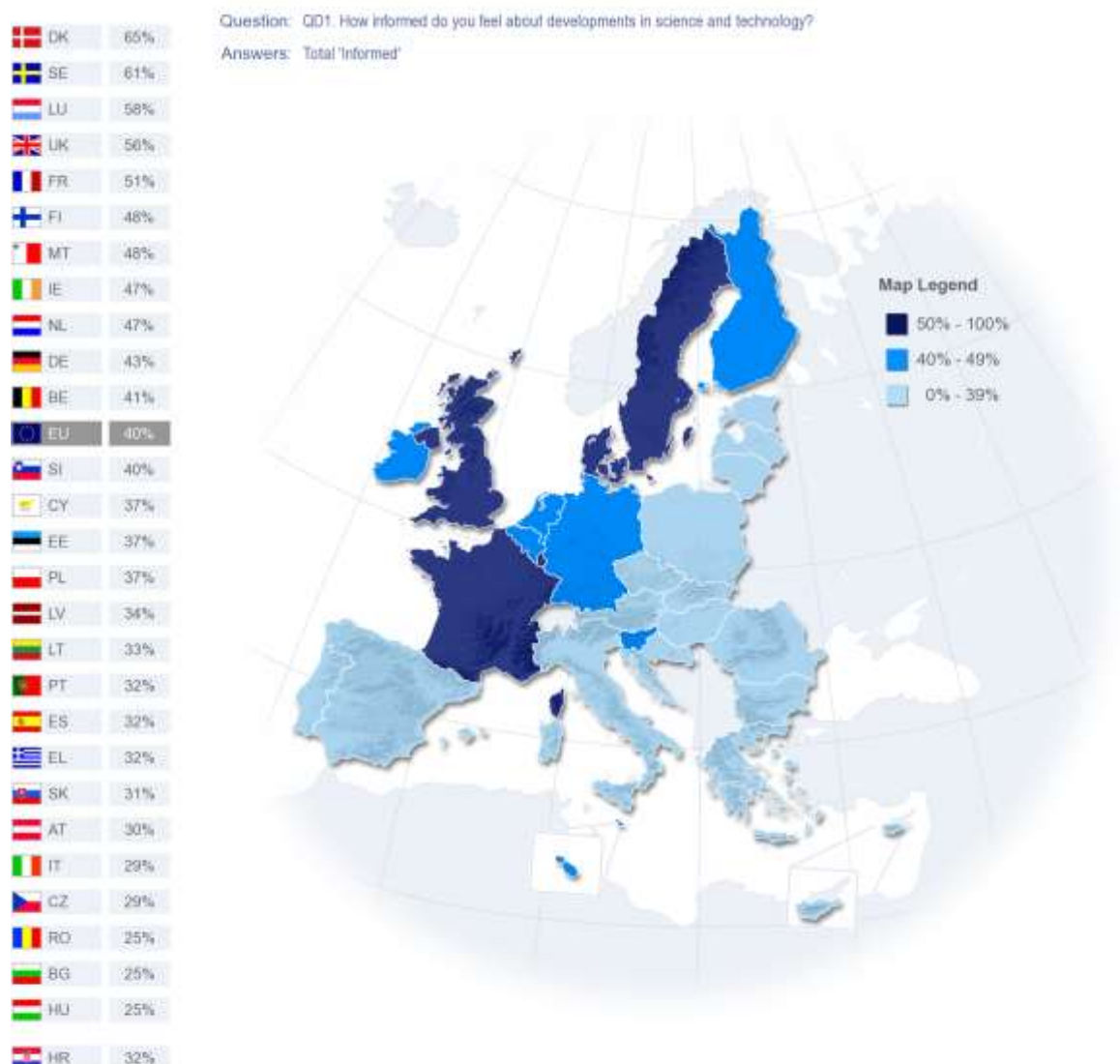
QD1. How informed do you feel about developments in science and technology?



<sup>5</sup> QD1 How informed do you feel about developments in science and technology? (ONE ANSWER ONLY) Very well informed; Fairly well informed; Not very well informed; Not at all informed; Don't know. New question.

Country level results illustrate that levels of information about developments in science and technology are not uniform. As the map below shows, there is a clear geographical pattern with Eastern and Southern countries less likely to feel informed. In five countries at least half of all respondents say they feel informed: Denmark (65%), Sweden (61%), Luxembourg (58%), the UK (56%) and France (51%). In fact almost one in twenty respondents in Denmark say they feel very well informed about developments in science and technology (17%).

In contrast, one quarter of Romanian, Bulgarian and Hungarian respondents (all 25%) say they feel informed about developments in science and technology. Furthermore around one third of Romanian (33%) and Hungarian (32%) respondents say they do not feel at all informed about such developments.







**Analysis of the socio-demographic variables** shows a strong gender difference. Men are more likely to say they feel informed about developments in science and technology when compared to women (49% vs. 33%). In fact 22% of women say they do not feel at all informed, compared to 14% of men.

Respondents aged 55+ are less likely than younger respondents to say that they feel informed about developments in science and technology (34% vs. 42%-49%). In addition, those aged 15-24 are more likely than older age groups to say they feel informed (49%).

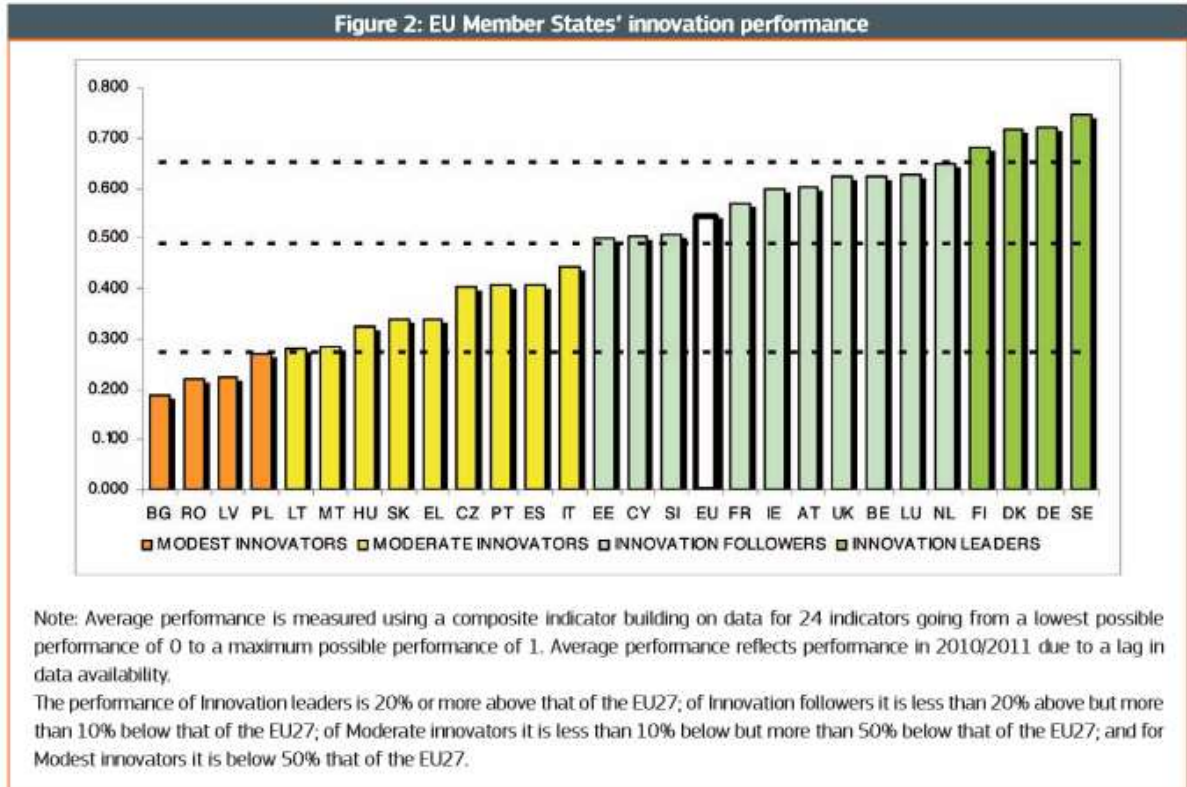
The longer a respondent remained in education, the more likely they are to say they feel informed about developments in science and technology. Just over one in five (22%) who completed their education aged 15 or younger say they feel informed, compared to 57% of those who finished education aged 20 or older.

There is also considerable variation in information levels amongst different occupation groups. Managers are the most likely to say they feel informed about developments in science and technology (64%), followed by students (55%) and the self-employed (48%). At the other end of the scale 21% of housepersons say the same.

## QD1 How informed do you feel about developments in science and technology?

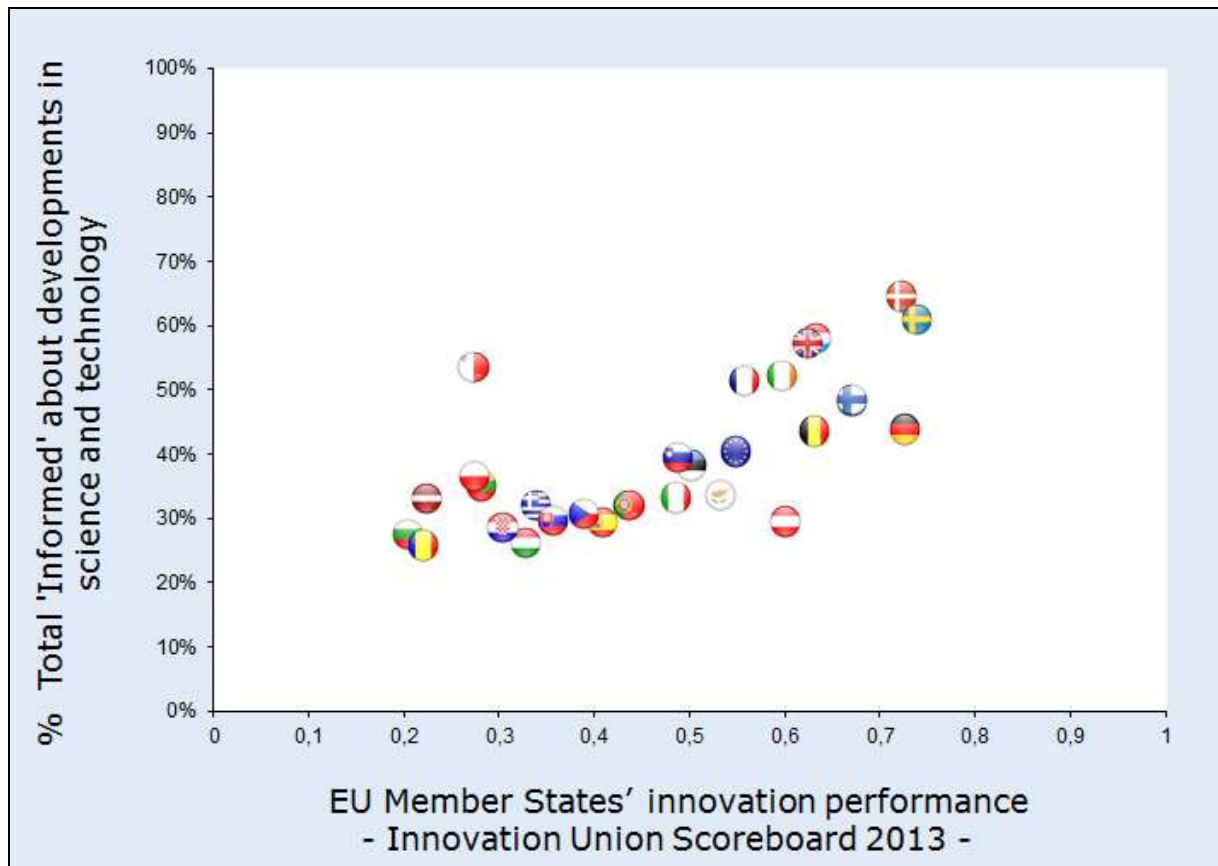
	Total 'Informed'	Total 'Not informed'	Don't know
EU27	40%	58%	2%
 <b>Sex</b>			
Male	49%	50%	1%
Female	33%	65%	2%
 <b>Age</b>			
15-24	49%	50%	1%
25-39	43%	55%	2%
40-54	42%	57%	1%
55 +	34%	64%	2%
 <b>Education (End of)</b>			
15-	22%	77%	1%
16-19	35%	63%	2%
20+	57%	42%	1%
Still studying	55%	44%	1%
 <b>Respondent occupation scale</b>			
Self-employed	48%	51%	1%
Managers	64%	36%	0%
Other white collars	39%	59%	2%
Manual workers	39%	59%	2%
Housepersons	21%	78%	1%
Unemployed	36%	62%	2%
Retired	33%	65%	2%
Students	55%	44%	1%

The European Commission developed an Innovation Union Scoreboard. The Innovation Union scoreboard 2013<sup>6</sup> gives a comparative assessment of the innovation performance of the EU27 Member States and the relative strengths and weaknesses of their research and innovation systems. The graph below shows the overall ranking in terms of innovation performance.



<sup>6</sup> This measure is given by the summary innovation index published in the Innovation Union Scoreboard 2013 by the Directorate-General for Enterprise and Industry, European Commission. More information about the components of this indicator can be found at this address: <http://ec.europa.eu/enterprise/archives/ius2013/IUS2013.html>

**A correlation analysis** was conducted to further investigate the relationship between being informed about developments in science and technology and the level of innovation performance at national level. The chart below illustrates there is a strong positive correlation between these two measures ( $r=0.74$ ). The better a member state scores on the innovation performance index, the more likely it is for it to have a higher proportion of people who are informed about developments in science and technology. For example, Sweden is the country with the highest score on the Innovation scoreboard with a score of 0.747 and is also the country with one of the highest proportion of respondents who feel informed about developments in science and technology (61%). On the other side, Romania scores really low on this scoreboard (0.221) and at the same there is only a quarter of the population who feel informed about developments in science and technology.

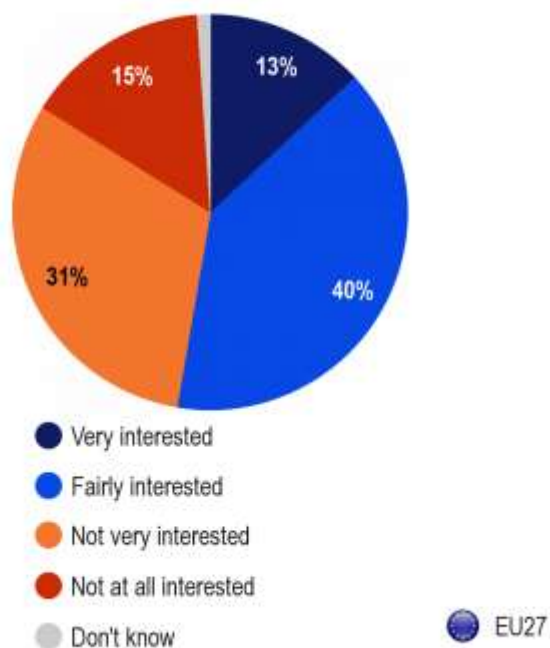


## 2. LEVEL OF INTEREST IN SCIENCE AND TECHNOLOGY

### - Just over half say they are interested in developments in science and technology –

Although a minority (40%) say that they feel informed about developments in science and technology, this does not mean they are not interested. In fact a majority of respondents (53%) say they are interested in developments in these areas, with 13% very interested<sup>7</sup>. Almost one third (31%) say they are not very interested, while 15% are not at all interested in developments in science and technology.

QD2. How interested are you in developments in science and technology?

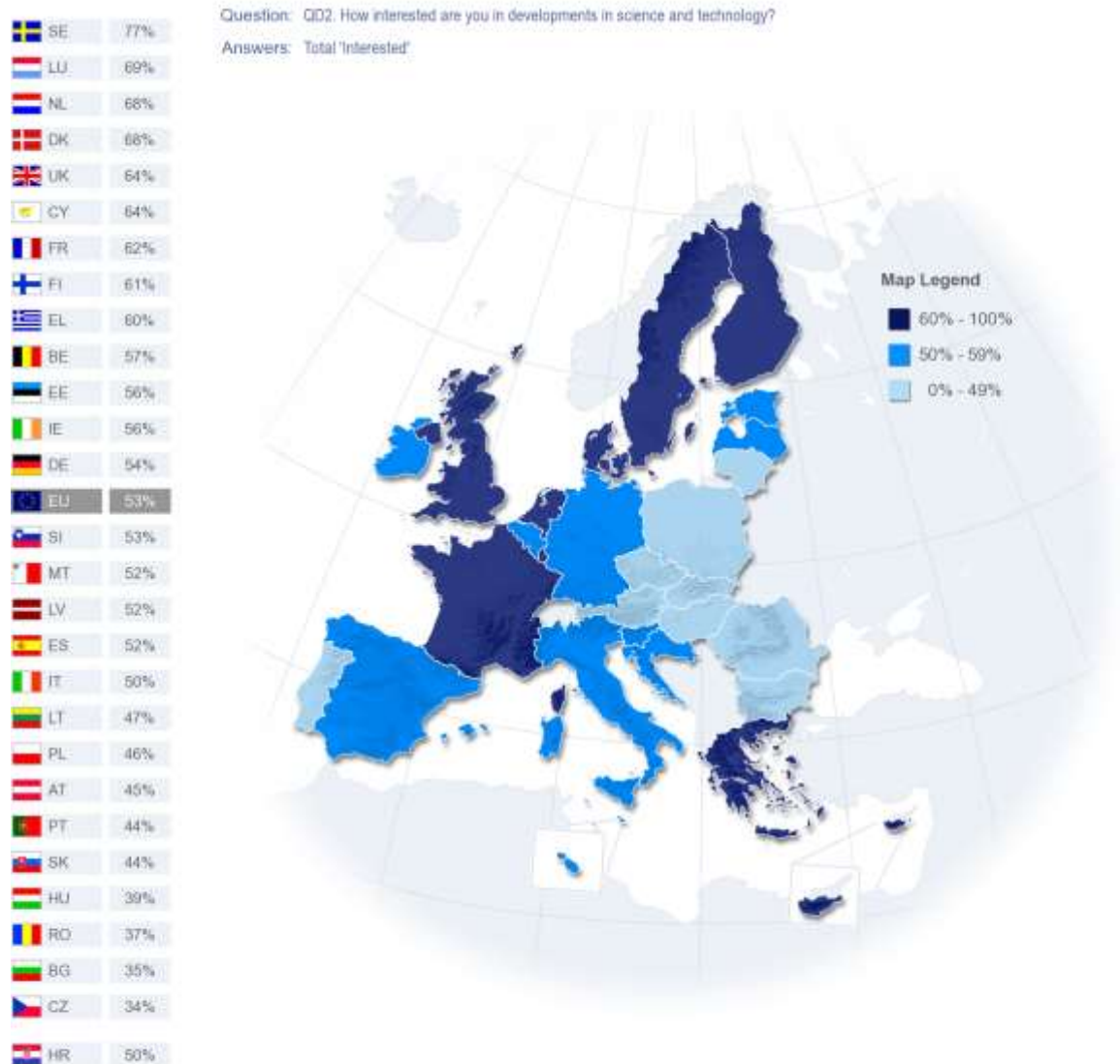


<sup>7</sup> QD2 How interested are you in developments in science and technology? (ONE ANSWER ONLY) Very interested; Fairly interested; Not very interested; Not at all interested; Don't know. New question.



As is the case for feeling informed, Eastern and Southern countries are less likely to say that they are interested in developments in science and technology.

In 18 countries in EU27 as well as in Croatia at least half of all respondents say they are interested in developments in science and technology. However, across all countries there is a wide variation in interest. More than three quarters (77%) of respondents in Sweden are interested in developments in science and technology, as are 69% of those in Luxembourg and 68% of those in Denmark and the Netherlands. In contrast 34% of Czech, 35% of Bulgarian and 37% of Romanian respondents say the same.



A review of the **socio-demographic results** shows a similar pattern to that for levels of information. There is a large difference between men and women, with men much more likely to say that they are interested in developments in science and technology (64% vs. 44% of women). Those aged 55+ are less likely than younger respondents to say they are interested in these developments (46% vs. 56%-59%).

The longer a respondent remained in education, the more likely they are to be interested in developments in science and technology. Just over one third (34%) of those who completed their education aged 15 or younger say they are interested, compared to 69% of those who finished education aged 20 or older.

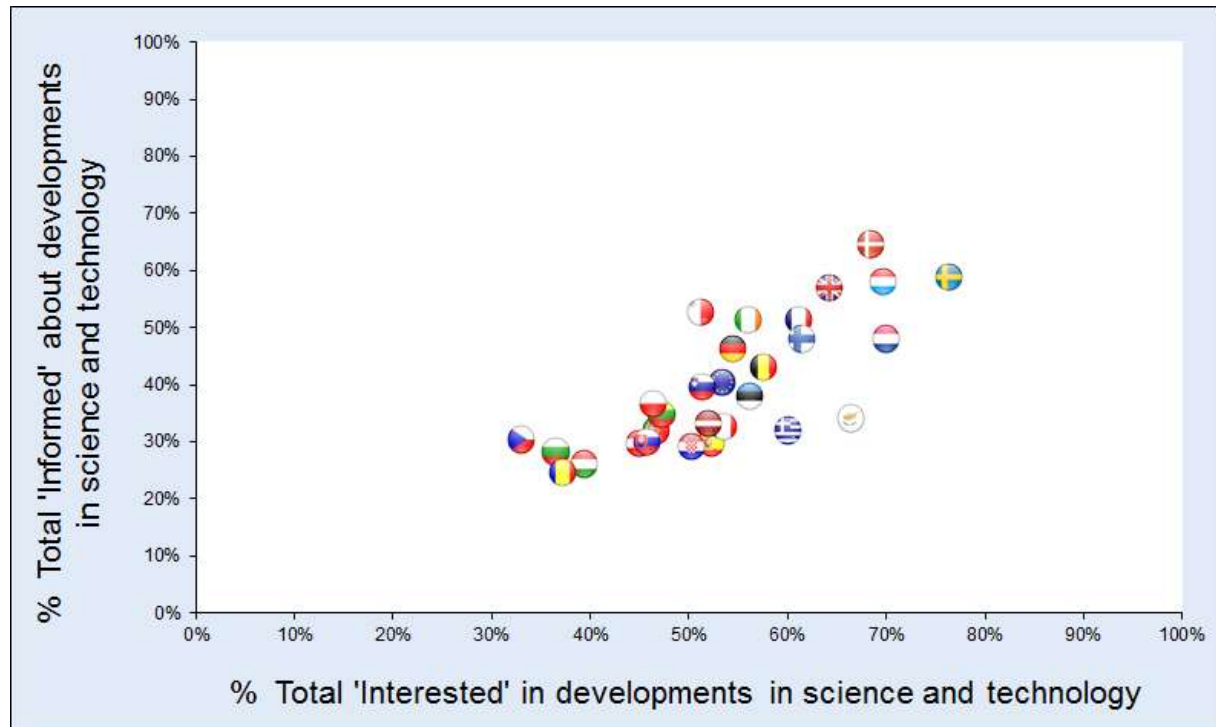
In terms of occupation groups, managers are the most likely to say they are interested in developments in science and technology (74%), followed by students (67%) and the self-employed (63%). Housepersons (36%) and the retired (45%) are the only groups where fewer than half of all respondents say they are interested in these developments.

Respondents who say they feel informed about developments in science and technology are much more likely to say that they are interested in these developments, compared to those who say they do not feel informed (88% vs. 30%).

#### QD2 How interested are you in developments in science and technology?

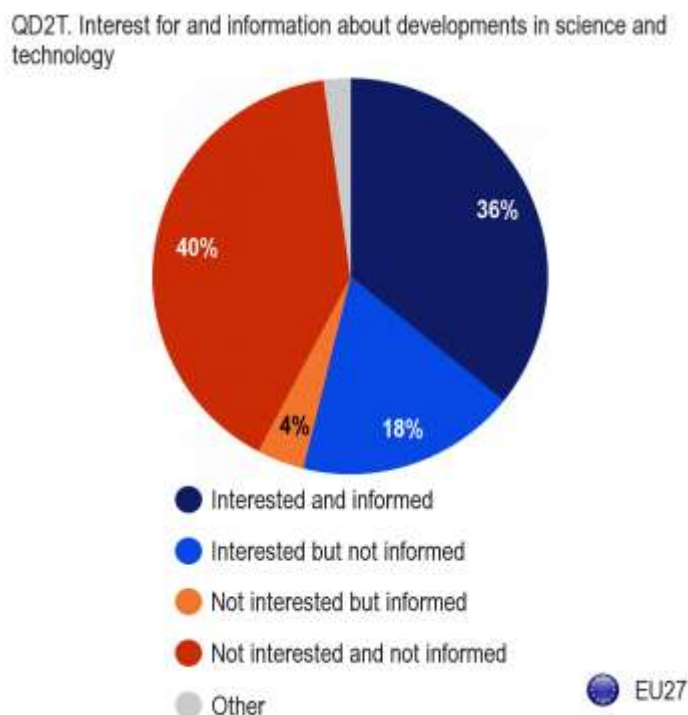
	Total 'Interested'	Total 'Not interested'	Don't know
EU27	53%	46%	1%
<b>Sex</b>			
Male	64%	35%	1%
Female	44%	55%	1%
<b>Age</b>			
15-24	59%	40%	1%
25-39	59%	40%	1%
40-54	56%	43%	1%
55 +	46%	53%	1%
<b>Education (End of)</b>			
15-	34%	65%	1%
16-19	51%	48%	1%
20+	69%	30%	1%
Still studying	67%	32%	1%
<b>Respondent occupation scale</b>			
Self-employed	63%	36%	1%
Managers	74%	25%	1%
Other white collars	55%	44%	1%
Manual workers	53%	46%	1%
House persons	36%	63%	1%
Unemployed	51%	48%	1%
Retired	45%	54%	1%
Students	67%	32%	1%
<b>Informed about science</b>			
Total 'Informed'	88%	12%	0%
Total 'Not informed'	30%	69%	1%

**A correlation analysis** was conducted to further investigate the relationship between being interested in developments in science and technology, and feeling informed about these developments. The chart below illustrates there is a strong positive correlation between level of interest and level of information ( $r=0.85$ ). The more interested respondents are in developments in science and technology, the more likely they are to also be informed about these developments.

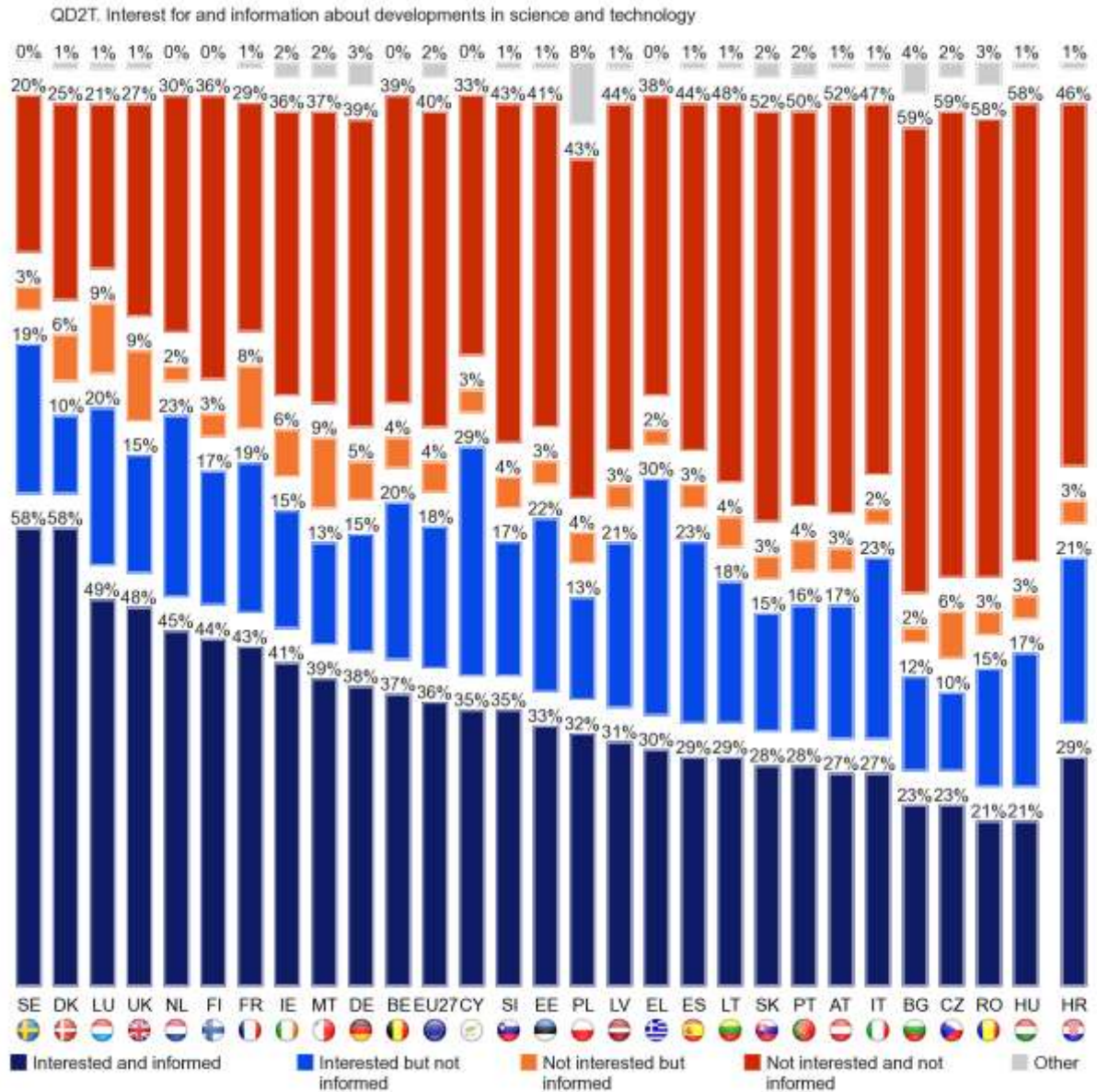


Using the results of the previous two questions (feeling informed about, and interest in developments in science and technology) respondents were categorised into four groups: those who are interested in developments in science and technology and who feel informed about them; those who are interested but do not feel informed; those who are not interested but feel informed; and, those who are not interested and who do not feel informed. The results are shown in the chart below.

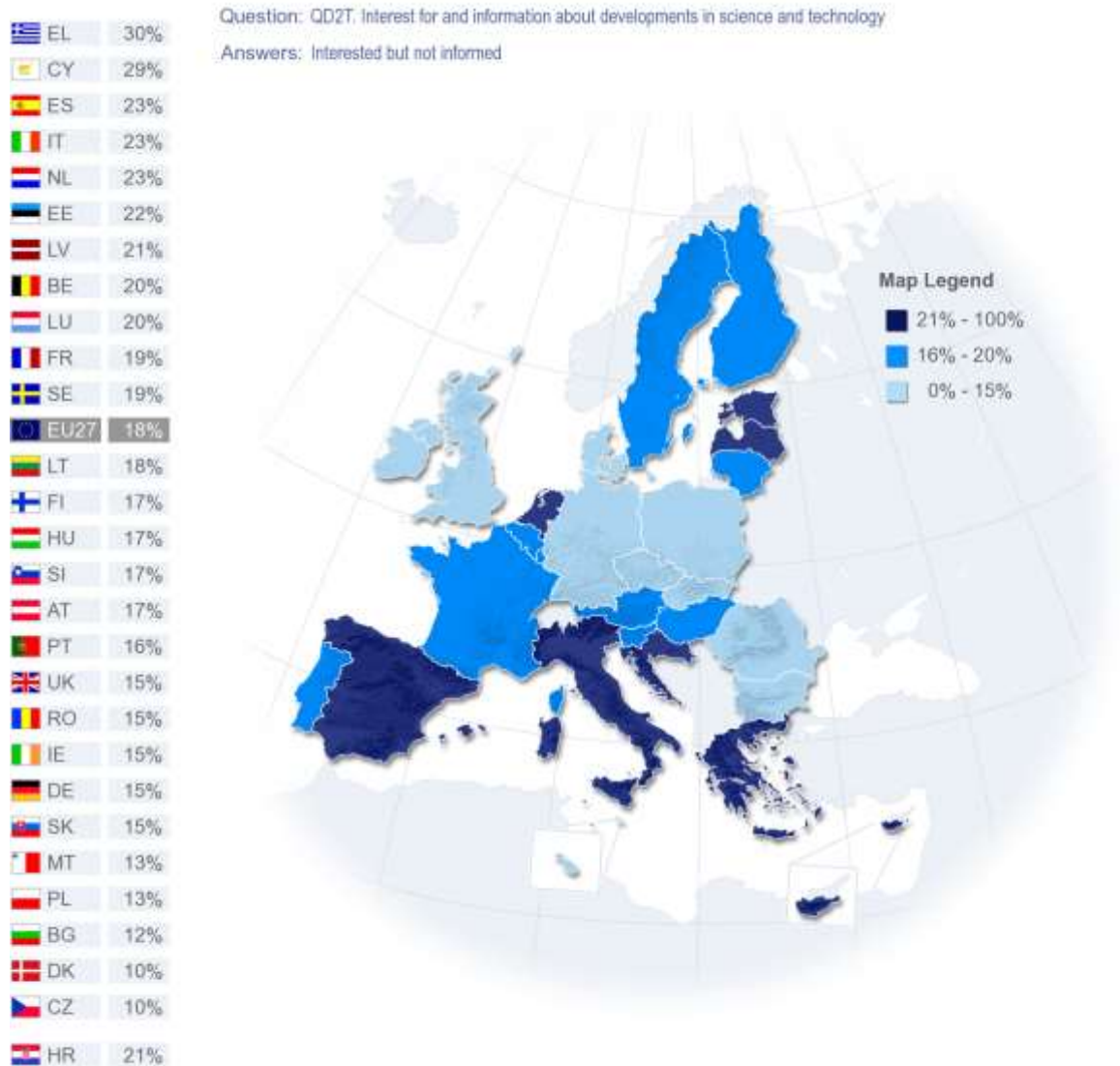
More than one third (36%) of respondents are interested in developments in science and technology and also feel informed about them, while 18% are interested but do not feel informed. Four in ten (40%) are neither interested nor informed, while 4% say they feel informed about developments in science and technology, but are not interested in them.



Sweden and Denmark are the only countries where a majority of respondents are both interested in and feel informed about developments in science and technology (both 58%). In contrast 21% of Hungarian and Romanian respondents say the same. In fact at least half of all respondents in Bulgaria, the Czech Republic (both 59%), Hungary, Romania (both 58%), Austria, Slovakia (both 52%) and Portugal (50%) say that they are neither interested in nor informed about developments in science and technology.



In ten countries at least one in five respondents say they are interested in developments in science and technology, but do not feel informed about them: Greece (30%), Cyprus (29%), Italy, Spain, the Netherlands (all 23%), Estonia (22%), Croatia, Latvia (both 21%), Belgium and Luxembourg (both 20%).





**Socio-demographic analysis** once again highlights some large differences between the characteristics of different groups.

Those who are **interested in and feel informed** about developments in science and technology are more likely to:

- Be men (45%)
- Be aged under 55 (37%-42%)
- Have the highest education levels (52%)
- Be managers (59%)
- Use the internet every day (48%)
- Think the influence of science on society is positive (42%)
- Get their information on developments in science and technology from books, social media, websites and magazines (57%-67%).

Those who are **not interested in and do not feel informed** about developments in science and technology are more likely to:

- Be women (48%)
- Be aged 55+ (48%)
- Have the lowest education levels (60%)
- Be housepersons (57%)
- Never use the internet (60%)
- Think the influence of science on society is negative (55%)
- Get their information on developments in science and technology from television (33%).

It is worth also looking at the group of respondents who are interested about sciences and technology but do not feel informed about it. Indeed, they should be the key target groups for future communication campaigns as they are interested in this matter and therefore are more likely to be receptive for this kind of information. Although, there are few socio-demographic differences, one may note the following:

- There are no differences in terms of gender within this group;
- They are more likely to be aged 25-54 rather than 15-24 or 55+ (19%-20% vs. 17% and 16%);
- They are more likely to have finished their full-time education at the age of 16-19 rather than before the age of 16 or at the age of 20 or later (20% vs. 16% and 17%);

- They are more likely to be house persons (20%), self-employed (19%), employees (19%) manual workers (19%) or unemployed (19%) rather than retired (16%) or managers (15%).

## QD2T Interest for and information about developments in sciences and technology

	Interested and informed	Interested but not informed	Not interested but informed	Not interested and not informed	Other
EU27	36%	18%	4%	40%	2%
<b>Sex</b>					
Male	45%	18%	4%	31%	2%
Female	27%	17%	6%	48%	2%
<b>Age</b>					
15-24	42%	17%	6%	34%	1%
25-39	39%	20%	5%	34%	2%
40-54	37%	19%	4%	38%	2%
55 +	30%	16%	4%	48%	2%
<b>Education (End of)</b>					
15-	18%	16%	4%	60%	2%
16-19	31%	20%	5%	42%	2%
20+	52%	17%	5%	25%	1%
Still studying	49%	18%	6%	26%	1%
<b>Respondent occupation scale</b>					
Self-employed	44%	19%	4%	32%	1%
Managers	59%	15%	5%	20%	1%
Other white collars	36%	19%	4%	39%	2%
Manual workers	34%	19%	5%	40%	2%
House persons	16%	20%	5%	57%	2%
Unemployed	31%	19%	5%	43%	2%
Retired	29%	16%	4%	49%	2%
Students	49%	18%	6%	26%	1%
<b>Use of the Internet</b>					
Everyday	48%	18%	5%	28%	1%
Often/ Sometimes	30%	20%	5%	43%	2%
Never	17%	16%	5%	60%	2%
<b>Influence of science on society</b>					
Total 'Positive'	42%	19%	5%	33%	1%
Total 'Negative'	21%	16%	7%	55%	1%
<b>Information sources</b>					
Television	41%	21%	4%	33%	1%
Newspapers	50%	20%	4%	25%	1%
Magazines	57%	20%	4%	18%	1%
Books	67%	17%	3%	13%	0%
Radio	51%	19%	5%	23%	2%
Websites	61%	19%	4%	15%	1%
Social media/ blogs	64%	18%	3%	15%	0%

Base: all respondents (N=26,563)



### 3. Proximity to science and technology

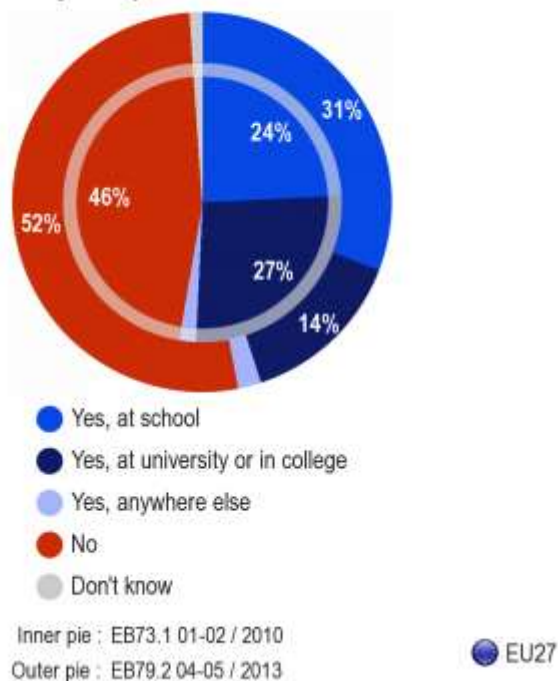
#### 3.1. Personal scientific background

##### - Almost half of Europeans have studied science or technology-

Respondents were asked if they had ever studied science or technology, either at school, university, college or another location<sup>8</sup>. Overall 47% say they have studied science or technology. Most (31%) have studied at school, while 14% studied at university or college, and 2% at another location. The majority, however, say they have never studied science or technology (52%).

Since the last wave in 2010 the proportion who has studied science or technology at all has decreased from 53% to 47%. This change may be explained by the slight change in the wording of the question.

QD3b. Have you ever studied science or technology: at school, at university or in college or anywhere else?



<sup>8</sup> QD3B Have you ever studied science or technology: at school, at university or in college or anywhere else? Yes, at school; Yes, at university or in college; Yes, anywhere else; No; Don't know. (Modified trend from EB73.1, question QB31)

QB31 Have you ever studied natural science, technology or engineering: at school, in college, in the university or anywhere else? Yes, at the university; Yes, in college; yes, at school; Yes, elsewhere; No, you have never studied any of these; Don't know.






























The next table highlights the large variations across countries in the proportion of respondents who have studied science or technology. Respondents in Romania (75%) and the UK (71%) are the most likely to say that they have studied science or technology, and in both cases school is the most likely location for this study (68% and 53% respectively).

The similarity in results for these two countries is particularly interesting given the responses discussed in the previous section. In the case of Romania, although three quarters say they have studied science or technology, 58% are neither interested in nor feel informed about developments in science or technology. In the UK, however, 27% are neither interested in nor feel informed about these developments.

Overall there are only 11 countries where at least half of all respondents have studied science or technology. In the majority of countries, including Croatia, fewer than half have studied one or both of these areas. This is particularly the case in Slovakia (13%) and the Czech Republic (17%). Rates of study are also low in Austria (21%), Slovenia, and Hungary (both 23%).

Respondents in Italy (27%), Sweden and Finland (both 26%) are the most likely to have studied science or technology at university or college, compared to 5% of those in Slovakia and 6% of those in Romania and the Czech Republic.

## QD3b Have you ever studied science or technology: at school, at university or in college or anywhere else?

	Yes, at school	Yes, at university or in college	Yes, anywhere else	No	Don't know	Total 'Yes'
 EU27	31%	14%	2%	52%	1%	47%
 RO	68%	6%	1%	21%	4%	75%
 UK	53%	17%	1%	29%	0%	71%
 FR	42%	14%	2%	42%	0%	58%
 IE	38%	15%	2%	45%	0%	55%
 IT	25%	27%	2%	45%	1%	54%
 LV	31%	19%	3%	46%	1%	53%
 LU	35%	16%	2%	47%	0%	53%
 BG	37%	14%	1%	47%	1%	52%
 SE	23%	26%	3%	47%	1%	52%
 EL	33%	16%	2%	49%	0%	51%
 MT	44%	7%	0%	49%	0%	51%
 LT	19%	23%	4%	54%	0%	46%
 DK	14%	23%	7%	56%	0%	44%
 ES	32%	9%	3%	55%	1%	44%
 BE	28%	13%	2%	57%	0%	43%
 FI	15%	26%	2%	57%	0%	43%
 PT	23%	11%	2%	63%	1%	36%
 PL	25%	9%	1%	64%	1%	35%
 DE	19%	12%	1%	67%	1%	32%
 EE	14%	16%	2%	67%	1%	32%
 NL	8%	20%	1%	71%	0%	29%
 CY	15%	10%	1%	74%	0%	26%
 HU	15%	7%	1%	77%	0%	23%
 SI	10%	11%	2%	77%	0%	23%
 AT	11%	8%	2%	78%	1%	21%
 CZ	10%	6%	1%	83%	0%	17%
 SK	7%	5%	1%	87%	0%	13%
 HR	16%	12%	2%	70%	0%	30%

**Socio-demographic analysis** shows a range of notable differences. Men are more likely than women to have studied science or technology at any location (51% vs. 43%). There is also a clear age pattern: the older the respondent, the less likely they are to have studied science or technology. For example, two thirds (66%) of 15-24 year olds have studied science or technology, compared to 31% of those aged 55+.

Education levels also provide a striking contrast. Just under one in five (19%) of those who completed their education aged 15 or younger have studied science or technology. This compares to 43% of those who finished education aged 16-19, and 65% of those who completed education aged 20+. Managers (71%) and the self-employed (56%) are the most likely to have studied science or technology, compared to 44% of manual workers, 36% of housepersons and 29% of retired persons.

The more often a respondent uses the internet, the more likely they are to have studied science or technology. Six out of ten (60%) who use the internet every day have studied science or technology, compared to 23% of those who never use the internet.

Looking at the attitudinal variables shows that respondents who are interested in developments in science and technology are more likely to have studied these areas, compared to those who are not interested (61% vs. 31%). The same pattern applies when comparing those who say they feel informed about developments in science and technology (64% vs. 36% who do not feel informed). Respondents who have studied science and technology are also more likely to say that their influence on society is positive (51% vs. 42% of those who say the influence is negative).

QD3b Have you ever studied science or technology: at school, at university or in college or anywhere else?

	Total 'Yes'	No	Don't know
EU27	47%	52%	1%



#### Sex

Male	51%	48%	1%
Female	43%	56%	1%



#### Age

15-24	66%	34%	0%
25-39	57%	42%	1%
40-54	49%	51%	0%
55 +	31%	68%	1%



#### Education (End of)

15-	19%	80%	1%
16-19	43%	56%	1%
20+	65%	34%	1%
Still studying	72%	28%	0%



#### Respondent occupation scale

Self-employed	56%	43%	1%
Managers	71%	29%	0%
Other white collars	49%	50%	1%
Manual workers	44%	55%	1%
House persons	36%	63%	1%
Unemployed	47%	52%	1%
Retired	29%	70%	1%
Students	72%	28%	0%

#### Use of the Internet

Everyday	60%	40%	0%
Often/ Sometimes	43%	57%	0%
Never	23%	76%	1%

#### Interested in science

Total 'Interested'	61%	39%	0%
Total 'Not interested'	31%	68%	1%

#### Informed about science

Total 'Informed'	64%	36%	0%
Total 'Not informed'	36%	63%	1%

#### Influence of science on society

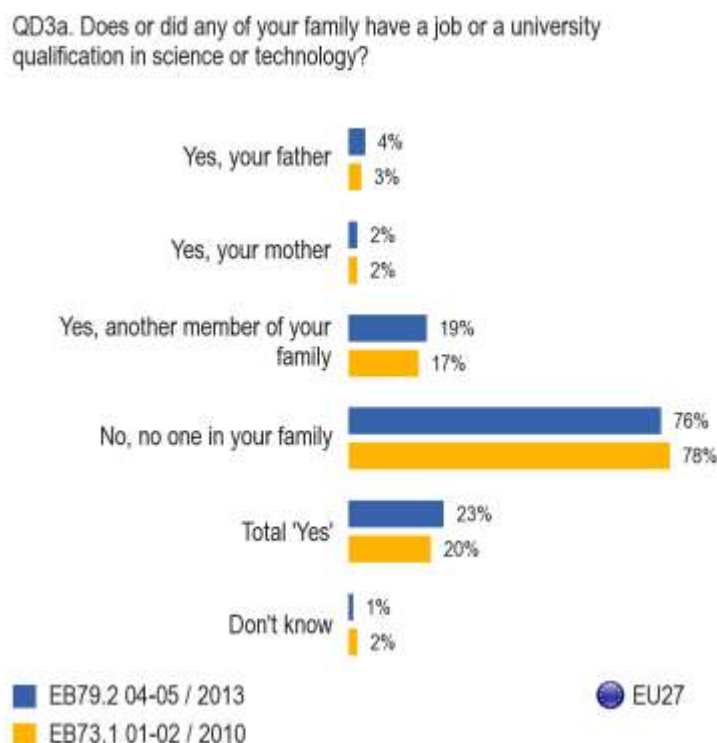
Total 'Positive'	51%	49%	0%
Total 'Negative'	42%	58%	0%

### 3.2. Family scientific background

#### - Almost one quarter have a family member with a job or degree in science or technology -

Respondents were asked whether anyone in their family has a science or technology related job or university qualification<sup>9</sup>. Overall, 23% of respondents say they have, and this has changed little since the last wave (+3 percentage points). It is most likely to be a family member other than a mother or father who has worked in or is qualified in the areas of science or technology (19%). This change may also be explained by the slight change in the wording of the question.

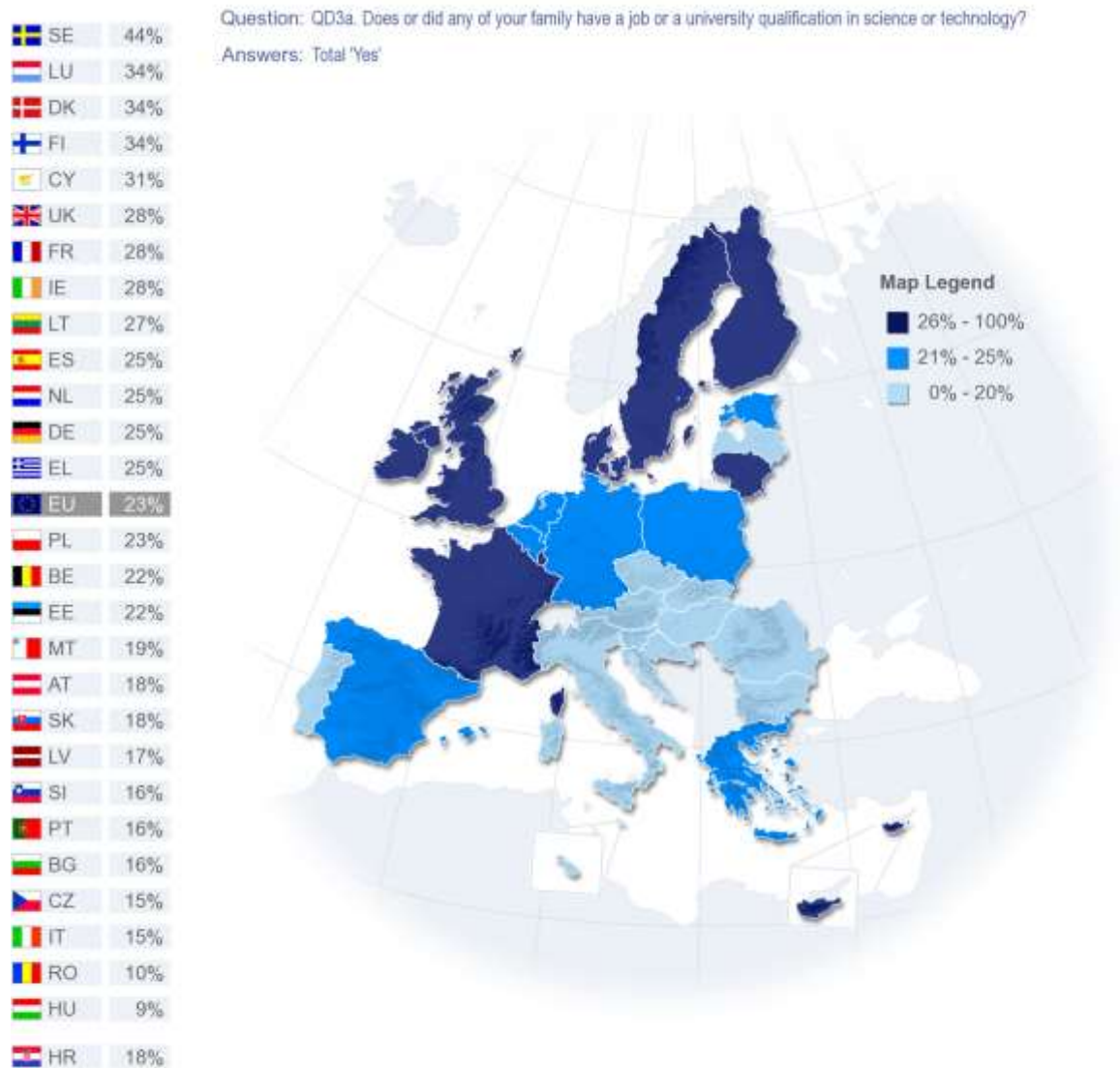
Just over three quarters of respondents (76%), however, have no family members with a science or technology related job or university qualification.



(MULTIPLE ANSWERS POSSIBLE)

<sup>9</sup> QD3a Does or did any of your family have a job or a university qualification in science or technology? (M) (READ OUT – MULTIPLE ANSWERS POSSIBLE) Yes, your father; Yes, your mother; Yes, another member of your family; No, no one in your family; Don't know (Modified trend from EB73.1, question QB30) QB30 Does/Did any of your family have a job or a university qualification in natural science, technology or engineering (for instance, physics, chemistry, biology, medicine)? Yes, your father; Yes, your mother; Yes, another member of your family; No, no one in your family; Don't know.

Respondents living in Sweden (44%), Luxembourg, Denmark and Finland (all 34%) are the most likely to say they have a family member who has university qualifications in science or technology, or who has or had a job in the area. In contrast 9% of Hungarian and 10% of Romanian respondents say the same.



(MULTIPLE ANSWERS POSSIBLE)

**Socio-demographic analysis** reveals no differences between genders or age groups. Respondents who completed their education aged 20+ are more likely to say that someone in their family has or had a job or university qualification in science or technology (38%).

Managers (41%) are more likely than other occupation groups to say that someone in their family has or had a job or university qualification in science or technology, particularly when compared to housepersons (15%), manual workers and the unemployed (both 17%).

Respondents who have studied science or technology are more likely to have a family member that has or had a job or university qualification in science or technology, compared to those who have not studied these areas (33% vs. 14%). In a similar pattern respondents who are interested in developments in science or technology are more likely to have a family member that has or had a job or university qualification in science or technology, compared to those who are not interested (32% vs. 13%). The same pattern applies when comparing those who do and do not feel informed about developments in science or technology (35% vs. 15%).

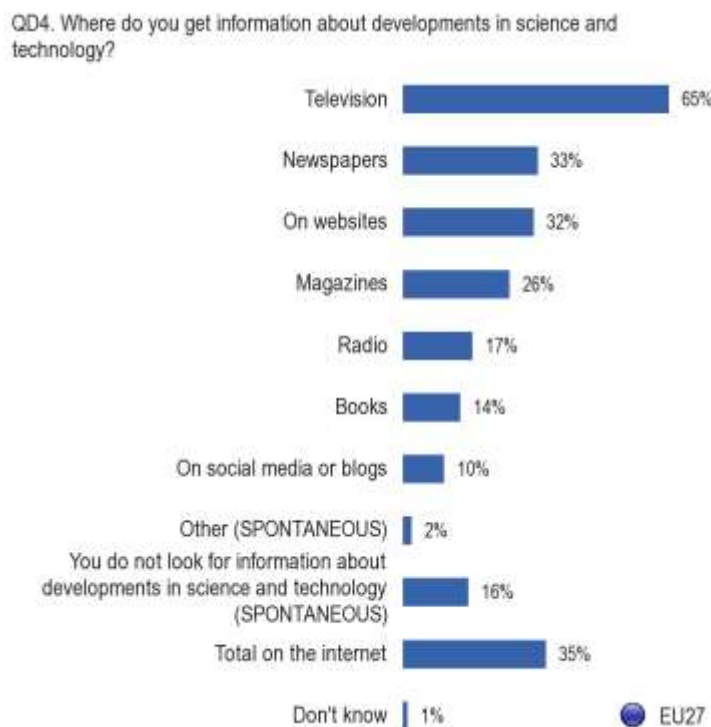


#### 4. SOURCES OF INFORMATION ABOUT SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENTS

##### - Television is the main source of information about developments in science and technology -

Respondents were asked what sources they use for information about developments in science and technology<sup>10</sup>. Television is the most mentioned source (65%), followed by newspapers (33%) and websites (32%). Overall 35% of respondents get information from the internet (including social media and blogs). Just over one quarter look in magazines (26%), while radio (17%), books (14%) and social media and blogs (10%) are less popular.

More than one in ten (16%) say they do not look for information about developments in science and technology.



(MULTIPLE ANSWERS POSSIBLE)

<sup>10</sup> QD4. Where do you get information about developments in science and technology? (MULTIPLE ANSWERS POSSIBLE) Television; Newspapers; Magazines; Books; Radio; On websites; On social media or blogs; Other (SPONTANEOUS); You do not look for information about developments in science and technology (SPONTANEOUS); Don't know. New question.

Q4 Where do you get information about developments in science and technology?

	Television	Newspapers	On websites	Magazines	Radio	Books	On social media or blogs	Other (SPONTANEOUS)	You do not look for information about developments in science and technology (SPONTANEOUS)	Don't know
EU27	65%	33%	32%	26%	17%	14%	10%	2%	16%	1%
SE	84%	74%	54%	51%	45%	25%	23%	2%	2%	0%
DK	78%	53%	57%	35%	34%	23%	22%	2%	6%	0%
BG	75%	24%	22%	10%	8%	7%	9%	1%	15%	3%
DE	74%	51%	28%	40%	24%	18%	10%	1%	10%	0%
RO	74%	22%	21%	17%	14%	11%	6%	1%	18%	1%
LU	73%	55%	51%	46%	31%	19%	11%	4%	9%	0%
EE	72%	39%	43%	35%	36%	15%	20%	1%	8%	1%
FI	72%	57%	46%	37%	27%	21%	23%	4%	3%	0%
SI	71%	38%	47%	22%	20%	12%	10%	5%	11%	0%
LT	69%	32%	45%	21%	24%	11%	16%	3%	8%	2%
AT	67%	48%	20%	32%	23%	16%	10%	6%	20%	1%
NL	67%	54%	56%	44%	21%	23%	20%	3%	8%	0%
ES	66%	22%	29%	13%	12%	11%	8%	2%	13%	0%
CY	66%	25%	38%	15%	13%	9%	8%	1%	14%	0%
LV	66%	24%	43%	28%	23%	9%	23%	2%	9%	0%
UK	66%	36%	39%	19%	17%	15%	12%	3%	13%	0%
SK	65%	21%	33%	31%	20%	12%	11%	1%	18%	0%
FR	63%	30%	45%	36%	18%	13%	6%	2%	14%	0%
HU	61%	24%	18%	10%	13%	9%	11%	1%	27%	0%
CZ	60%	27%	38%	27%	18%	8%	8%	0%	20%	1%
EL	60%	21%	33%	15%	8%	18%	17%	1%	18%	0%
PL	60%	18%	28%	14%	10%	9%	5%	1%	27%	0%
BE	56%	35%	44%	30%	19%	20%	11%	2%	16%	0%
IT	56%	24%	19%	20%	8%	13%	10%	1%	24%	2%
PT	53%	18%	17%	17%	4%	10%	8%	1%	34%	1%
MT	50%	20%	35%	9%	11%	11%	7%	2%	29%	1%
IE	44%	29%	35%	14%	18%	18%	10%	4%	24%	1%
HR	66%	25%	34%	18%	13%	11%	9%	2%	18%	0%

<b>Highest percentage per country</b>	<b>Lowest percentage per country</b>
Highest percentage per item	Lowest percentage per item

(MULTIPLE ANSWERS POSSIBLE)

A review of the country level results shows that respondents in Sweden are the most likely to look for information on developments in science and technology in each source listed, except on websites. Respondents in Denmark are the most likely to say that they look for this information on websites (57%), while Latvian and Finnish respondents are as likely as those in Sweden to say they look for information on social media and blogs (all 23%).

**Television** is the most mentioned source of information on developments in science and technology in each country, ranging from 84% of Swedish respondents, to 44% of those in Ireland. In fact Ireland is the only country where fewer than 50% say they get this information from the television.

A majority of respondents in 6 countries say they get information on developments in science and technology from **newspapers**: Sweden (74%), Finland (57%), Luxembourg (55%), the Netherlands (54%), Denmark (53%) and Germany (51%). This compares with 18% of respondents in Poland and Portugal.

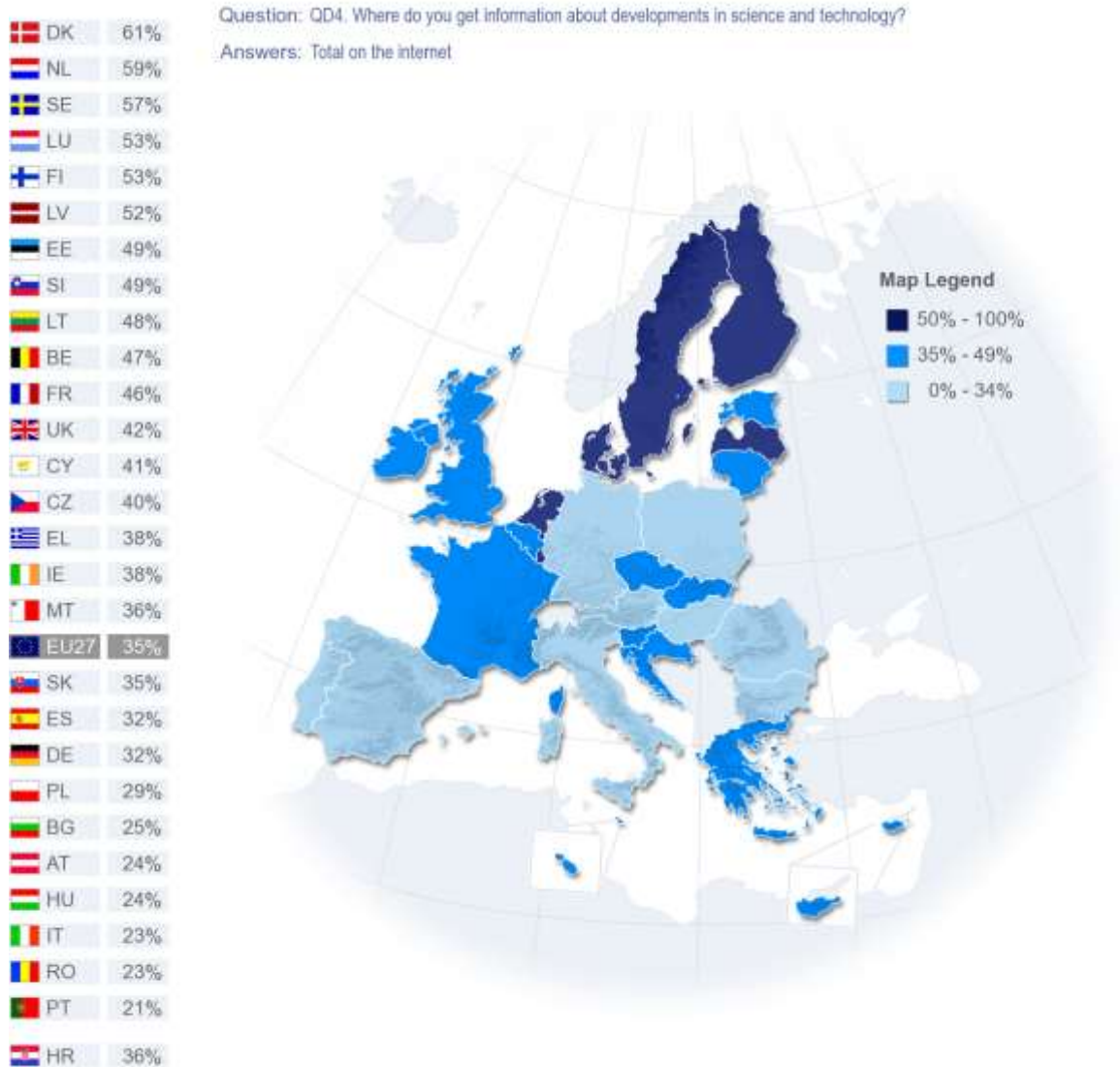
At least half of all respondents in four countries say they get information on developments in science and technology on **websites**: Denmark (57%), the Netherlands (56%), Sweden (54%) and Luxembourg (51%). Less than one in five Portuguese (17%), Hungarian (18%) and Italian (19%) respondents say the same.

Sweden is the only country where at least half of all respondents say they get information on developments in science and technology from **magazines** (51%), although 46% of Luxembourgish and 44% of Dutch respondents say the same. This is a strong contrast with Malta, where just 9% get this information from magazines.

At least one third of Swedish (45%), Estonian (36%) and Danish (34%) respondents get information on developments in science and technology from the **radio**, compared to 4% of those in Portugal. One quarter (25%) of Swedish respondents get this information from **books**, as do 23% of Danish and Dutch respondents. In contrast 7% of Bulgarian respondents say the same. As mentioned above, **social media and blogs** are most likely to be used by respondents in Sweden, Latvia and Finland (all 23%), and they are least likely to be used by those in Poland (5%).

At the other end of the spectrum, at least one quarter of respondents in Portugal (34%), Malta (29%), Poland and Hungary (both 27%) say that they **do not look for information about developments in science and technology**.

The map below shows the proportion of respondents across all countries who look for information about science and technology on the internet (websites, and/or social media and blogs). It illustrates that the highest proportion of those using the internet for this kind of information are found in the Scandinavian and Baltic regions, while those living in central and eastern regions are generally less likely to use the internet for this information.



(MULTIPLE ANSWERS POSSIBLE)

**Analysis of the socio-demographic variables** reveals a number of interesting differences. Men are more likely than women to look for information on developments in science and technology in newspapers (36% vs. 30%), in magazines (28% vs. 23%), on websites in particular (40% vs. 26%), and on the internet in general (43% vs. 29%). Women are more likely to say that they do not look for this kind of information (19% vs. 13%).

Respondents aged 40+ are more likely than those aged 15-24 to mention television (66%-68% vs. 60%) and newspapers (35%-36% vs. 26%), while those aged 15-39 are more likely than older respondents to use social media or blogs (15%-20% vs. 3%-9%). In addition, the younger the respondent, the more likely they are to look for information on developments in science and technology on websites, and on the internet generally. For example 53% of 15-24 year olds look on websites for this information, compared to 15% of those aged 55+.





Looking at variations by education there is a consistent trend: the longer a respondent remained in education, the more likely they are to use each source to find information about developments in science and technology. This is particularly noticeable for websites and the internet generally. For example 9% of those who completed their education age 15 or younger get this kind of information on the internet (websites and/or social media and blogs), compared to 52% of those who completed their education aged 20+, and 66% of current students.

As might be expected, those who are interested in developments in science and technology are more likely to use each source to get information about these developments. For example, 52% of those who are interested in these developments use the internet to get information on them, compared to 16% who are not interested. The same pattern applies when comparing those who feel informed about developments in science and technology compared to those who do not feel informed.

It is also interesting to look at the relationship between the use of the internet and other media to get information about developments in science and technology. For example, respondents who mention television (37%), newspapers (41%) and radio (45%) are less likely to also mention the internet compared to those who mention books (60% also mention the internet) and magazines (52%).



QD4 Where do you get information about developments in science and technology?

	Television	Newspapers	On websites	Magazines	Radio	Books	On social media or blogs	Other (SPONTANEOUS)	You do not look for information about developments in science and technology (SPONTANEOUS)	Don't know	Total on the internet
EU27	65%	33%	32%	26%	17%	14%	10%	2%	16%	1%	35%
 <b>Sex</b>											
Male	67%	36%	40%	28%	18%	16%	12%	2%	13%	1%	43%
Female	64%	30%	26%	23%	15%	13%	8%	2%	19%	1%	29%
 <b>Age</b>											
15-24	60%	25%	53%	23%	11%	17%	20%	3%	12%	0%	58%
25-39	64%	31%	46%	27%	16%	14%	15%	1%	14%	0%	49%
40-54	68%	35%	32%	29%	18%	14%	9%	2%	13%	0%	36%
55+	66%	35%	15%	23%	19%	13%	3%	1%	21%	1%	16%
 <b>Education (End of)</b>											
15-	60%	22%	8%	13%	11%	7%	2%	1%	29%	2%	9%
16-19	67%	32%	28%	23%	16%	11%	8%	1%	17%	0%	31%
20+	69%	45%	48%	39%	23%	22%	15%	2%	7%	0%	52%
Still studying	58%	28%	61%	27%	12%	23%	25%	3%	10%	0%	66%
 <b>Respondent occupation scale</b>											
Self-employed	65%	39%	38%	31%	19%	18%	13%	1%	12%	0%	44%
Managers	68%	48%	58%	43%	25%	23%	17%	2%	5%	0%	62%
Other white collars	65%	37%	36%	28%	16%	14%	13%	2%	13%	1%	41%
Manual workers	67%	32%	33%	25%	15%	11%	9%	2%	16%	0%	36%
Housepersons	59%	19%	14%	12%	10%	6%	4%	1%	29%	1%	16%
Unemployed	65%	22%	32%	18%	11%	11%	10%	2%	17%	1%	35%
Retired	67%	34%	13%	22%	19%	13%	3%	1%	22%	1%	14%
Students	58%	28%	61%	27%	12%	23%	25%	3%	10%	0%	66%
<b>Use of the Internet</b>											
Everyday	66%	38%	52%	33%	19%	19%	16%	2%	9%	0%	56%
Often/ Sometimes	68%	34%	18%	23%	15%	13%	6%	2%	17%	0%	22%
Never	65%	25%	1%	15%	13%	7%	0%	1%	26%	1%	1%
<b>Interested in science</b>											
Total 'Interested'	75%	43%	48%	37%	22%	22%	15%	2%	2%	0%	52%
Total 'Not interested'	54%	21%	14%	13%	10%	5%	4%	1%	32%	1%	16%
<b>Informed about science</b>											
Total 'Informed'	73%	45%	52%	39%	23%	25%	17%	3%	3%	0%	56%
Total 'Not informed'	60%	25%	19%	17%	12%	7%	6%	1%	25%	1%	21%

(MULTIPLE ANSWERS POSSIBLE)

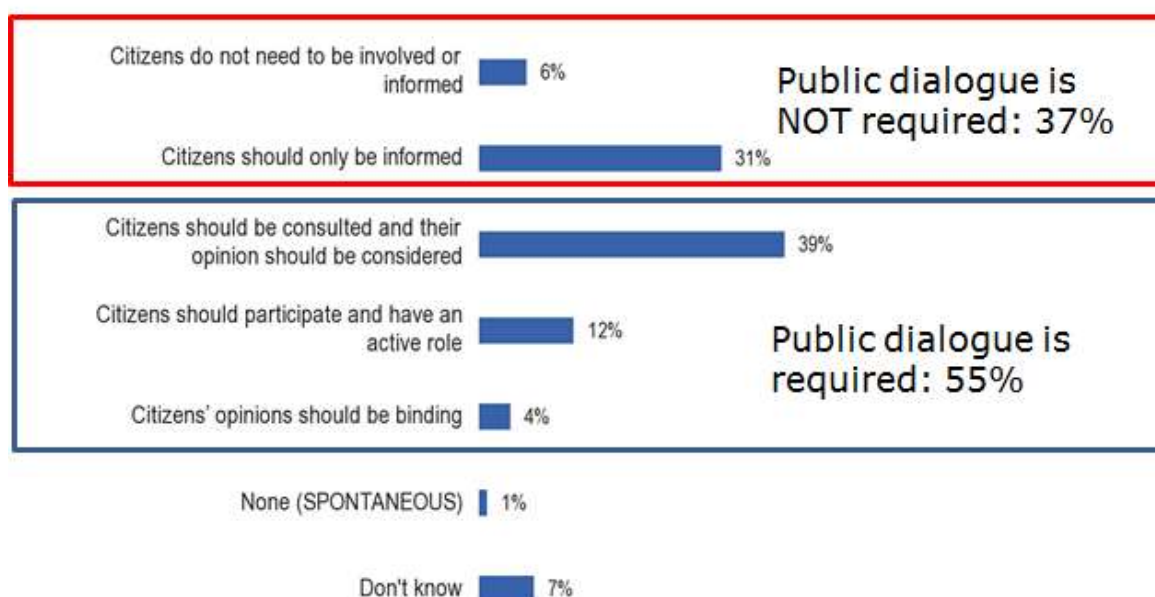
## 5. PUBLIC INVOLVEMENT DESIRED IN DECISION-MAKING PROCESS ABOUT SCIENCE AND TECHNOLOGY

### - Around four in ten respondents think that citizens should be consulted and their opinions considered regarding decisions about science and technology -

In a new question for this wave, respondents were asked about the level of involvement they thought citizens should have in decisions made about science and technology<sup>11</sup>. The most common response is that citizens should be consulted and their opinions considered (39%). Three in ten (31%) think that citizens should only be informed, while 12% think citizens should participate and have an active role in such decisions. Around one in twenty thinks that citizens do not need to be involved or informed (6%), while 4% think that citizens' opinions should be binding.

Overall, more than half of Europeans believe that when it comes to decisions made about science and technology public dialogue is required (55%) whereas less than four in 10 respondents believe that it is not (37%).

QD6. What is the level of involvement citizens should have when it comes to decisions made about science and technology?

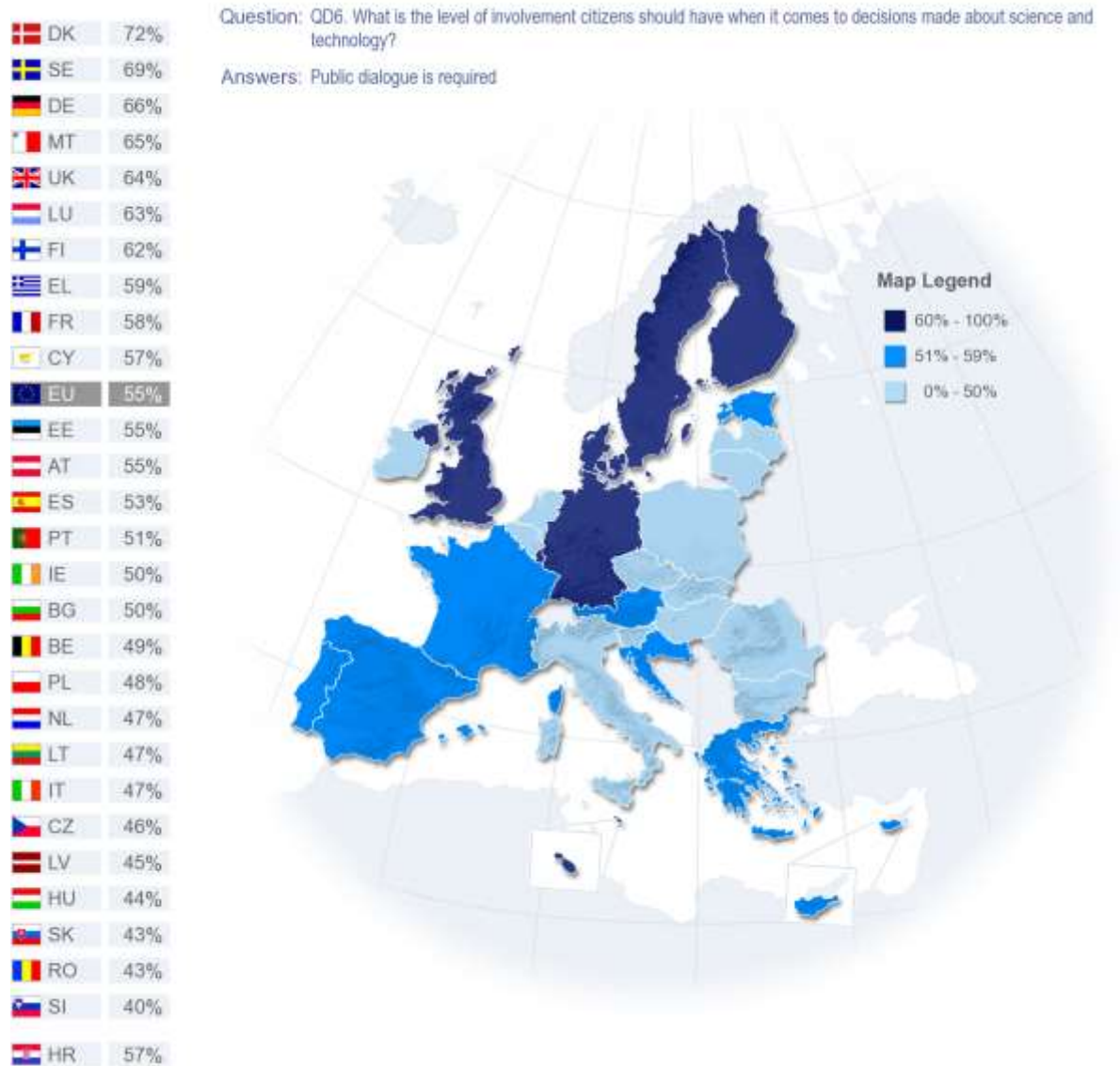


EU27

<sup>11</sup> QD6 What is the level of involvement citizens should have when it comes to decisions made about science and technology? Citizens do not need to be involved or informed; Citizens should only be informed; Citizens should be consulted and their opinion should be considered; Citizens should participate and have an active role; Citizens' opinions should be binding; None (SPONTANEOUS); Don't know.

New question based on EB73.1 QC4 Which of the following public involvement do you think is appropriate when it comes to decisions about science and technology? The public does not need to be involved in decisions about science and technology; Decisions about science and technology should be made by scientists, engineers and politicians, and the public should be informed about these; The public should be consulted and public opinion should only be considered when making decisions about science and technology; Public opinion should be binding when making decisions about science and technology; NGOs should be partners in scientific and technological research decisions; None (SPONTANEOUS); Don't know.

The proportion of respondents indicating that public dialogue<sup>12</sup> is required when decisions have to be taken regarding science and technology, range between 40% in Slovenia and 72% in Denmark. A geographical pattern is depicted, showing more people with this preference in the Nordic and Scandinavian countries and less people in the Eastern Europe.



<sup>12</sup> The results for the answers 'Citizens should be consulted and their opinion should be considered', 'Citizens should participate and have an active role' and 'Citizens' opinions should be binding' are grouped under the item name 'Public dialogue is required'.



More than a third of Europeans (37%) do not wish to have any form of public dialogue when decisions need to be taken regarding science and technology. The proportions range across the countries between 20% in Malta and 54% in Slovenia, where more than half of the respondents do not wish such public involvement. Similar to Slovenia, around a half of respondents in Slovakia (51%), Latvia (50%), the Czech Republic (48%) and Belgium (48%) answer the same way.

Q06 What is the level of involvement citizens should have when it comes to decisions made about science and technology?

	Citizens do not need to be involved or informed	Citizens should only be informed	Citizens should be consulted and their opinion should be considered	Citizens should participate and have an active role	Citizens' opinions should be binding	None (SPONTANEOUS)	Don't know	Public dialogue is required*	Public dialogue is not required**
EU27	6%	31%	39%	12%	4%	1%	7%	55%	37%
SE	3%	29%	48%	20%	1%	0%	2%	69%	29%
MT	6%	14%	47%	16%	2%	0%	15%	65%	20%
FI	3%	33%	43%	15%	4%	0%	2%	62%	36%
EL	4%	33%	29%	23%	7%	0%	4%	59%	37%
DK	4%	20%	51%	18%	3%	1%	3%	72%	24%
UK	6%	22%	49%	12%	3%	1%	7%	84%	28%
DE	4%	24%	48%	15%	3%	1%	5%	66%	28%
LU	2%	31%	47%	12%	4%	1%	3%	63%	33%
FR	4%	32%	43%	13%	2%	1%	5%	58%	36%
EE	6%	32%	36%	11%	8%	1%	6%	55%	38%
PL	5%	35%	34%	10%	4%	1%	11%	48%	40%
BG	4%	29%	33%	14%	3%	1%	16%	50%	33%
ES	7%	31%	32%	13%	8%	1%	8%	53%	38%
CZ	7%	41%	30%	11%	5%	1%	5%	46%	48%
LV	7%	43%	29%	9%	7%	1%	4%	45%	50%
SK	7%	44%	28%	12%	3%	1%	5%	43%	51%
CY	2%	35%	27%	26%	4%	1%	5%	57%	37%
BE	9%	39%	38%	8%	3%	2%	1%	49%	48%
NL	8%	38%	35%	10%	2%	2%	5%	47%	46%
IT	8%	37%	34%	9%	4%	2%	6%	47%	45%
IE	10%	26%	33%	14%	3%	2%	12%	50%	36%
LT	5%	37%	26%	12%	7%	2%	9%	47%	42%
SI	10%	44%	24%	13%	3%	2%	4%	40%	54%
AT	7%	31%	34%	14%	7%	3%	4%	50%	38%
RO	8%	32%	29%	11%	3%	3%	14%	43%	40%
HU	6%	40%	36%	6%	2%	5%	5%	44%	46%
PT	4%	29%	32%	16%	3%	5%	11%	51%	33%
HR	7%	30%	29%	20%	8%	2%	4%	57%	37%

Highest percentage per country      Lowest percentage per country  
 Highest percentage per item      Lowest percentage per item  
 Highest result per country

\* Total between 'Citizens should be consulted and their opinion should be considered', 'Citizens should participate and have an active role' and 'Citizens' opinions should be binding'

\*\* Total between 'Citizens do not need to be involved or informed' and 'Citizens should only be informed'

In most Member States, a majority of respondents - be it relative or absolute - believe that public dialogue is required (highlighted in pink in the chart below). However, in the following five countries a majority of Member States believe that they should not be involved in such decision-making process: Slovenia (54% vs. 40%), Slovakia (51% vs. 43%), Latvia (50% vs. 45%), Czech Republic (48% vs. 46%) and Hungary (46% vs. 44%). It is worth noting that all those countries are located in the Eastern part of Europe.

Denmark is the only country where an absolute majority (albeit small) hold any opinion. In this case 51% of Danish respondents think that **citizens should be consulted and their opinion should be considered**. Respondents in the UK (49%), Germany and Sweden (both 48%) are also likely to think this way. In comparison 24% of Slovenian and 27% of Cypriot respondents also think this way.

Slovenian and Slovakian respondents are the most likely to think that **citizens should only be informed** about decisions made about science and technology (both 44%), followed by those in Latvia (43%). Just 14% of Maltese respondents also hold this opinion.

At least one in five respondents in Cyprus (26%), Greece (23%), Croatia and Sweden (both 20%) think that **citizens should participate and have an active role** in decisions made about science and technology. In contrast 6% of Hungarian respondents also think this way.

There is only a small range in the proportion of respondents who think **citizens do not need to be involved or informed**. One in ten Irish and Slovenian (both 10%) respondents think this way, compared to 2% of those in Cyprus and Luxembourg. There is a similarly small range for the proportion who thinks **citizens' opinions should be binding**. 8% of Estonian, Spanish and Croatian respondents think this way, compared to 1% of those in Sweden.

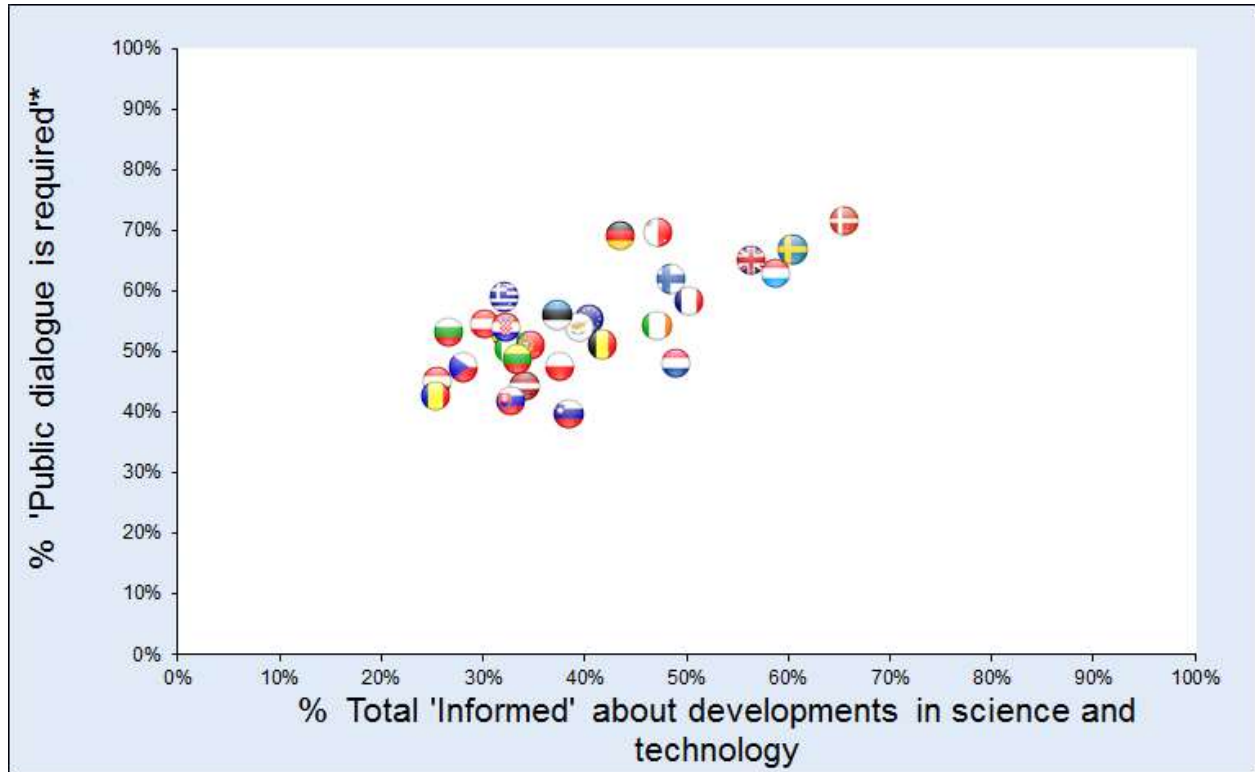
The **socio-demographic analysis** shows there are no differences in opinion between men and women or across age groups. Respondents with the highest education levels are more likely to think that citizens should be consulted and their opinion should be considered particularly compared to those with the lowest education levels (43% vs. 33%). The same pattern applies for citizens participating and having an active role in the decision making process.

Respondents who are interested in developments in science and technology are more likely than those who are not interested to say that citizens should be consulted and their opinion should be considered (43% vs. 35%) and that citizens participating and having an active role (15% vs. 9%). The same pattern applies when comparing those who feel informed about developments in science and technology with those who do not feel informed.

## QD6 What is the level of involvement citizens should have when it comes to decisions made about science and technology?

	Citizens do not need to be involved or informed	Citizens should only be informed	Citizens should be consulted and their opinion should be considered	Citizens should participate and have an active role	Citizens' opinions should be binding	None (SPONTANEOUS)	Don't know	Public dialogue is required	Public dialogue is not required
EU27	6%	31%	39%	12%	4%	1%	7%	55%	37%
<b>Sex</b>									
Male	6%	32%	38%	14%	4%	1%	5%	56%	38%
Female	5%	30%	40%	11%	4%	2%	8%	55%	35%
<b>Age</b>									
15-24	6%	29%	41%	13%	4%	1%	6%	58%	35%
25-39	6%	31%	39%	14%	4%	1%	5%	57%	37%
40-54	5%	32%	40%	13%	4%	1%	5%	57%	37%
55 +	6%	31%	38%	11%	3%	2%	9%	52%	37%
<b>Education (End of)</b>									
15-	6%	33%	33%	9%	4%	3%	12%	46%	39%
16-19	6%	33%	39%	11%	4%	1%	6%	54%	39%
20+	5%	28%	43%	16%	4%	1%	3%	63%	33%
Still studying	5%	28%	43%	14%	4%	1%	5%	61%	33%
<b>Interested in science</b>									
Total 'Interested'	5%	30%	43%	15%	4%	1%	2%	62%	35%
Total 'Not interested'	7%	32%	35%	9%	4%	2%	11%	48%	39%
<b>Informed about science</b>									
Total 'Informed'	5%	29%	44%	16%	3%	1%	2%	63%	34%
Total 'Not informed'	6%	33%	36%	10%	4%	2%	9%	50%	39%

A **correlation analysis** was carried out to investigate the relationship between feeling informed about developments in science and technology and the view that public dialogue is required when decisions are taken regarding science and technology. The results in the chart below illustrate a strong positive correlation ( $r=0.74$ ). The more informed respondents feel about developments in science and technology the more they think that public dialogue is required.



\* Total between 'Citizens should be consulted and their opinion should be considered', 'Citizens should participate and have an active role' and 'Citizens' opinions should be binding'

## 6. THE BEST QUALIFIED PEOPLE INVOLVED TO EXPLAIN THE IMPACT OF SCIENCE AND TECHNOLOGY ON SOCIETY

### - University or government scientists are the best qualified to explain the impact of scientific or technological developments -

Respondents were given a list of categories of people and organisations, and asked who they considered to be the best qualified to explain the impact of scientific and technological developments on society<sup>13</sup>. Two thirds (66%) of respondents say that scientists working at universities or in government laboratories are best qualified to give these explanations, while 35% say scientists working in private company laboratories. Around one in five mention environmental protection associations (21%), television journalists (20%), Consumer organisations (20%) and medical doctors (19%).

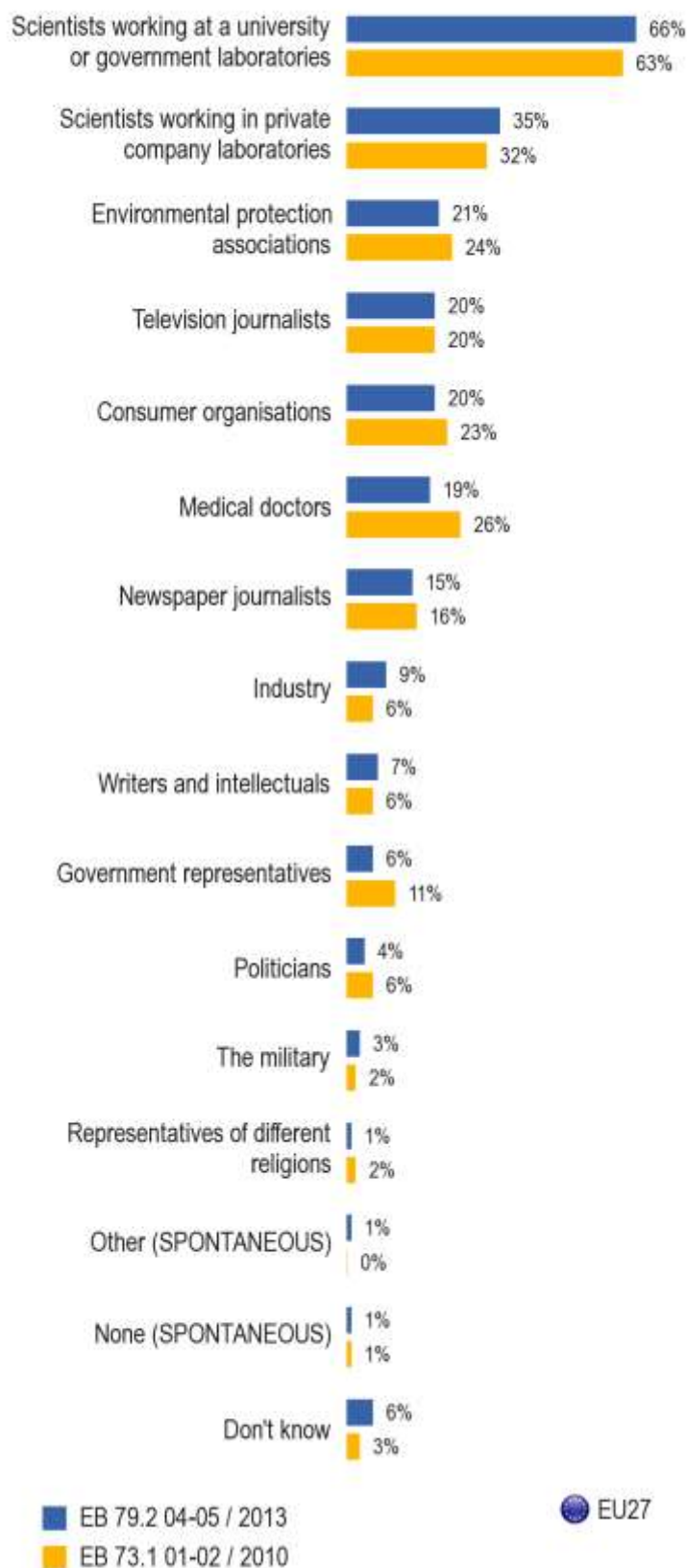
Newspaper journalists are mentioned by 15%, with 9% mentioning industry, 7% writers and intellectuals and 6% mentioning government representatives. Least mentioned are religious representatives (1%), the military (3%) or politicians (4%).

There have been few changes since the previous wave in 2010. Respondents are less likely to mention medical doctors than they were in 2010 (down 7 percentage points), and they are also less likely to mention government representatives (-5 points).

---

<sup>13</sup> QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society? (MAX. 3 ANSWERS) Scientists working at a university or government laboratories; Scientists working in private company laboratories; Newspaper journalists; Television journalists; Politicians; Consumer organisations; Environmental protection associations; Industry; The military; Representatives of different religions; Government representatives; Medical doctors; Writers and intellectuals; Other (SPONTANEOUS); None (SPONTANEOUS); Don't know.

QD7. Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society?



(MAXIMUM 3 ANSWERS)

The table on the following page shows the results at country level. In all EU27 countries and in Croatia the most mentioned group are **scientists working in universities or government laboratories**. Furthermore at least half of all respondents in each country mentions this group of people. This ranges from more than nine in ten Cypriot respondents (92%), 82% of Greek and 81% of Swedish respondents, to 54% of respondents in Portugal.

Cyprus is the only country where at least half of all respondents mention **scientists working in private company laboratories** (57%), although these scientists are also mentioned by 48% of Spanish and 47% of Greek respondents. In contrast 19% of Hungarians also mention scientists working in private company laboratories.

Respondents living in Austria are the most likely to mention **environmental protection associations** (33%), followed by those in Germany 31%), Sweden (29%), Denmark (28%) and France (27%). At the other end of the scale 9% of Polish and Lithuanian respondents also mention these associations. Polish respondents are also least likely to mention **medical doctors** (7%), particularly compared to those in Greece (32%) and Cyprus (30%).

Hungarian respondents are the most likely to mention **television journalists** (36%), compared to 11% of respondents in Spain, Malta and the Czech Republic. Just over four out of ten German respondents (41%) mention **consumer organisations**, compare to 5% of those in Latvia.

Dutch respondents are the most likely to mention **newspaper journalists** (33%), while Spanish respondents are the least likely to do so (6%). Dutch respondents, along with those in Sweden, are also the most likely to mention **writers and intellectuals** (both 15%), particularly compared to respondents in Latvia, Slovakian and the Czech Republic (all 3%).

Respondents in Luxembourg are the most likely to mention **government representatives** (14%), whilst Belgian respondents are the most likely to mention **politicians** (11%). UK respondents are the most likely to mention the **military** (8%), while those in Austria are the most likely to mention **religious representatives** (3%).



QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society?

	Scientists working at a university or government laboratories	Scientists working in private company laboratories	Environmental protection associations	Television journalists	Consumer organisations	Medical doctors	Newspaper journalists	Industry	Writers and intellectuals	Government representatives	Politicians	The military	Representatives of different religions	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU27	68%	35%	21%	20%	20%	19%	15%	9%	7%	6%	4%	3%	1%	1%	1%	6%
CY	92%	57%	23%	17%	17%	30%	7%	3%	7%	9%	4%	1%	1%	0%	0%	1%
EL	82%	47%	21%	12%	13%	32%	7%	4%	13%	4%	2%	1%	1%	0%	2%	4%
SE	81%	36%	29%	14%	26%	19%	17%	13%	15%	5%	8%	3%	2%	0%	0%	2%
EE	80%	45%	18%	12%	9%	17%	12%	7%	5%	6%	4%	3%	1%	1%	1%	6%
ES	80%	48%	19%	11%	10%	21%	6%	4%	8%	4%	2%	1%	1%	1%	1%	6%
BG	79%	41%	20%	20%	7%	12%	10%	8%	5%	8%	2%	3%	0%	0%	0%	12%
CZ	79%	45%	21%	11%	10%	22%	8%	10%	3%	6%	3%	4%	1%	0%	1%	4%
SK	75%	43%	21%	16%	10%	12%	16%	11%	3%	7%	5%	4%	0%	0%	2%	4%
UK	74%	36%	16%	14%	10%	28%	10%	17%	8%	6%	3%	8%	2%	1%	1%	7%
DK	72%	35%	28%	20%	33%	16%	16%	13%	10%	4%	8%	1%	1%	0%	1%	3%
LT	70%	39%	9%	21%	6%	10%	13%	6%	5%	11%	7%	1%	1%	2%	1%	7%
BE	68%	33%	15%	22%	23%	27%	17%	9%	8%	11%	11%	3%	2%	1%	1%	1%
IE	68%	39%	19%	13%	12%	11%	18%	5%	5%	2%	3%	1%	1%	1%	1%	7%
LU	68%	31%	22%	20%	20%	20%	25%	8%	6%	14%	7%	1%	1%	2%	1%	4%
NL	66%	23%	15%	21%	36%	16%	33%	9%	15%	6%	5%	1%	1%	1%	1%	4%
LV	65%	31%	12%	24%	5%	16%	19%	12%	3%	7%	6%	4%	1%	0%	1%	5%
AT	64%	34%	33%	27%	30%	20%	19%	9%	6%	5%	5%	1%	3%	2%	2%	3%
SI	64%	37%	17%	20%	15%	14%	16%	6%	10%	4%	2%	2%	0%	2%	3%	5%
FI	62%	31%	21%	20%	19%	22%	23%	15%	11%	7%	7%	4%	2%	1%	1%	2%
IT	61%	38%	18%	18%	16%	14%	15%	4%	4%	6%	4%	1%	2%	1%	3%	5%
DE	60%	23%	31%	26%	41%	19%	20%	9%	6%	3%	5%	2%	1%	0%	1%	5%
FR	59%	37%	27%	20%	29%	28%	19%	10%	9%	5%	4%	5%	1%	1%	1%	3%
PL	59%	31%	9%	29%	6%	7%	14%	4%	4%	4%	3%	2%	1%	1%	3%	14%
RO	58%	32%	19%	25%	12%	10%	14%	11%	8%	12%	4%	3%	2%	1%	1%	8%
MT	57%	30%	16%	11%	8%	24%	9%	8%	9%	10%	10%	0%	2%	0%	1%	16%
HU	55%	19%	24%	38%	15%	16%	18%	14%	7%	9%	5%	2%	1%	1%	2%	4%
PT	54%	33%	18%	24%	8%	23%	12%	5%	4%	8%	5%	1%	1%	0%	3%	14%
HR	76%	36%	18%	20%	7%	15%	12%	6%	8%	5%	4%	1%	1%	1%	1%	4%

Highest percentage per country      Lowest percentage per country  
 Highest percentage per item      Lowest percentage per item

(MAXIMUM 3 ANSWERS)



The table below shows the trend since 2010 for the five most mentioned answers at EU level. It illustrates that although there has been little change at the overall EU27 level, there have been some notable shifts within countries.






























Respondents in Denmark (+14 percentage points), the UK, Spain (both +12) and Austria (+10) are now more likely to mention **scientists working in universities or government laboratories** than they were in 2010. In contrast mentions of this group of scientists have decreased 7 points in the Netherlands, and 6 points in Hungary, Malta, France and the Czech Republic.

Cypriot respondents are now much more likely to mention **scientists working in private company laboratories** than they were in the last wave (+18 points), and mentions of this group of scientists have also increased in Spain (+14) the Czech Republic (+12) and Denmark (+10). In contrast, mentions of this group of scientists have decreased notably in Hungary (-14), Slovakia (-13), Croatia and Lithuania (both -10).

Mentions of **environmental protection associations** have declined in most countries, particularly amongst respondents in Cyprus (-15 points), Slovakia (-12) and Malta (-10). Respondents in Romania (-13), Latvia (-12) and Denmark (-11) are less likely to mention **television journalists** than they were in 2010. In contrast mentions of this group have increased notably in Croatia (+8), Austria, the Netherlands and Slovakia (all +7).

At the EU27 level, mentions of **consumer organisations** have declined 3 percentage points, but the decline has been greater in Cyprus (-9 points), Hungary (-8) and Portugal and Finland (both -6).

QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society?\*

	Scientists working at a university or government laboratories		Scientists working in private company laboratories		Environmental protection associations		Television journalists		Consumer organisations	
	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010
 EU27	66%	<b>+3</b>	35%	<b>+3</b>	21%	<b>-3</b>	20%	=	20%	<b>-3</b>
 CY	92%	<b>+6</b>	57%	<b>+18</b>	23%	<b>-15</b>	17%	<b>-2</b>	17%	<b>-9</b>
 EL	82%	<b>+1</b>	47%	<b>+7</b>	21%	<b>-7</b>	12%	<b>-2</b>	13%	<b>-5</b>
 SE	81%	<b>+5</b>	36%	<b>+3</b>	29%	<b>+3</b>	14%	<b>-3</b>	26%	<b>+2</b>
 EE	80%	<b>+8</b>	45%	<b>-1</b>	18%	<b>-6</b>	12%	<b>-5</b>	9%	<b>+1</b>
 ES	80%	<b>+12</b>	48%	<b>+14</b>	19%	<b>+1</b>	11%	<b>-3</b>	10%	<b>-3</b>
 BG	79%	<b>+1</b>	41%	<b>-8</b>	20%	<b>-6</b>	20%	<b>+3</b>	7%	<b>-3</b>
 CZ	79%	<b>-6</b>	45%	<b>+12</b>	21%	<b>-4</b>	11%	<b>-2</b>	10%	<b>-2</b>
 SK	75%	<b>+4</b>	43%	<b>-13</b>	21%	<b>-12</b>	16%	<b>+7</b>	10%	<b>+4</b>
 UK	74%	<b>+12</b>	36%	<b>+6</b>	16%	<b>-1</b>	14%	<b>-2</b>	10%	<b>-2</b>
 DK	72%	<b>+14</b>	35%	<b>+10</b>	28%	<b>+1</b>	20%	<b>-11</b>	33%	<b>-2</b>
 LT	70%	<b>-4</b>	39%	<b>-10</b>	9%	<b>-2</b>	21%	<b>+1</b>	6%	=
 BE	68%	=	33%	<b>-3</b>	15%	<b>-2</b>	22%	<b>+4</b>	23%	<b>-1</b>
 IE	68%	<b>-2</b>	39%	<b>-5</b>	19%	<b>-8</b>	13%	<b>-5</b>	12%	<b>-5</b>
 LU	68%	<b>+4</b>	31%	<b>-6</b>	22%	<b>-6</b>	20%	<b>+2</b>	20%	<b>+2</b>
 NL	66%	<b>-7</b>	23%	=	15%	<b>-4</b>	21%	<b>+7</b>	36%	<b>-5</b>
 LV	65%	<b>+7</b>	31%	<b>-4</b>	12%	<b>-4</b>	24%	<b>-12</b>	5%	<b>-2</b>
 AT	64%	<b>+10</b>	34%	<b>+9</b>	33%	<b>-3</b>	27%	<b>+7</b>	30%	<b>-7</b>
 SI	64%	<b>-4</b>	37%	<b>-4</b>	17%	=	20%	<b>-5</b>	15%	<b>+1</b>
 FI	62%	<b>-4</b>	31%	<b>-7</b>	21%	=	20%	<b>-3</b>	19%	<b>-6</b>
 IT	61%	<b>-5</b>	38%	<b>+2</b>	18%	<b>-5</b>	18%	<b>+3</b>	16%	<b>-5</b>
 DE	60%	<b>+3</b>	23%	<b>+3</b>	31%	<b>-4</b>	26%	<b>+1</b>	41%	<b>-3</b>
 FR	59%	<b>-6</b>	37%	<b>-2</b>	27%	<b>-3</b>	20%	<b>+2</b>	29%	<b>-2</b>
 PL	59%	<b>+6</b>	31%	=	9%	<b>-2</b>	29%	<b>+4</b>	6%	<b>-4</b>
 RO	58%	<b>+4</b>	32%	<b>-7</b>	19%	<b>+3</b>	25%	<b>-13</b>	12%	=
 MT	57%	<b>-6</b>	30%	<b>-9</b>	16%	<b>-10</b>	11%	<b>-6</b>	8%	<b>-3</b>
 HU	55%	<b>-6</b>	19%	<b>-14</b>	24%	<b>-3</b>	36%	<b>+3</b>	15%	<b>-8</b>
 PT	54%	<b>+1</b>	33%	<b>+4</b>	18%	<b>-6</b>	24%	=	8%	<b>-6</b>
 HR	76%	<b>-3</b>	36%	<b>-10</b>	18%	<b>-3</b>	20%	<b>+8</b>	7%	<b>+4</b>

\*Top 5 answers mentioned at EU27 level

(MAXIMUM 3 ANSWERS)

**Socio-demographic analysis** does not reveal any notable differences between men and women. There are also few differences across age groups. Those aged 55+ are the least likely to mention university or government scientists (61% vs. 67%-71%). They are also least likely to mention scientists working in private laboratories, particularly compared to those aged 15-39 (30% vs. 39%-40%). Respondents aged 15-24 are least likely to mention consumer organisations (14%), particularly compared to those aged 40+ (21%-23%).

There are also few differences based on education levels. Those who completed their education aged 15 or younger are the least likely to mention scientists working in private laboratories (30%), consumer organisations (14%) and environmental protection associations (16%). In addition, the higher a respondents' education level, the more likely they are to mention university or government scientists. For instance 56% of those who completed their education aged 15 or younger mention them, compared to 72% of those who completed their education aged 20+.

A review of the attitudinal variables shows those who feel informed about developments in science or technology are more likely to mention university or government scientists (72%), private laboratory scientists (38%), or consumer organisations (23%), compared to those who do not feel informed. The same pattern applies when comparing those who are and are not interested in developments in science and technology.

Respondents who say that the influence of science on society is positive are much more likely to say that university or government scientists are best qualified to explain the impact of science and technology developments on society (71% vs. 49% who say the influence is negative).

Q07 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society?

	Scientists working at a university or government laboratories	Scientists working in private company laboratories	Environmental protection associations	Television journalists	Consumer organisations	Medical doctors	Newspaper journalists	Industry	Writers and intellectuals	Government representatives	Politicians	The military	Representatives of different religions	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU27	66%	35%	21%	20%	20%	19%	15%	8%	7%	6%	4%	3%	1%	1%	1%	6%
<b>Sex</b>																
Male	67%	36%	20%	20%	20%	18%	16%	10%	6%	6%	4%	4%	1%	1%	1%	5%
Female	64%	33%	22%	20%	20%	21%	15%	7%	6%	6%	4%	2%	1%	1%	2%	7%
<b>Age</b>																
15-24	71%	40%	20%	17%	14%	20%	12%	10%	7%	5%	6%	5%	1%	1%	1%	5%
25-39	65%	39%	22%	19%	18%	19%	15%	10%	7%	6%	4%	4%	1%	1%	1%	5%
40-54	67%	34%	22%	20%	23%	19%	16%	8%	6%	6%	4%	2%	2%	1%	1%	5%
55+	61%	30%	20%	21%	21%	20%	17%	8%	6%	5%	4%	2%	1%	1%	2%	8%
<b>Education (End of)</b>																
15	56%	30%	16%	22%	14%	22%	14%	6%	4%	5%	4%	3%	1%	1%	3%	10%
16-19	65%	35%	21%	21%	21%	19%	15%	9%	5%	6%	4%	3%	1%	1%	1%	6%
20+	72%	38%	24%	18%	24%	16%	18%	10%	10%	5%	4%	2%	1%	1%	1%	3%
RRI studying	75%	40%	21%	17%	14%	21%	15%	9%	9%	5%	5%	4%	1%	0%	1%	3%
<b>Interested in science</b>																
Total 'Interested'	73%	37%	23%	19%	23%	21%	17%	10%	9%	6%	4%	3%	1%	1%	1%	3%
Total 'Not interested'	58%	32%	18%	21%	16%	16%	14%	7%	4%	6%	5%	2%	1%	1%	2%	10%
<b>Informed about science</b>																
Total 'Informed'	72%	38%	22%	19%	23%	20%	17%	11%	9%	6%	4%	4%	1%	1%	1%	2%
Total 'Not informed'	62%	33%	20%	21%	18%	19%	14%	7%	5%	6%	4%	2%	1%	1%	2%	8%
<b>Influence of science on society</b>																
Total 'Positive'	71%	37%	21%	20%	21%	20%	16%	10%	7%	6%	4%	3%	1%	1%	1%	3%
Total 'Negative'	49%	31%	22%	22%	17%	20%	16%	8%	7%	5%	6%	4%	2%	1%	4%	4%

(MAXIMUM 3 ANSWERS)

## II. THE IMPACT OF SCIENCE AND TECHNOLOGY ON SOCIETY

This section of the report explores the impact of science and technology on society. In the first part, Europeans' views on the positive or negative influence of science and technology on society is explored. In the second part, opinions about whether groups such as scientists, journalists and industry behave responsibly towards society when undertaking their science and technology related activities are discussed.

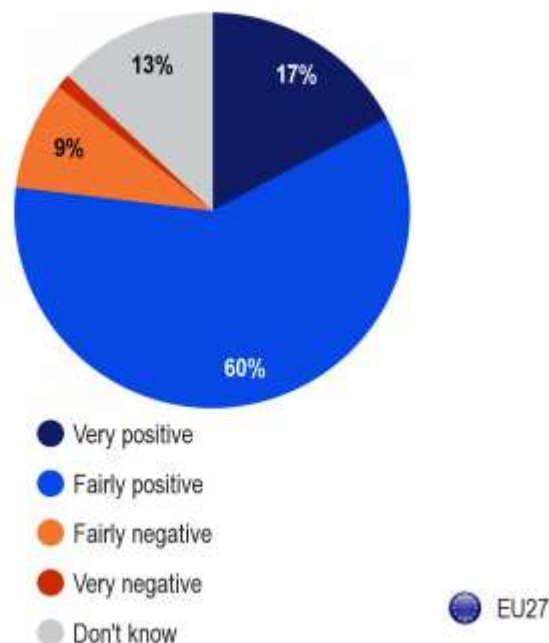
### 1. OVERALL INFLUENCE OF SCIENCE AND TECHNOLOGY ON NATIONAL SOCIETY

#### - More than three quarters say that science and technology have a positive influence on society –

Most respondents (77%) think that science and technology have a positive influence on society overall<sup>14</sup>. In fact almost one in five (17%) think their influence is very positive. One in ten (10%) think that the overall influence of science and technology is negative, while 13% are unable to give an opinion.

This result is particularly interesting considering that just 40% of respondents say they feel informed about developments in science and technology, and 53% say they are interested in these areas.

QD5. Do you think that the overall influence of science and technology on (NATIONALITY) society is positive or negative?

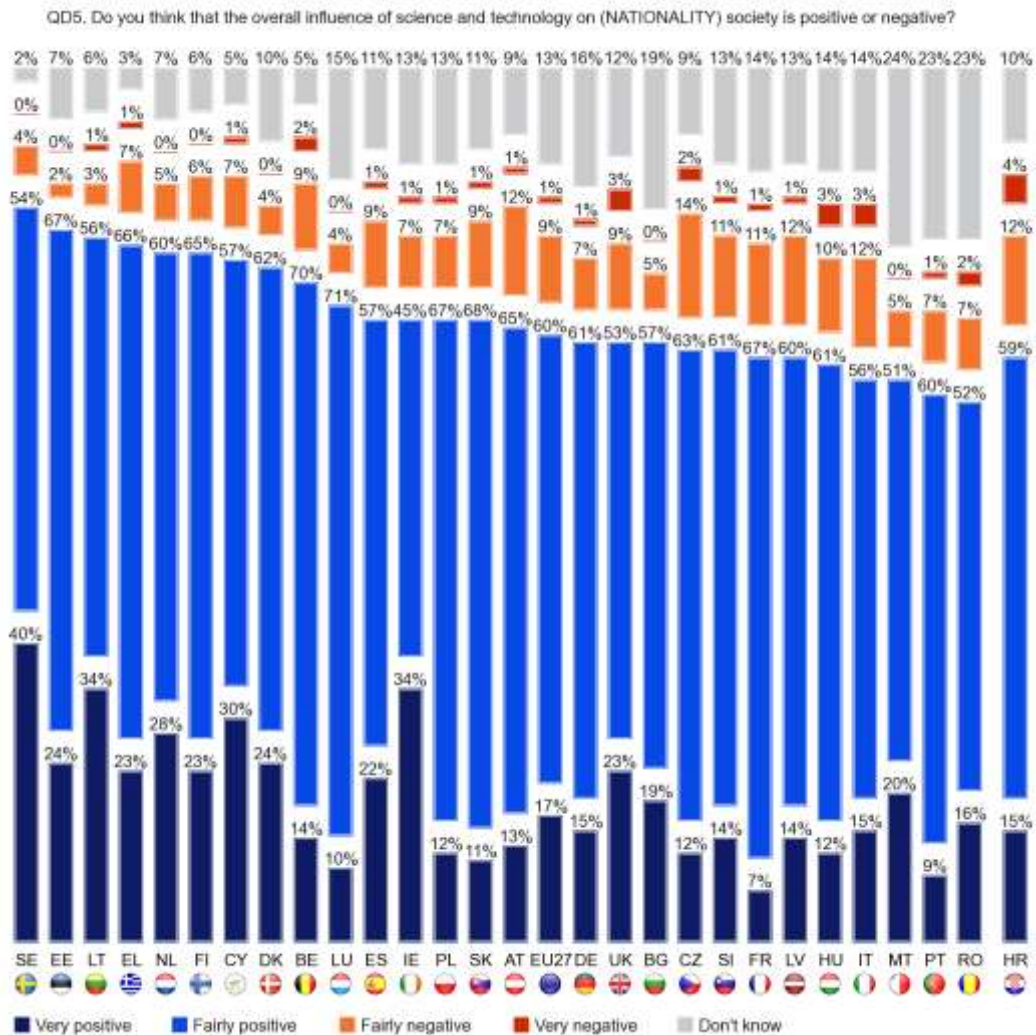


<sup>14</sup> QD5 Do you think that the overall influence of science and technology on (NATIONALITY) society is positive or negative? Very positive; Fairly positive; Fairly negative; Very negative; Don't know. New question.

The chart below illustrates the majority of respondents in all countries think that the overall influence of science and technology on society is positive. This view is almost universal amongst respondents in Sweden (94%), and is also held by at least nine out of ten Estonian (91%) and Lithuanian (90%) respondents.

At the other end of the spectrum, results on the negative view are relatively homogenous across all countries surveyed. The highest proportions of people considering science and technology to have a negative influence on the national society are in the Czech Republic, Croatia (each 16%) and Italy (15%). On the other hand, the lowest proportion in this regard belongs to Estonia (2%).

In the majority of the countries surveyed (18 out of 28) at least one in 10 respondents are unable to give an answer to this question. The proportion rises up to more than two in 10 respondents in Malta (24%), Romania and Portugal (each 23%). Despite this, the proportion of people with negative views in these countries is still relatively in line with the results for the other countries (5%, 8% and 9% respectively – lower than the EU average of 10%).



The **socio-demographic analysis** shows men are slightly more likely than women to think the overall influence of science and technology on society is positive (80% vs. 75%). Respondents under 55 are also more likely than older respondents to say that the influence of science and technology is positive (73% vs. 78%-80%).

Everyday users of the internet are also more likely to think the influence is positive when compared to see frequent users (83% vs. 70%-74%).

Respondents who say they are interested in developments in science and technology are more likely to say the overall influence of science and technology on society is positive, compared to those who are not interested (87% vs. 65%). The same pattern applies for those who feel informed about developments in science and technology (87% vs. 70%), those who have studied science and technology (82% vs. 72%), and those who have a family member with a job or degree in science or technology (84% vs. 75%).




QD5 Do you think that the overall influence of science and technology on (NATIONALITY) society is positive or negative?


	Total 'Positive'	Total 'Negative'	Don't know
EU27	77%	10%	13%

 Sex

Male	80%	10%	10%
Female	75%	10%	15%

 Age

15-24	80%	9%	11%
25-39	80%	9%	11%
40-54	78%	10%	12%
55 +	73%	11%	16%

 Education (End of)

15-	66%	14%	20%
16-19	76%	11%	13%
20+	84%	8%	8%
Still studying	85%	7%	8%

Use of the Internet

Everyday	83%	8%	9%
Often/ Sometimes	74%	13%	13%
Never	70%	12%	18%

Interested in science

Total 'Interested'	87%	7%	6%
Total 'Not interested'	65%	14%	21%

Informed about science

Total 'Informed'	87%	7%	6%
Total 'Not informed'	70%	12%	18%

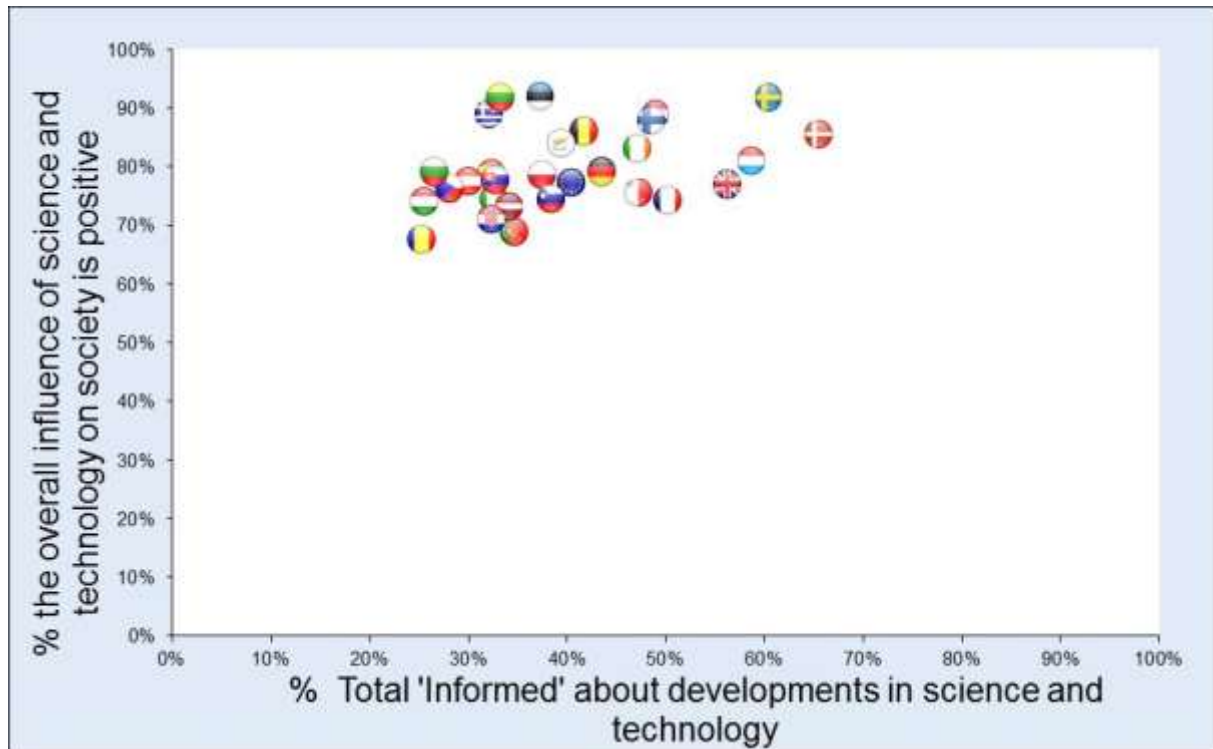
Studied science or tech

Total 'Yes'	82%	9%	9%
No	72%	12%	16%

Educ./job in science in family

Total 'Yes'	84%	9%	7%
No	75%	11%	14%

A **correlation analysis** was performed to investigate the relationship between the view that the overall influence of science on society is positive, and a feeling of being informed about developments in science and technology. The chart below illustrates there is a weak positive correlation between these two opinions ( $r=0.38$ ). Those who are positive about the influence of science and technology on society are more likely to feel informed about developments in science and technology. However, the relationship is not a strong one, so being positive about the impact of science and technology on society isn't necessarily a strong indicator that one will feel informed in this area, and vice versa.



## 2. EFFORTS TO BEHAVE RESPONSIBLY TOWARDS SOCIETY OF DIFFERENT GROUP OF PEOPLE OR ORGANISATIONS IN THEIR SCIENCE AND TECHNOLOGY RELATED ACTIVITIES

### **- University or government scientists and environmental protection associations are most likely to be seen as trying to behave responsibly towards society -**

Respondents were given a list of different groups of people and asked to say whether they thought each group tried to behave responsibly towards society by paying attention to the impact of their science and technology related activities<sup>15</sup>. At least eight out of ten think that scientists working in government laboratories or universities (82%) and environmental protection associations (81%) try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Just over three quarters (76%) say this about consumer organisations, while 66% say this about scientists working in private laboratories. At least half think that journalists (59%) and industry (50%) try to behave responsibly in this area, while 44% think this about government representatives.

The results for each group are considered individually in the next sections.

### **2.1. Scientists**

When asking about scientists the sample in each country was split, so half were asked about scientists working in universities or government laboratories, and half about scientists working in private laboratories.

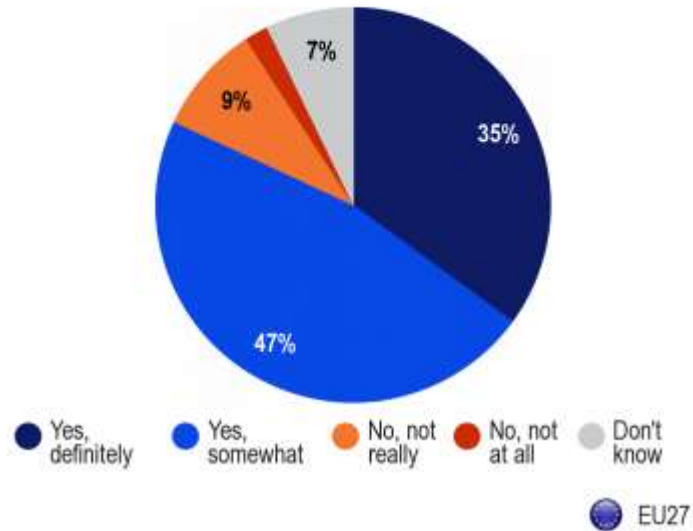
More than eight out of ten (82%) think that scientists working at a university or government laboratory try to behave responsibly towards society by paying attention to the impact of their science and technology related activities, with 35% saying that they definitely do. Just over one in ten (11%) think they do not try to behave responsibly.

---

<sup>15</sup> QD8.7 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities? ASK ONLY TO SPLIT A) Scientists working at a university or government laboratories; (ASK ONLY TO SPLIT B) Scientists working in private company laboratories; (ASK ONLY TO SPLIT A) Environmental protection associations;(ASK ONLY TO SPLIT B) Consumer organisations; Journalists; Government representatives; Industry. Answer possibilities: Yes, definitely; Yes, somewhat; No, not really; No, not at all; Don't know. New question.

QD8.1. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Scientists working at a university or government laboratories

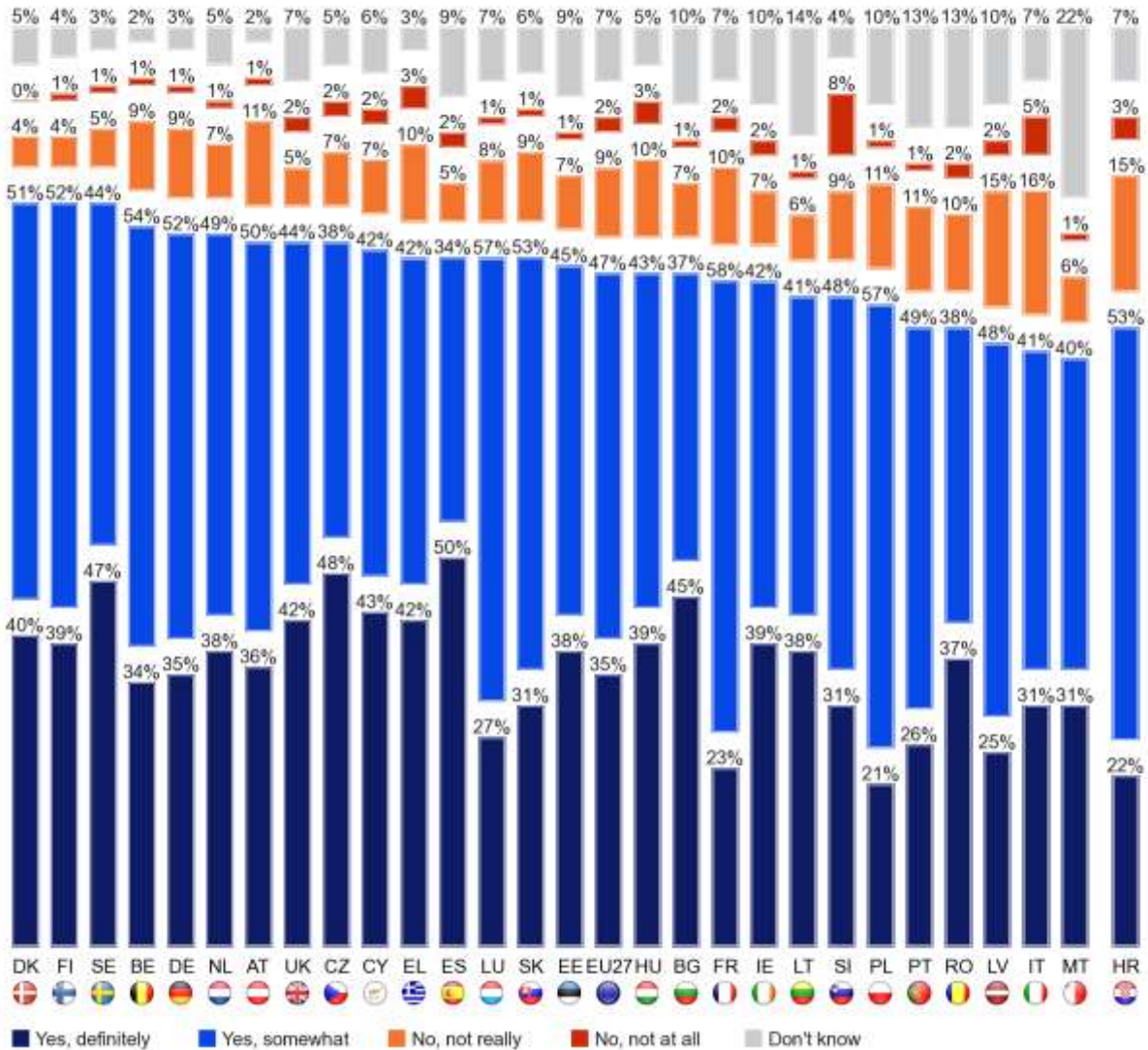


Base: asked only to Split A = 13.263 respondents

At least seven out of ten respondents in all countries think that scientists working at a university or government laboratory try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Respondents in Denmark, Finland and Sweden (all 91%) are the most likely to think this way, compared to 71% of those in Malta. It is worth noting that at least one in five (22%) Maltese respondents are unable to give an opinion.

QD8.1. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Scientists working at a university or government laboratories

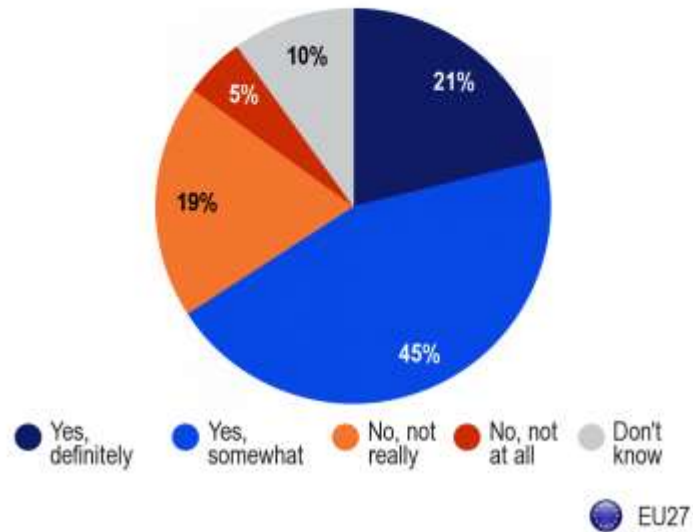


Base: asked only to Split A = 13.263 respondents in EU27 + 515 respondents in Croatia

Respondents are less certain about scientists working in private laboratories, with 66% saying that this group try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Almost one quarter (24%) think this group do not try and behave responsibly in this area.

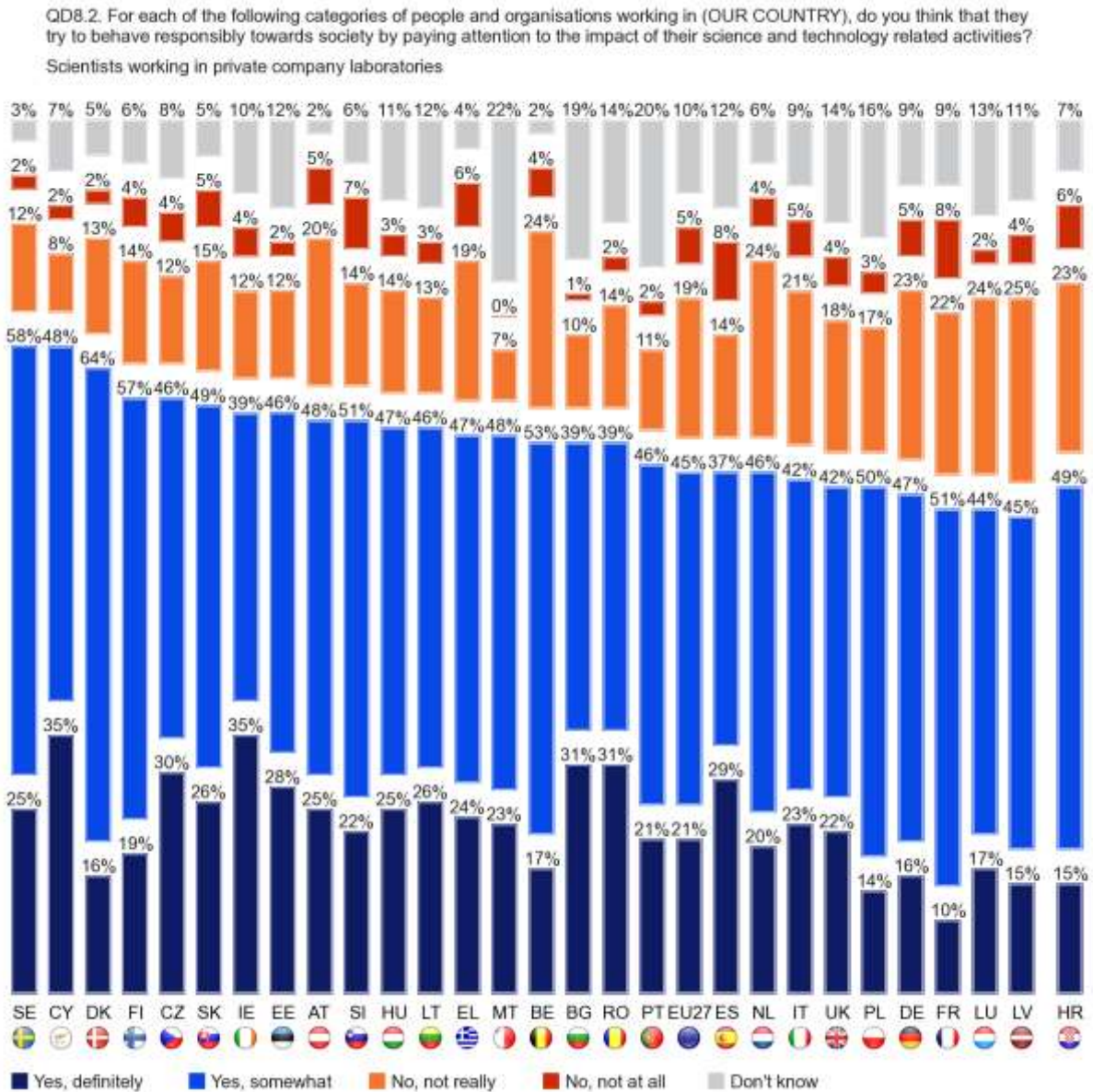
QD8.2. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Scientists working in private company laboratories



Base: asked only to Split B = 13.300 respondents in EU27

At least six out of ten respondents in all countries think that scientists working in private company laboratories try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Respondents in Cyprus, Sweden (both 83%) and Denmark (80%) think this way, compared to 60% of those in Latvia and 61% of those in Luxembourg and France.



Base: asked only to Split B = 13.300 respondents in EU27 + 485 respondents in Croatia

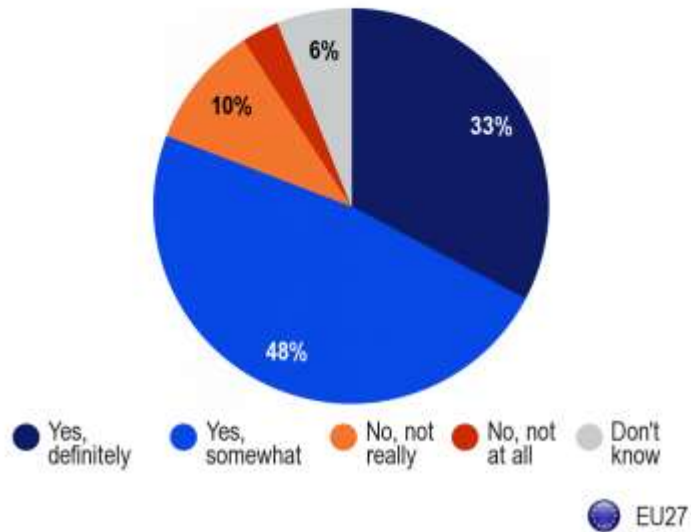


## 2.2. Environmental protection associations

At least eight out of ten respondents think that environmental protection associations try to behave responsibly towards society by paying attention to the impact of their science and technology related activities (81%). One third says they definitely do (33%). Just over one in ten (13%) think that environmental protection associations do not try to behave responsibly in these areas.

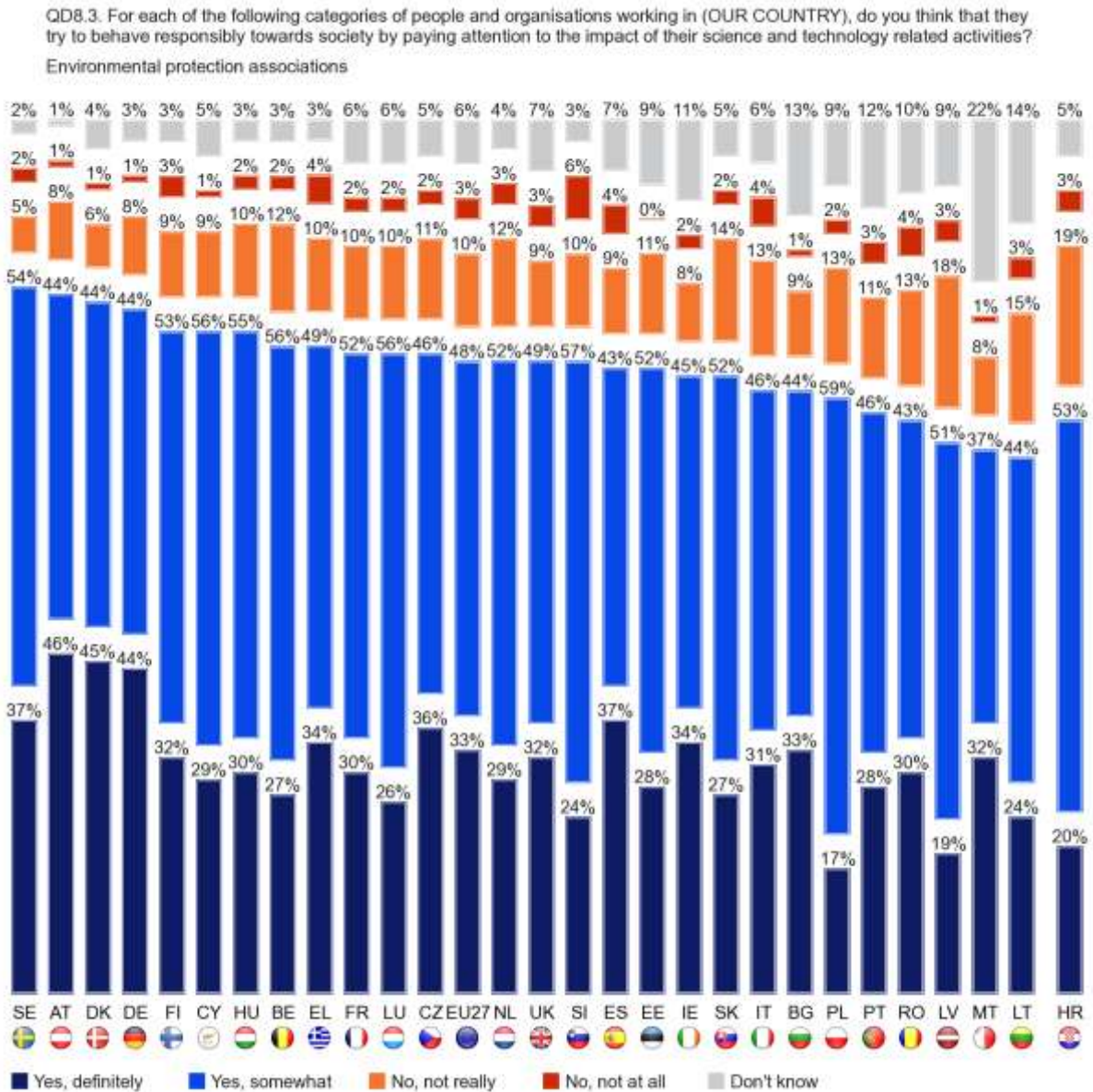
QD8.3. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Environmental protection associations



Base: asked only to Split A = 13.263 respondents in EU27

At least nine out of ten Swedish (91%) and Austrian (90%) respondents think that environmental protection associations try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Respondents in Lithuania and Malta are the least likely to think this way, but even here 68% and 69% respectively think these associations try to behave responsibly.



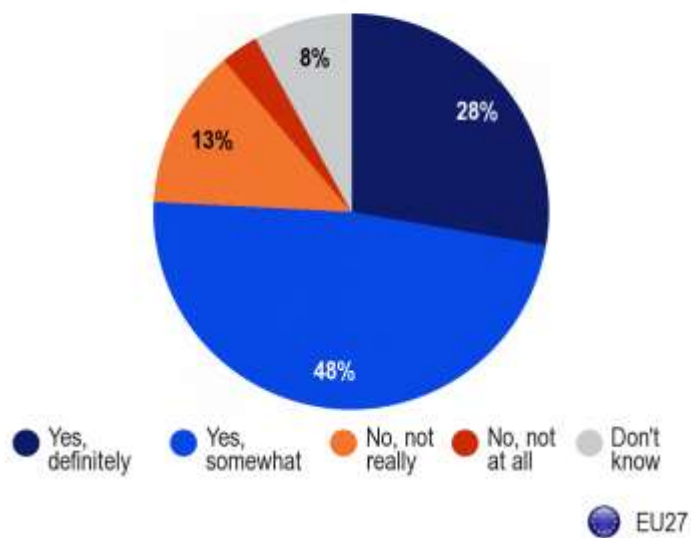
Base: asked only to Split A = 13.263 respondents in EU27 + 515 respondents in Croatia

### 2.3. Consumer organisations

Just over three quarters (76%) of respondents think that consumer organisations try to behave responsibly towards society by paying attention to the impact of their science and technology related activities, with 28% saying they definitely do. Conversely, 16% of respondents think consumer organisations do not try and behave responsibly in these areas.

QD8.4. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

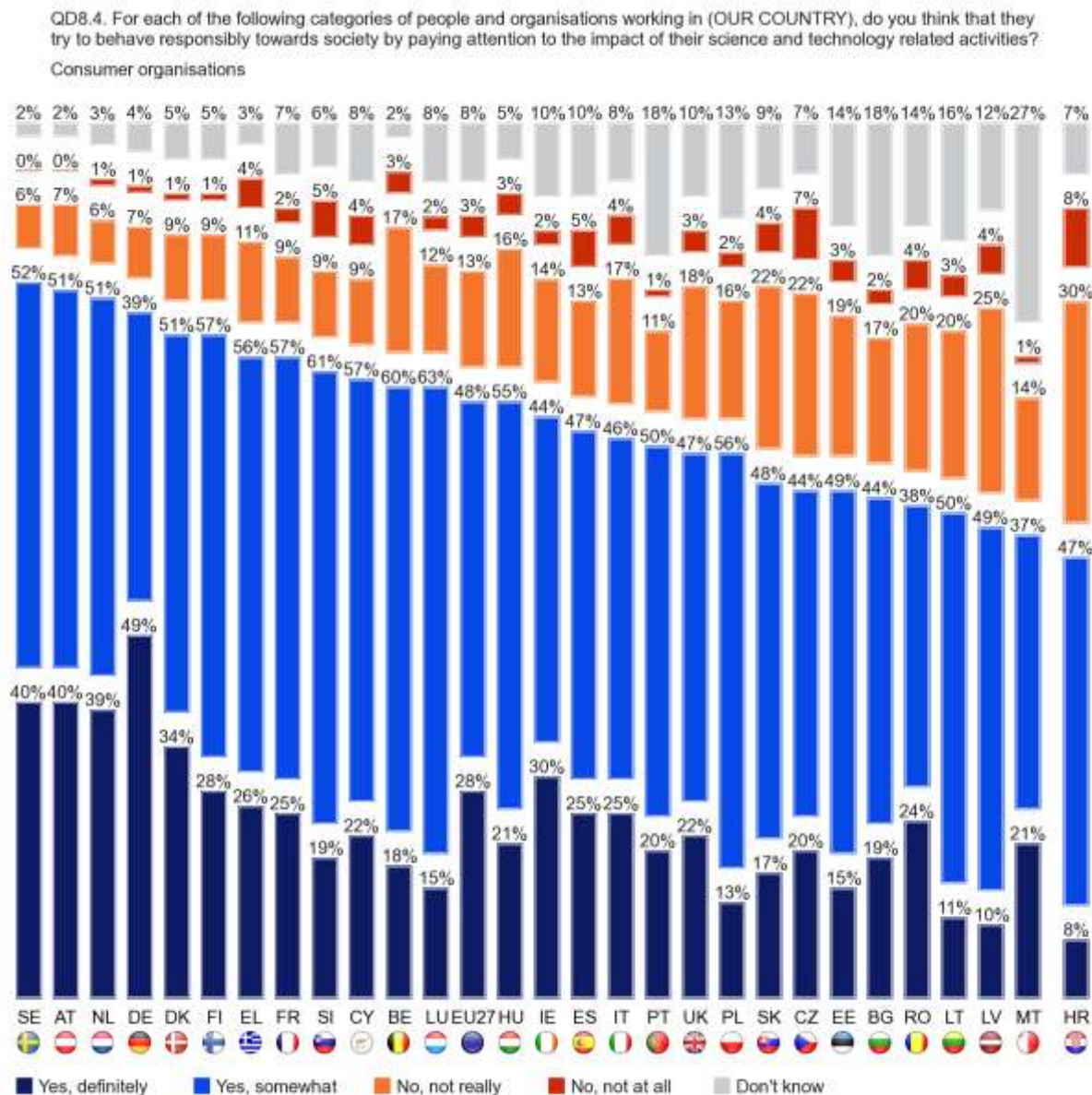
Consumer organisations



Base: asked only to Split B = 13.300 respondents in EU27

Once again it is Swedish (92%) and Austrian (91%) respondents who are most likely to think consumer organisations try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Nine in ten Dutch respondents also agree (90%). Although the overall agreement level in Germany is slightly lower (88%) it is worth noting that almost half (49%) definitely agree.

At the other end of the scale 55% of Croatian respondents think consumer organisations try to behave responsibly towards society by paying attention to the impact of their science and technology related activities.



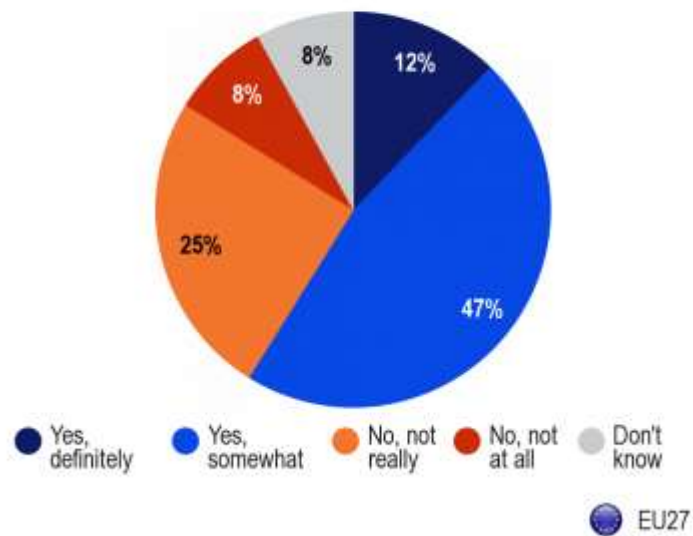
Base: asked only to Split B = 13.300 respondents in EU27 + 485 respondents in Croatia

## 2.4. Journalists

Respondents are less confident about the behaviour of journalists. Almost six out of ten respondents (59%) to think that journalists try to behave responsibly towards society by paying attention to the impact of their science and technology related activities, while one third (33%) think they do not try and behave in this way.

QD8.5. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Journalists

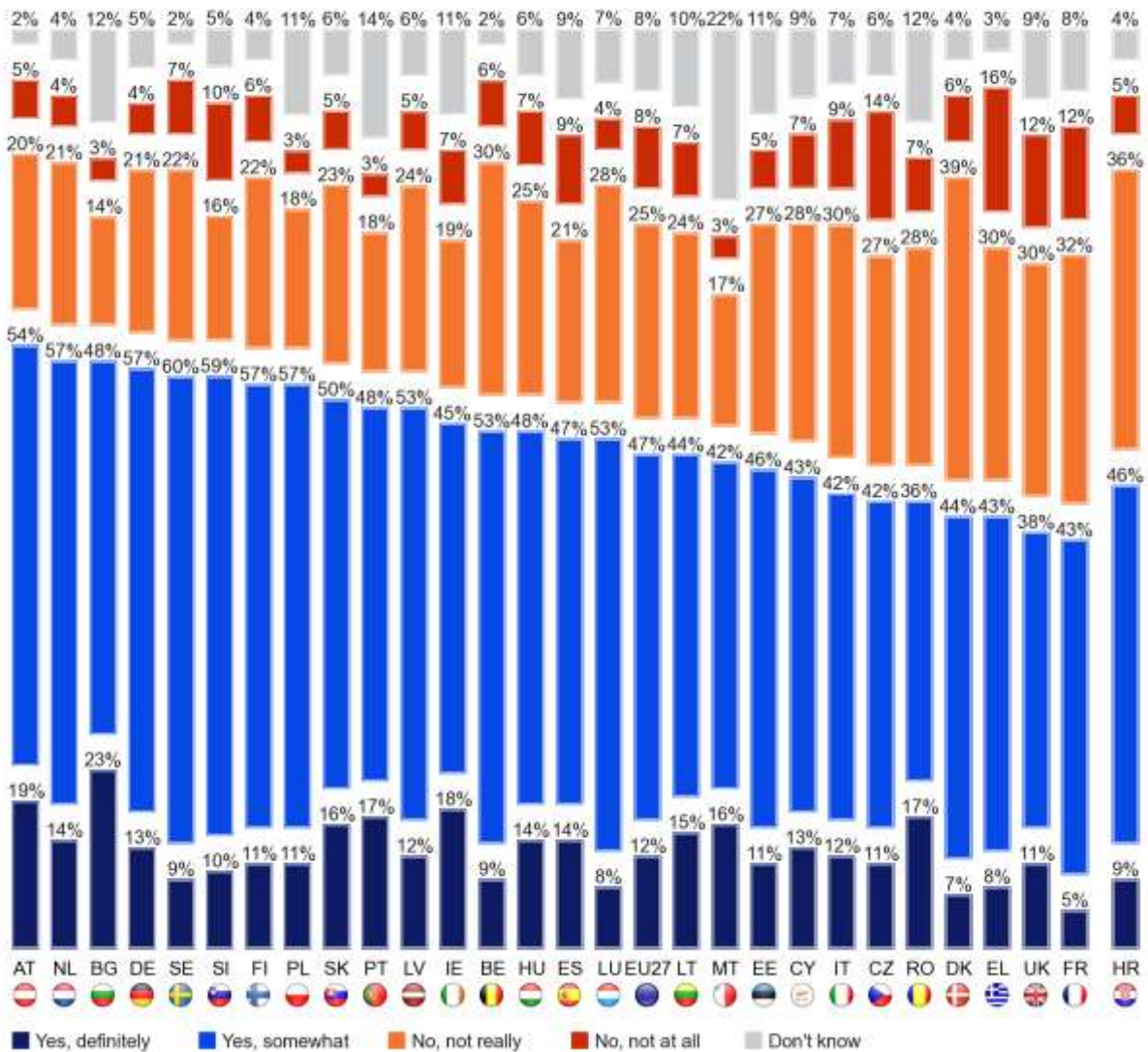




At least seven out of ten Austrian (73%), Bulgarian, Dutch (both 71%) and German (70%) respondents think that journalists try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. In contrast fewer than half of all respondents in France (48%) and the UK (49%) think the same way.

QD8.5. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Journalists

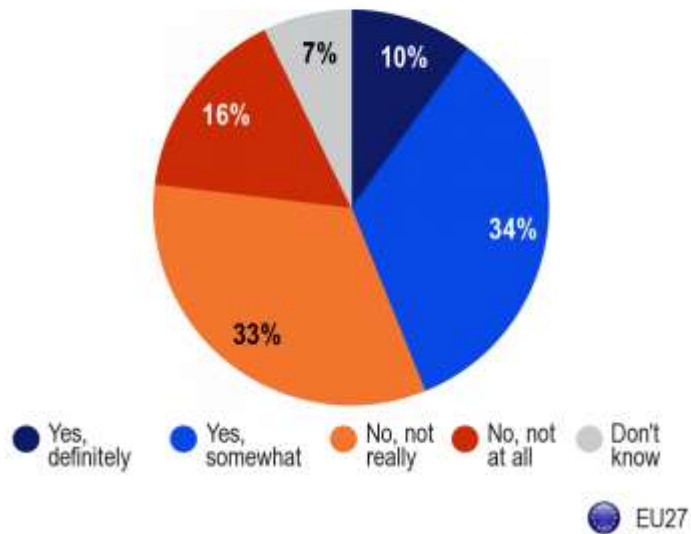


## 2.5. Government representatives

A relative minority of respondents (44%) think that government representatives try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. Almost half (49%) think that they do not, with 16% saying they do not try behave responsibly in these areas at all.

QD8.6. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Government representatives

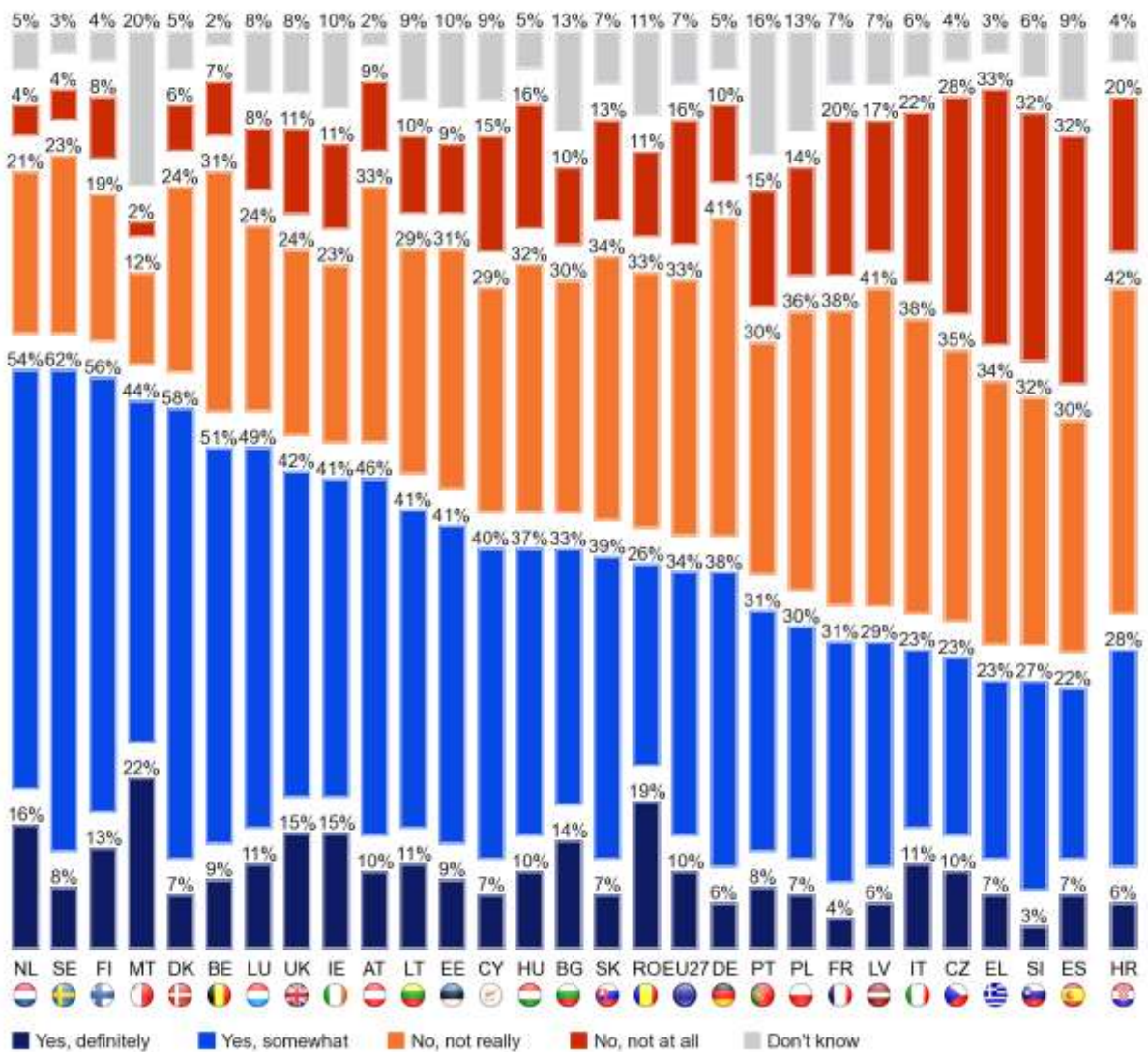




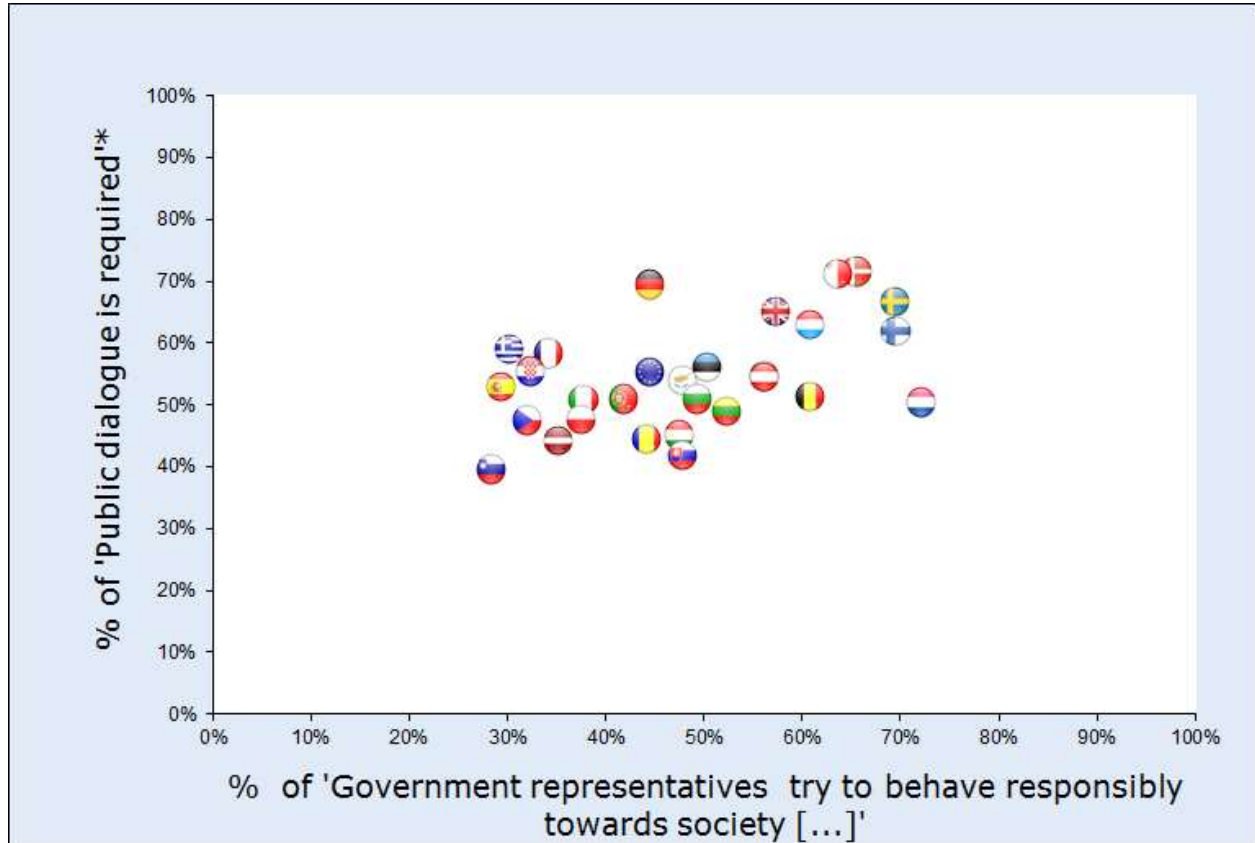
In only 12 countries do a majority of respondents think that government representatives try to behave responsibly towards society by paying attention to the impact of their science and technology related activities. This is particularly the case amongst respondents in the Netherlands, Sweden (both 70%) and Finland (69%). In contrast 29% of Spanish and 30% of Slovenian and Greek respondents say the same.

QD8.6: For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Government representatives



An additional correlation analysis was done, which showed a moderate positive correlation between the view that government representatives try to behave responsibly towards society by paying attention to the impact of their science and technology related activities, and the preference for public dialogue when making decisions about science and technology ( $r=0.47$ ). In other words, the more respondents think their government behaves responsibly, the more likely they are to also think that public dialogue is required.



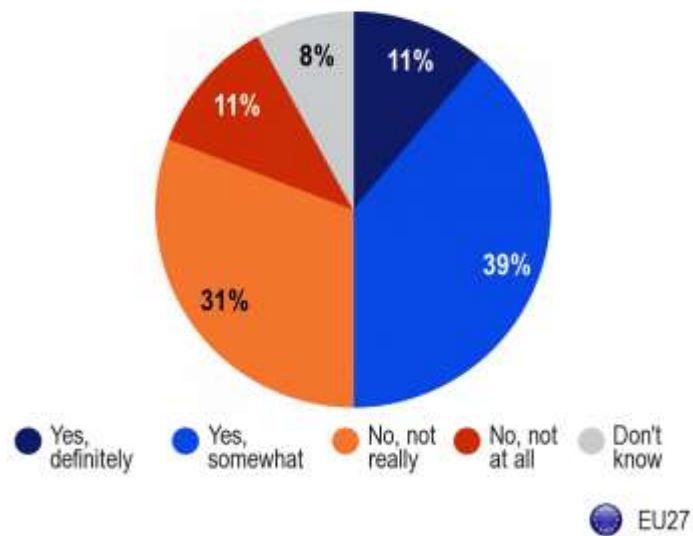
\* Total 'Citizens should be consulted and their opinion should be considered', 'Citizens should participate and have an active role' and 'Citizens' opinions should be binding'

## 2.6. Industry

Respondents are more confident about the behaviour of industry compared to government representatives. Half of the respondents (50%) think that industry tries to behave responsibly towards society by paying attention to the impact of their science and technology related activities, while 42% think it does not.

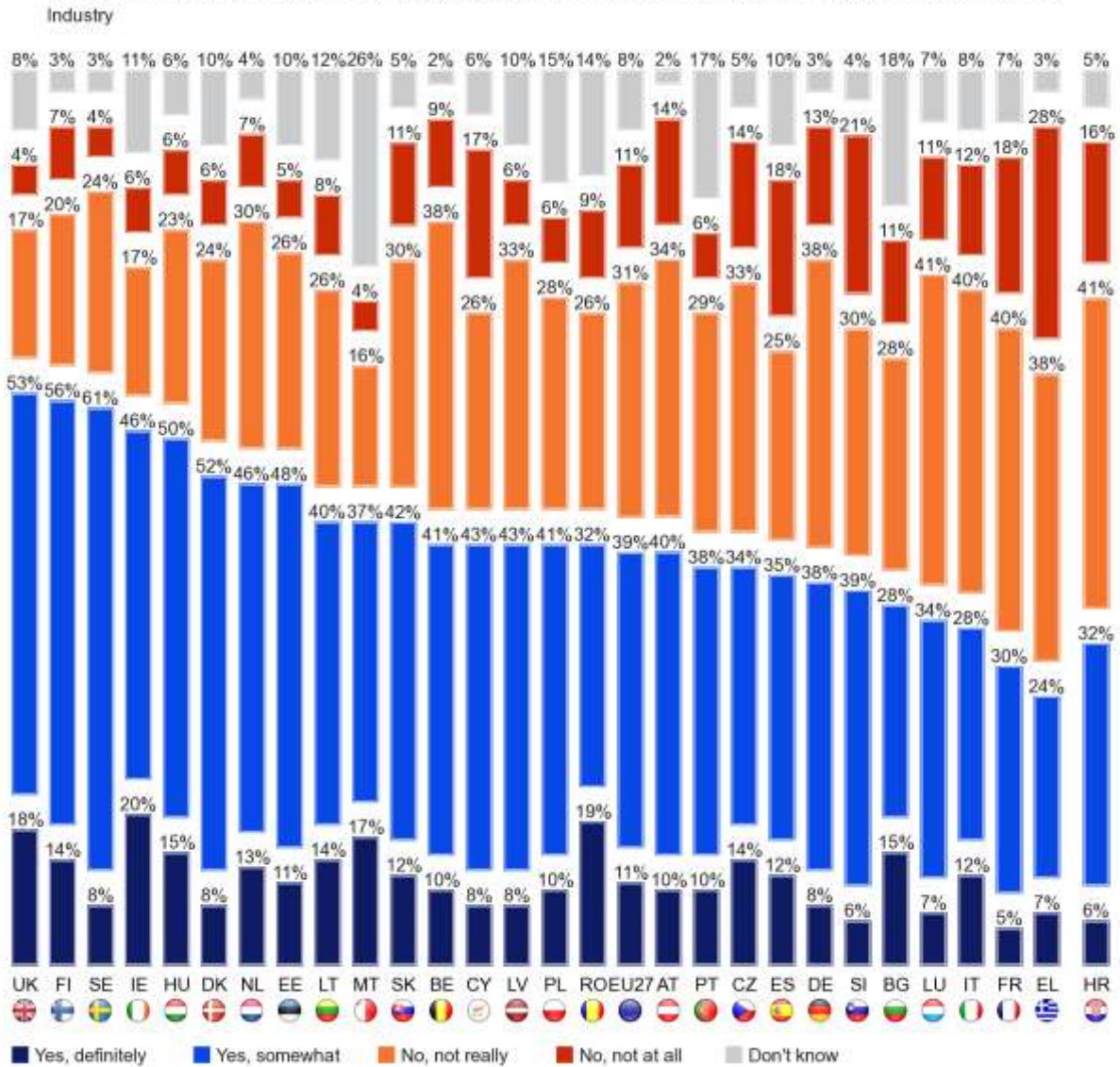
QD8.7. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Industry



Respondents in the UK (71%) and Finland (70%) are the most likely to think that industry tries to behave responsibly towards society by paying attention to the impact of their science and technology related activities. This is a sharp contrast with Greece where 31% of respondents think the same way.

QD8.7. For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?



**Socio-demographic analysis** shows no notable differences in opinion between men and women. There are also relatively few differences between age groups. Those aged 55+ are less likely than younger age groups to think scientists working at universities or government laboratories try to behave responsibly towards society by paying attention to the impact of their science and technology related activities (79% vs. 83%-86%). The same pattern applies with respect to environmental protection associations (77% vs. 83%-86%). The youngest respondents are the most likely to say that government representatives (49% vs. 42%-43%) and industry (56% vs. 47%-52%) try to behave responsibly in these areas.

Education levels produce a more consistent pattern. Those who completed education aged 15 or younger are the least likely to think that each group tries to behave responsibly towards society by paying attention to the impact of their science and technology related activities. For example 73% of those with the lowest education levels think this way about environmental protection associations, compared to 84% of those who completed their education aged 20+. Furthermore, the higher the education level of a respondent, the more likely they are to say that university and government scientists and consumer organisations try and behave responsibly in these areas.

Respondents who feel informed about developments in science and technology are more likely to think each group tries to behave responsibly. For example 81% of those who feel informed think that consumer organisations try to behave responsibly, compared to 73% of those who do not feel informed. The same pattern applies when comparing those who think science has a positive influence on society with those who think the influence is negative.

Respondents who are interested in developments in science and technology are more likely to think each group behaves responsibly compared to those who are not interested. The exception is government representatives, where there is no difference between these two groups.

Those who have a family member with a degree or job in science or technology are more likely to think that university or government scientists try to behave responsibly (87% vs. 81% of those who do not). Similarly, respondents who have studied science and/or technology are more likely to think that university or government scientists try to behave responsibly (87% vs. 79% of those who have not studied). Respondents who have studied science and/or technology are also more likely to think that environmental protection associations try to behave responsibly (85% vs. 78%).

QD8 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

% of Total 'Yes'

	Scientists working at a university or government laboratories	Environmental protection associations	Consumer organisations	Scientists working in private company laboratories	Journalists	Industry	Government representatives
EU27	82%	81%	76%	66%	59%	50%	44%
<b>Sex</b>							
Male	83%	81%	77%	67%	60%	51%	44%
Female	82%	82%	75%	65%	58%	48%	43%
<b>Age</b>							
15-24	86%	83%	74%	71%	58%	56%	49%
25-39	83%	83%	78%	67%	60%	52%	43%
40-54	84%	86%	77%	66%	62%	48%	43%
55 +	79%	77%	74%	63%	57%	47%	42%
<b>Education (End of)</b>							
15-	74%	73%	72%	62%	56%	45%	38%
16-19	82%	82%	75%	67%	60%	50%	42%
20+	87%	84%	81%	67%	61%	51%	47%
Still studying	89%	86%	76%	69%	60%	56%	51%
<b>Interested in science</b>							
Total 'Interested'	88%	86%	82%	71%	62%	54%	45%
Total 'Not interested'	76%	76%	69%	61%	56%	46%	41%
<b>Informed about science</b>							
Total 'Informed'	89%	86%	81%	71%	62%	56%	48%
Total 'Not informed'	78%	78%	73%	63%	57%	46%	40%
<b>Studied science or tech</b>							
Total 'Yes'	87%	85%	78%	67%	58%	52%	44%
No	79%	78%	74%	65%	61%	48%	43%
<b>Educ./job in science in family</b>							
Total 'Yes'	87%	84%	79%	68%	59%	53%	46%
No	81%	81%	75%	65%	60%	49%	43%
<b>Influence of science on society</b>							
Total 'Positive'	88%	86%	81%	72%	63%	54%	47%
Total 'Negative'	66%	71%	63%	54%	48%	40%	32%



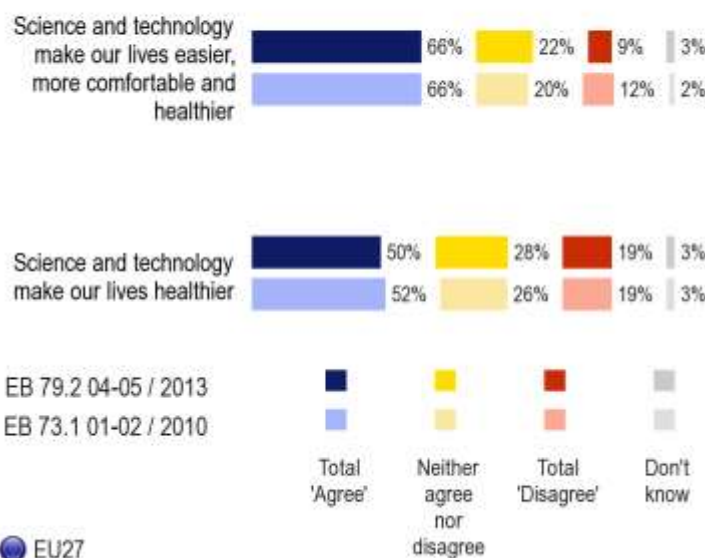
### III. ATTITUDES TOWARDS SCIENCE AND TECHNOLOGY

#### 1. THE IMPACT OF SCIENCE AND TECHNOLOGY ON QUALITY OF LIFE

##### - The impact of science and technology on quality of life is seen as more positive when the focus is wider than just health -

Respondents were given a series of statements about the impact of science and technology on quality of life, and asked to say how much they agreed or disagreed with each one<sup>16</sup>. The chart below shows the results for two of the statements. It should be noted that the sample was split for these statements, with half in each country being presented the statement "Science and technology make our lives easier, more comfortable and healthier", and the other half given the statement "Science and technology make our lives healthier".

QD9. I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.



Base: First question item asked only to Split A = 13.263 respondents in EU27  
Second question item asked only to Split B = 13.300 respondents in EU27

<sup>16</sup> QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree (ASK ONLY TO SPLIT A) Science and technology make our lives easier, more comfortable and healthier (M) (ASK ONLY TO SPLIT B) Science and technology make our lives healthier (M).

Question items modified compared to last wave based on QC6 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.(ASK ONLY TO SPLIT A) Science and technology make our lives healthier, easier and more comfortable; (ASK ONLY TO SPLIT B) Science and technology are making our lives healthier  
Answer possibilities: Totally agree; Tend to agree; Neither agree nor disagree; Tend to disagree; Totally disagree; Don't know.



Respondents are more positive about the effect of science and technology in the context of making life easier and more comfortable, rather than just about health. Two thirds (66%) agree that science and technology make our lives easier, more comfortable and healthier. Agreement is lower (50%) when the statement is about the impact of science and technology on health only.

There has been no notable change in opinion since the last wave of the survey.

At least three quarters of respondents in Spain (79%), Malta (78%), Bulgaria and Sweden (both 77%) think that science and technology make our lives easier, more comfortable and healthier. In contrast 54% of German and Slovenian respondents say the same. Overall, however at least half of the respondents in each country agree with this statement.

When it comes to the statement science and technology make our lives healthier it is Maltese and Irish respondents who are the most likely to agree (72% and 70% respectively). However in 13 (including Croatia) countries fewer than half of all respondents agree. This is particularly the case in Latvia and German (29%).






























It is interesting to note that in the case of France, Ireland and Malta the view of science and technology is very similar whether the statement is only about life being healthier, or whether it includes easier and more comfortable (FR: 58% vs. 59%; IE: 70% vs. 72%; MT: 72% vs. 78%). This is quite a contrast with many other countries, particularly Latvia, where 29% agree science and technology make life healthier, but 63% agree it make life easier, more comfortable and healthier.

The table below illustrates that although there has been little change since the last wave at the EU27 level, there have been some large changes within countries. Respondents in Bulgaria are more likely to agree with both statements, and in particular that science and technology make life easier, more comfortable and healthier (+14 percentage points).

Respondents in Sweden are also more likely to agree that science and technology make life easier, more comfortable and healthier (+8 percentage points), but they are much less likely to agree when the statement only involves health (-22 points). Respondents in Austria, Croatia (both -20), Latvia (-13), Denmark (-12), Slovenia (-11) are much less likely to agree that science and technology make life healthier. Danish respondents are also notably less likely to that science and technology make life easier, more comfortable and healthier (-10).

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

% of Total 'Agree'

		Science and technology make our lives easier, more comfortable and healthier		Science and technology make our lives healthier	
		EB 79.2 04-05 / 2013	Evolution 2013- 2010	EB 79.2 04-05 / 2013	Evolution 2013- 2010
	EU27	66%	=	50%	-2
	BE	68%	+1	52%	-4
	BG	77%	+14	48%	+6
	CZ	62%	-1	36%	-3
	DK	60%	-10	52%	-12
	DE	54%	-3	29%	-8
	EE	69%	-3	43%	-9
	IE	72%	+2	70%	+4
	EL	69%	+6	48%	+1
	ES	79%	+7	58%	-5
	FR	59%	-7	58%	-6
	IT	64%	+5	50%	+9
	CY	74%	+5	55%	-2
	LV	63%	+1	29%	-13
	LT	70%	+2	42%	-4
	LU	70%	-5	55%	-10
	HU	68%	-1	54%	+6
	MT	78%	=	72%	+12
	AT	61%	-3	44%	-20
	NL	65%	=	44%	-9
	PL	73%	+4	47%	+4
	PT	65%	+4	54%	+8
	RO	68%	+4	57%	+4
	SI	54%	-8	37%	-11
	SK	61%	+2	32%	-9
	FI	69%	+2	59%	-3
	SE	77%	+8	54%	-22
	UK	71%	-5	61%	=
	HR	65%	-9	40%	-20

Base: First question item asked only to Split A = 13.263 respondents in EU27 + 515 respondents in Croatia  
Second question item asked only to Split B = 13.300 respondents in EU27 + 485 respondents in Croatia

**Socio-demographic analysis** illustrates men are more likely than women to agree with either statement. For example 72% of men agree that science and technology make life easier, more comfortable and healthier, compared to 61% of women. Respondents aged 55+ are less likely than those under 40 to agree that science and technology make life easier, more comfortable and healthier (62% vs. 69%), but this is the only noteworthy difference across age groups.

Respondents who completed their education aged 20+ are more likely than those with lower education levels to agree with either statement. For instance, more than half (56%) agree that science and technology make life healthier, compared to 46%-47% of those who completed their education at a younger age. Managers are more likely than other occupation groups to agree that science and technology make life healthier (58% vs. 46%-50%).

The attitudinal variables also provide variations in opinion. Respondents who are interested in developments in science and technology are more likely to agree with both statements, as are those who feel informed about these developments. For example 73% of those interested in developments in science and technology agree that science and technology make life easier, more comfortable and healthier, compared to 58% of those who are not interested. The same pattern also applies when comparing those who have and have not studied science and technology, and those who think science has a positive or negative influence on society.

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

% of Total 'Agree'		
	Science and technology make our lives easier, more comfortable and healthier	Science and technology make our lives healthier
EU27	66%	50%
<b>Sex</b>		
Male	72%	53%
Female	61%	46%
<b>Age</b>		
15-24	69%	47%
25-39	69%	52%
40-54	66%	51%
55 +	62%	47%
<b>Education (End of)</b>		
15-	60%	46%
16-19	65%	47%
20+	69%	56%
Still studying	73%	48%
<b>Respondent occupation scale</b>		
Self-employed	70%	50%
Managers	69%	58%
Other white collars	65%	48%
Manual workers	65%	48%
House persons	61%	46%
Unemployed	70%	49%
Retired	62%	48%
Students	73%	48%
<b>Interested in science</b>		
Total 'Interested'	73%	57%
Total 'Not interested'	58%	41%
<b>Informed about science</b>		
Total 'Informed'	73%	58%
Total 'Not informed'	62%	44%
<b>Studied science or tech</b>		
Total 'Yes'	70%	56%
No	62%	43%
<b>Influence of science on society</b>		
Total 'Positive'	73%	55%
Total 'Negative'	44%	33%

Base: First question item asked only to Split A = 13.263 respondents in EU27 + 515 respondents in Croatia  
Second question item asked only to Split B = 13.300 respondents in EU27 + 485 respondents in Croatia

## 2. SCIENCE AND FAITH

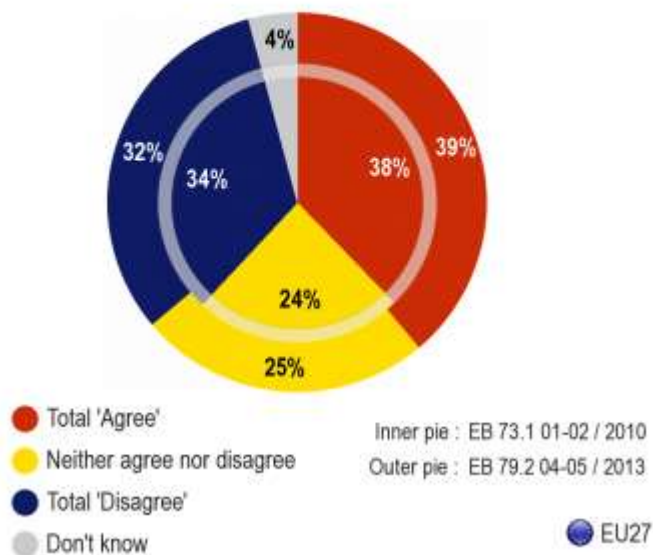
### - Opinion is divided about the dependence on science vs. the dependence on faith -

Respondents remain divided on the issue of whether we depend too much on science and not enough on faith<sup>17</sup>. Almost four in ten (39%) agree, while almost one third (32%) disagree that we depend too much on science and not enough on faith. A considerable proportion, 25%, is neutral on the issue.

There has been little change since the last wave, with agreement increasing by 1 percentage point, and disagreement down by 2 points.

QD9.3. I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

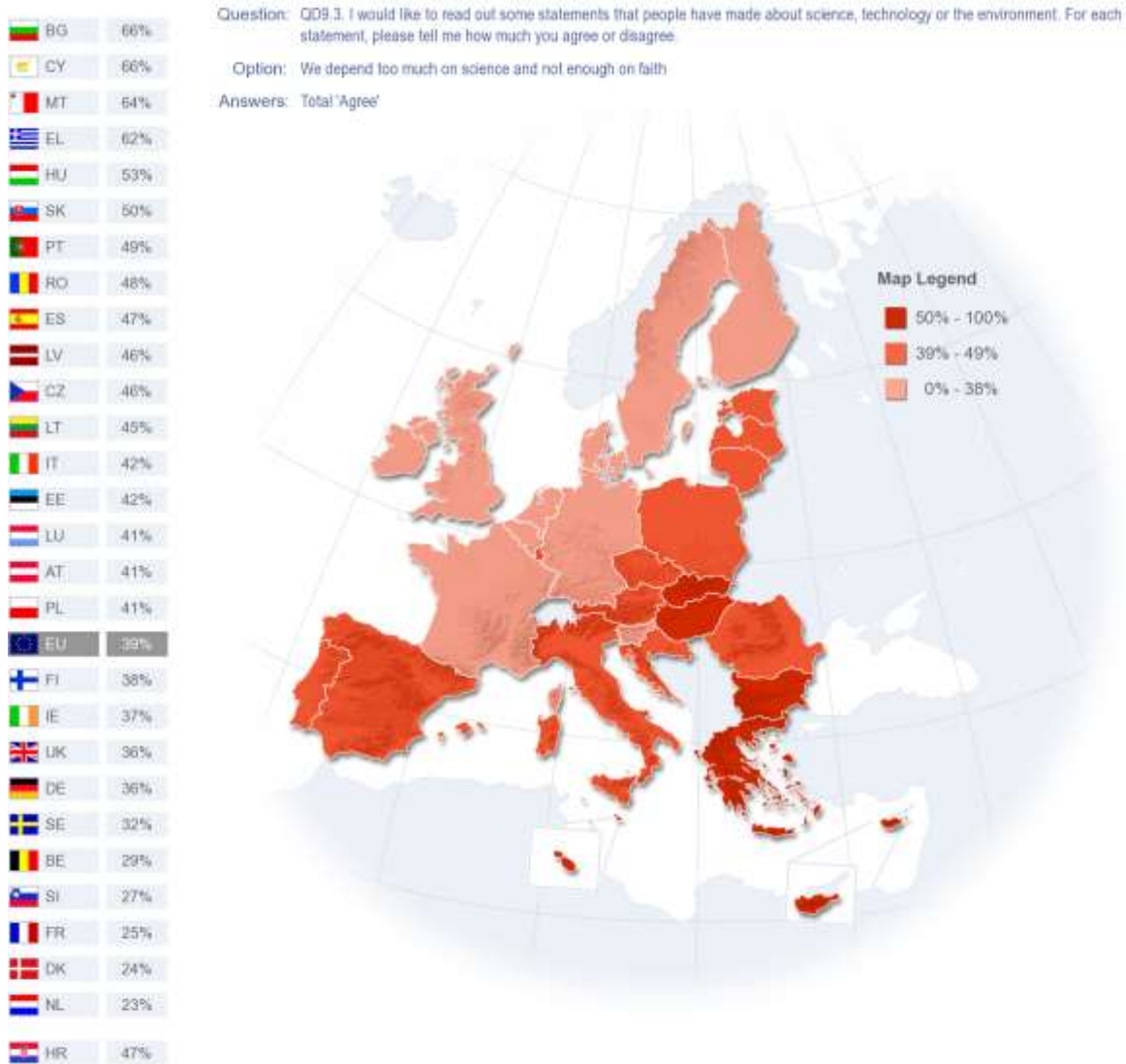
We depend too much on science and not enough on faith



Respondents in Eastern and Mediterranean countries are more likely to agree that we depend too much on science and not enough on faith, and sentiment in these countries is also more negative compared to the last wave in 2010.

<sup>17</sup> QD9.3 We depend too much on science and not enough on faith.

Two thirds of respondents in Bulgaria and Cyprus (both 66%) agree that we depend too much on science and not enough on faith. There are four other countries where a majority of respondents also agree: Malta (64%), Greece (62%), Hungary (53%) and Slovakia (50%). Respondents living in the Netherlands (23%), Denmark (24%) and France (25%) are the least likely to agree with the statement we depend too much on science and not enough on faith.
































The table below illustrates that in many countries in the Eastern and Mediterranean areas of the EU respondents have a more negative view of the dependence on science than they did in the last wave. This is particularly the case for respondents in Bulgaria, who are more likely to agree that we depend too much on science and not enough on faith than they were in 2010 (+14 percentage points).

On the other hand, respondents in France are now more positive about the dependence on science, with a decrease of 4 percentage points in the proportion who agree that we depend too much on science and not enough on faith.

QD9.3 I would like to read out some statements that people have made about science, technology or the environment.  
For each statement, please tell me how much you agree or disagree.

We depend too much on science and not enough on faith

	Total 'Agree'		Neither agree nor disagree		Total 'Disagree'		Don't know	
	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010
 EU27	39%	<b>+1</b>	25%	<b>+1</b>	32%	<b>-2</b>	4%	<b>=</b>
 BG	66%	<b>+14</b>	22%	<b>-1</b>	7%	<b>-7</b>	5%	<b>-6</b>
 IE	37%	<b>+8</b>	23%	<b>-3</b>	34%	<b>=</b>	6%	<b>-5</b>
 MT	64%	<b>+8</b>	17%	<b>+1</b>	9%	<b>-6</b>	10%	<b>-3</b>
 CZ	46%	<b>+7</b>	27%	<b>-2</b>	24%	<b>-7</b>	3%	<b>+2</b>
 LU	41%	<b>+7</b>	19%	<b>-13</b>	36%	<b>+7</b>	4%	<b>-1</b>
 LT	45%	<b>+6</b>	28%	<b>+1</b>	20%	<b>-8</b>	7%	<b>+1</b>
 IT	42%	<b>+5</b>	29%	<b>-2</b>	24%	<b>-6</b>	5%	<b>+3</b>
 HU	53%	<b>+5</b>	26%	<b>=</b>	18%	<b>-5</b>	3%	<b>=</b>
 DK	24%	<b>+4</b>	24%	<b>=</b>	50%	<b>-4</b>	2%	<b>=</b>
 EL	62%	<b>+4</b>	21%	<b>-1</b>	14%	<b>-5</b>	3%	<b>+2</b>
 AT	41%	<b>+3</b>	22%	<b>-1</b>	34%	<b>-2</b>	3%	<b>=</b>
 ES	47%	<b>+2</b>	17%	<b>-2</b>	30%	<b>-1</b>	6%	<b>+1</b>
 PL	41%	<b>+2</b>	28%	<b>=</b>	25%	<b>-2</b>	6%	<b>=</b>
 LV	46%	<b>+1</b>	25%	<b>-1</b>	22%	<b>-4</b>	7%	<b>+4</b>
 SK	50%	<b>+1</b>	30%	<b>=</b>	17%	<b>-2</b>	3%	<b>+1</b>
 FI	38%	<b>+1</b>	20%	<b>-3</b>	39%	<b>+1</b>	3%	<b>+1</b>
 EE	42%	<b>=</b>	27%	<b>+3</b>	26%	<b>-3</b>	5%	<b>=</b>
 CY	66%	<b>=</b>	22%	<b>=</b>	12%	<b>+4</b>	0%	<b>-4</b>
 NL	23%	<b>=</b>	23%	<b>+1</b>	50%	<b>-3</b>	4%	<b>+2</b>
 PT	49%	<b>=</b>	25%	<b>-1</b>	18%	<b>-2</b>	8%	<b>+3</b>
 UK	36%	<b>=</b>	27%	<b>+4</b>	34%	<b>-5</b>	3%	<b>+1</b>
 BE	29%	<b>-1</b>	23%	<b>=</b>	46%	<b>=</b>	2%	<b>+1</b>
 DE	36%	<b>-2</b>	24%	<b>+3</b>	34%	<b>-5</b>	6%	<b>+4</b>
 SI	27%	<b>-2</b>	25%	<b>+3</b>	40%	<b>-5</b>	8%	<b>+4</b>
 RO	48%	<b>-3</b>	31%	<b>+4</b>	16%	<b>+1</b>	5%	<b>-2</b>
 SE	32%	<b>-3</b>	19%	<b>=</b>	48%	<b>+4</b>	1%	<b>-1</b>
 FR	25%	<b>-4</b>	23%	<b>+1</b>	47%	<b>+2</b>	5%	<b>+1</b>
 HR	47%	<b>+5</b>	28%	<b>+3</b>	23%	<b>-7</b>	2%	<b>-1</b>



Analysis of the **socio-demographic variables** show that respondents who agree that we depend too much on science and not enough on faith are more likely to be female (42%), aged 55+ (43%) or to have completed their education aged 15 or younger (49%). They are also more likely to be unemployed, retired or housepersons (43%-46%).

Respondents who are not interested in developments in science and technology are more likely to agree that we depend too much on science and not enough on faith, compared to those who are interested (43% vs. 35%). The same pattern applies for those who do not feel informed about science and technology developments, and those who think the influence of science and technology in society is negative.

Respondents who have not studied science or technology are more likely to agree that that we depend too much on science and not enough on faith (42% vs. 36% of those who have studied), as are those who do not have a family member with a degree or job in these areas (41% vs. 35% of those who do).

QD9.3 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

**We depend too much on science and not enough on faith**

	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	39%	25%	32%	4%
<b>Sex</b>				
Male	36%	25%	35%	4%
Female	42%	25%	28%	5%
<b>Age</b>				
15-24	37%	24%	35%	4%
25-39	35%	26%	35%	4%
40-54	37%	26%	33%	4%
55 +	43%	24%	27%	6%
<b>Education (End of)</b>				
15-	49%	25%	19%	7%
16-19	38%	27%	31%	4%
20+	34%	23%	40%	3%
Still studying	36%	23%	38%	3%
<b>Respondent occupation scale</b>				
Self-employed	36%	25%	36%	3%
Managers	30%	22%	45%	3%
Other white collars	33%	27%	36%	4%
Manual workers	38%	26%	32%	4%
House persons	46%	27%	21%	6%
Unemployed	43%	25%	27%	5%
Retired	44%	25%	25%	6%
Students	36%	23%	38%	3%
<b>Interested in science</b>				
Total 'Interested'	35%	24%	38%	3%
Total 'Not interested'	43%	26%	24%	7%
<b>Informed about science</b>				
Total 'Informed'	35%	23%	40%	2%
Total 'Not informed'	42%	26%	26%	6%
<b>Studied science or tech</b>				
Total 'Yes'	36%	24%	37%	3%
No	42%	26%	26%	6%
<b>Educ./job in science in family</b>				
Total 'Yes'	35%	23%	39%	3%
No	41%	25%	29%	5%
<b>Influence of science on society</b>				
Total 'Positive'	38%	25%	34%	3%
Total 'Negative'	49%	24%	24%	3%

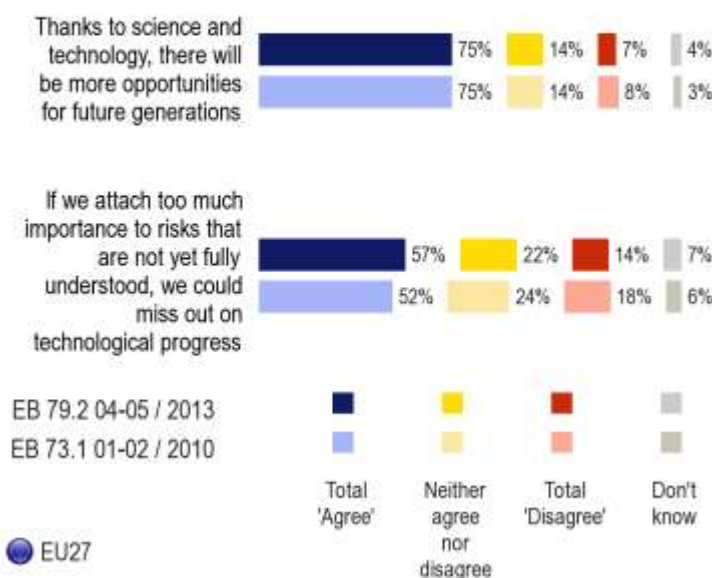
### 3. THE IMPACT OF SCIENCE AND TECHNOLOGY ON THE FUTURE

#### - Three quarters of respondents agree that science and technology provide more opportunities for future generations –

Three quarters of respondents agree that science and technology provide more opportunities to future generations, while only 7% disagree<sup>18</sup>. These results are almost identical to those from the last wave.

Europeans are less sure about the possibility of missing out on progress by placing too much importance on risks that are not fully understood. Almost six out of ten (57%) agree that this is a possibility, while 14% disagree. The proportion who agrees has increased by 5 percentage points since the last wave, while disagreement has declined by 4 points.

QD9. I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.



<sup>18</sup> QD9.5 Thanks to science and technology, there will be more opportunities for future generations.  
QD9.9 If we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress.

Looking at the differences across countries, the majority of respondents in each country agree that **there will be more opportunities for future generations thanks to science and technology**. The proportion of respondents who agree varies from 88% in the Netherlands, 87% in Estonia and 85% in both Denmark and Sweden, to 64% in Slovenia.






























Respondents in Luxembourg are much more likely to agree there will be more opportunities for future generations thanks to science and technology compared to the last wave (+18 percentage points), as are respondents in Ireland (+11 points). This is in contrast to the overall EU27 level, where there has been no change. Agreement has declined most in Slovakia and the Czech Republic (both -8 points).

The majority of respondents in all but four countries also agree that **if we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress**. The exceptions are Austria (45%), Portugal, Germany (both 48%) and the Czech Republic (49%). Those in Denmark and France (both 69%) are the most likely to agree.

At a European level, agreement that we might miss out on progress by placing too much importance on risks that are not fully understood has increased by five percentage points since the last wave. Increases in agreement are notably larger amongst respondents in Cyprus (+21 percentage points), Bulgaria (+19 points), Malta (+18 points) and Ireland (+17 points). In contrast agreement has declined by five points amongst respondents in Sweden.

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

% of Total 'Agree'

		Thanks to science and technology, there will be more opportunities for future generations		If we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress	
		EB 79.2 04-05 / 2013	Evolution 2013- 2010	EB 79.2 04-05 / 2013	Evolution 2013- 2010
	EU27	75%	=	57%	<b>+5</b>
	BE	76%	<b>+4</b>	57%	<b>-2</b>
	BG	83%	<b>+2</b>	58%	<b>+19</b>
	CZ	69%	<b>-8</b>	49%	<b>-4</b>
	DK	85%	<b>-3</b>	69%	<b>-3</b>
	DE	80%	=	48%	<b>+2</b>
	EE	87%	=	54%	<b>-3</b>
	IE	81%	<b>+11</b>	60%	<b>+17</b>
	EL	75%	<b>-1</b>	54%	<b>+6</b>
	ES	73%	<b>+1</b>	57%	<b>+5</b>
	FR	70%	<b>+3</b>	69%	<b>+10</b>
	IT	67%	<b>+1</b>	58%	<b>+12</b>
	CY	69%	<b>-5</b>	65%	<b>+21</b>
	LV	82%	<b>-3</b>	58%	<b>+6</b>
	LT	81%	<b>-5</b>	56%	<b>+8</b>
	LU	80%	<b>+18</b>	59%	<b>+7</b>
	HU	76%	<b>-2</b>	52%	<b>-1</b>
	MT	81%	<b>+8</b>	58%	<b>+18</b>
	AT	78%	<b>+3</b>	45%	<b>+4</b>
	NL	88%	<b>+4</b>	55%	<b>-2</b>
	PL	80%	=	56%	<b>+2</b>
	PT	68%	<b>+3</b>	48%	<b>-1</b>
	RO	67%	<b>+3</b>	50%	<b>+8</b>
	SI	64%	<b>+3</b>	61%	<b>+3</b>
	SK	68%	<b>-8</b>	54%	<b>-3</b>
	FI	83%	<b>+2</b>	65%	<b>+1</b>
	SE	85%	<b>-4</b>	65%	<b>-5</b>
	UK	78%	<b>-1</b>	63%	<b>+1</b>
	HR	73%	<b>-2</b>	55%	<b>+6</b>

**Socio-demographic analysis** shows no difference between men and women in the proportion who agree that **thanks to science and technology there will be more opportunities for future generations**. Respondents aged 55+ are less likely to agree compared to younger respondents (71% vs. 76%-80%).

The longer a respondent remained in education, the more likely they are to agree that thanks to science and technology there will be more opportunities for future generations. Eight out of ten (80%) of those who completed study aged 20+ agree, compared to 67% of those who completed their education aged 15 or younger.

Those who are interested in, and feel informed about developments in science and technology are more likely to agree. For example 82% of those who are interested in these developments agree that thanks to science and technology there will be more opportunities for future generations, compared to 67% of those who are not interested. In addition 82% of those who think the impact of science and technology on society is positive agree with this statement, compared to 52% of those who think the impact is negative.

Men are more likely than women to agree that **if we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress** (61% vs. 54%). There are no large differences between age groups, but respondents who completed their education aged 16 or older are more likely to agree than those with lower education levels (59%-60% vs. 52%).

Those who are interested in, and feel informed about developments in science and technology are more likely to agree that if we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress. For example 64% of those who are interested in these developments agree, compared to 50% of those who are not interested. In addition 62% of those who think the impact of science and technology on society is positive agree with this statement, compared to 52% of those who think the impact is negative.

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

	% of Total 'Agree'	
	Thanks to science and technology, there will be more opportunities for future generations	If we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress
EU27	75%	57%
<b>Sex</b>		
Male	77%	61%
Female	73%	54%
<b>Age</b>		
15-24	80%	60%
25-39	76%	59%
40-54	77%	57%
55 +	71%	55%
<b>Education (End of)</b>		
15-	67%	52%
16-19	75%	59%
20+	80%	60%
Still studying	82%	59%
<b>Interested in science</b>		
Total 'Interested'	82%	64%
Total 'Not interested'	67%	50%
<b>Informed about science</b>		
Total 'Informed'	82%	64%
Total 'Not informed'	70%	52%
<b>Influence of science on society</b>		
Total 'Positive'	82%	62%
Total 'Negative'	52%	52%

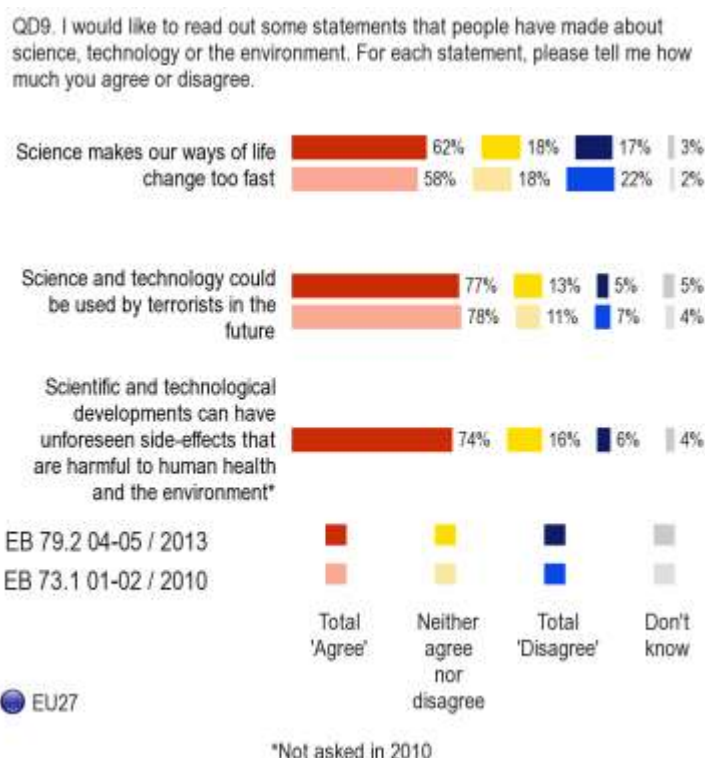


**4. RESERVATIONS CONCERNING SCIENCE AND TECHNOLOGY**

**- Europeans are concerned about the speed of change science and technology have, and their potential for negative consequences –**

Respondents were given several statements about the possible negative effects of science and technology<sup>19</sup>. More than three quarters agree that science and technology could be used by terrorists in the future (77%), while 74% agree that developments in science and technology could have unforeseen negative side-effects on health and the environment.

Just over six in ten (62%) agree that science makes our way of life change too fast. This is a four percentage point increase compared to the last wave.



<sup>19</sup> QD9.4 Science makes our ways of life change too fast.  
 QD9.7 Science and technology could be used by terrorists in the future.  
 QD9.8 Scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment (New)

At least nine out of ten Cypriot respondents agree that **science makes our way of life change too fast** (93%), as do 89% of Greek and 83% of Slovakian respondents. In fact, Denmark and the Netherlands are the only countries where fewer than half of all respondents agree (both 45%).






























The trend since the last wave shows Irish respondents are now more likely to agree that science makes our way of life change too fast (+17 percentage points), as are those in Malta (+15 points), and Romania (+12 points). Greece is the only country where respondents are less likely to agree than they were in the last wave, although at -3 percentage points the difference is small.

Looking at the results in the different countries, at least six out of ten respondents in each country agree that **science and technology could be used by terrorists in the future**. In fact in 19 countries (including Croatia) at least three quarters of respondents agree. Respondents in the Netherlands (90%), Denmark and Sweden (both 89%) are the most likely to agree, particularly compared to those in Romania (63%).

In most countries there have only been small changes in agreement levels compared to the last wave. The exceptions are Ireland, where agreement has increased 10 percentage points, and Lithuania, where agreement has declined by 11 points.

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

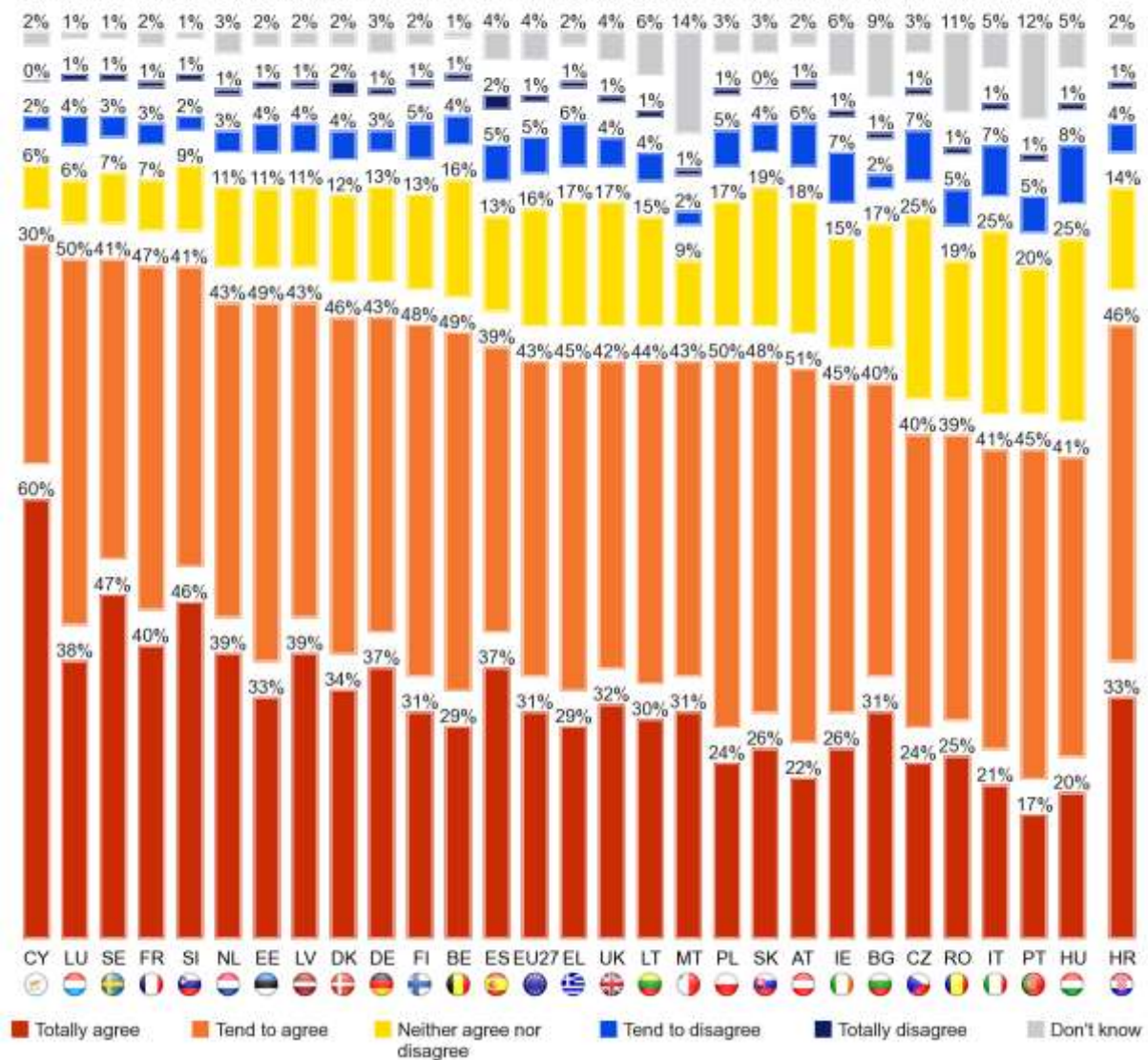
% of Total 'Agree'

		Science makes our ways of life change too fast		Science and technology could be used by terrorists in the future	
		EB 79.2 04-05 / 2013	Evolution 2013- 2010	EB 79.2 04-05 / 2013	Evolution 2013- 2010
	EU27	62%	<b>+4</b>	77%	<b>-1</b>
	BE	58%	<b>+1</b>	78%	<b>+2</b>
	BG	82%	<b>+5</b>	73%	<b>-4</b>
	CZ	70%	<b>+6</b>	74%	<b>-3</b>
	DK	45%	<b>+4</b>	89%	<b>-2</b>
	DE	53%	<b>+6</b>	78%	<b>-4</b>
	EE	67%	<b>+11</b>	85%	<b>+1</b>
	IE	51%	<b>+17</b>	77%	<b>+10</b>
	EL	89%	<b>-3</b>	75%	<b>-1</b>
	ES	78%	<b>+4</b>	78%	<b>+1</b>
	FR	57%	<b>+3</b>	83%	<b>+2</b>
	IT	63%	<b>+3</b>	67%	<b>+3</b>
	CY	93%	<b>+1</b>	84%	<b>=</b>
	LV	65%	<b>+10</b>	84%	<b>-4</b>
	LT	63%	<b>+7</b>	71%	<b>-11</b>
	LU	68%	<b>+10</b>	85%	<b>+5</b>
	HU	71%	<b>+9</b>	67%	<b>-6</b>
	MT	80%	<b>+15</b>	78%	<b>+5</b>
	AT	63%	<b>+8</b>	71%	<b>-3</b>
	NL	45%	<b>+4</b>	90%	<b>+2</b>
	PL	76%	<b>+6</b>	79%	<b>-2</b>
	PT	70%	<b>+8</b>	67%	<b>-4</b>
	RO	68%	<b>+12</b>	63%	<b>-2</b>
	SI	78%	<b>+4</b>	84%	<b>-2</b>
	SK	83%	<b>+8</b>	74%	<b>+2</b>
	FI	57%	<b>+4</b>	86%	<b>-3</b>
	SE	61%	<b>+7</b>	89%	<b>=</b>
	UK	51%	<b>+4</b>	86%	<b>-1</b>
	HR	79%	<b>=</b>	80%	<b>-4</b>

At least six out of ten respondents in each country also agree that scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment. This is particularly true of respondents in Cyprus (90%), Luxembourg, Sweden (both 88%), France and Slovenia (both 87%). At the other end of the scale, 61% of respondents in Hungary and 62% of those in Italy and Portugal agree.

QD9.8. I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment



**Socio-demographic analysis** of the response to these statements reveals no differences between men and women. In addition the only notable difference by age is that respondents age 55+ are the most likely to say that science makes our way of life change too fast, particularly when compared to those aged 15-24 (66% vs. 58%).

However, there are trends based on education levels. The longer a respondent remained in education, the less likely they are to agree that science makes our way of life change too fast. 58% of those who completed education aged 20+ agree, compared to 68% of those who completed education aged 15 or younger.

The reverse trend applies to the other two statements (on terrorism and on unforeseen side-effects) – the longer a respondent remained in education the more likely they are to agree. For example 82% of those who completed education aged 20+ agree that science and technology could be used by terrorists in the future, compared to 72% of those who completed education aged 15 or younger.

Respondents who are interested in or feel informed about developments in science and technology are more likely to agree that science and technology could be used by terrorists in the future, and to agree that scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment. For example 82% of those interested in developments in science and technology agree that science and technology could be used by terrorists in the future, compared to 72% of those who are not interested.

QD9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

## % of Total 'Agree'

	Science makes our ways of life change too fast	Science and technology could be used by terrorists in the future	Scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment
EU27	62%	77%	74%
<b>Sex</b>			
Male	61%	79%	75%
Female	64%	75%	74%
<b>Age</b>			
15-24	58%	74%	73%
25-39	61%	78%	73%
40-54	62%	79%	77%
55 +	66%	77%	75%
<b>Education (End of)</b>			
15-	68%	72%	71%
16-19	64%	78%	75%
20+	58%	82%	78%
Still studying	57%	73%	71%
<b>Interested in science</b>			
Total 'Interested'	61%	82%	79%
Total 'Not interested'	64%	72%	70%
<b>Informed about science</b>			
Total 'Informed'	60%	83%	79%
Total 'Not informed'	65%	74%	73%

## IV. ETHICS AND SCIENCE

This section of the report explores a range of ethical issues relating to science. First Europeans' views as to whether the application of science and technology can threaten human rights will be discussed, and then the boundaries between science and technology and moral and ethics will be considered.

Opinions about the role of the EU in addressing ethical issues in science, and the funding of research outside the EU will also be considered. The global role of the EU in promoting European ethical principles, and whether respect of ethics means citizens expectations will be met will also be discussed. Finally this section considers the importance of training in ethics for researchers, ensuring their commitment to ethics, and the importance of transparency in research funding.

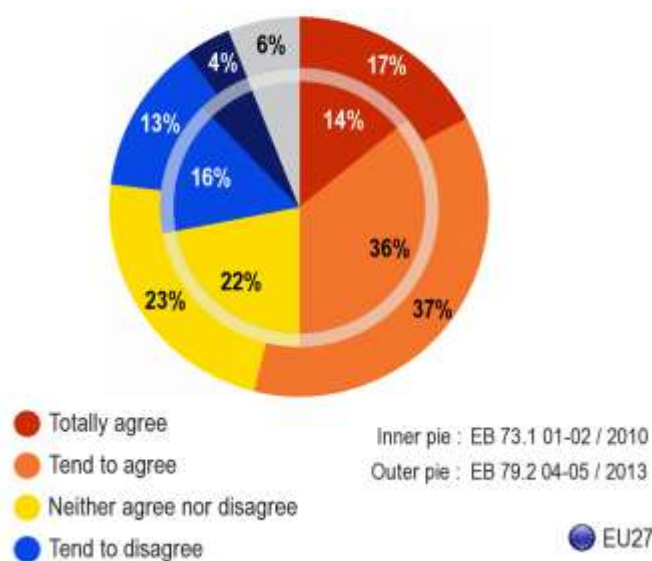
### 1. IMPACT OF SCIENTIFIC APPLICATIONS ON HUMAN RIGHTS

#### - More than half agree that the application of science and technology can threaten human rights -

Respondents were asked the extent they agreed or disagreed that the application of science and technology can threaten human rights<sup>20</sup>. A slim majority (54%) agree, 17% disagree, and 23% are neutral. The proportion who agrees has increased by four percentage points since the last wave.

QD9.6. I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

The applications of science and technology can threaten human rights



<sup>20</sup> QD9.6 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree. The applications of science and technology can threaten human rights.

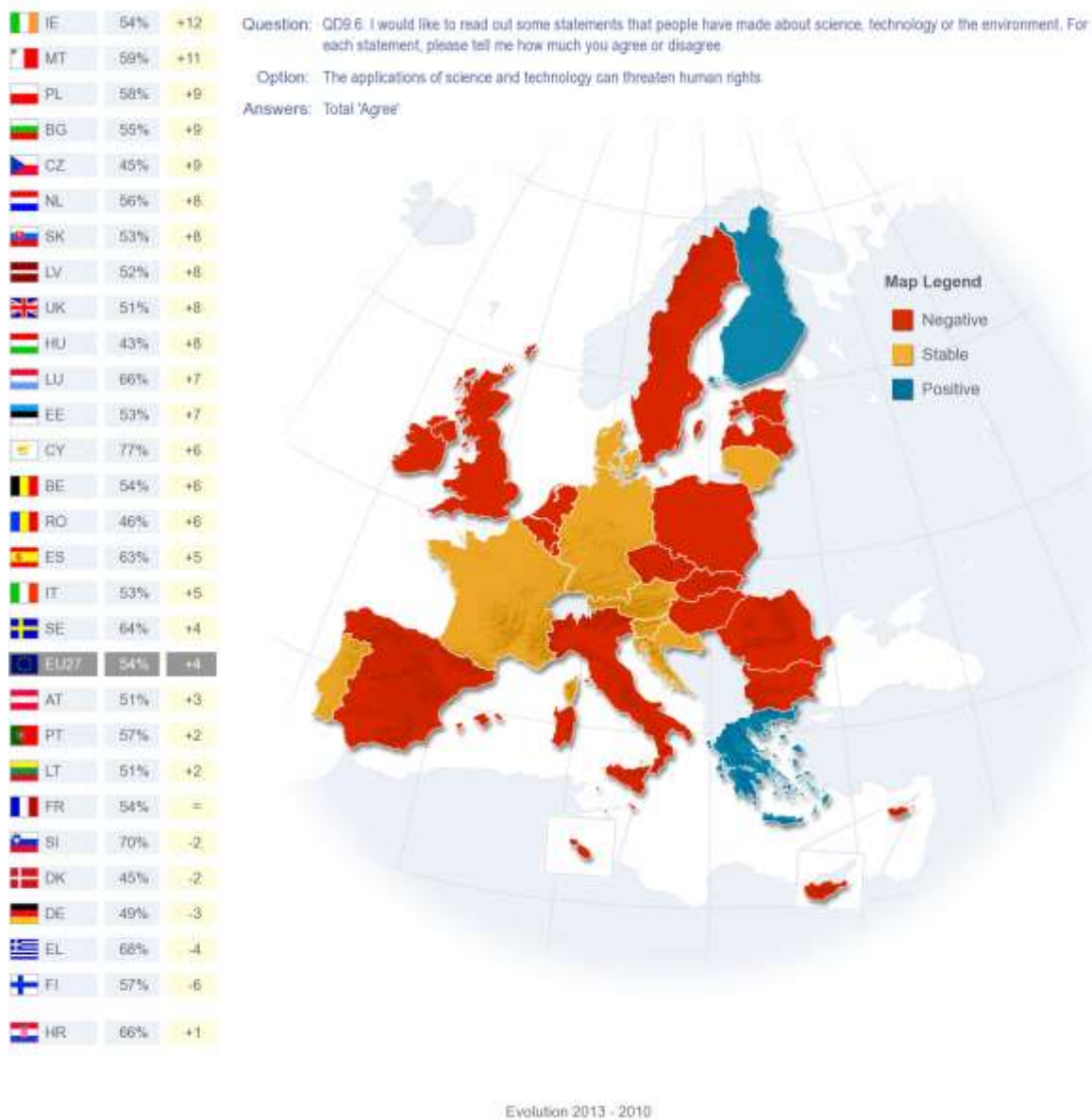


At least half of the respondents in all but five countries agree the application of science and technology can threaten human rights. The exceptions are Hungary (43%), Denmark, the Czech Republic (both 45%), Romania (46%) and Germany (49%). In contrast, 77% of Cypriot, 70% of Slovenian and 68% of Greek respondents agree the application of science and technology can threaten human rights.

The map below illustrates the changes in opinion since the last wave<sup>21</sup>. In most countries views are more negative about the impact of science and technology on human rights, with respondents more likely to agree the application of science and technology can threaten human rights than they were in 2010. This is particularly the case for respondents in Ireland (+12 percentage points) and Malta (+11 points). Only two countries are more positive compared to the last wave, with fewer in agreement with the statement: Finland (-6 points), Greece (-4 points).

---

<sup>21</sup> Evolutions between -3 and +3 are considered as stable.



**Socio-demographic analysis** reveals no notable differences between men and women, or based on education levels. Respondents aged 55+ are slightly more likely to agree that the application of science and technology can threaten human rights compared to those aged 15-24 (56% vs. 49%).

Respondents who think the overall influence of science on society is positive are less likely to agree that the application of science and technology can threaten human rights compared to those who think the impact is negative (54% vs. 61%). The same pattern applies for respondents who are interested in developments in science and technology.

Respondents who think that that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery in all cases are more likely to agree that the application of science and technology can threaten human rights (66%) compared to those who think these rights should be violated in certain cases (54%), or not at all (55%).

QD9.6 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

**The applications of science and technology can threaten human rights**

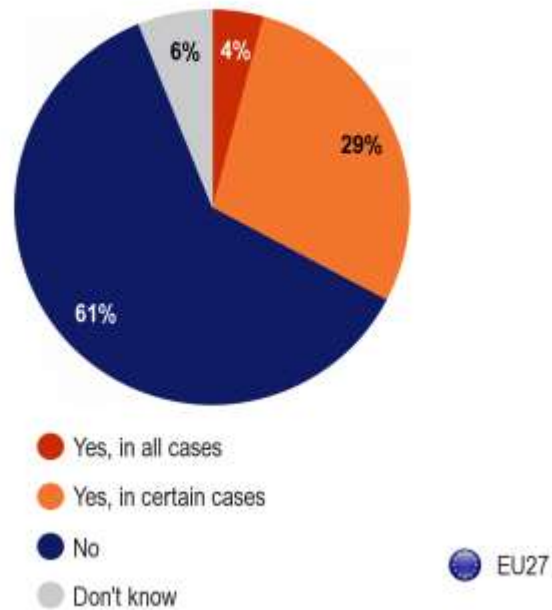
	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	54%	23%	17%	6%
<b>Sex</b>				
Male	55%	22%	19%	4%
Female	53%	24%	16%	7%
<b>Age</b>				
15-24	49%	25%	21%	5%
25-39	52%	25%	19%	4%
40-54	55%	23%	18%	4%
55 +	56%	21%	14%	9%
<b>Interested in science</b>				
Total 'Interested'	57%	21%	19%	3%
Total 'Not interested'	51%	25%	15%	9%
<b>Influence of science on society</b>				
Total 'Positive'	54%	23%	19%	4%
Total 'Negative'	61%	21%	14%	4%
<b>Ethics can be violated for discoveries</b>				
All cases	66%	16%	15%	3%
Certain cases	54%	26%	16%	4%
No	55%	22%	18%	5%

## 2. SCIENTIFIC RESEARCH VERSUS ETHICS

### - Most think that fundamental rights and moral principles should not be violated to make a new scientific or technological discovery -

Six out of ten (61%) respondents do not agree that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery<sup>22</sup>. Almost three in ten (29%) think this should be allowed in some cases, while only 4% think it should be allowed in all cases.

QD10. Do you think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery?

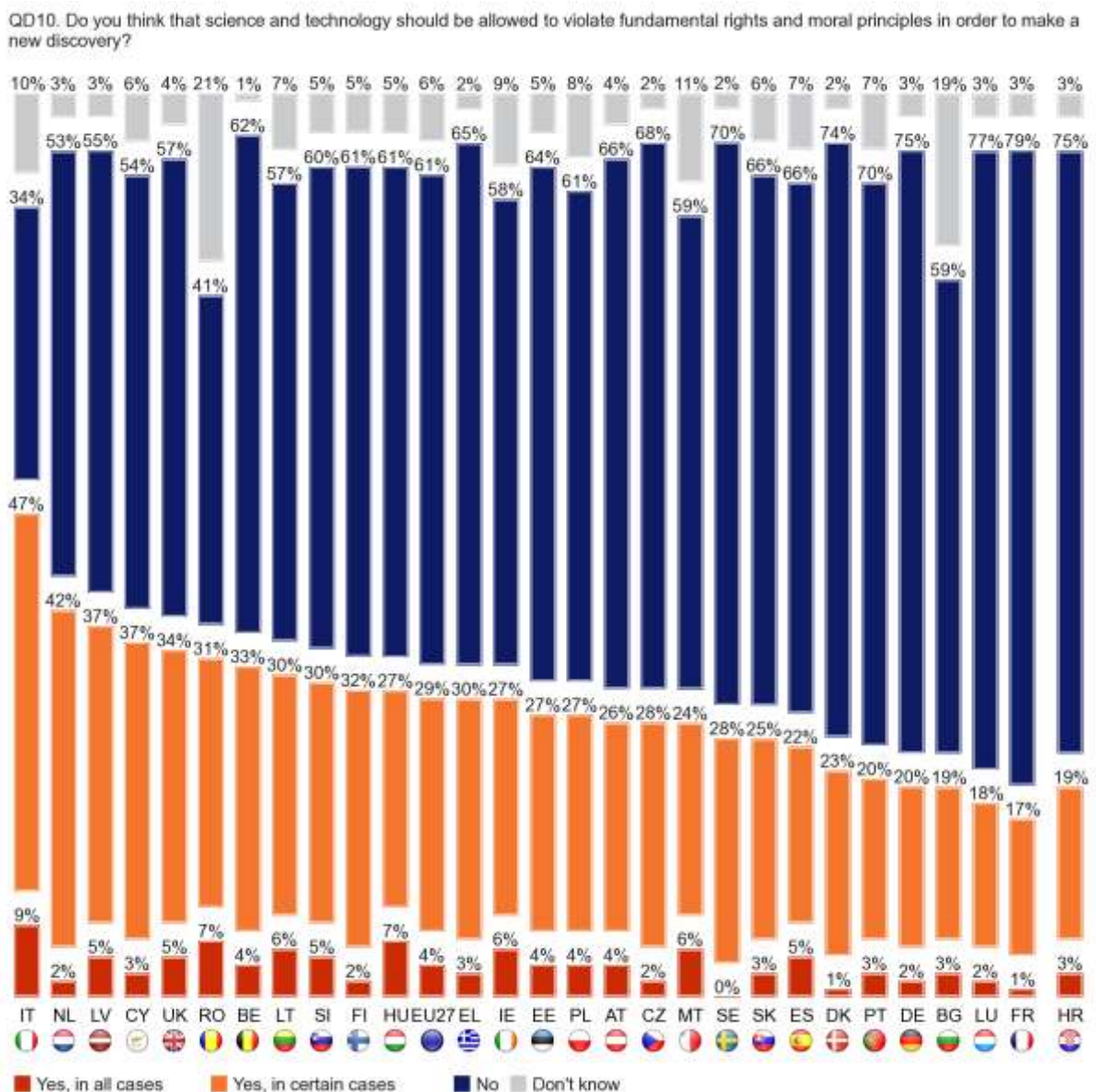


<sup>22</sup> QD10 Do you think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery? Yes, in all cases; Yes, in certain cases; No; Don't know. New question.

Italy is the only country where a majority of respondents agree that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery (56%). Almost half (47%) agree this should be allowed in some cases, while 9% think it should be allowed in all cases.

A majority of respondents in all but two countries do not think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery. The exceptions are Romania (41%) and Italy (34%). This view is most strongly held by respondents in France (79%), Luxembourg (77%), Germany and Croatia (75%)

A significant proportion of respondents are unable to give an answer in Romania (21%) and Bulgaria (19%). In these countries respondents who consider that fundamental rights and moral principles should not be violated for a discovery still represent a relative majority (41% vs. 38% in Romania and 59% vs. 22% in Bulgaria).



**Socio-demographic analysis** shows women are more likely than men to say that science and technology should not be allowed to violate fundamental rights and moral principles in order to make a new discovery (64% vs. 59%). There are no notable differences between age groups, or based on education levels.

Respondents who are interested in developments in science and technology are more likely to agree that these rights and principles can be violated in certain cases (32% vs. 24% of those who are not interested). The same pattern applies for those who feel informed about developments in science and technology, and those who have studied science or technology.

Respondents who think the overall influence of science on society is positive are more likely to agree that these rights and principles can be violated in certain cases when compared to those who think the overall influence of science is negative (31% vs. 24%).

**QD10 Do you think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery?**

	Yes, in all cases	Yes, in certain cases	No	Don't know	Total 'Yes'
EU27	4%	29%	61%	6%	33%
<b>Sex</b>					
Male	5%	31%	59%	5%	36%
Female	3%	26%	64%	7%	29%
<b>Age</b>					
15-24	4%	31%	58%	7%	35%
25-39	5%	29%	60%	6%	34%
40-54	4%	28%	64%	4%	32%
55 +	4%	27%	62%	7%	31%
<b>Education (End of)</b>					
15-	4%	27%	59%	10%	31%
16-19	4%	28%	62%	6%	32%
20+	4%	29%	64%	3%	33%
Still studying	5%	32%	57%	6%	37%
<b>Interested in science</b>					
Total 'Interested'	5%	32%	60%	3%	37%
Total 'Not interested'	3%	24%	63%	10%	27%
<b>Informed about science</b>					
Total 'Informed'	5%	32%	61%	2%	37%
Total 'Not informed'	3%	27%	62%	8%	30%
<b>Studied science or tech</b>					
Total 'Yes'	5%	32%	59%	4%	37%
No	4%	25%	63%	8%	29%
<b>Influence of science on society</b>					
Total 'Positive'	4%	31%	61%	4%	35%
Total 'Negative'	6%	24%	65%	5%	30%

### 3. THE ROLE OF THE EU IN ADDRESSING ETHICAL ISSUES OF SCIENCE

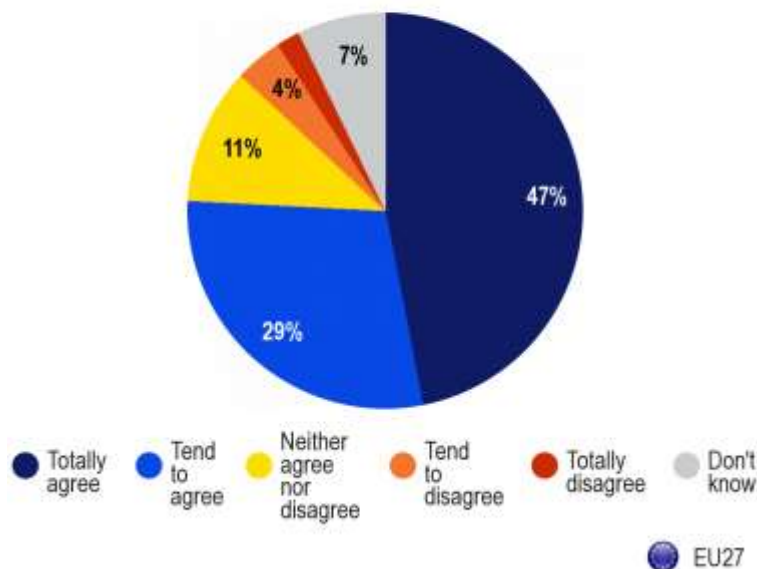
#### 3.1. European-funding of research outside the EU

##### - More than three quarters agree that European funding for non-EU research should only be given if the research is legal in the EU –

More than three quarters (76%) of respondents agree that European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU<sup>23</sup>. In fact, almost half (47%) totally agree. Around one in twenty (6%) disagree with this statement, while 11% are neutral.

QD11.1. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU



<sup>23</sup> QD11.1 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree: European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU. New question.

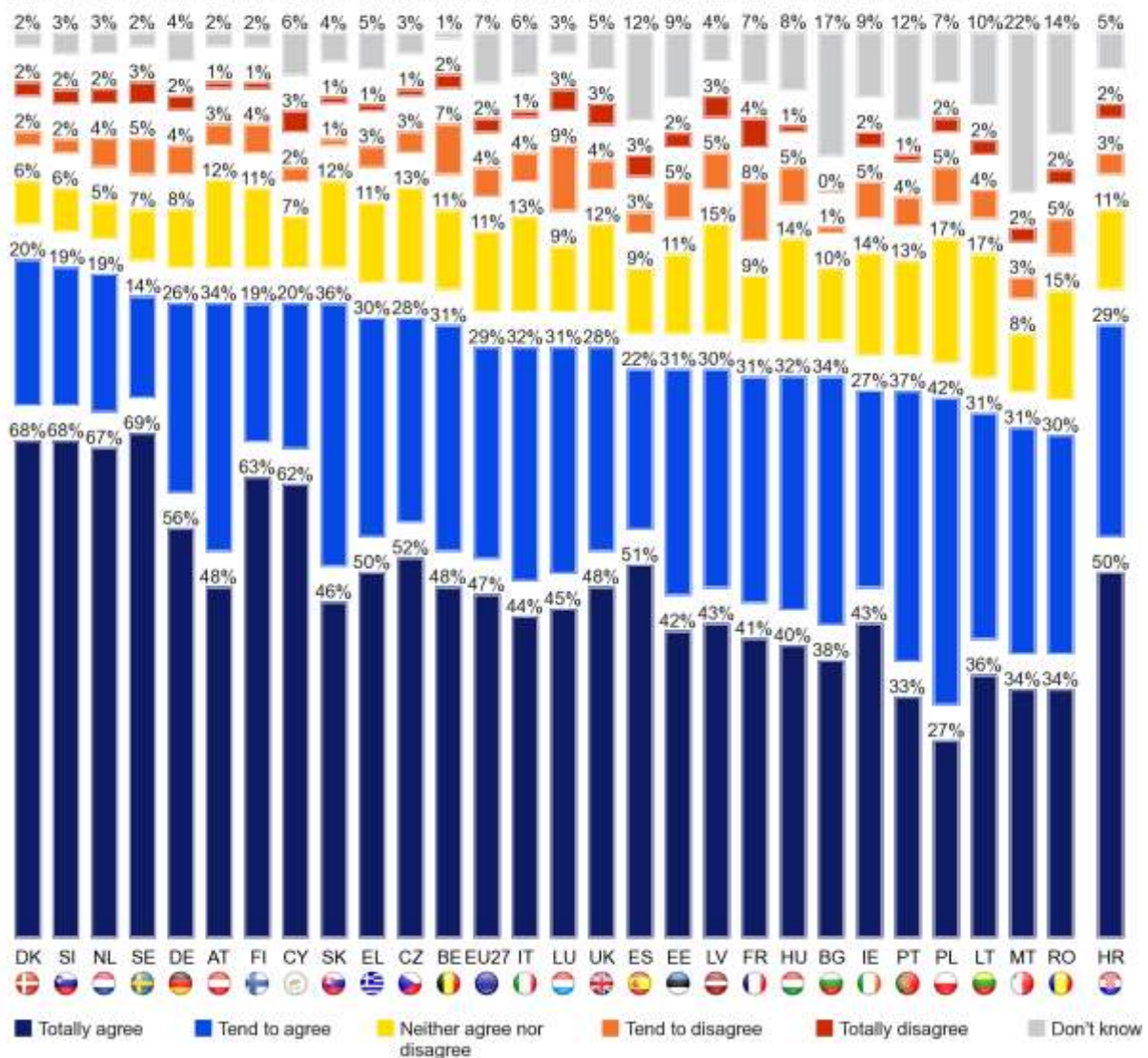


At least six out of ten respondents in each country agree that European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU. This view is most widely held amongst respondents in Denmark (88%), Slovenia (87%) and the Netherlands (86%). In fact in each of these countries just over two thirds totally agree.

Respondents in Romania and Malta are the least likely to agree, but even here 64% and 65% respectively agree.

QD11.1. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU



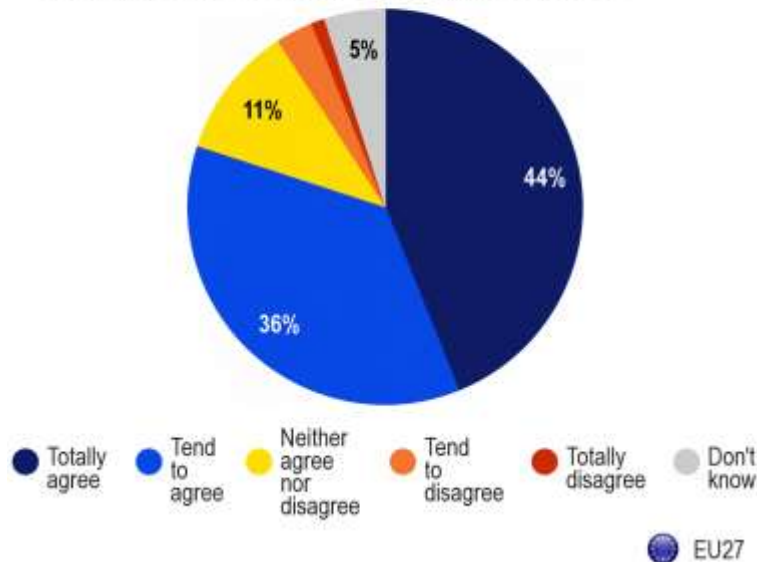
### 3.2. The global role of the EU to promote European ethical principles

#### - A large majority agree that the EU should promote the worldwide respect of European ethical principles –

Eight out of ten respondents agree that the EU should actively promote worldwide respect for European ethical principles for conducting scientific research, with 44% in total agreement<sup>24</sup>. Just 4% disagree.

QD11.2. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world



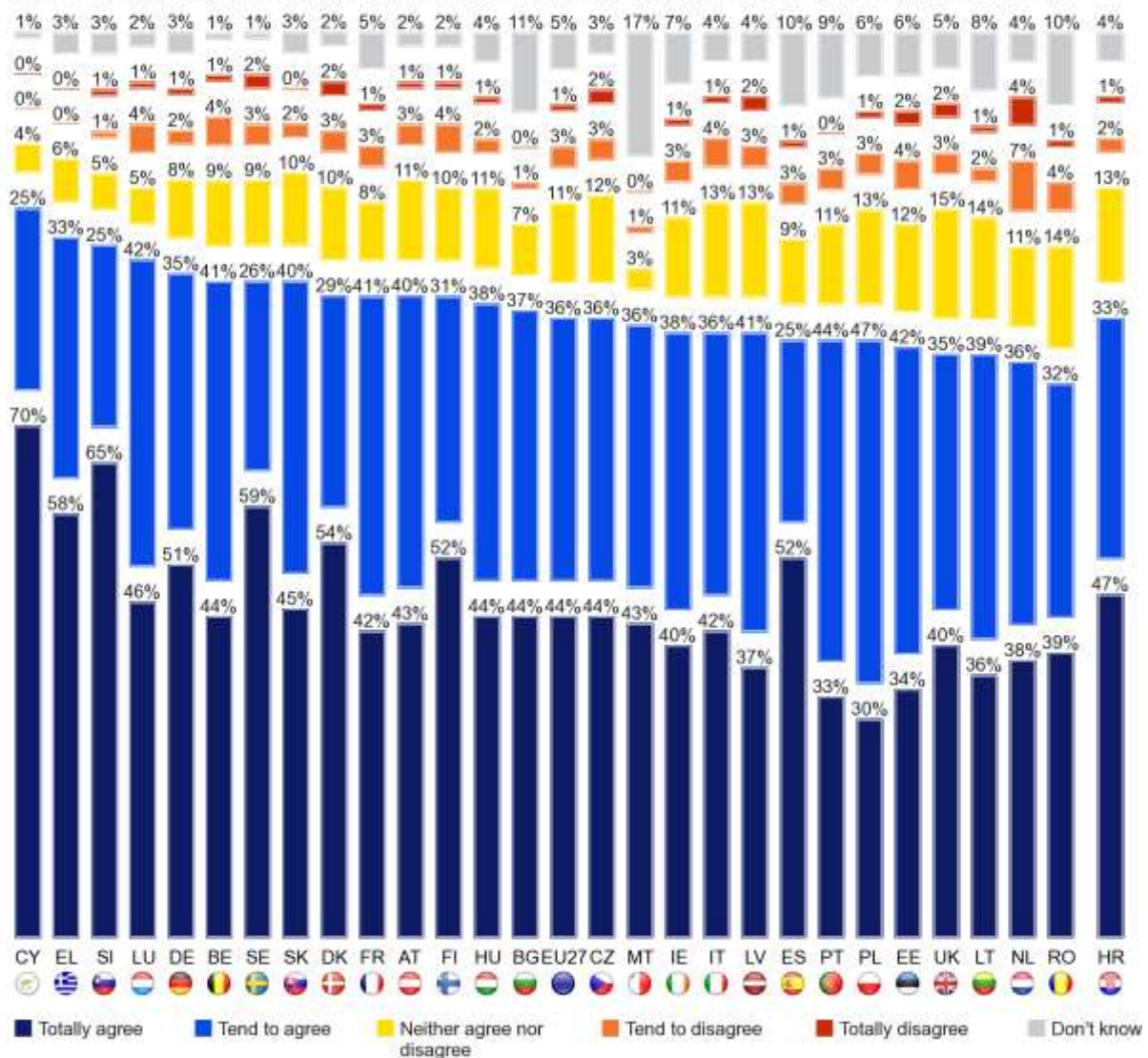
<sup>24</sup> QD11.2 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree: The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world. New question.

At least seven out of ten respondents in each country agree the EU should actively promote worldwide respect for European ethical principles for conducting scientific research. Agreement is most widespread amongst Cypriot (95%), Greek (91%) and Slovenian (90%) respondents. In fact 70% of Cypriot respondents are in total agreement.

Romanian and Dutch respondents are the least likely to agree, but even here agreement levels are high at 71% and 74% respectively.

QD11.2. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world



**Socio-demographic analysis** does not reveal any differences between genders or across age groups. However, respondents with the lowest education levels are less likely to agree compared to those who completed their education aged at least 16 (74% vs. 81%-83%).

In a now familiar pattern, those who are interested in or feel informed about developments in science and technology are more likely to agree the EU should actively promote worldwide respect for European ethical principles for conducting scientific research. For example 85% of those who are interested in developments in science and technology agree, compared to 74% of those who are not interested in these developments.

Respondents who think the overall influence of science on society is positive are more likely to agree the EU should actively promote worldwide respect for European ethical principles for conducting scientific research (83% vs. 71% of those who think the overall influence is negative).

QD11.2 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world

	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	80%	11%	4%	5%
<b>Sex</b>				
Male	81%	10%	5%	4%
Female	79%	11%	4%	6%
<b>Age</b>				
15-24	78%	13%	4%	5%
25-39	80%	12%	4%	4%
40-54	83%	10%	4%	3%
55 +	78%	10%	4%	8%
<b>Education (End of)</b>				
15-	74%	12%	4%	10%
16-19	81%	11%	4%	4%
20+	83%	10%	5%	2%
Still studying	79%	12%	5%	4%
<b>Interested in science</b>				
Total 'Interested'	85%	9%	4%	2%
Total 'Not interested'	74%	13%	4%	9%
<b>Informed about science</b>				
Total 'Informed'	85%	9%	4%	2%
Total 'Not informed'	77%	12%	4%	7%
<b>Influence of science on society</b>				
Total 'Positive'	83%	10%	4%	3%
Total 'Negative'	71%	17%	8%	4%

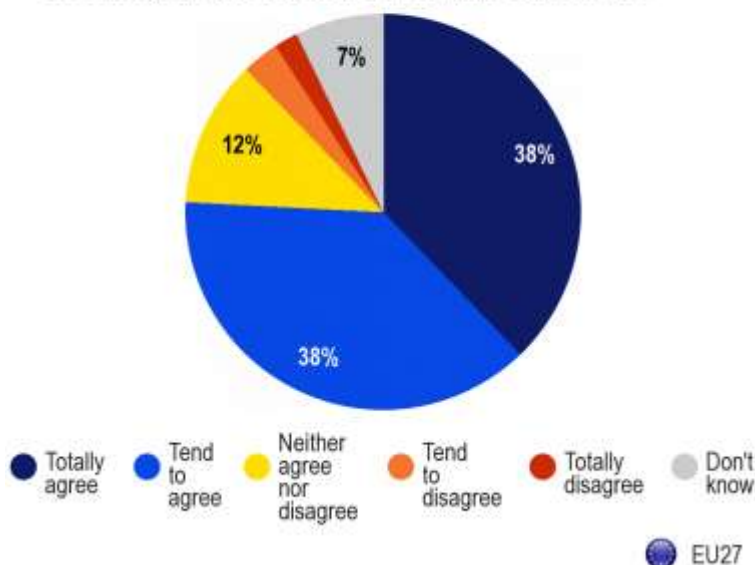
### 3.3. Decision-making level at European level to address ethical risks

#### - More than three quarters of respondents agree the EU should take measures to address the ethical risk of new technologies –

Just over three quarters of respondents (76%) agree that measures should be taken at the European level to address ethical risks raised by new technologies like biotechnologies<sup>25</sup>. Only one in twenty (5%) disagree.

QD11.4. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level



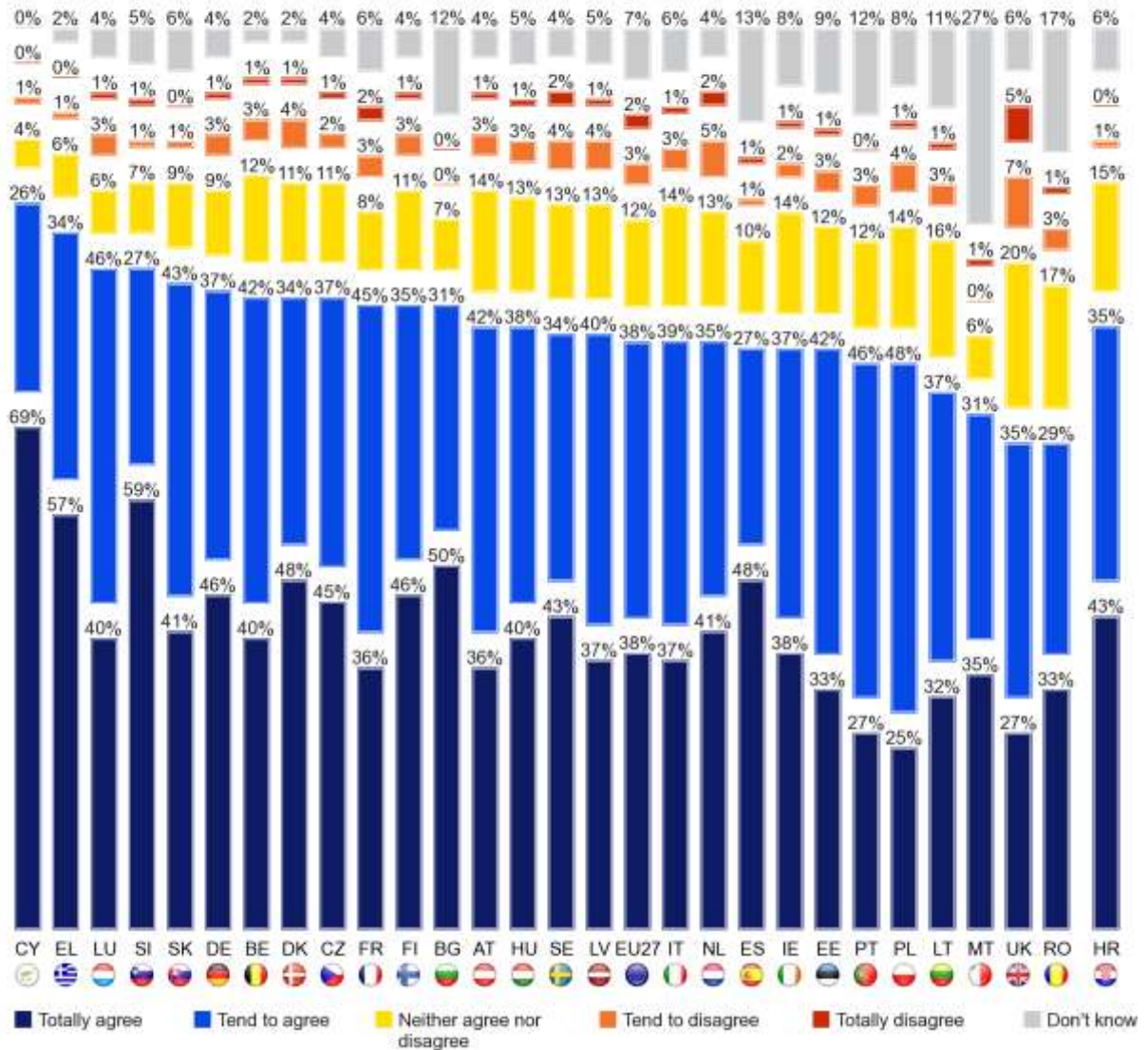
<sup>25</sup> QD11.4 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree. In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level. New question.



At least six out of ten respondents in each country agree that measures should be taken at the European level to address ethical risks raised by new technologies like biotechnologies. Respondents in Cyprus (95%), Greece (91%), Luxembourg and Slovenia (86%) are the most likely to agree, particularly compared to those in Romania and the UK (both 62%).

QD11.4. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level





**Socio-demographic analysis** does not reveal any notable differences between genders or age groups. The longer a respondent remained in education, the more likely they are to agree that measures should be taken at the European level to address ethical risks raised in new technologies like biotechnologies. At least eight out of ten respondents with the highest education levels agree (81%) compared to 69% of those who completed their education aged 15 or younger.

Once again it is the attitudinal variables that prove more discriminating. Those who are interested in or feel informed about developments in science and technology are more likely to agree that measures should be taken at the European level to address ethical risks raised in new technologies like biotechnologies. For example 81% of those who are interested in developments in science and technology agree, compared to 70% of those who are not interested in these developments.

Respondents who think the overall influence of science on society is positive are more likely to agree that measures should be taken at the European level to address ethical risks raised in new technologies like biotechnologies (80% vs. 66% of those who think the overall influence is negative).

QD11.4 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level

	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	76%	12%	5%	7%
<b>Sex</b>				
Male	77%	12%	6%	5%
Female	74%	13%	4%	9%
<b>Age</b>				
15-24	74%	15%	4%	7%
25-39	79%	12%	5%	4%
40-54	78%	13%	5%	4%
55 +	73%	11%	6%	10%
<b>Education (End of)</b>				
15-	69%	13%	5%	13%
16-19	77%	13%	4%	6%
20+	81%	10%	6%	3%
Still studying	75%	14%	5%	6%
<b>Interested in science</b>				
Total 'Interested'	81%	10%	6%	3%
Total 'Not interested'	70%	15%	4%	11%
<b>Informed about science</b>				
Total 'Informed'	81%	10%	6%	3%
Total 'Not informed'	73%	14%	4%	9%
<b>Influence of science on society</b>				
Total 'Positive'	80%	11%	5%	4%
Total 'Negative'	66%	16%	11%	7%

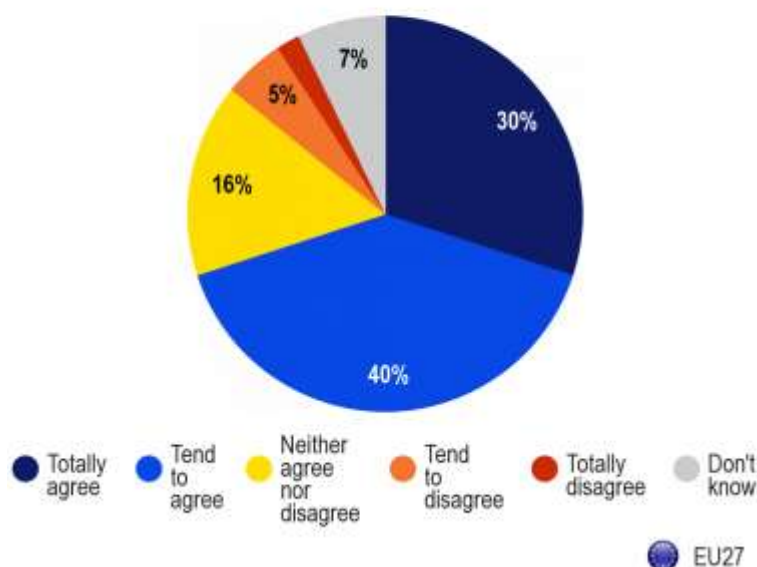
#### 4. CITIZENS' EXPECTATIONS

##### - Most agree that respecting ethics and rights guarantees research and innovation will meet citizens' expectations –

Respondents were asked whether they agreed or disagreed that respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations<sup>26</sup>. Seven out of ten (70%) agree, while only 7% disagree.

QD11.3. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations

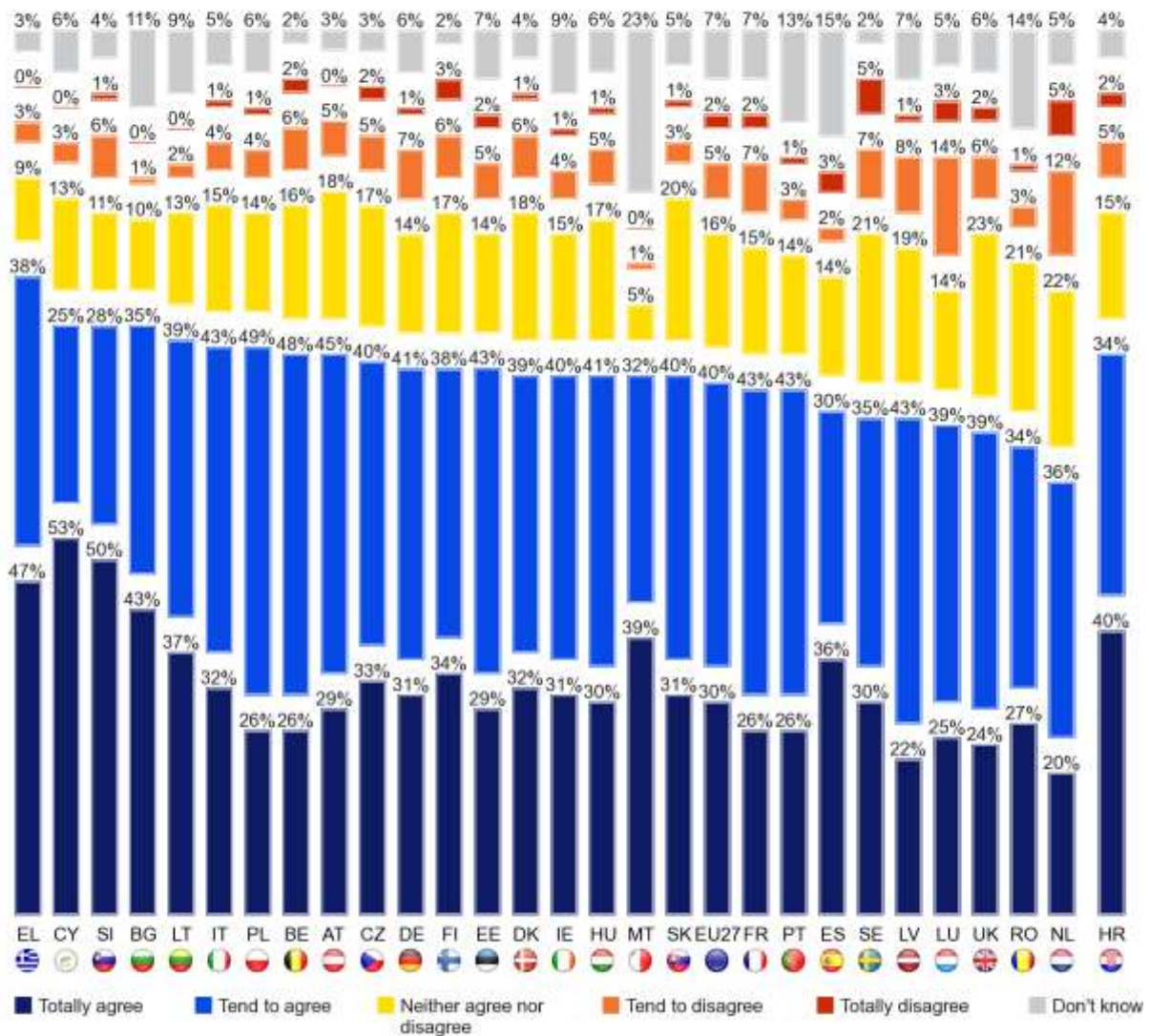


<sup>26</sup> QD11.3 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree. Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations. New question.

The majority of respondents in each country agree that respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens’ expectations. Agreement is strongest amongst respondents in Greece (85%), Bulgaria, Cyprus and Slovenia (all 78%). In contrast 56% of Dutch respondents also agree.

QD11.3. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens’ expectations



**Socio-demographic analysis** does not highlight any notable differences between genders or age groups. However, respondents who completed their education aged 15 or younger are less likely than those with higher education levels to agree that respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations (65% vs. 71%-72%).

Once again it is the attitudinal variables that provide the most variation. Those who are interested in or feel informed about developments in science and technology are more likely to agree that respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations. For instance, 74% of those who are interested in developments in science and technology agree, compared to 64% of those who are not interested in these developments. Respondents who think the overall influence of science on society is positive are also more likely to agree compared to those who think the overall influence is negative (74% vs. 60% of those who think the overall influence is negative).

QD11.3 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

**Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations**

	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	70%	16%	7%	7%
<b>Sex</b>				
Male	71%	16%	7%	6%
Female	69%	16%	6%	9%
<b>Age</b>				
15-24	68%	19%	7%	6%
25-39	71%	17%	7%	5%
40-54	72%	15%	8%	5%
55 +	68%	15%	6%	11%
<b>Education (End of)</b>				
15-	65%	15%	6%	14%
16-19	71%	16%	6%	7%
20+	72%	16%	9%	3%
Still studying	70%	18%	7%	5%
<b>Interested in science</b>				
Total 'Interested'	74%	15%	7%	4%
Total 'Not interested'	64%	18%	7%	11%
<b>Informed about science</b>				
Total 'Informed'	74%	15%	8%	3%
Total 'Not informed'	68%	16%	6%	10%
<b>Influence of science on society</b>				
Total 'Positive'	74%	15%	7%	4%
Total 'Negative'	60%	22%	12%	6%

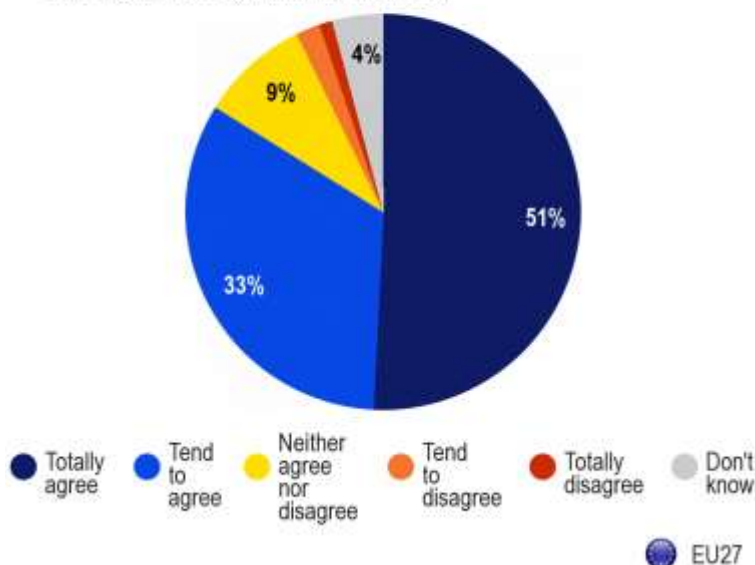
## 5. TRAINING ON SCIENTIFIC RESEARCH ETHICS

### - A large majority think there should be mandatory ethics training for researchers, and an oath taken to respect ethical principles and legislation -

More than eight in ten respondents agree that all researchers should receive mandatory ethics training (84%). In fact just over half (51%) totally agree<sup>27</sup>. Just 3% disagree, while 9% are neutral.

QD11.5. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.)



<sup>27</sup> QD11.5 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree. All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.). New question.

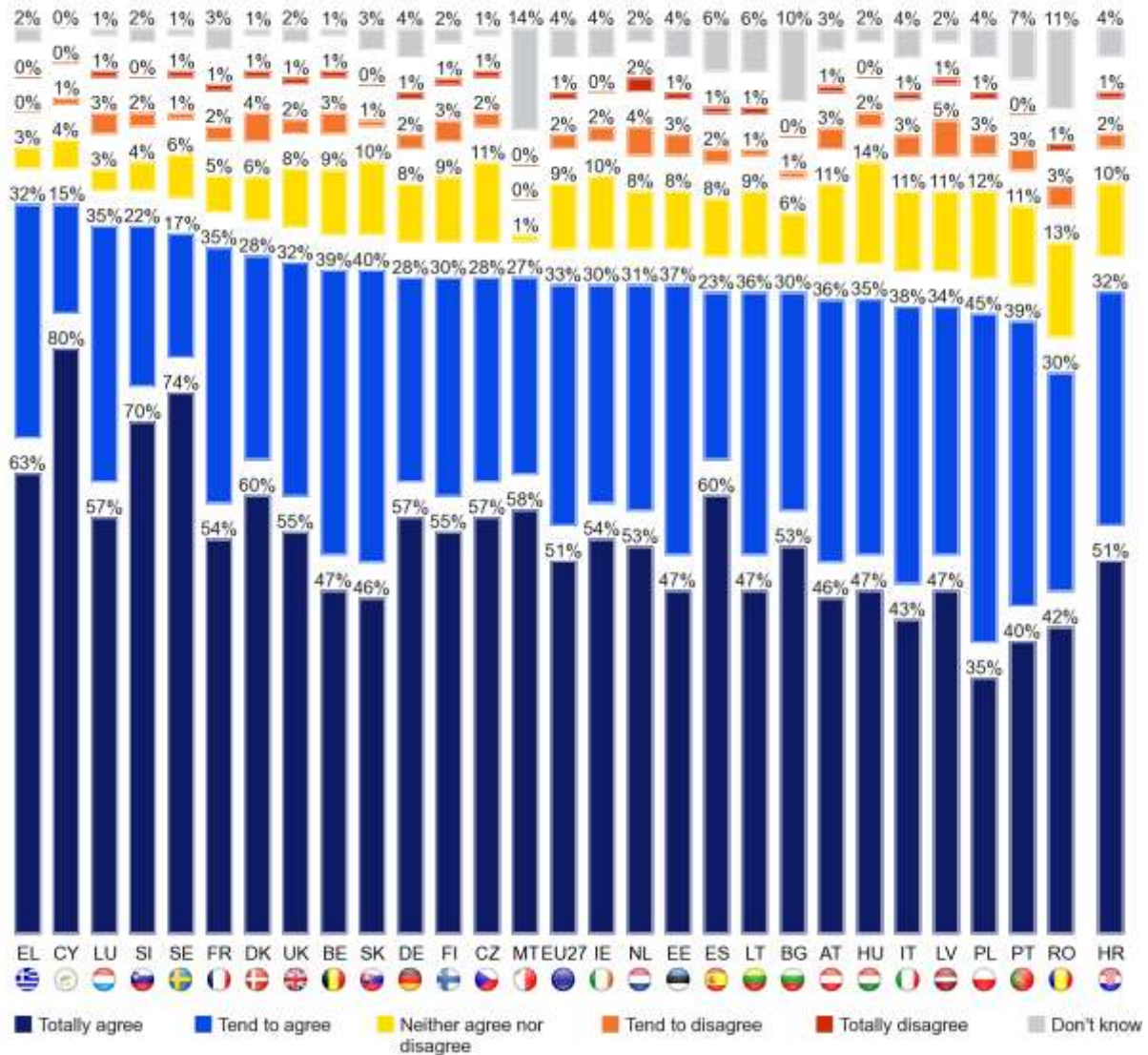


There is widespread agreement across all countries that researchers should receive mandatory training on scientific research ethics. Agreement is almost universal amongst Cypriot and Greek respondents (both 95%), and is also high amongst respondents in Luxembourg, Slovenia (both 92%) and Sweden (91%).

At the other end of the scale 72% of Romanian and 79% of Portuguese respondents also agree.

QD11.5. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

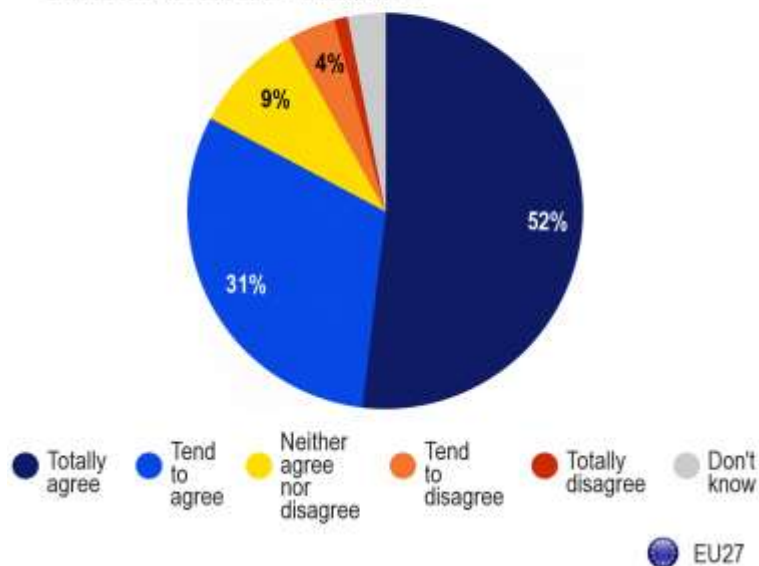
All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.)



A large majority also agree that young scientists should take an oath to respect both ethical principles and relevant legislation (83%), with 52% in total agreement<sup>28</sup>. Around one in ten (9%) are neutral, while 5% disagree.

QD11.6. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation

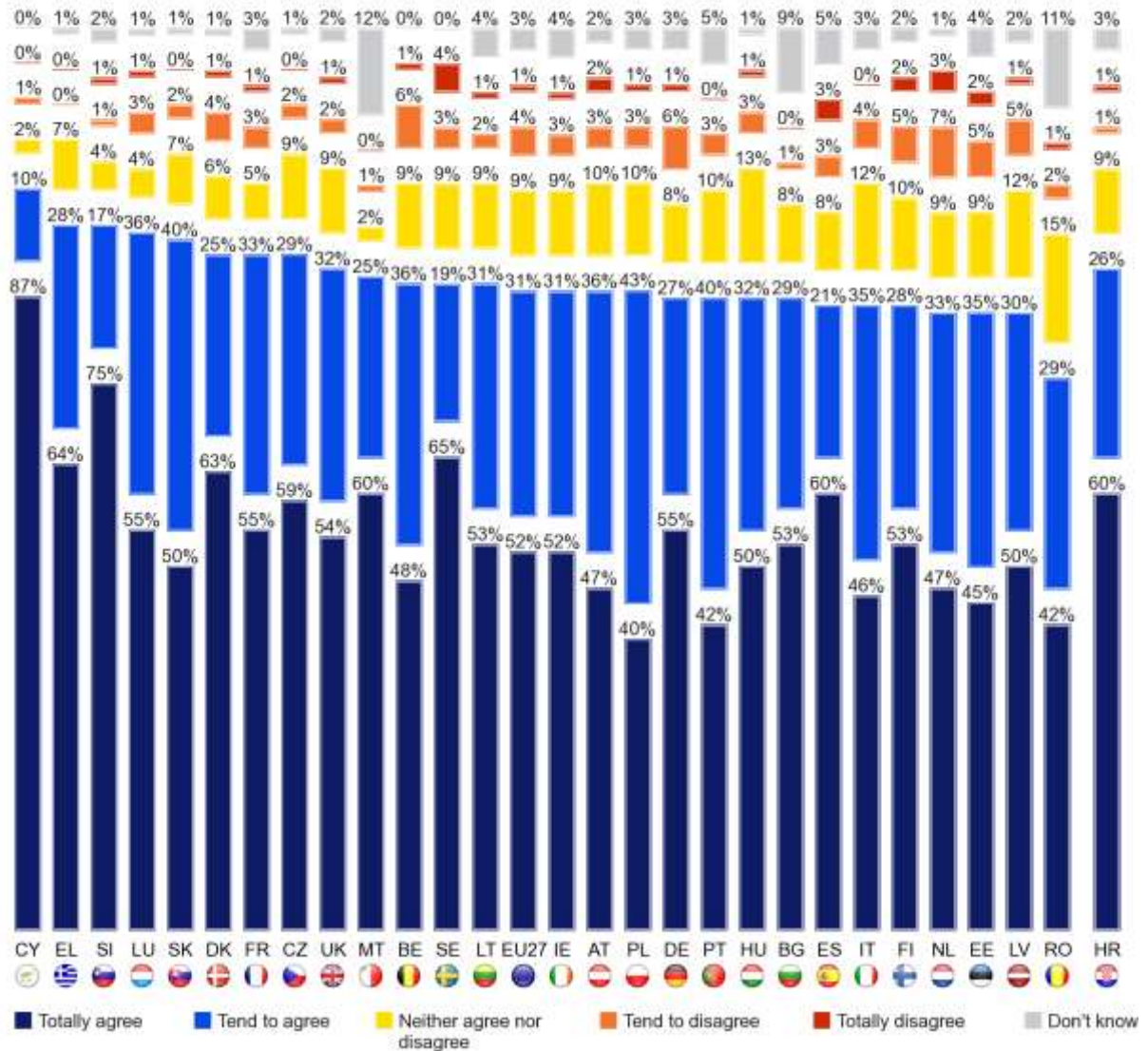


<sup>28</sup> QD11.6 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree. Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation. New question.

At least seven out of ten respondents in all countries agree that young scientists should take an oath to respect both ethical principles and relevant legislation. This view is most widely held amongst respondents in Cyprus (97%), Greece and Slovenia (both 92%). Romania is the only country where fewer than eight in ten agree (71%).

QD11.6. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation



**Socio-demographic analysis** does not highlight any notable differences between genders or age groups on either of these issues. However, respondents who completed their education aged 15 or younger are less likely than those with higher education levels to agree that researchers should receive **mandatory training on scientific research ethics** (80% vs. 85%-87%).

Once again it is the attitudinal variables provide the most variation. Those who are interested in or feel informed about developments in science and technology are more likely to agree that researchers should receive **mandatory training on scientific research ethics**. For example, 88% of those who are interested in developments in science and technology agree, compared to 79% of those who are not interested in these developments. Respondents who think the overall influence of science on society is positive are also more likely to agree with this statement compared to those who think the overall influence is negative (87% vs. 79% of those who think the overall influence is negative).

Those who are interested in developments in science and technology are more likely to agree that **young scientists should take an oath to respect both ethical principles and relevant legislation** (86% vs. 80% of those who are not interested).

QD11 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

% of Total 'Agree'

	All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.)	Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation
EU27	84%	83%
<b>Sex</b>		
Male	83%	82%
Female	86%	85%
<b>Age</b>		
15-24	83%	81%
25-39	84%	82%
40-54	85%	85%
55 +	84%	83%
<b>Education (End of)</b>		
15-	80%	82%
16-19	85%	85%
20+	87%	82%
Still studying	83%	81%
<b>Interested in science</b>		
Total 'Interested'	88%	86%
Total 'Not interested'	79%	80%
<b>Informed about science</b>		
Total 'Informed'	87%	84%
Total 'Not informed'	83%	83%
<b>Influence of science on society</b>		
Total 'Positive'	87%	85%
Total 'Negative'	79%	80%

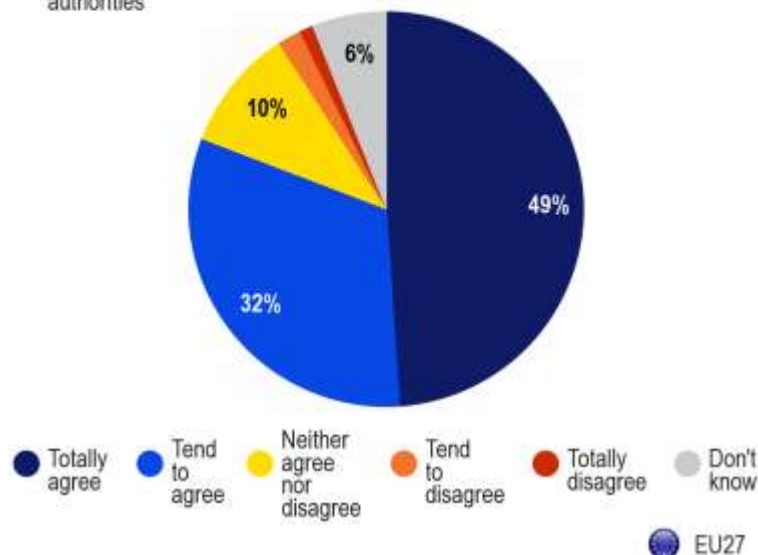
## 6. TRANSPARENCY REGARDING SCIENTIFIC RESEARCH FUNDING

### - At least eight in ten agree that scientific experts should be transparent about their sources of funding –

Just over eight in ten respondents (81%) agree that scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities<sup>29</sup>. Almost half (49%) totally agree. Just 3% disagree, while 10% are neutral.

QD11.7. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities



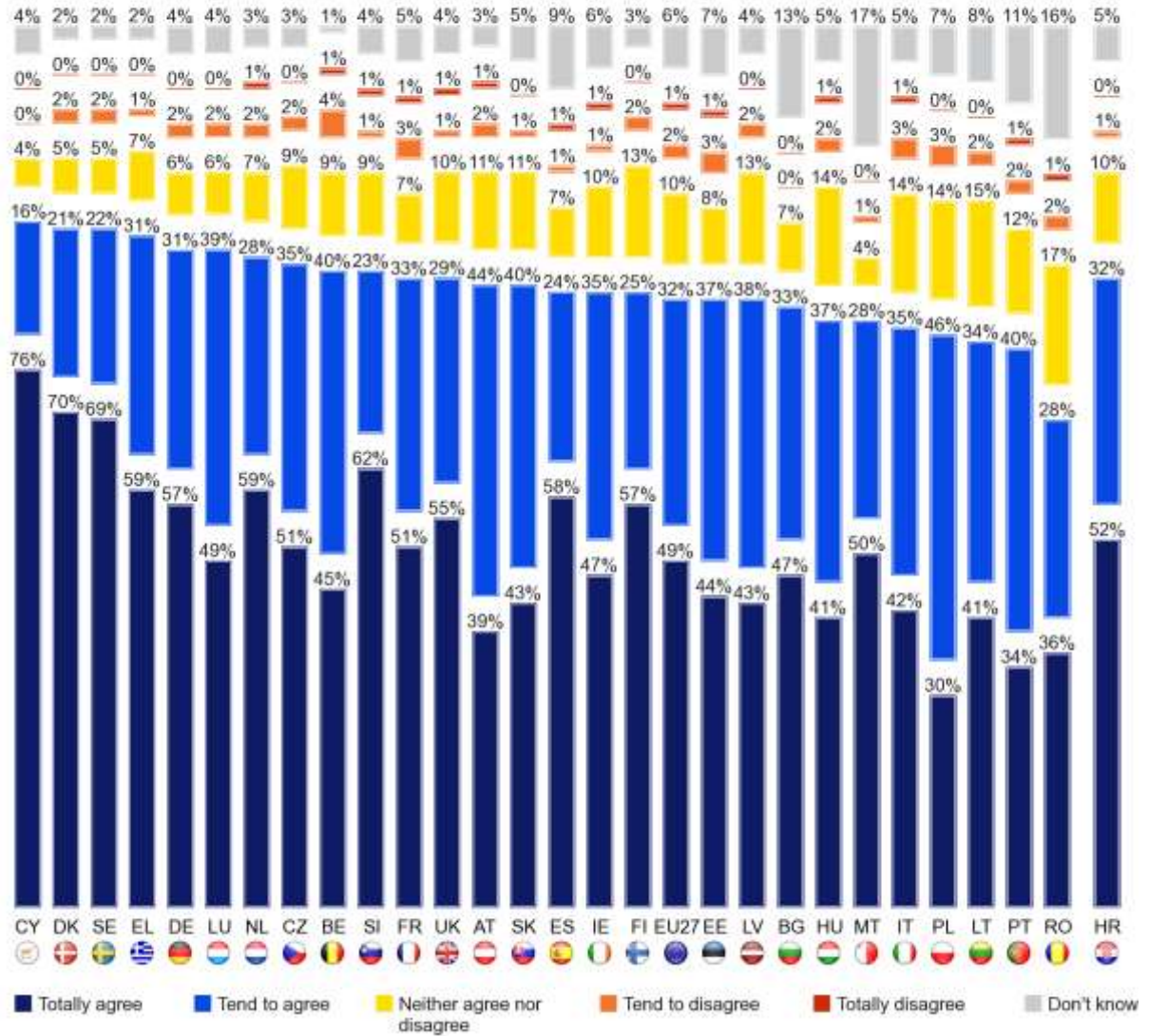
<sup>29</sup> QD11.7 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree. Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities. New question.



A majority of respondents in every country agree that scientific experts should be obliged to openly declare possible conflicts of interest when they are advising public authorities. Agreement is most widespread amongst respondents in Cyprus (92%), Denmark, Sweden (both 91%) and Greece (90%), particularly when compared to respondents in Romania (64%).

QD11.7. I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities





**Socio-demographic analysis** does not highlight any notable differences between men and women. The youngest respondents are the least likely to agree that scientific experts should be obliged to openly declare possible conflicts of interest when they are advising public authorities (75% vs. 80%-86%).

In addition, the higher a respondent's education level, the more likely they are to agree that scientific experts should be obliged to openly declare possible conflicts of interest when they are advising public authorities. Three quarters (75%) of respondents who completed their education aged 15 or younger agree, compared to 87% of those who completed their education aged 20+.

Those who are interested in or feel informed about developments in science and technology are more likely to agree that scientific experts should be obliged to declare possible conflicts of interest when they are advising public authorities. For example, 87% of those who feel informed about developments in science and technology agree, compared to 78% of those who do not feel informed.

Respondents who think the overall influence of science on society is positive are also more likely to agree compared to those who think the overall influence is negative (86% vs. 74% of those who think the overall influence is negative).

QD11.7 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities

	Total 'Agree'	Neither agree nor disagree	Total 'Disagree'	Don't know
EU27	81%	10%	3%	6%
<b>Sex</b>				
Male	83%	10%	3%	4%
Female	80%	10%	3%	7%
<b>Age</b>				
15-24	75%	15%	5%	5%
25-39	83%	11%	3%	3%
40-54	86%	8%	3%	3%
55 +	80%	8%	3%	9%
<b>Education (End of)</b>				
15-	75%	10%	3%	12%
16-19	83%	10%	2%	5%
20+	87%	8%	3%	2%
Still studying	77%	13%	5%	5%
<b>Interested in science</b>				
Total 'Interested'	88%	7%	3%	2%
Total 'Not interested'	75%	12%	4%	9%
<b>Informed about science</b>				
Total 'Informed'	87%	8%	3%	2%
Total 'Not informed'	78%	11%	3%	8%
<b>Influence of science on society</b>				
Total 'Positive'	86%	9%	2%	3%
Total 'Negative'	74%	14%	6%	6%

## V. YOUNG PEOPLE AND SCIENCE

This section of the report considers the opinions of Europeans about the relationship between young people and science. Firstly the report considers whether Europeans think that governments are doing enough to stimulate young people's interest in science.

Secondly there is a discussion about whether involvement in science improves the employment prospects of young people, whether science improves culture, and whether young people who are involved with science are better prepared for future life.

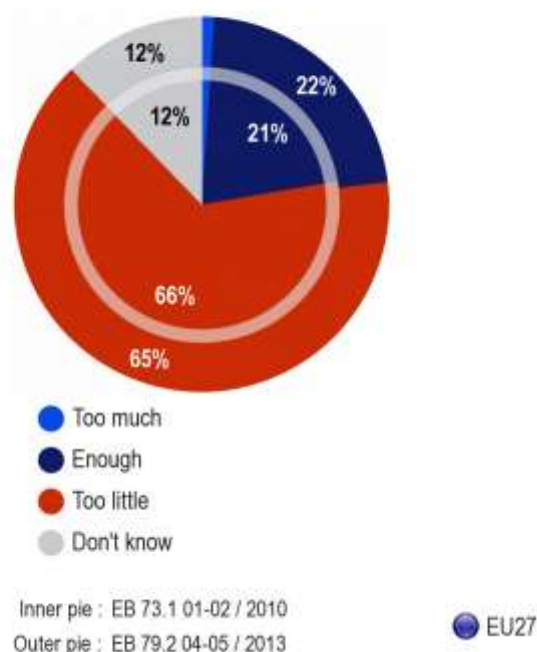
Finally the importance of a scientific education in stimulating creative thinking in young people will be considered.

### 1. THE ROLE OF THE NATIONAL GOVERNMENTS IN STIMULATING YOUNG PEOPLE'S INTEREST FOR SCIENCE

#### - Most think their government is not doing enough to stimulate interest in science amongst young people -

Respondents were asked how much they thought their government was doing to stimulate the interest of young people in science<sup>30</sup>. Just over one in five (22%) think their government is doing enough, but the majority (65%) think that too little is being done. Just 1% thinks too much is being done. There has been little change in opinion since the last wave in 2010.

QD12. In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science?

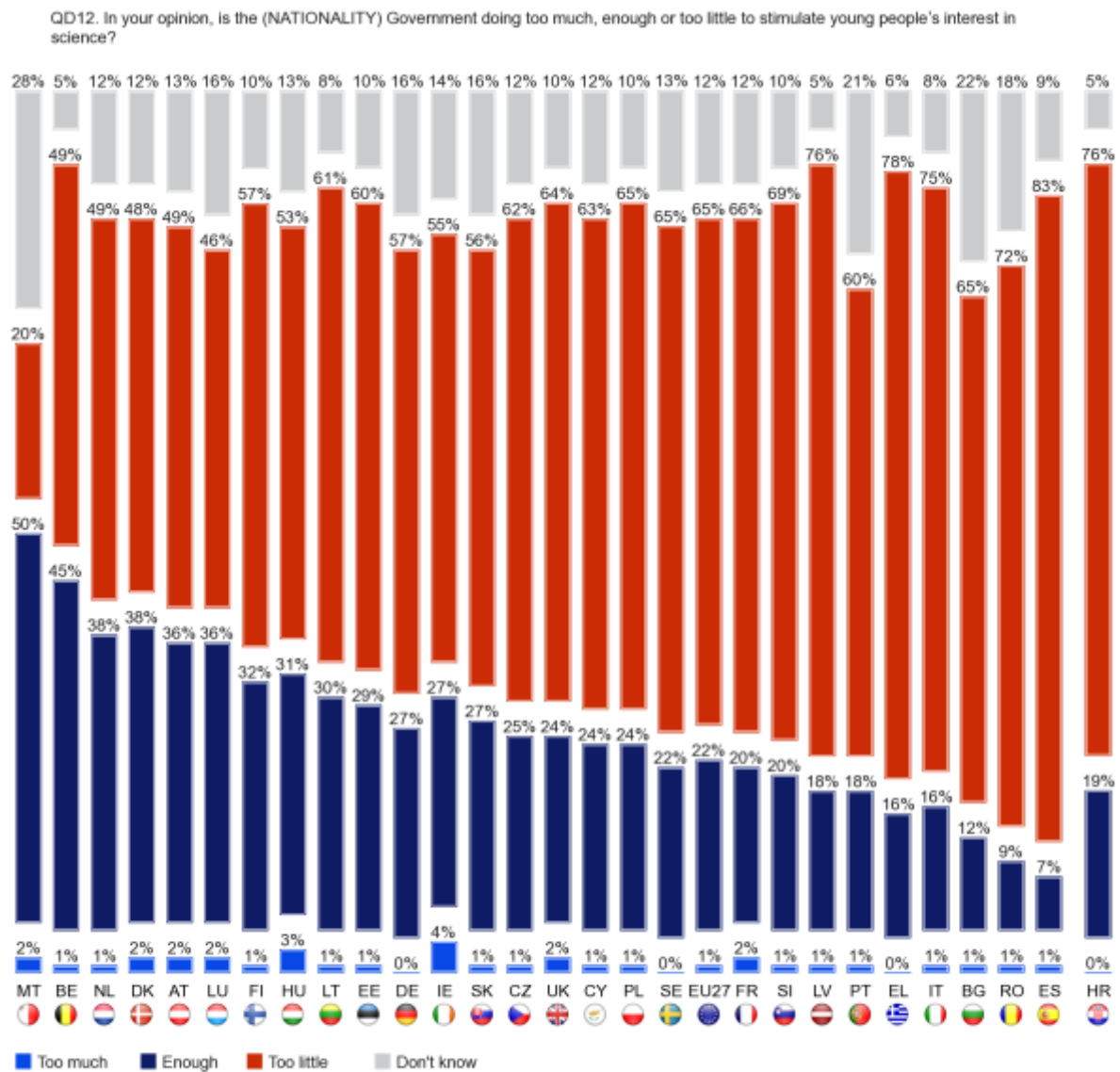


<sup>30</sup> QD12. In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science? (ONE ANSWER ONLY) Too much; Enough; Too little; Don't know.

The majority of respondents in 19 countries (including Croatia) think their governments are doing too little stimulate young people’s interest in science. Respondents in Spain are the most likely to think this way (83%), and at least three quarters of Greek (78%), Latvian, Croatian (both 76%) and Italian respondents (75%) agree. This is in sharp contrast to the 20% of Maltese respondents who also agree.

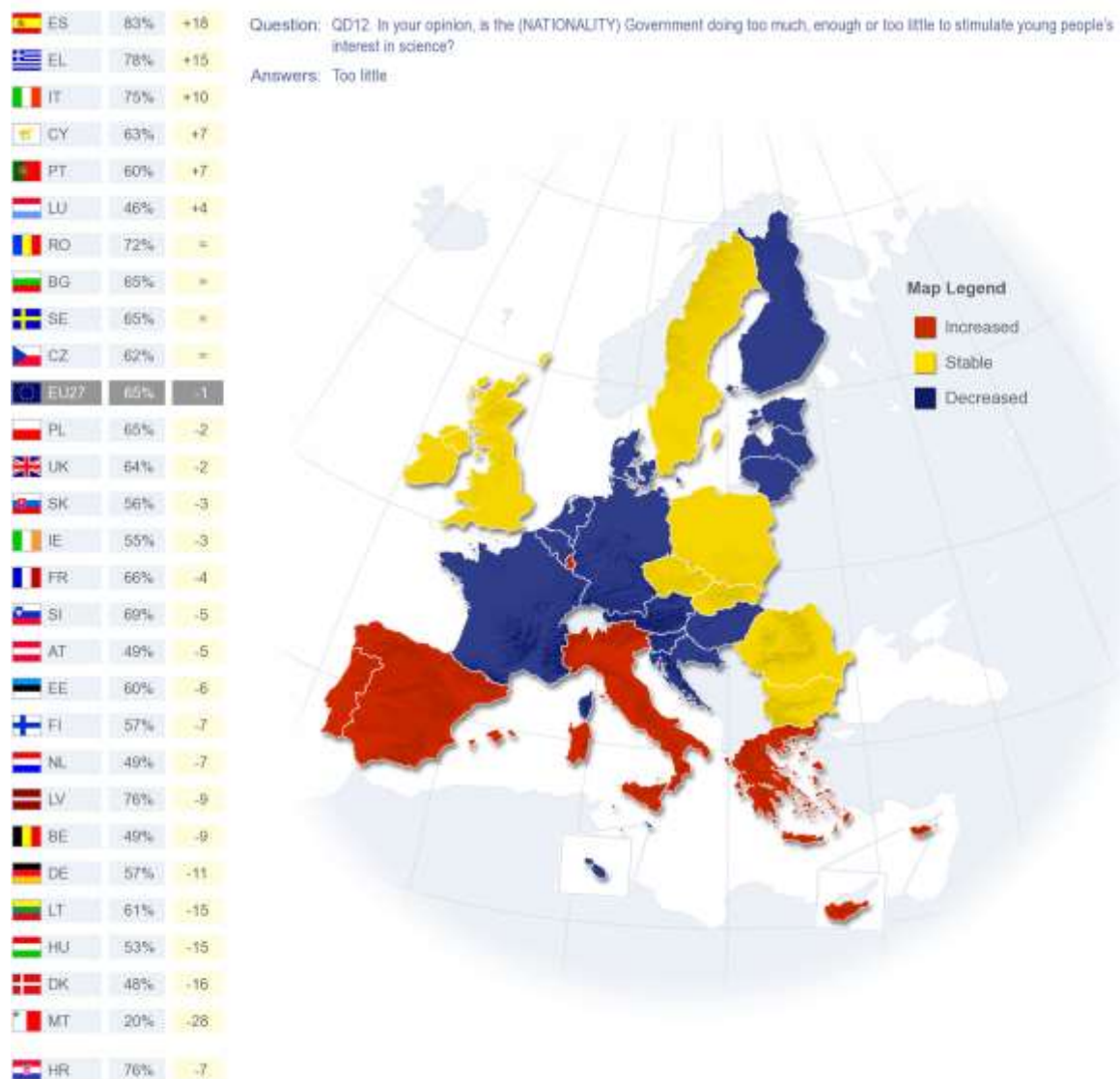
Malta is the only country where at least half of all respondents think their government is doing enough stimulate young people’s interest in science (50%). Belgium is the only other country where at least four out of ten respondents think this way (45%). At the other end of the spectrum 7% of Spanish and 9% of Romanian respondents think their government is doing enough.

Fewer than 5% of respondents in any country think that their government is doing too much to stimulate young people’s interest in science.
































The table below also illustrates the trend since the last wave in 2010. Although there has been little change at an overall EU27 level, there have been some notable shifts in opinion within countries. Respondents in Spain (+18 percentage points), Greece (+15 points) and Italy (+10 points) are all much more likely to say their government is doing too little. In the case of Spain and Greece respondents are also less likely to say they government is doing enough than they were in 2010 (both -10 percentage points).

Respondents in Malta are now much more likely to say their government is doing enough (+21 percentage points), and much less likely to say they are not doing enough (-28 points). Respondents in Denmark, Hungary, Lithuania and Germany also show similar shifts in opinion, although the margins are smaller. For example there has been a 15 percentage point decrease in the proportion of Lithuanians who say their government is doing too little, and a 13 point increase in the proportion who say that enough is being done.



QD12 In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science?

	Too much		Enough		Too little		Don't know	
	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010
 EU27	1%	=	22%	<b>+1</b>	65%	<b>-1</b>	12%	=
 ES	1%	=	7%	<b>-10</b>	83%	<b>+18</b>	9%	<b>-8</b>
 EL	0%	<b>-2</b>	16%	<b>-10</b>	78%	<b>+15</b>	6%	<b>-3</b>
 IT	1%	=	16%	<b>-2</b>	75%	<b>+10</b>	8%	<b>-8</b>
 CY	1%	=	24%	<b>-1</b>	63%	<b>+7</b>	12%	<b>-6</b>
 PT	1%	=	18%	<b>-7</b>	60%	<b>+7</b>	21%	=
 LU	2%	=	36%	<b>-5</b>	46%	<b>+4</b>	16%	<b>+1</b>
 BG	1%	=	12%	<b>+6</b>	65%	=	22%	<b>-6</b>
 CZ	1%	<b>-1</b>	25%	<b>-4</b>	62%	=	12%	<b>+5</b>
 RO	1%	=	9%	<b>-5</b>	72%	=	18%	<b>+5</b>
 SE	0%	<b>-1</b>	22%	<b>-1</b>	65%	=	13%	<b>+2</b>
 PL	1%	<b>-1</b>	24%	<b>+4</b>	65%	<b>-2</b>	10%	<b>-1</b>
 UK	2%	<b>+1</b>	24%	<b>+1</b>	64%	<b>-2</b>	10%	=
 IE	4%	<b>+3</b>	27%	<b>+2</b>	55%	<b>-3</b>	14%	<b>-2</b>
 SK	1%	<b>-1</b>	27%	<b>-4</b>	56%	<b>-3</b>	16%	<b>+8</b>
 FR	2%	<b>+1</b>	20%	<b>+1</b>	66%	<b>-4</b>	12%	<b>+2</b>
 AT	2%	<b>-1</b>	36%	<b>+7</b>	49%	<b>-5</b>	13%	<b>-1</b>
 SI	1%	<b>+1</b>	20%	<b>+1</b>	69%	<b>-5</b>	10%	<b>+3</b>
 EE	1%	=	29%	<b>+4</b>	60%	<b>-6</b>	10%	<b>+2</b>
 NL	1%	<b>+1</b>	38%	<b>+4</b>	49%	<b>-7</b>	12%	<b>+2</b>
 FI	1%	<b>+1</b>	32%	<b>+3</b>	57%	<b>-7</b>	10%	<b>+3</b>
 BE	1%	=	45%	<b>+11</b>	49%	<b>-9</b>	5%	<b>-2</b>
 LV	1%	<b>-1</b>	18%	<b>+9</b>	76%	<b>-9</b>	5%	<b>+1</b>
 DE	0%	<b>-1</b>	27%	<b>+7</b>	57%	<b>-11</b>	16%	<b>+5</b>
 LT	1%	=	30%	<b>+13</b>	61%	<b>-15</b>	8%	<b>+2</b>
 HU	3%	<b>+2</b>	31%	<b>+9</b>	53%	<b>-15</b>	13%	<b>+4</b>
 DK	2%	<b>+1</b>	38%	<b>+9</b>	48%	<b>-16</b>	12%	<b>+6</b>
 MT	2%	<b>-1</b>	50%	<b>+21</b>	20%	<b>-28</b>	28%	<b>+8</b>
 HR	0%	<b>-1</b>	19%	<b>+9</b>	76%	<b>-7</b>	5%	<b>-1</b>

**Socio-demographic analysis** shows reveals no notable differences between genders, age groups, or based on education levels.

Respondents who are interested in developments in science and technology are more likely to say their government isn't doing enough to stimulate the interest of young people in science (71% vs. 59% of those who are not interested). The same patterns apply comparing those who have studied science and technology with those who have not (70% vs. 61%).

Respondents who think that science stimulates young people's creativity are more likely to think their government is not doing enough to stimulate the interest of young people in science (68% vs. 58% of those who do not think studying science has this effect).

**QD12 In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science?**

	Too much	Enough	Too little	Don't know
EU27	1%	22%	65%	12%
<b>Sex</b>				
Male	1%	22%	67%	10%
Female	1%	22%	64%	13%
<b>Age</b>				
15-24	2%	24%	65%	9%
25-39	1%	22%	68%	9%
40-54	1%	21%	66%	12%
55 +	1%	21%	63%	15%
<b>Education (End of)</b>				
15-	2%	19%	62%	17%
16-19	1%	21%	66%	12%
20+	1%	24%	66%	9%
Still studying	1%	25%	67%	7%
<b>Interested in science</b>				
Total 'Interested'	1%	21%	71%	7%
Total 'Not interested'	1%	23%	59%	17%
<b>Studied science or tech</b>				
Total 'Yes'	1%	21%	70%	8%
No	1%	23%	61%	15%
<b>Sc. stimulating young peoples creativity</b>				
Total 'Important'	1%	21%	68%	10%
Total 'Not important'	2%	27%	58%	13%



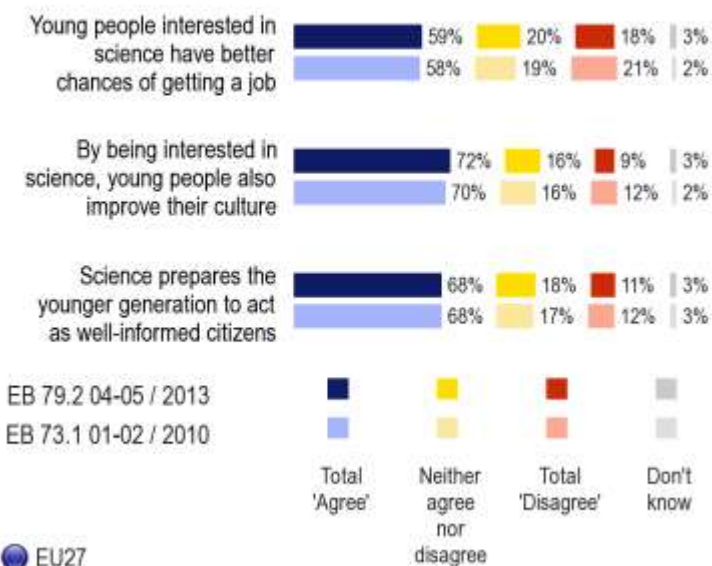
## 2. BENEFITS OF SCIENCE EDUCATION ON YOUNG PEOPLE

### - Most agree that an interest in science improves young people's job prospects, culture, and their ability to act as well-informed citizens –

Respondents were asked their opinion on three statements about the impact of science on young people<sup>31</sup>. Around seven in ten agree that an interest in science improves young people's culture (72%), and that science prepares youth to act as well informed citizens (68%). Almost six in ten agree that young people interested in science have better chances of getting a job (59%).

The chart below illustrates there has been little change in these results since 2010.

QD13. I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.



<sup>31</sup> QD13 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree. Young people interested in science have better chances of getting a job; By being interested in science, young people also improve their culture; Science prepares the younger generation to act as well-informed citizens.

Respondents in Malta, Ireland (both 78%), Bulgaria and Finland (both 75%) are the most likely to agree that **young people who are interested in science have better chances of getting a job**. In fact, a majority of respondents in all but four countries agree. The exceptions are Cyprus (41%), France, Slovenia (both 44%) and Latvia (48%).

Finnish (93%), Bulgarian and Spanish (both 92%) respondents are the most likely to agree that **an interest in science improves young people's culture**, compared to 48% of Dutch respondents. The Netherlands is the only country where fewer than half of all respondents agree.

Dutch respondents (52%), along with those in France (57%) and Belgium (58%) are also the least likely to agree that **science prepares the younger generation to act as well-informed citizens**. In contrast 88% of Bulgarian, 84% of Finnish and 83% of Maltese respondents agree.

There are also patterns in the responses to these three statements within countries. Respondents in Bulgaria and Finland are amongst those most likely to agree with all three statements. Maltese respondents are amongst those most likely to agree that young people interested in science have better chances of getting a job, and that science prepares the younger generation to act as well informed citizens. On the other hand, French respondents are amongst those least likely to agree with these two statements.






























The table below illustrates that although there has been little change in the overall EU27 results since the last wave, there have been some notable shifts within countries.

Respondents in Malta are now more likely to agree that **young people who are interested in science have better chances of getting a job** (+16 percentage points) as are those in Ireland (+14 points), Bulgaria (+13 points), Italy, Hungary and Croatia (all +10 points). On the other hand, respondents in Cyprus, Greece, Denmark (all -6 points) and the UK (-5 points) are now less likely to agree than they were in 2010.

Respondents in Finland are not much more likely to agree that **an interest in science also improves young people's culture** (+16 percentage points), whilst Danish respondents are now less likely to agree (-9). Maltese respondents are now more likely to agree that **science prepares the younger generation to act as well-informed citizens** (+10 points), with those in Latvia (-6), Estonia and Belgium (-5) now less likely to agree.

QD13 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.

% of Total 'Agree'

		Young people interested in science have better chances of getting a job		By being interested in science, young people also improve their culture		Science prepares the younger generation to act as well-informed citizens	
		EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010	EB 79.2 04-05 / 2013	Evolution 2013 - 2010
	EU27	59%	<b>+1</b>	72%	<b>+2</b>	68%	=
	BE	63%	<b>+4</b>	61%	<b>-5</b>	58%	<b>-5</b>
	BG	75%	<b>+13</b>	92%	<b>+3</b>	88%	<b>+2</b>
	CZ	55%	<b>+1</b>	68%	<b>-4</b>	68%	<b>+2</b>
	DK	63%	<b>-6</b>	55%	<b>-9</b>	77%	<b>-4</b>
	DE	73%	=	70%	<b>-3</b>	70%	<b>-3</b>
	EE	64%	<b>+6</b>	83%	<b>-3</b>	76%	<b>-5</b>
	IE	78%	<b>+14</b>	71%	<b>+7</b>	78%	<b>+6</b>
	EL	56%	<b>-6</b>	81%	<b>+3</b>	80%	<b>+6</b>
	ES	60%	=	92%	<b>+8</b>	79%	<b>+2</b>
	FR	44%	<b>+3</b>	81%	<b>+3</b>	57%	<b>-1</b>
	IT	58%	<b>+10</b>	77%	<b>+3</b>	73%	<b>+6</b>
	CY	41%	<b>-6</b>	70%	<b>+2</b>	75%	<b>+3</b>
	LV	48%	<b>+6</b>	83%	<b>-3</b>	80%	<b>-6</b>
	LT	63%	<b>+3</b>	79%	<b>-2</b>	73%	<b>+1</b>
	LU	57%	=	78%	<b>-3</b>	65%	<b>+4</b>
	HU	61%	<b>+10</b>	77%	<b>+2</b>	73%	=
	MT	78%	<b>+16</b>	78%	<b>+3</b>	83%	<b>+10</b>
	AT	71%	<b>+4</b>	68%	<b>+6</b>	68%	<b>+2</b>
	NL	53%	<b>-1</b>	48%	<b>+1</b>	52%	=
	PL	62%	=	61%	<b>-1</b>	73%	<b>-1</b>
	PT	63%	=	83%	<b>+3</b>	77%	<b>+1</b>
	RO	60%	<b>+7</b>	78%	<b>+3</b>	70%	<b>+2</b>
	SI	44%	<b>-4</b>	68%	<b>-4</b>	67%	<b>-2</b>
	SK	62%	<b>-1</b>	69%	<b>-4</b>	66%	<b>-2</b>
	FI	75%	<b>+2</b>	93%	<b>+16</b>	84%	<b>+7</b>
	SE	72%	<b>-1</b>	64%	<b>+2</b>	71%	<b>+2</b>
	UK	52%	<b>-5</b>	56%	<b>+1</b>	61%	<b>-4</b>
	HR	62%	<b>+10</b>	79%	<b>+3</b>	77%	<b>+5</b>

**Socio-demographic analysis** reveals no notable differences between genders, age groups, or based on education levels.

Respondents who are interested in developments in science and technology are more likely to agree with each statement compared to those who are not interested. For instance 77% of those interested in these developments agree that **an interest in science also improves young people's culture**, compared to 67% of those who are not interested in developments in science and technology. The same pattern also applies for those who feel informed about developments in science and technology.

This pattern is even more pronounced when comparing those who think the influence of science on society is positive or negative. For example 64% of those who think the influence of science on society is positive agree that **young people who are interested in science have better chances of getting a job**, compared to 45% of those who think the influence is negative. This pattern also applies to the other two statements.

Respondents who think that science stimulates young people's creative thinking are also more likely to agree with each statement compared to those who do not think this is the case. For example 76% of respondents who think that science is important in stimulating creativity in young people agree that **science prepares the younger generation to act as well-informed citizens**, compared to 34% of those who think science is not important in this way.

QD13 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.

% of Total 'Agree'

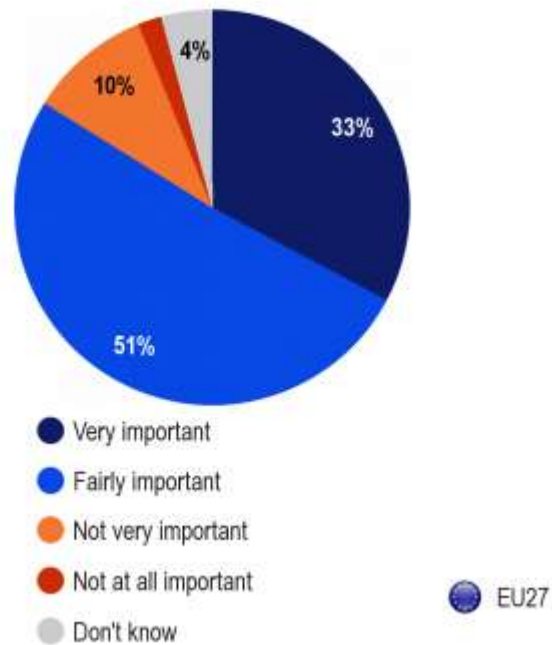
	Young people interested in science have better chances of getting a job	By being interested in science, young people also improve their culture	Science prepares the younger generation to act as well-informed citizens
EU27	59%	72%	68%
<b>Sex</b>			
Male	62%	73%	71%
Female	57%	71%	67%
<b>Age</b>			
15-24	58%	70%	67%
25-39	56%	72%	68%
40-54	61%	71%	68%
55 +	62%	73%	70%
<b>Education (End of)</b>			
15-	59%	75%	70%
16-19	57%	71%	67%
20+	64%	72%	71%
Still studying	59%	72%	70%
<b>Interested in science</b>			
Total 'Interested'	64%	77%	73%
Total 'Not interested'	55%	67%	63%
<b>Informed about science</b>			
Total 'Informed'	64%	75%	72%
Total 'Not informed'	57%	70%	67%
<b>Influence of science on society</b>			
Total 'Positive'	64%	77%	74%
Total 'Negative'	45%	59%	53%
<b>Sc. stimulating young peoples creativity</b>			
Total 'Important'	64%	78%	76%
Total 'Not important'	37%	41%	34%

### 3. THE IMPORTANCE OF SCIENTIFIC EDUCATION IN STIMULATING YOUNG PEOPLE'S CREATIVE THINKING

#### - A large majority agree that a scientific education is important in stimulating creative thinking in young people -

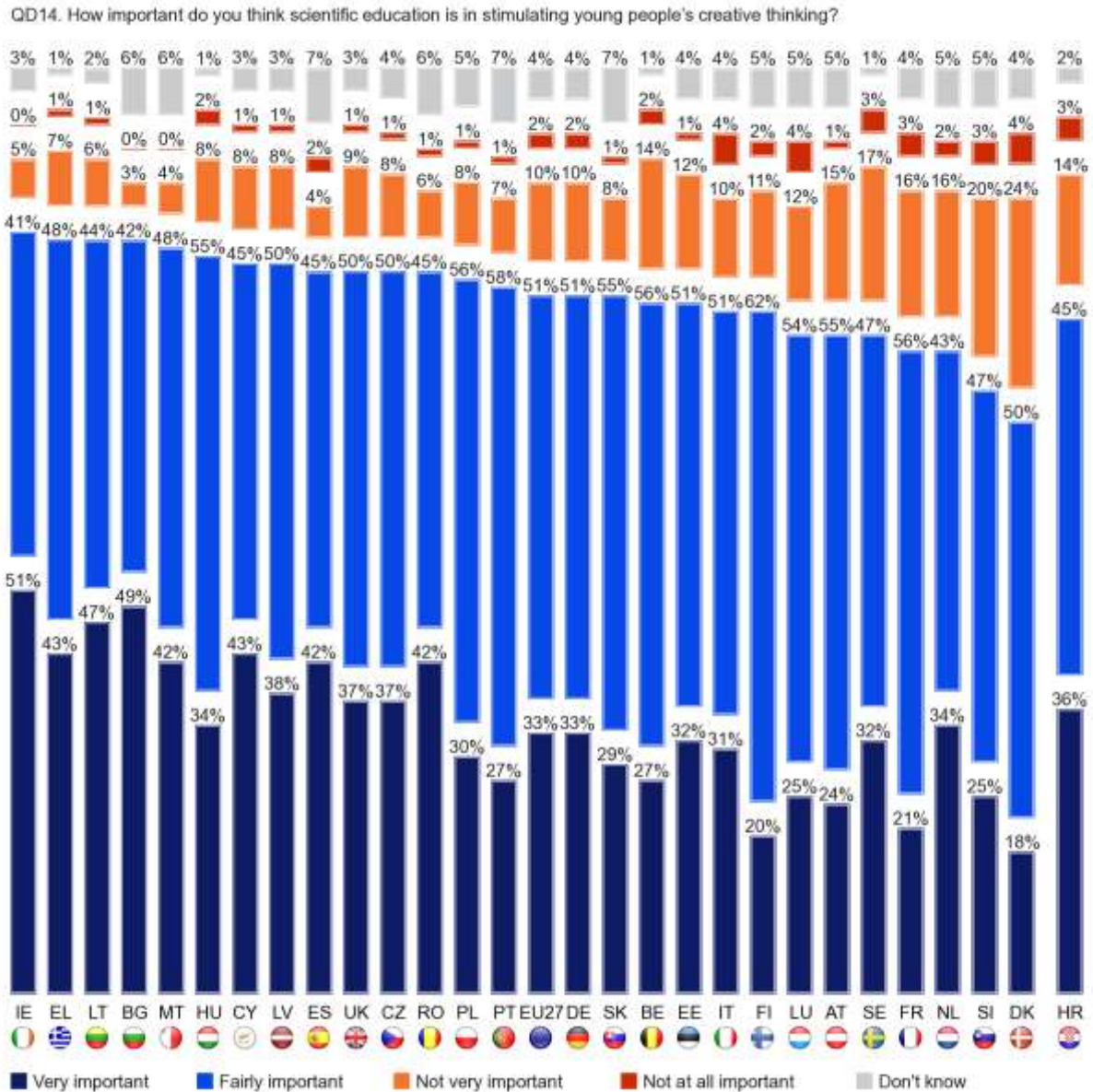
More than eight out of ten respondents agree that a scientific education is important in stimulating creative thinking in young people (84%), with 33% agreeing that it is very important<sup>32</sup>. Just over one in ten (12%) think that it is not important.

QD14. How important do you think scientific education is in stimulating young people's creative thinking?



<sup>32</sup> QD14 How important do you think scientific education is in stimulating young people's creative thinking (ONE ANSWER ONLY): Very important; Fairly important; Not very important; Not at all important; Don't know. New question.

More than two thirds of respondents in each country think that a scientific education is important in stimulating creative thinking in young people. This view is most widely held amongst respondents in Ireland (92%), Bulgaria, Greece and Lithuania (all 91%). In fact at least half of Irish respondents say that it is very important (51%). At the other end of the scale 68% of Danish respondents think a scientific education is important in stimulating creative thinking in young people.





Once again the **socio-demographic analysis** does not reveal any significant differences in opinion based on gender, age, education levels or occupation.

The attitudinal variables provide the only notable differences. For example 88% of those who think the influence of science on society is positive think that a scientific education is important in stimulating young people's creative thinking, compared to 73% of those who think the influence is negative. A similar pattern applies for those who are interested in and feel informed about developments in science and technology, as well as those who have studied science, although the differences are not as large.

**QD14 How important do you think scientific education is in stimulating young people's creative thinking?**

	Total 'Important'	Total 'Not important'	Don't know
EU27	84%	12%	4%
<b>Sex</b>			
Male	85%	11%	4%
Female	82%	13%	5%
<b>Age</b>			
15-24	81%	16%	3%
25-39	84%	12%	4%
40-54	84%	13%	3%
55 +	84%	10%	6%
<b>Education (End of)</b>			
15-	81%	11%	8%
16-19	84%	12%	4%
20+	85%	13%	2%
Still studying	82%	15%	3%
<b>Interested in science</b>			
Total 'Interested'	89%	9%	2%
Total 'Not interested'	77%	16%	7%
<b>Informed about science</b>			
Total 'Informed'	87%	11%	2%
Total 'Not informed'	81%	13%	6%
<b>Studied science or tech</b>			
Total 'Yes'	86%	12%	2%
No	81%	13%	6%
<b>Influence of science on society</b>			
Total 'Positive'	88%	10%	2%
Total 'Negative'	73%	23%	4%

## VI. GENDER ISSUES AND SCIENCE

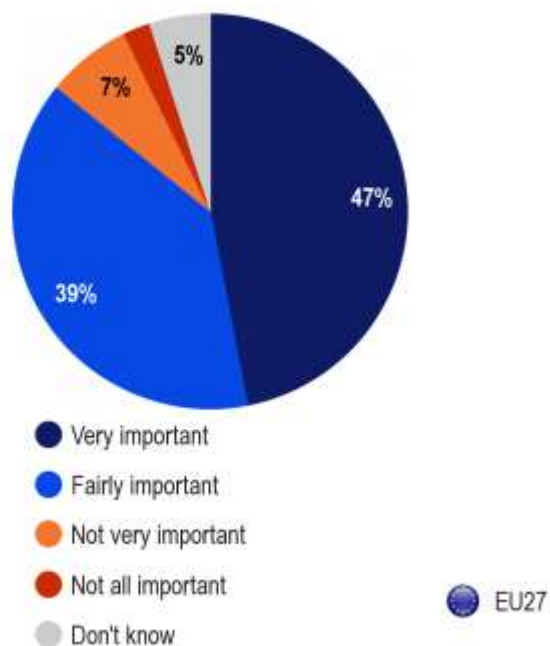
This section will explore opinions about the role of gender in scientific research. Firstly it will consider whether it is important that scientific research takes into account the needs of both men and women. The reasons why Europeans think that this is important will also be explored.

### 1. THE IMPORTANCE OF TAKING INTO ACCOUNT EQUALLY WOMEN'S AND MEN'S NEEDS IN SCIENTIFIC RESEARCH

#### - A large majority think the needs of men and women should have equal weight in scientific research -

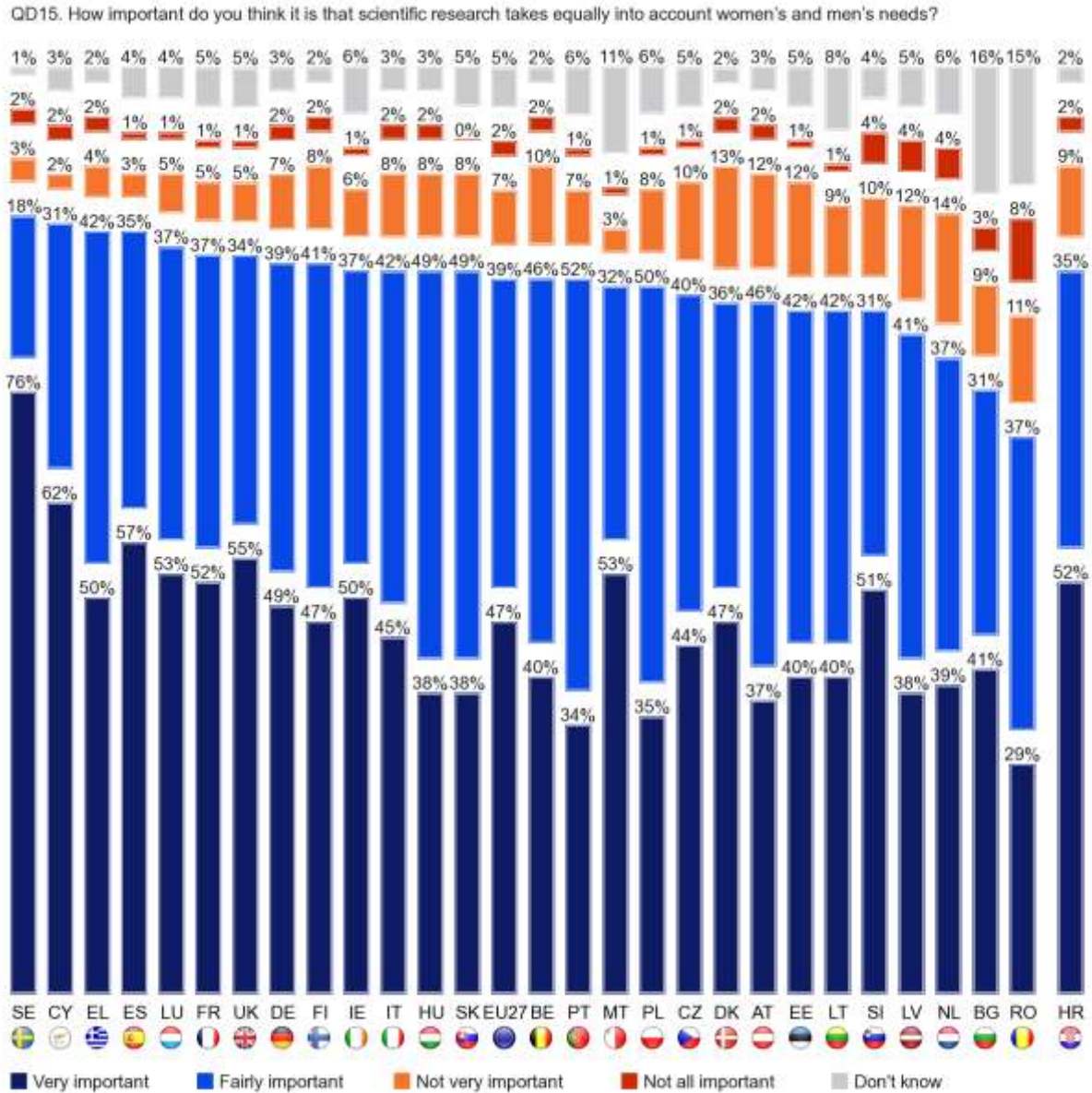
More than eight out of ten (86%) respondents think it is important that scientific research takes equal account of the needs of men and women, with almost half thinking that this is very important (47%)<sup>33</sup>. Just under one in ten (9%) think this is not important.

QD15. How important do you think it is that scientific research takes equally into account women's and men's needs?



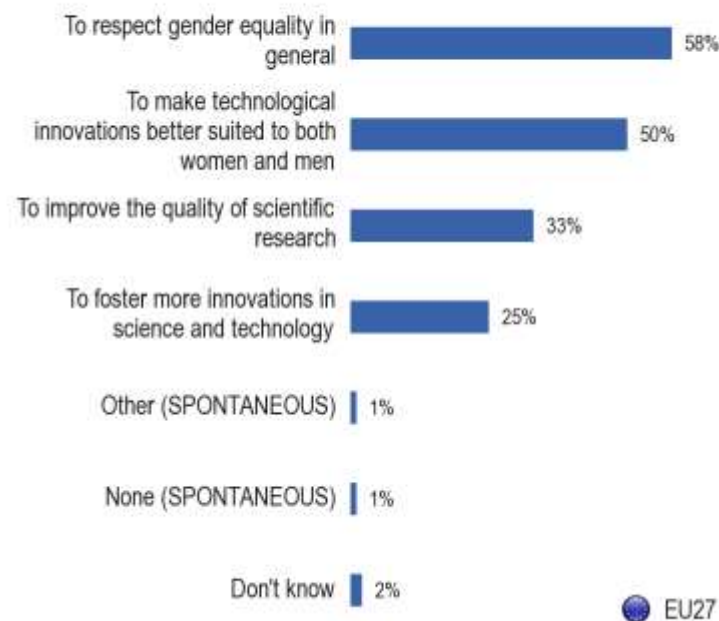
<sup>33</sup> QD15 How important do you think it is that scientific research takes equally into account women's and men's needs? (ONE ANSWER ONLY): Very important; Fairly important; Not very important; Not at all important; Don't know. New question.

At least two thirds of respondents in each country think it is important that scientific research takes equal account of the needs of men and women. Respondents in Sweden (94%), Cyprus (93%), Greece and Spain (both 92%) are the most likely to think this way, compared to 66% of Romanian respondents. In fact Romania and Bulgaria (72%) are the only countries where fewer than three quarters think this way.



Respondents who said it is important that scientific research takes equal account of the needs of men and women were asked why they think it is important<sup>34</sup>. At least half say it is important to respect gender equality in general (58%), and to make technological innovations better suited to both men and women (50%). On third (33%) say it is important to take equal account of the needs of men and women to improve the quality of scientific research, while one quarter (25%) say to foster more innovations in science and technology.

QD16. Why do you think it is important that scientific research takes equally into account women's and men's needs?
































(MULTIPLE ANSWERS POSSIBLE)

Base: asked only to respondents who consider important that scientific research takes equally into account women's and men's needs = 22.984 respondents

<sup>34</sup> QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs? (MULTIPLE ANSWERS POSSIBLE): To improve the quality of scientific research; To make technological innovations better suited to both women and men; To foster more innovations in science and technology; To respect gender equality in general; Other (SPONTANEOUS); None (SPONTANEOUS). New question.

In 19 countries the most common response is that it is important that scientific research takes equal account of the needs of men and women **to respect gender equality in general**. This is particularly the case for respondents in Luxembourg (77%), Germany (73%), France (71%) and the Netherlands (70%). Across all countries respondents in Romania (37%) and Hungary (39%) are the least likely to mention this reason.

QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs?

	To respect gender equality in general	To make technological innovations better suited to both women and men	To improve the quality of scientific research	To foster more innovations in science and technology	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
 EU27	58%	50%	33%	25%	1%	1%	2%
 LU	<b>77%</b>	64%	43%	38%	1%	0%	1%
 DE	<b>73%</b>	55%	37%	32%	2%	1%	1%
 FR	<b>71%</b>	62%	33%	26%	0%	0%	1%
 NL	<b>70%</b>	46%	38%	25%	2%	1%	1%
 SI	69%	58%	47%	39%	2%	0%	1%
 AT	67%	66%	<b>53%</b>	42%	3%	1%	0%
 DK	66%	55%	48%	37%	1%	0%	1%
 BE	65%	51%	33%	20%	1%	1%	0%
 FI	65%	47%	36%	35%	1%	0%	2%
 CY	62%	<b>67%</b>	37%	32%	1%	0%	0%
 SE	61%	59%	48%	<b>43%</b>	1%	0%	2%
 UK	61%	41%	30%	16%	1%	0%	3%
 ES	60%	48%	30%	23%	2%	0%	2%
 IE	59%	<b>36%</b>	33%	23%	1%	2%	4%
 MT	59%	54%	26%	19%	1%	0%	2%
 LT	58%	44%	<b>22%</b>	<b>15%</b>	2%	1%	2%
 CZ	56%	48%	28%	22%	0%	0%	1%
 EE	52%	50%	32%	27%	0%	2%	2%
 EL	52%	<b>55%</b>	42%	34%	0%	0%	1%
 PT	<b>48%</b>	46%	32%	28%	0%	1%	2%
 BG	45%	<b>57%</b>	24%	21%	0%	0%	1%
 PL	<b>44%</b>	40%	26%	20%	1%	1%	5%
 SK	42%	<b>53%</b>	27%	22%	1%	1%	2%
 LV	41%	<b>49%</b>	26%	19%	0%	0%	3%
 IT	40%	<b>44%</b>	34%	25%	1%	0%	1%
 HU	39%	<b>49%</b>	26%	21%	1%	1%	3%
 RO	<b>37%</b>	59%	31%	25%	1%	0%	2%
 HR	68%	56%	34%	27%	1%	0%	1%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(MULTIPLE ANSWERS POSSIBLE)

Base: asked only to respondents who consider important that scientific research takes equally into account women's and men's needs = 22.984 respondents

In eight countries the most mentioned reason is to **make technological innovations better suited to both men and women**, particularly in Cyprus (67%), Romania (59%), Bulgaria (57%) and Greece (55%).

Across all countries this reason is also mentioned widely by respondents in Austria (66%), Luxembourg (64%) and France (62%). Respondents in Ireland (36%) and Poland (40%) are the least likely to mention this reason.

Austria is the only country where at least half of all respondents mention **improving the quality of scientific research** (53%), although it is also mentioned by 48% of Swedish and Danish respondents. In contrast 22% of Lithuanian respondents mention this reason. Swedish respondents are the most likely to mention **fostering more innovations in science and technology** (43%), followed by those in Austria (42%). This compares to 15% of Lithuanian respondents. Fostering more innovations in science and technology is the least mentioned reason in each country.

**Socio-demographic analysis** shows no difference between gender, age, education and occupation groups in the proportions who say it is **important that scientific research takes equal account of the needs of men and women**. However, those who are interested in developments in science and technology are more likely to think it is important than those who are not interested. Respondents who think the overall influence of science on society is positive are also more likely to say it is important that scientific research takes equal account of the needs of men and women compared to those who think the influence is negative. The same pattern applies to those who think a scientific education is important for stimulating young people's creativity.

QD15 How important do you think it is that scientific research takes equally into account women's and men's needs?

	Total 'Important'	Total 'Not important'	Don't know
EU27	86%	9%	5%
<b>Sex</b>			
Male	86%	10%	4%
Female	88%	7%	5%
<b>Age</b>			
15-24	86%	10%	4%
25-39	87%	9%	4%
40-54	86%	10%	4%
55 +	86%	8%	6%
<b>Education (End of)</b>			
15-	84%	9%	7%
16-19	87%	9%	4%
20+	87%	9%	4%
Still studying	88%	8%	4%
<b>Respondent occupation scale</b>			
Self-employed	85%	11%	4%
Managers	88%	8%	4%
Other white collars	87%	10%	3%
Manual workers	87%	9%	4%
House persons	82%	11%	7%
Unemployed	88%	8%	4%
Retired	86%	8%	6%
Students	88%	8%	4%
<b>Interested in science</b>			
Total 'Interested'	91%	6%	3%
Total 'Not interested'	81%	12%	7%
<b>Influence of science on society</b>			
Total 'Positive'	90%	7%	3%
Total 'Negative'	78%	18%	4%
<b>Sc. stimulating young peoples creativity</b>			
Total 'Important'	91%	6%	3%
Total 'Not important'	67%	29%	4%



Turning to the **reasons why respondents think it is important that scientific research takes equal account of the needs of men and women** we once again see no differences between gender and age groups. However, respondents with the highest education levels are more likely to mention each reason with the exception of 'to respect gender equality in general'. For instance 38% of those who completed their education aged 20+ mentions improving the quality of scientific research, compared to 28% of those who completed their education aged 15 or younger.

Respondents who are interested in developments in science and technology are more likely to mention improving the quality of research, making innovations better suited to men and women, and fostering more innovation in science and technology. For example 38% of those who are interested mention improving the quality of research, compared to 27% of those who are not interested. The same pattern applies when comparing those who are positive and negative about the influence of science on society.

Respondents who feel informed about developments in science and technology are more likely to mention improving the quality of research (38% vs. 30%), and fostering more innovation in science and technology (29% vs. 23%) than those who do not feel informed.

QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs?

	To respect gender equality in general	To make technological innovations better suited to both women and men	To improve the quality of scientific research	To foster more innovations in science and technology	Other (SPONTANEOUS)	None (SPONTANEOUS)	DK
EU27	58%	50%	33%	25%	1%	1%	2%
<b>Sex</b>							
Male	57%	49%	34%	27%	1%	1%	2%
Female	59%	51%	32%	24%	1%	0%	2%
<b>Age</b>							
15-24	59%	49%	33%	24%	2%	0%	2%
25-39	57%	52%	34%	27%	1%	1%	2%
40-54	57%	51%	36%	28%	1%	1%	2%
55 +	59%	49%	31%	23%	1%	1%	2%
<b>Education (End of)</b>							
15-	58%	46%	28%	20%	1%	0%	3%
16-19	58%	50%	32%	24%	1%	1%	2%
20+	58%	53%	38%	30%	1%	1%	1%
Still studying	59%	49%	35%	28%	2%	0%	2%
<b>Interested in science</b>							
Total 'Interested'	60%	52%	38%	29%	1%	1%	1%
Total 'Not interested'	57%	47%	27%	21%	1%	1%	3%
<b>Informed about science</b>							
Total 'Informed'	59%	51%	38%	29%	1%	1%	1%
Total 'Not informed'	57%	49%	30%	23%	1%	1%	2%
<b>Influence of science on society</b>							
Total 'Positive'	58%	51%	35%	27%	1%	1%	1%
Total 'Negative'	56%	45%	27%	21%	2%	1%	2%

(MULTIPLE ANSWERS POSSIBLE)

Base: asked only to respondents who consider important that scientific research takes equally into account women's and men's needs = 22.984 respondents

Overall, for most of the questions discussed in this report there are no significant gender differences obtained in the results. However, the few most interesting ones are:

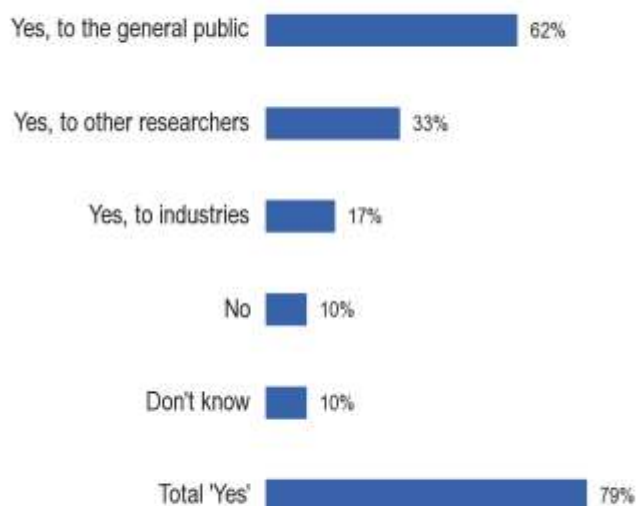
- Men are more likely to be interested in and feel informed about developments in science and technology than women are (64% vs. 44%). They are also more likely to have studied any of these subjects at any education level (51% vs. 43%).
- Women are slightly less likely than men to have positive views about the benefits provided by science and technology (75% vs. 80%). They are also more likely than men to have reservations concerning science and technology
- Women are more likely than men to consider that fundamental rights and moral principles should not be violated in order to make new scientific or technological discoveries (64% vs. 59%).

## VII. OPEN ACCESS TO RESEARCH RESULTS

### - The majority agree that the results of publicly funded research should be available online for free –

Respondents were asked whether they thought the results from publicly funded research should be made available online for free<sup>35</sup>. The majority (79%) think they should. Just over six out of ten (62%) think results should be available to the general public, while 33% think they should be available to other researchers, and 17% think they should be available to industries. One in ten (10%) do not agree that results from publicly funded research should be made available online for free.

QD17. Do you think that the results of publicly funded research should be made available online free of charge?



EU27

(MULTIPLE ANSWERS POSSIBLE)

<sup>35</sup> QD17 Do you think that the results of publicly funded research should be made available online free of charge? (MULTIPLE ANSWERS POSSIBLE): Yes, to the general public; Yes, to other researchers; Yes, to industries; No; Don't know. New question.






























Respondents in each country are most likely to agree that the results of publicly funded research should be available online for free for the **general public**. Cypriot respondents are the most likely to say this (80%), followed by those in Greece (78%), Croatia (77%) and the UK (75%). Hungary and Romania are the only countries where fewer than half of all respondents mention this option (47% and 49% respectively).

Respondents in Hungary are equally likely to mention research being freely available online to the general public and to **other researchers** (both 47%). However, it is respondents in France who are the most likely to say that results should be freely available online to other researchers (50%), while 47% of Cypriot respondents also agree. In a sharp contrast, 18% of Bulgarian respondents are of the same opinion.

Respondents in Finland and Cyprus are the most likely to say that results of publicly funded research should be available online for free to **industries** (both 32%). At the other end of the scale one in ten Bulgarians (10%) also think this way.

Danish and Austrian respondents are the most likely to say that results of publicly funded research should not be available online for free (both 18%), followed by those in Germany and Luxembourg (both 16%). In contrast 2% of Cypriot and 3% of both Bulgarian and Italian respondents think this way.

QD17 Do you think that the results of publicly funded research should be made available online free of charge?

	Yes, to the general public	Yes, to other researchers	Yes, to industries	No	Don't know	Total 'Yes'
 EU27	62%	33%	17%	10%	10%	79%
 CY	80%	47%	32%	2%	8%	90%
 EL	78%	38%	23%	3%	9%	88%
 UK	75%	29%	20%	7%	8%	85%
 IE	74%	39%	24%	6%	9%	85%
 ES	71%	29%	15%	6%	12%	82%
 MT	71%	21%	16%	4%	20%	77%
 SI	68%	32%	18%	12%	7%	81%
 FI	67%	45%	32%	6%	3%	90%
 LV	66%	22%	20%	7%	6%	87%
 NL	65%	35%	15%	13%	4%	83%
 CZ	64%	30%	11%	7%	8%	85%
 EE	64%	26%	13%	11%	7%	82%
 LU	64%	42%	28%	16%	5%	79%
 PL	64%	26%	14%	11%	13%	76%
 LT	62%	26%	16%	7%	15%	78%
 SE	61%	46%	27%	13%	4%	83%
 DK	59%	36%	24%	18%	5%	77%
 FR	59%	50%	27%	14%	6%	80%
 DE	58%	27%	13%	16%	12%	72%
 PT	58%	32%	18%	8%	17%	75%
 SK	58%	27%	13%	9%	11%	80%
 IT	56%	30%	11%	8%	11%	81%
 BE	55%	47%	21%	14%	2%	84%
 AT	55%	36%	17%	18%	7%	75%
 BG	54%	18%	10%	3%	30%	66%
 RO	49%	24%	12%	9%	24%	66%
 HU	47%	47%	24%	11%	9%	81%
 HR	77%	21%	13%	8%	7%	85%

Highest percentage per  
countryLowest percentage per  
country

Highest percentage per item

Lowest percentage per item

(MULTIPLE ANSWERS POSSIBLE)

**Socio-demographic analysis** does not highlight any differences between men and women. Respondents aged 55+ are the least likely to think results of publicly funded research should be available online for free to the general public (57%) or to other researchers (30%). Those with the lowest education levels are also the least likely to say that research results should be freely available online to the general public (55%) or to other researchers (28%). This is particularly the case when compared to those who completed their education aged 20+.

Respondents who are interest in or feel informed about developments in science and technology are more likely to think that results of publicly funded research should be available online to the general public, other researchers and to industries. For example 68% of those who feel informed about these developments think that research results should be freely available to the general public online, compared to 59% of those who do not feel informed.

Respondents who studied science or technology are more likely to say that results of publicly funded research should be available online to the general public (67%) and to other researchers (36%) compared to those who have not studied in these areas. The same pattern applies when comparing those who think the influence of science on society is positive or negative.

QD17 Do you think that the results of publicly funded research should be made available online free of charge?

	Yes, to the general public	Yes, to other researchers	Yes, to industries	No	Don't know	Total 'Yes'
EU27	62%	33%	17%	10%	10%	79%
<b>Sex</b>						
Male	63%	34%	18%	11%	9%	81%
Female	61%	31%	16%	10%	12%	78%
<b>Age</b>						
15-24	67%	31%	17%	10%	7%	83%
25-39	66%	35%	18%	9%	7%	83%
40-54	63%	35%	18%	10%	8%	82%
55 +	57%	30%	16%	12%	16%	72%
<b>Education (End of)</b>						
15-	55%	28%	14%	11%	19%	70%
16-19	63%	32%	18%	10%	10%	80%
20+	65%	37%	18%	11%	6%	83%
Still studying	68%	34%	18%	9%	6%	85%
<b>Interested in science</b>						
Total 'Interested'	68%	37%	19%	9%	5%	85%
Total 'Not interested'	56%	28%	14%	12%	16%	72%
<b>Informed about science</b>						
Total 'Informed'	68%	38%	20%	10%	5%	85%
Total 'Not informed'	59%	30%	15%	11%	14%	75%
<b>Studied science or tech</b>						
Total 'Yes'	67%	36%	19%	9%	6%	85%
No	58%	30%	15%	11%	14%	74%
<b>Influence of science on society</b>						
Total 'Positive'	65%	35%	18%	10%	8%	82%
Total 'Negative'	57%	28%	18%	14%	9%	77%

(MULTIPLE ANSWERS POSSIBLE)



## CONCLUSIONS

Europeans are generally positive about the influence of science and technology on society. This is in spite of the fact that many have not studied in these areas, they do not feel informed about them, and many are not interested in them. It seems somewhat paradoxical that feeling positive about science does not depend on feeling informed or being interested in the area. However, an interest in scientific and technological developments and feeling informed in this area are related. As interest increases, so do feelings of being informed, and vice versa.

Looking at the relationship between these two opinions also highlights an opportunity for further education and awareness, as one in five say they are interested but do not feel informed about developments in science and technology. Television is an appropriate medium to consider for further education and awareness, as almost two thirds get their information on science and technology through this medium. The internet is less relied upon in general, although this is extremely dependent on age with younger respondents almost as likely to look to the internet for information as they are to television.

As the discussion of the results has shown, in many cases attitudes in matters to do with science and technology are more likely to be influenced by a positive attitude to science, and by being interested and feeling informed in this area than they are by age, gender and education levels. However, it is notable that men are much more likely to feel informed about and be interested in developments in science and technology compared to women, and they are also more likely to have studied these areas.

Europeans living in Northern and Western countries could be categorised as having a greater level of awareness when it comes to science and technology compared to their Southern and Eastern counterparts. Europeans living in Northern and Western countries are more likely to be interested in and feel informed about developments in science and technology, and to look for information about these developments.

Those living in Southern and Eastern countries are less likely to want to be involved in decision making about science and technology, and they are more likely to think that science makes their way of life change too quickly, and that there is too much dependence on science and not enough on faith. It is interesting to note, however, that in spite of these differences Europeans living in both areas are equally positive about the impact science has on society.

Europeans are divided about how involved they should be in decisions about science and technology. Almost one third of respondents are of the opinion that they only need to be informed about decisions in this area, rather than being involved in some way in the decision making. Furthermore, this desire for non-involvement is not because they are of the view that government representatives act responsibly when making decisions about science. In fact the reverse is true: those who think that government representatives try to behave responsibly to society on matters relating to science and technology are less inclined to just be informed about decisions in this area. They are more likely to want citizens to be informed and their views considered.

Although the majority of respondents in all countries think that science has a positive impact on society, not all views of science are positive. A majority also think that science makes their way of life change too quickly, and a considerably proportion also think that there is too much reliance on science and not enough on faith.

When it comes to ethics, however, there is a general consensus across Europe that the EU should promote respect for European ethical principles, and that measures should be taken to address the ethical risks of new technologies. Most also think that fundamental rights and morals must be protected in the process of making new scientific discoveries.

Although a majority have not studied science or technology themselves, most Europeans think that a scientific education is important to improve the job prospects, culture and creativity of young people, and to help them become well informed members of society.

## **ANNEXES**

## **TECHNICAL SPECIFICATIONS**

## SPECIAL EUROBAROMETER 401

### Science and technology

### TECHNICAL SPECIFICATIONS

Between the 26<sup>th</sup> of April and 14<sup>th</sup> of May 2013, TNS opinion & social, a consortium created between TNS plc and TNS opinion, carried out the wave 79.2 of the EUROBAROMETER survey, on request of the EUROPEAN COMMISSION, Directorate-General for Communication, "Research and Speechwriting".

The Special EUROBAROMETER 401 survey is part of wave 79.2 and covers the population of the respective nationalities of the European Union Member States, resident in each of the Member States and aged 15 years and over.

The EUROBAROMETER survey wave 79.2 has also been conducted in Croatia where the survey covers the national population of citizens and the population of citizens of all the European Union Member States that are residents in this country and have a sufficient command of the national languages to answer the questionnaire.

The basic sample design applied in all states is a multi-stage, random (probability) one. In each country, a number of sampling points was drawn with probability proportional to population size (for a total coverage of the country) and to population density.

In order to do so, the sampling points were drawn systematically from each of the "administrative regional units", after stratification by individual unit and type of area. They thus represent the whole territory of the countries surveyed according to the EUROSTAT NUTS II (or equivalent) and according to the distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas. In each of the selected sampling points, a starting address was drawn, at random. Further addresses (every Nth address) were selected by standard "random route" procedures, from the initial address. In each household, the respondent was drawn, at random (following the "closest birthday rule"). All interviews were conducted face-to-face in people's homes and in the appropriate national language. As far as the data capture is concerned, CAPI (*Computer Assisted Personal Interview*) was used in those countries where this technique was available.

For each country a comparison between the sample and the universe was carried out. The Universe description was derived from Eurostat population data or from national statistics offices. For all countries surveyed, a national weighting procedure, using marginal and intercellular weighting, was carried out based on this Universe description. In all countries, gender, age, region and size of locality were introduced in the iteration procedure. For international weighting (i.e. EU averages), TNS Opinion & Social applies the official population figures as provided by EUROSTAT or national statistic offices. The total population figures for input in this post-weighting procedure are listed below.

Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and upon the observed percentage. With samples of about 1,000 interviews, the real percentages vary within the following confidence limits:

<b>Statistical Margins due to the sampling process (at the 95% level of confidence)</b>											
<i>various sample sizes are in rows</i>						<i>various observed results are in columns</i>					
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	
	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	
<b>N=50</b>	6,0	8,3	9,9	11,1	12,0	12,7	13,2	13,6	13,8	13,9	<b>N=50</b>
<b>N=500</b>	1,9	2,6	3,1	3,5	3,8	4,0	4,2	4,3	4,4	4,4	<b>N=500</b>
<b>N=1000</b>	1,4	1,9	2,2	2,5	2,7	2,8	3,0	3,0	3,1	3,1	<b>N=1000</b>
<b>N=1500</b>	1,1	1,5	1,8	2,0	2,2	2,3	2,4	2,5	2,5	2,5	<b>N=1500</b>
<b>N=2000</b>	1,0	1,3	1,6	1,8	1,9	2,0	2,1	2,1	2,2	2,2	<b>N=2000</b>
<b>N=3000</b>	0,8	1,1	1,3	1,4	1,5	1,6	1,7	1,8	1,8	1,8	<b>N=3000</b>
<b>N=4000</b>	0,7	0,9	1,1	1,2	1,3	1,4	1,5	1,5	1,5	1,5	<b>N=4000</b>
<b>N=5000</b>	0,6	0,8	1,0	1,1	1,2	1,3	1,3	1,4	1,4	1,4	<b>N=5000</b>
<b>N=6000</b>	0,6	0,8	0,9	1,0	1,1	1,2	1,2	1,2	1,3	1,3	<b>N=6000</b>
<b>N=7000</b>	0,5	0,7	0,8	0,9	1,0	1,1	1,1	1,1	1,2	1,2	<b>N=7000</b>
<b>N=7500</b>	0,5	0,7	0,8	0,9	1,0	1,0	1,1	1,1	1,1	1,1	<b>N=7500</b>
<b>N=8000</b>	0,5	0,7	0,8	0,9	0,9	1,0	1,0	1,1	1,1	1,1	<b>N=8000</b>
<b>N=9000</b>	0,5	0,6	0,7	0,8	0,9	0,9	1,0	1,0	1,0	1,0	<b>N=9000</b>
<b>N=10000</b>	0,4	0,6	0,7	0,8	0,8	0,9	0,9	1,0	1,0	1,0	<b>N=10000</b>
<b>N=11000</b>	0,4	0,6	0,7	0,7	0,8	0,9	0,9	0,9	0,9	0,9	<b>N=11000</b>
<b>N=12000</b>	0,4	0,5	0,6	0,7	0,8	0,8	0,9	0,9	0,9	0,9	<b>N=12000</b>
<b>N=13000</b>	0,4	0,5	0,6	0,7	0,7	0,8	0,8	0,8	0,9	0,9	<b>N=13000</b>
<b>N=14000</b>	0,4	0,5	0,6	0,7	0,7	0,8	0,8	0,8	0,8	0,8	<b>N=14000</b>
<b>N=15000</b>	0,3	0,5	0,6	0,6	0,7	0,7	0,8	0,8	0,8	0,8	<b>N=15000</b>
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	
	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	

ABBR.	COUNTRIES	INSTITUTES	N° INTERVIEWS	FIELDWORK DATES		POPULATION 15+
BE	Belgium	TNS Dimarso	1.000	27/04/2013	13/05/2013	8.939.546
BG	Bulgaria	TNS BBSS	1.018	26/04/2013	06/05/2013	6.537.510
CZ	Czech Rep.	TNS Aisa	1.000	27/04/2013	09/05/2013	9.012.443
DK	Denmark	TNS Gallup DK	1.004	26/04/2013	13/05/2013	4.561.264
DE	Germany	TNS Infratest	1.499	26/04/2013	12/05/2013	64.336.389
EE	Estonia	Emor	1.003	26/04/2013	12/05/2013	945.733
IE	Ireland	IMS Millward Brown	1.002	27/04/2013	12/05/2013	3.522.000
EL	Greece	TNS ICAP	1.000	26/04/2013	11/05/2013	8.693.566
ES	Spain	TNS Demoscopia	1.003	27/04/2013	12/05/2013	39.127.930
FR	France	TNS Sofres	1.027	26/04/2013	13/05/2013	47.756.439
IT	Italy	TNS Italia	1.016	28/04/2013	10/05/2013	51.862.391
CY	Rep. of Cyprus	Synovate	505	26/04/2013	12/05/2013	660.400
LV	Latvia	TNS Latvia	1.006	26/04/2013	13/05/2013	1.447.866
LT	Lithuania	TNS LT	1.027	27/04/2013	12/05/2013	2.829.740
LU	Luxembourg	TNS ILReS	505	26/04/2013	14/05/2013	434.878
HU	Hungary	TNS Hoffmann Kft	1.033	27/04/2013	12/05/2013	8.320.614
MT	Malta	MISCO	500	26/04/2013	11/05/2013	335.476
NL	Netherlands	TNS NIPO	1.019	27/04/2013	13/05/2013	13.371.980
AT	Austria	Österreichisches Gallup-Institut	1.022	27/04/2013	12/05/2013	7.009.827
PL	Poland	TNS OBOP	1.000	27/04/2013	13/05/2013	32.413.735
PT	Portugal	TNS EUROTESTE	1.015	02/05/2013	14/05/2013	8.080.915
RO	Romania	TNS CSOP	1.027	27/04/2013	11/05/2013	18.246.731
SI	Slovenia	RM PLUS	1.017	27/04/2013	12/05/2013	1.759.701
SK	Slovakia	TNS Slovakia	1.000	29/04/2013	12/05/2013	4.549.955
FI	Finland	TNS Gallup Oy	1.003	26/04/2013	14/05/2013	4.440.004
SE	Sweden	TNS GALLUP	1.006	27/04/2013	12/05/2013	7.791.240
UK	United Kingdom	TNS UK	1.306	27/04/2013	14/05/2013	51.848.010
<b>TOTAL EU27</b>			<b>26.563</b>	<b>26/04/2013</b>	<b>14/05/2013</b>	<b>408.836.283</b>
HR	Croatia	Puls	1.000	27/04/2013	12/05/2013	3.749.400
<b>TOTAL EU28</b>			<b>27.563</b>	<b>26/04/2013</b>	<b>14/05/2013</b>	<b>412.585.683</b>



## QUESTIONNAIRE

**D. Responsible research and innovation, science and technology**

ASK ALL

**READ OUT: We will now ask you some questions about science, technology and innovation. In this questionnaire, 'science and technology' means the natural sciences, like physics, chemistry, biology and their application in technology and engineering, for instance computer technology, biotechnology and medical applications. 'Innovation' means the development of new products and services that are based on science and technology.**

- QD1 How informed do you feel about developments in science and technology?**  
(READ OUT – ONE ANSWER ONLY)
- |                        |   |
|------------------------|---|
| Very well informed     | 1 |
| Fairly well informed   | 2 |
| Not very well informed | 3 |
| Not at all informed    | 4 |
| DK                     | 5 |
| NEW                    |   |
- QD2 How interested are you in developments in science and technology?**  
(READ OUT – ONE ANSWER ONLY)
- |                       |   |
|-----------------------|---|
| Very interested       | 1 |
| Fairly interested     | 2 |
| Not very interested   | 3 |
| Not at all interested | 4 |
| DK                    | 5 |
| NEW                   |   |
- QD3a Does or did any of your family have a job or a university qualification in science or technology?**  
(READ OUT – MULTIPLE ANSWERS POSSIBLE)
- |                                    |    |
|------------------------------------|----|
| Yes, your father                   | 1, |
| Yes, your mother                   | 2, |
| Yes, another member of your family | 3, |
| No, no one in your family          | 4, |
| DK                                 | 5, |
| EB73.1 QB30 TREND MODIFIED         |    |
- QD3b Have you ever studied science or technology: at school, at university or in college or anywhere else?**  
(READ OUT – ONE ANSWER ONLY)
- |                                  |   |
|----------------------------------|---|
| Yes, at school                   | 1 |
| Yes, at university or in college | 2 |
| Yes, anywhere else               | 3 |
| No                               | 4 |
| DK                               | 5 |
| EB73.1 QB31 TREND MODIFIED       |   |

<b>QD4</b>	<b>Where do you get information about developments in science and technology?</b> (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSSIBLE)	
	Television	1,
	Newspapers	2,
	Magazines	3,
	Books	4,
	Radio	5,
	On websites	6,
	On social media or blogs	7,
	Other (SPONTANEOUS)	8,
	You do not look for information about developments in science and technology (SPONTANEOUS)	9
	DK	10
	NEW	
<b>QD5</b>	<b>Do you think that the overall influence of science and technology on (NATIONALITY) society is positive or negative?</b> (READ OUT – ONE ANSWER ONLY)	
	Very positive	1
	Fairly positive	2
	Fairly negative	3
	Very negative	4
	DK	5
	NEW	
<b>QD6</b>	<b>What is the level of involvement citizens should have when it comes to decisions made about science and technology?</b> (SHOW CARD – READ OUT – ONE ANSWER ONLY)	
	Citizens do not need to be involved or informed	1
	Citizens should only be informed	2
	Citizens should be consulted and their opinion should be considered	3
	Citizens should participate and have an active role	4
	Citizens' opinions should be binding	5
	None (SPONTANEOUS)	6
	DK	7
	NEW (BASED ON EB73.1 QC4)	
<b>QD7</b>	<b>Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society?</b> (SHOW CARD – READ OUT – MAX. 3 ANSWERS)	
	Scientists working at a university or government laboratories	1,
	Scientists working in private company laboratories	2,
	Newspaper journalists	3,
	Television journalists	4,
	Politicians	5,
	Consumer organisations	6,
	Environmental protection associations	7,
	Industry	8,
	The military	9,
	Representatives of different religions	10,
	Government representatives	11,
	Medical doctors	12,
	Writers and intellectuals	13,
	Other (SPONTANEOUS)	14,
	None (SPONTANEOUS)	15
	DK	16
	EB73.1 QC5	

**QD8** For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

(SHOW CARD WITH SCALE – ONE ANSWER PER LINE)

	(READ OUT – ROTATE)	Yes, definitely	Yes, some- what	No, not really	No, not at all	DK
1	<i>(ASK ONLY TO SPLIT A)</i> Scientists working at a university or government laboratories	1	2	3	4	5
2	<i>(ASK ONLY TO SPLIT B)</i> Scientists working in private company laboratories	1	2	3	4	5
3	<i>(ASK ONLY TO SPLIT A)</i> Environmental protection associations	1	2	3	4	5
4	<i>(ASK ONLY TO SPLIT B)</i> Consumer organisations	1	2	3	4	5
5	Journalists	1	2	3	4	5
6	Government representatives	1	2	3	4	5
7	Industry	1	2	3	4	5

NEW

QD9

**I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.**

(SHOW CARD WITH SCALE – ONE ANSWER PER LINE)

	(READ OUT – ROTATE)	Total ly agre e	Tend to agre e	Neit her agre e nor disa gree	Tend to disa gree	Total ly disa gree	DK
1	(ASK ONLY TO SPLIT A) Science and technology make our lives easier, more comfortable and healthier	1	2	3	4	5	6
2	(ASK ONLY TO SPLIT B) Science and technology make our lives healthier	1	2	3	4	5	6
3	We depend too much on science and not enough on faith	1	2	3	4	5	6
4	Science makes our ways of life change too fast	1	2	3	4	5	6
5	Thanks to science and technology, there will be more opportunities for future generations	1	2	3	4	5	6
6	The applications of science and technology can threaten human rights	1	2	3	4	5	6
7	Science and technology could be used by terrorists in the future	1	2	3	4	5	6
8	Scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment	1	2	3	4	5	6
9	If we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress	1	2	3	4	5	6

EB73.1 QC6 TREND MODIFIED & EB73.1 QC7 (item 8) TREND MODIFIED

**Now I'm going to ask you some questions about ethics in science, technology and innovation. For the purpose of this questionnaire, ethics relate to concerns about values such as privacy, the protection of the health and dignity of persons participating in research, as well as the welfare of animals used in research.**

QD10

**Do you think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery?**

(READ OUT – ONE ANSWER ONLY)

Yes, in all cases

1

Yes, in certain cases

2

No

3

DK

4

NEW

**QD11 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.**

(SHOW CARD WITH SCALE – ONE ANSWER PER LINE)

	(READ OUT – ROTATE)	Total ly agre e	Tend to agre e	Neit her agre e nor disa gree	Tend to disa gree	Total ly disa gree	DK
1	European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU	1	2	3	4	5	6
2	The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world	1	2	3	4	5	6
3	Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations	1	2	3	4	5	6
4	In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level	1	2	3	4	5	6
5	All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.)	1	2	3	4	5	6
6	Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation	1	2	3	4	5	6
7	Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities	1	2	3	4	5	6

NEW

**QD12 In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science?**

(ONE ANSWER ONLY)

Too much

1

Enough

2

Too little

3

DK

4

EB73.1 QC14

**QD13 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.**

(SHOW CARD WITH SCALE – ONE ANSWER PER LINE)

	(READ OUT)	Total ly agre e	Tend to agre e	Neit her agre e nor disa gree	Tend to disa gree	Total ly disa gree	DK
1	Young people interested in science have better chances of getting a job	1	2	3	4	5	6
2	By being interested in science, young people also improve their culture	1	2	3	4	5	6
3	Science prepares the younger generation to act as well-informed citizens	1	2	3	4	5	6

EB73.1 QC15

**QD14 How important do you think scientific education is in stimulating young people's creative thinking?**

(READ OUT – ONE ANSWER ONLY)

Very important	1
Fairly important	2
Not very important	3
Not at all important	4
DK	5
NEW	

**QD15 How important do you think it is that scientific research takes equally into account women's and men's needs?**

(READ OUT – ONE ANSWER ONLY)

Very important	1
Fairly important	2
Not very important	3
Not all important	4
DK	5
NEW	

*ASK QD16 IF "IMPORTANT THAT SCIENTIFIC RESEARCH TAKES EQUALLY INTO ACCOUNT WOMEN'S AND MEN'S NEEDS", CODE 1 OR 2 IN QD15 – OTHERS GO TO QD17*

**QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs?**

(READ OUT – ROTATE – MULTIPLE ANSWERS POSSIBLE)

To improve the quality of scientific research	1,
To make technological innovations better suited to both women and men	2,
To foster more innovations in science and technology	3,
To respect gender equality in general	4,
Other (SPONTANEOUS)	5,
None (SPONTANEOUS)	6
DK	7
NEW	



---

ASK ALL

**QD17 Do you think that the results of publicly funded research should be made available online free of charge?**

(READ OUT – MULTIPLE ANSWERS POSSIBLE)






























Yes, to the general public	1,
Yes, to other researchers	2,
Yes, to industries	3,
No	4
DK	5
NEW	

## **TABLES**

QD1 Dans quelle mesure vous sentez-vous informé(e) au sujet des développements en sciences et technologies ?

QD1 How informed do you feel about developments in science and technology?






























QD1 Wie gut fühlen Sie sich über Entwicklungen in Wissenschaft und Technologie informiert?

		Très bien informé(e)	Assez bien informé(e)	Pas très bien informé(e)	Pas du tout informé(e)	NSP	Total 'Informé'	Total 'Pas informé'
		Very well informed	Fairly well informed	Not very well informed	Not at all informed	DK	Total 'Informed'	Total 'Not informed'
		Sehr gut informiert	Ziemlich gut informiert	Nicht besonders gut informiert	Überhaupt nicht informiert	WN	Total 'Informiert'	Total 'Nicht informiert'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>6</b>	<b>34</b>	<b>40</b>	<b>18</b>	<b>2</b>	<b>40</b>	<b>58</b>
	BE	<b>6</b>	<b>35</b>	<b>40</b>	<b>19</b>	<b>0</b>	<b>41</b>	<b>59</b>
	BG	<b>3</b>	<b>22</b>	<b>46</b>	<b>27</b>	<b>2</b>	<b>25</b>	<b>73</b>
	CZ	<b>3</b>	<b>26</b>	<b>43</b>	<b>26</b>	<b>2</b>	<b>29</b>	<b>69</b>
	DK	<b>17</b>	<b>48</b>	<b>29</b>	<b>6</b>	<b>0</b>	<b>65</b>	<b>35</b>
	DE	<b>7</b>	<b>36</b>	<b>42</b>	<b>13</b>	<b>2</b>	<b>43</b>	<b>55</b>
	EE	<b>4</b>	<b>33</b>	<b>48</b>	<b>15</b>	<b>0</b>	<b>37</b>	<b>63</b>
	IE	<b>11</b>	<b>36</b>	<b>30</b>	<b>21</b>	<b>2</b>	<b>47</b>	<b>51</b>
	EL	<b>5</b>	<b>27</b>	<b>46</b>	<b>22</b>	<b>0</b>	<b>32</b>	<b>68</b>
	ES	<b>4</b>	<b>28</b>	<b>45</b>	<b>22</b>	<b>1</b>	<b>32</b>	<b>67</b>
	FR	<b>6</b>	<b>45</b>	<b>33</b>	<b>15</b>	<b>1</b>	<b>51</b>	<b>48</b>
	IT	<b>5</b>	<b>24</b>	<b>43</b>	<b>27</b>	<b>1</b>	<b>29</b>	<b>70</b>
	CY	<b>6</b>	<b>31</b>	<b>47</b>	<b>16</b>	<b>0</b>	<b>37</b>	<b>63</b>
	LV	<b>4</b>	<b>30</b>	<b>50</b>	<b>15</b>	<b>1</b>	<b>34</b>	<b>65</b>
	LT	<b>4</b>	<b>29</b>	<b>47</b>	<b>19</b>	<b>1</b>	<b>33</b>	<b>66</b>
	LU	<b>7</b>	<b>51</b>	<b>36</b>	<b>5</b>	<b>1</b>	<b>58</b>	<b>41</b>
	HU	<b>4</b>	<b>21</b>	<b>43</b>	<b>32</b>	<b>0</b>	<b>25</b>	<b>75</b>
	MT	<b>7</b>	<b>41</b>	<b>24</b>	<b>27</b>	<b>1</b>	<b>48</b>	<b>51</b>
	NL	<b>6</b>	<b>41</b>	<b>43</b>	<b>10</b>	<b>0</b>	<b>47</b>	<b>53</b>
	AT	<b>3</b>	<b>27</b>	<b>50</b>	<b>19</b>	<b>1</b>	<b>30</b>	<b>69</b>
	PL	<b>5</b>	<b>32</b>	<b>41</b>	<b>16</b>	<b>6</b>	<b>37</b>	<b>57</b>
	PT	<b>2</b>	<b>30</b>	<b>40</b>	<b>27</b>	<b>1</b>	<b>32</b>	<b>67</b>
	RO	<b>4</b>	<b>21</b>	<b>40</b>	<b>33</b>	<b>2</b>	<b>25</b>	<b>73</b>
	SI	<b>6</b>	<b>34</b>	<b>44</b>	<b>16</b>	<b>0</b>	<b>40</b>	<b>60</b>
	SK	<b>3</b>	<b>28</b>	<b>43</b>	<b>24</b>	<b>2</b>	<b>31</b>	<b>67</b>
	FI	<b>9</b>	<b>39</b>	<b>43</b>	<b>9</b>	<b>0</b>	<b>48</b>	<b>52</b>
	SE	<b>12</b>	<b>49</b>	<b>35</b>	<b>4</b>	<b>0</b>	<b>61</b>	<b>39</b>
	UK	<b>12</b>	<b>44</b>	<b>32</b>	<b>11</b>	<b>1</b>	<b>56</b>	<b>43</b>
	HR	<b>5</b>	<b>27</b>	<b>46</b>	<b>22</b>	<b>0</b>	<b>32</b>	<b>68</b>

QD2 Dans quelle mesure êtes-vous intéressé(e) par les développements en sciences et technologies ?

QD2 How interested are you in developments in science and technology?






























QD2 Wie interessiert sind Sie an Entwicklungen in Wissenschaft und Technologie?

		Très intéressé(e)	Plutôt intéressé(e)	Pas très intéressé(e)	Pas du tout intéressé(e)	NSP	Total 'Intéressé'	Total 'Pas intéressé'
		Very interested	Fairly interested	Not very interested	Not at all interested	DK	Total 'Interested'	Total 'Not interested'
		Sehr interessiert	Ziemlich interessiert	Nicht besonders interessiert	Gar nicht interessiert	WN	Gesamt 'Interessiert'	Gesamt 'Nicht interessiert'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27		<b>13</b>	<b>40</b>	<b>31</b>	<b>15</b>	<b>1</b>	<b>53</b>	<b>46</b>
 BE		<b>15</b>	<b>42</b>	<b>27</b>	<b>16</b>	<b>0</b>	<b>57</b>	<b>43</b>
 BG		<b>6</b>	<b>29</b>	<b>40</b>	<b>22</b>	<b>3</b>	<b>35</b>	<b>62</b>
 CZ		<b>5</b>	<b>29</b>	<b>40</b>	<b>26</b>	<b>0</b>	<b>34</b>	<b>66</b>
 DK		<b>22</b>	<b>46</b>	<b>27</b>	<b>5</b>	<b>0</b>	<b>68</b>	<b>32</b>
 DE		<b>14</b>	<b>40</b>	<b>33</b>	<b>12</b>	<b>1</b>	<b>54</b>	<b>45</b>
 EE		<b>11</b>	<b>45</b>	<b>33</b>	<b>11</b>	<b>0</b>	<b>56</b>	<b>44</b>
 IE		<b>18</b>	<b>38</b>	<b>25</b>	<b>18</b>	<b>1</b>	<b>56</b>	<b>43</b>
 EL		<b>13</b>	<b>47</b>	<b>31</b>	<b>9</b>	<b>0</b>	<b>60</b>	<b>40</b>
 ES		<b>12</b>	<b>40</b>	<b>33</b>	<b>15</b>	<b>0</b>	<b>52</b>	<b>48</b>
 FR		<b>16</b>	<b>46</b>	<b>25</b>	<b>13</b>	<b>0</b>	<b>62</b>	<b>38</b>
 IT		<b>11</b>	<b>39</b>	<b>32</b>	<b>17</b>	<b>1</b>	<b>50</b>	<b>49</b>
 CY		<b>18</b>	<b>46</b>	<b>24</b>	<b>12</b>	<b>0</b>	<b>64</b>	<b>36</b>
 LV		<b>10</b>	<b>42</b>	<b>37</b>	<b>11</b>	<b>0</b>	<b>52</b>	<b>48</b>
 LT		<b>8</b>	<b>39</b>	<b>37</b>	<b>16</b>	<b>0</b>	<b>47</b>	<b>53</b>
 LU		<b>16</b>	<b>53</b>	<b>24</b>	<b>7</b>	<b>0</b>	<b>69</b>	<b>31</b>
 HU		<b>7</b>	<b>32</b>	<b>37</b>	<b>24</b>	<b>0</b>	<b>39</b>	<b>61</b>
 MT		<b>14</b>	<b>38</b>	<b>23</b>	<b>24</b>	<b>1</b>	<b>52</b>	<b>47</b>
 NL		<b>18</b>	<b>50</b>	<b>25</b>	<b>7</b>	<b>0</b>	<b>68</b>	<b>32</b>
 AT		<b>10</b>	<b>35</b>	<b>41</b>	<b>14</b>	<b>0</b>	<b>45</b>	<b>55</b>
 PL		<b>5</b>	<b>41</b>	<b>35</b>	<b>15</b>	<b>4</b>	<b>46</b>	<b>50</b>
 PT		<b>5</b>	<b>39</b>	<b>31</b>	<b>24</b>	<b>1</b>	<b>44</b>	<b>55</b>
 RO		<b>7</b>	<b>30</b>	<b>37</b>	<b>24</b>	<b>2</b>	<b>37</b>	<b>61</b>
 SI		<b>12</b>	<b>41</b>	<b>34</b>	<b>13</b>	<b>0</b>	<b>53</b>	<b>47</b>
 SK		<b>6</b>	<b>38</b>	<b>34</b>	<b>22</b>	<b>0</b>	<b>44</b>	<b>56</b>
 FI		<b>17</b>	<b>44</b>	<b>33</b>	<b>6</b>	<b>0</b>	<b>61</b>	<b>39</b>
 SE		<b>26</b>	<b>51</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>77</b>	<b>23</b>
 UK		<b>22</b>	<b>42</b>	<b>23</b>	<b>13</b>	<b>0</b>	<b>64</b>	<b>36</b>
 HR		<b>13</b>	<b>37</b>	<b>31</b>	<b>18</b>	<b>1</b>	<b>50</b>	<b>49</b>

QD2T - Intérêt pour et information au sujet des développements en sciences et technologies

QD2T - Interest for and information about developments in sciences and technology






























QD2T - Intérêt pour et information au sujet des développements en sciences et technologies

		Intéressé(e) et informé(e)	Intéressé(e) mais pas informé(e)	Pas intéressé(e) mais informé(e)	Pas intéressé(e) et pas informé(e)	Autre
		Interested and informed	Interested but not informed	Not interested but informed	Not interested and not informed	Other
		Intéressé(e) et informé(e)	Intéressé(e) mais pas informé(e)	Pas intéressé(e) mais informé(e)	Pas intéressé(e) et pas informé(e)	Autre
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>36</b>	<b>18</b>	<b>4</b>	<b>40</b>	<b>2</b>
	BE	<b>37</b>	<b>20</b>	<b>4</b>	<b>39</b>	<b>0</b>
	BG	<b>23</b>	<b>12</b>	<b>2</b>	<b>59</b>	<b>4</b>
	CZ	<b>23</b>	<b>10</b>	<b>6</b>	<b>59</b>	<b>2</b>
	DK	<b>58</b>	<b>10</b>	<b>6</b>	<b>25</b>	<b>1</b>
	DE	<b>38</b>	<b>15</b>	<b>5</b>	<b>39</b>	<b>3</b>
	EE	<b>33</b>	<b>22</b>	<b>3</b>	<b>41</b>	<b>1</b>
	IE	<b>41</b>	<b>15</b>	<b>6</b>	<b>36</b>	<b>2</b>
	EL	<b>30</b>	<b>30</b>	<b>2</b>	<b>38</b>	<b>0</b>
	ES	<b>29</b>	<b>23</b>	<b>3</b>	<b>44</b>	<b>1</b>
	FR	<b>43</b>	<b>19</b>	<b>8</b>	<b>29</b>	<b>1</b>
	IT	<b>27</b>	<b>23</b>	<b>2</b>	<b>47</b>	<b>1</b>
	CY	<b>35</b>	<b>29</b>	<b>3</b>	<b>33</b>	<b>0</b>
	LV	<b>31</b>	<b>21</b>	<b>3</b>	<b>44</b>	<b>1</b>
	LT	<b>29</b>	<b>18</b>	<b>4</b>	<b>48</b>	<b>1</b>
	LU	<b>49</b>	<b>20</b>	<b>9</b>	<b>21</b>	<b>1</b>
	HU	<b>21</b>	<b>17</b>	<b>3</b>	<b>58</b>	<b>1</b>
	MT	<b>39</b>	<b>13</b>	<b>9</b>	<b>37</b>	<b>2</b>
	NL	<b>45</b>	<b>23</b>	<b>2</b>	<b>30</b>	<b>0</b>
	AT	<b>27</b>	<b>17</b>	<b>3</b>	<b>52</b>	<b>1</b>
	PL	<b>32</b>	<b>13</b>	<b>4</b>	<b>43</b>	<b>8</b>
	PT	<b>28</b>	<b>16</b>	<b>4</b>	<b>50</b>	<b>2</b>
	RO	<b>21</b>	<b>15</b>	<b>3</b>	<b>58</b>	<b>3</b>
	SI	<b>35</b>	<b>17</b>	<b>4</b>	<b>43</b>	<b>1</b>
	SK	<b>28</b>	<b>15</b>	<b>3</b>	<b>52</b>	<b>2</b>
	FI	<b>44</b>	<b>17</b>	<b>3</b>	<b>36</b>	<b>0</b>
	SE	<b>58</b>	<b>19</b>	<b>3</b>	<b>20</b>	<b>0</b>
	UK	<b>48</b>	<b>15</b>	<b>9</b>	<b>27</b>	<b>1</b>
	HR	<b>29</b>	<b>21</b>	<b>3</b>	<b>46</b>	<b>1</b>

QD3a Une personne de votre famille a-t-elle ou avait-elle un emploi ou une formation universitaire en sciences ou technologies ? (PLUSIEURS REPONSES POSSIBLES)

QD3a Does or did any of your family have a job or a university qualification in science or technology? (MULTIPLE ANSWERS POSSIBLE)






























QD3a Hat oder hatte jemand in Ihrer Familie einen Beruf oder einen Universitätsabschluss im Bereich Wissenschaft oder Technologie? (MEHRFACHNENNUNGEN MÖGLICH)

	%	Oui, votre père		Oui, votre mère		Oui, un autre membre de votre famille		Non, aucun membre de votre famille		NSP		Total 'Oui'	
		Yes, your father		Yes, your mother		Yes, another member of your family		No, no one in your family		DK		Total 'Yes'	
		Ja, mein Vater		Ja, meine Mutter		Ja, ein anderes Familienmitglied		Nein, niemand in meiner Familie		WN		Gesamt 'Ja'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>19</b>	<b>2</b>	<b>76</b>	<b>-2</b>	<b>1</b>	<b>-1</b>	<b>23</b>	<b>3</b>
 BE		<b>4</b>	<b>1</b>	<b>1</b>	<b>-1</b>	<b>19</b>	<b>2</b>	<b>78</b>	<b>0</b>	<b>0</b>	<b>-1</b>	<b>22</b>	<b>1</b>
 BG		<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>11</b>	<b>2</b>	<b>84</b>	<b>-1</b>	<b>1</b>	<b>-2</b>	<b>16</b>	<b>4</b>
 CZ		<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>85</b>	<b>-2</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>2</b>
 DK		<b>6</b>	<b>3</b>	<b>1</b>	<b>-2</b>	<b>31</b>	<b>5</b>	<b>66</b>	<b>-4</b>	<b>1</b>	<b>1</b>	<b>34</b>	<b>4</b>
 DE		<b>7</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>1</b>	<b>74</b>	<b>-1</b>	<b>0</b>	<b>-2</b>	<b>25</b>	<b>2</b>
 EE		<b>4</b>	<b>-1</b>	<b>2</b>	<b>-2</b>	<b>18</b>	<b>-2</b>	<b>77</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>22</b>	<b>-4</b>
 IE		<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>25</b>	<b>3</b>	<b>71</b>	<b>0</b>	<b>1</b>	<b>-3</b>	<b>28</b>	<b>3</b>
 EL		<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>22</b>	<b>10</b>	<b>74</b>	<b>-11</b>	<b>0</b>	<b>-1</b>	<b>25</b>	<b>11</b>
 ES		<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>24</b>	<b>5</b>	<b>74</b>	<b>-5</b>	<b>0</b>	<b>-1</b>	<b>25</b>	<b>5</b>
 FR		<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>25</b>	<b>3</b>	<b>72</b>	<b>-4</b>	<b>0</b>	<b>-1</b>	<b>28</b>	<b>4</b>
 IT		<b>3</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>84</b>	<b>2</b>	<b>1</b>	<b>-3</b>	<b>15</b>	<b>1</b>
 CY		<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>29</b>	<b>8</b>	<b>68</b>	<b>-8</b>	<b>1</b>	<b>0</b>	<b>31</b>	<b>9</b>
 LV		<b>4</b>	<b>2</b>	<b>3</b>	<b>-1</b>	<b>12</b>	<b>0</b>	<b>81</b>	<b>-1</b>	<b>2</b>	<b>0</b>	<b>17</b>	<b>0</b>
 LT		<b>4</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>21</b>	<b>10</b>	<b>72</b>	<b>-11</b>	<b>2</b>	<b>-1</b>	<b>27</b>	<b>13</b>
 LU		<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>32</b>	<b>4</b>	<b>65</b>	<b>-2</b>	<b>0</b>	<b>-2</b>	<b>34</b>	<b>3</b>
 HU		<b>2</b>	<b>-1</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>-6</b>	<b>90</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>-6</b>
 MT		<b>1</b>	<b>0</b>	<b>0</b>	<b>-1</b>	<b>18</b>	<b>-2</b>	<b>81</b>	<b>6</b>	<b>0</b>	<b>-3</b>	<b>19</b>	<b>-3</b>
 NL		<b>6</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>20</b>	<b>2</b>	<b>75</b>	<b>-3</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>3</b>
 AT		<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>13</b>	<b>2</b>	<b>82</b>	<b>-1</b>	<b>1</b>	<b>0</b>	<b>18</b>	<b>1</b>
 PL		<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>5</b>	<b>75</b>	<b>-6</b>	<b>2</b>	<b>0</b>	<b>23</b>	<b>7</b>
 PT		<b>2</b>	<b>1</b>	<b>1</b>	<b>-2</b>	<b>14</b>	<b>0</b>	<b>82</b>	<b>3</b>	<b>2</b>	<b>-2</b>	<b>16</b>	<b>-1</b>
 RO		<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>-4</b>	<b>86</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>-4</b>
 SI		<b>3</b>	<b>1</b>	<b>2</b>	<b>-1</b>	<b>13</b>	<b>-3</b>	<b>83</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>-3</b>
 SK		<b>3</b>	<b>1</b>	<b>1</b>	<b>-2</b>	<b>15</b>	<b>-1</b>	<b>81</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>18</b>	<b>-3</b>
 FI		<b>8</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>26</b>	<b>6</b>	<b>66</b>	<b>-9</b>	<b>1</b>	<b>0</b>	<b>34</b>	<b>10</b>
 SE		<b>12</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>34</b>	<b>4</b>	<b>55</b>	<b>-7</b>	<b>1</b>	<b>0</b>	<b>44</b>	<b>7</b>
 UK		<b>6</b>	<b>2</b>	<b>2</b>	<b>-1</b>	<b>23</b>	<b>2</b>	<b>71</b>	<b>-2</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>2</b>
 HR		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>5</b>	<b>81</b>	<b>-6</b>	<b>0</b>	<b>-1</b>	<b>18</b>	<b>6</b>

QD3b Avez-vous étudié les sciences ou technologies: à l'école, à l'université ou dans l'enseignement supérieur ou ailleurs?

QD3b Have you ever studied science or technology: at school, at university or in college or anywhere else?

QD3b Haben Sie jemals Wissenschaft oder Technologie als Schulfach gehabt oder an einer Fachhochschule, einer Universität oder irgendwo anders studiert?






























	%	Oui, à l'école		Oui, à l'université ou dans l'enseignement supérieur		Oui, ailleurs		Non		NSP		Total 'Oui'	
		Yes, at school		Yes, at university or in college		Yes, anywhere else		No		DK		Total 'Yes'	
		Ja, in der Schule		Ja, an der Universität oder Fachhochschule		Ja, woanders		Nein		WN		Gesamt 'Ja'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>31</b>	7	<b>14</b>	-13	<b>2</b>	0	<b>52</b>	6	<b>1</b>	0	<b>47</b>	-6
 BE		<b>28</b>	23	<b>13</b>	-39	<b>2</b>	0	<b>57</b>	16	<b>0</b>	0	<b>43</b>	-16
 BG		<b>37</b>	-44	<b>14</b>	3	<b>1</b>	0	<b>47</b>	43	<b>1</b>	-2	<b>52</b>	-41
 CZ		<b>10</b>	3	<b>6</b>	1	<b>1</b>	0	<b>83</b>	-4	<b>0</b>	0	<b>17</b>	4
 DK		<b>14</b>	3	<b>23</b>	5	<b>7</b>	0	<b>56</b>	-8	<b>0</b>	0	<b>44</b>	8
 DE		<b>19</b>	-13	<b>12</b>	-4	<b>1</b>	0	<b>67</b>	17	<b>1</b>	0	<b>32</b>	-17
 EE		<b>14</b>	-33	<b>16</b>	-1	<b>2</b>	0	<b>67</b>	34	<b>1</b>	0	<b>32</b>	-34
 IE		<b>38</b>	19	<b>15</b>	2	<b>2</b>	0	<b>45</b>	-19	<b>0</b>	-2	<b>55</b>	21
 EL		<b>33</b>	-13	<b>16</b>	6	<b>2</b>	0	<b>49</b>	7	<b>0</b>	0	<b>51</b>	-7
 ES		<b>32</b>	6	<b>9</b>	-23	<b>3</b>	2	<b>55</b>	14	<b>1</b>	1	<b>44</b>	-15
 FR		<b>42</b>	32	<b>14</b>	-50	<b>2</b>	1	<b>42</b>	17	<b>0</b>	0	<b>58</b>	-17
 IT		<b>25</b>	5	<b>27</b>	-1	<b>2</b>	0	<b>45</b>	-4	<b>1</b>	0	<b>54</b>	4
 CY		<b>15</b>	-1	<b>10</b>	3	<b>1</b>	0	<b>74</b>	-1	<b>0</b>	-1	<b>26</b>	2
 LV		<b>31</b>	-28	<b>19</b>	-1	<b>3</b>	3	<b>46</b>	25	<b>1</b>	1	<b>53</b>	-26
 LT		<b>19</b>	-5	<b>23</b>	6	<b>4</b>	1	<b>54</b>	-1	<b>0</b>	-1	<b>46</b>	2
 LU		<b>35</b>	-2	<b>16</b>	-7	<b>2</b>	0	<b>47</b>	9	<b>0</b>	0	<b>53</b>	-9
 HU		<b>15</b>	-13	<b>7</b>	0	<b>1</b>	-2	<b>77</b>	15	<b>0</b>	0	<b>23</b>	-15
 MT		<b>44</b>	13	<b>7</b>	-3	<b>0</b>	0	<b>49</b>	-9	<b>0</b>	-1	<b>51</b>	10
 NL		<b>8</b>	-8	<b>20</b>	5	<b>1</b>	-1	<b>71</b>	4	<b>0</b>	0	<b>29</b>	-4
 AT		<b>11</b>	8	<b>8</b>	3	<b>2</b>	0	<b>78</b>	-11	<b>1</b>	0	<b>21</b>	11
 PL		<b>25</b>	0	<b>9</b>	-28	<b>1</b>	-1	<b>64</b>	30	<b>1</b>	-1	<b>35</b>	-29
 PT		<b>23</b>	3	<b>11</b>	-22	<b>2</b>	0	<b>63</b>	19	<b>1</b>	0	<b>36</b>	-19
 RO		<b>68</b>	20	<b>6</b>	-1	<b>1</b>	-1	<b>21</b>	-17	<b>4</b>	-1	<b>75</b>	18
 SI		<b>10</b>	4	<b>11</b>	0	<b>2</b>	0	<b>77</b>	-4	<b>0</b>	0	<b>23</b>	4
 SK		<b>7</b>	-4	<b>5</b>	-3	<b>1</b>	-1	<b>87</b>	8	<b>0</b>	0	<b>13</b>	-8
 FI		<b>15</b>	-1	<b>26</b>	-7	<b>2</b>	-7	<b>57</b>	15	<b>0</b>	0	<b>43</b>	-15
 SE		<b>23</b>	11	<b>26</b>	8	<b>3</b>	0	<b>47</b>	-20	<b>1</b>	1	<b>52</b>	19
 UK		<b>53</b>	27	<b>17</b>	-2	<b>1</b>	0	<b>29</b>	-24	<b>0</b>	-1	<b>71</b>	25
 HR		<b>16</b>	0	<b>12</b>	4	<b>2</b>	0	<b>70</b>	-2	<b>0</b>	-2	<b>30</b>	4



QD4 Où trouvez-vous des informations sur les développements en sciences et technologies ? (ROTATION – PLUSIEURS REPONSES POSSIBLES)

QD4 Where do you get information about developments in science and technology? (MULTIPLE ANSWERS POSSIBLE)






























QD4 Woher erhalten Sie Informationen über Entwicklungen in Wissenschaft und Technologie? (ROTIEREN – MEHRFACHNENNUNGEN MÖGLICH)

		A la télévision	Dans les journaux	Dans les magazines	Dans les livres	A la radio	Sur des sites Internet	Sur des medias sociaux ou des blogs
		Television	Newspapers	Magazines	Books	Radio	On websites	On social media or blogs
		Fernsehen	Zeitungen	Zeitschriften	Bücher	Radio	Webseiten	Soziale Medien oder Blogs
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>65</b>	<b>33</b>	<b>26</b>	<b>14</b>	<b>17</b>	<b>32</b>	<b>10</b>
	BE	<b>56</b>	<b>35</b>	<b>30</b>	<b>20</b>	<b>19</b>	<b>44</b>	<b>11</b>
	BG	<b>75</b>	<b>24</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>22</b>	<b>9</b>
	CZ	<b>60</b>	<b>27</b>	<b>27</b>	<b>8</b>	<b>18</b>	<b>38</b>	<b>8</b>
	DK	<b>78</b>	<b>53</b>	<b>35</b>	<b>23</b>	<b>34</b>	<b>57</b>	<b>22</b>
	DE	<b>74</b>	<b>51</b>	<b>40</b>	<b>18</b>	<b>24</b>	<b>28</b>	<b>10</b>
	EE	<b>72</b>	<b>39</b>	<b>35</b>	<b>15</b>	<b>36</b>	<b>43</b>	<b>20</b>
	IE	<b>44</b>	<b>29</b>	<b>14</b>	<b>18</b>	<b>18</b>	<b>35</b>	<b>10</b>
	EL	<b>60</b>	<b>21</b>	<b>15</b>	<b>18</b>	<b>8</b>	<b>33</b>	<b>17</b>
	ES	<b>66</b>	<b>22</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>29</b>	<b>8</b>
	FR	<b>63</b>	<b>30</b>	<b>36</b>	<b>13</b>	<b>18</b>	<b>45</b>	<b>6</b>
	IT	<b>56</b>	<b>24</b>	<b>20</b>	<b>13</b>	<b>8</b>	<b>19</b>	<b>10</b>
	CY	<b>66</b>	<b>25</b>	<b>15</b>	<b>9</b>	<b>13</b>	<b>38</b>	<b>8</b>
	LV	<b>66</b>	<b>24</b>	<b>28</b>	<b>9</b>	<b>23</b>	<b>43</b>	<b>23</b>
	LT	<b>69</b>	<b>32</b>	<b>21</b>	<b>11</b>	<b>24</b>	<b>45</b>	<b>16</b>
	LU	<b>73</b>	<b>55</b>	<b>46</b>	<b>19</b>	<b>31</b>	<b>51</b>	<b>11</b>
	HU	<b>61</b>	<b>24</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>18</b>	<b>11</b>
	MT	<b>50</b>	<b>20</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>35</b>	<b>7</b>
	NL	<b>67</b>	<b>54</b>	<b>44</b>	<b>23</b>	<b>21</b>	<b>56</b>	<b>20</b>
	AT	<b>67</b>	<b>48</b>	<b>32</b>	<b>16</b>	<b>23</b>	<b>20</b>	<b>10</b>
	PL	<b>60</b>	<b>18</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>28</b>	<b>5</b>
	PT	<b>53</b>	<b>18</b>	<b>17</b>	<b>10</b>	<b>4</b>	<b>17</b>	<b>8</b>
	RO	<b>74</b>	<b>22</b>	<b>17</b>	<b>11</b>	<b>14</b>	<b>21</b>	<b>6</b>
	SI	<b>71</b>	<b>38</b>	<b>22</b>	<b>12</b>	<b>20</b>	<b>47</b>	<b>10</b>
	SK	<b>65</b>	<b>21</b>	<b>31</b>	<b>12</b>	<b>20</b>	<b>33</b>	<b>11</b>
	FI	<b>72</b>	<b>57</b>	<b>37</b>	<b>21</b>	<b>27</b>	<b>46</b>	<b>23</b>
	SE	<b>84</b>	<b>74</b>	<b>51</b>	<b>25</b>	<b>45</b>	<b>54</b>	<b>23</b>
	UK	<b>66</b>	<b>36</b>	<b>19</b>	<b>15</b>	<b>17</b>	<b>39</b>	<b>12</b>
	HR	<b>66</b>	<b>25</b>	<b>18</b>	<b>11</b>	<b>13</b>	<b>34</b>	<b>9</b>

QD4 Où trouvez-vous des informations sur les développements en sciences et technologies ? (ROTATION – PLUSIEURS REPONSES POSSIBLES)

QD4 Where do you get information about developments in science and technology? (MULTIPLE ANSWERS POSSIBLE)






























QD4 Woher erhalten Sie Informationen über Entwicklungen in Wissenschaft und Technologie? (ROTIEREN – MEHRFACHNENNUNGEN MÖGLICH)

		Autre (SPONTANE)	Vous ne cherchez pas d'information sur les développements en sciences et technologies (SPONTANE)	NSP	Total sur internet
		Other (SPONTANEOUS)	You do not look for information about developments in science and technology (SPONTANEOUS)	DK	Total on the internet
		Sonstiges (SPONTAN)	Sie suchen nicht nach Informationen über Entwicklungen in Wissenschaft und Technologie (SPONTAN)	WN	Gesamt über Internet
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>2</b>	<b>16</b>	<b>1</b>	<b>35</b>
	BE	<b>2</b>	<b>16</b>	<b>0</b>	<b>47</b>
	BG	<b>1</b>	<b>15</b>	<b>3</b>	<b>25</b>
	CZ	<b>0</b>	<b>20</b>	<b>1</b>	<b>40</b>
	DK	<b>2</b>	<b>6</b>	<b>0</b>	<b>61</b>
	DE	<b>1</b>	<b>10</b>	<b>0</b>	<b>32</b>
	EE	<b>1</b>	<b>8</b>	<b>1</b>	<b>49</b>
	IE	<b>4</b>	<b>24</b>	<b>1</b>	<b>38</b>
	EL	<b>1</b>	<b>18</b>	<b>0</b>	<b>38</b>
	ES	<b>2</b>	<b>13</b>	<b>0</b>	<b>32</b>
	FR	<b>2</b>	<b>14</b>	<b>0</b>	<b>46</b>
	IT	<b>1</b>	<b>24</b>	<b>2</b>	<b>23</b>
	CY	<b>1</b>	<b>14</b>	<b>0</b>	<b>41</b>
	LV	<b>2</b>	<b>9</b>	<b>0</b>	<b>52</b>
	LT	<b>3</b>	<b>8</b>	<b>2</b>	<b>48</b>
	LU	<b>4</b>	<b>8</b>	<b>0</b>	<b>53</b>
	HU	<b>1</b>	<b>27</b>	<b>0</b>	<b>24</b>
	MT	<b>2</b>	<b>29</b>	<b>1</b>	<b>36</b>
	NL	<b>3</b>	<b>8</b>	<b>0</b>	<b>59</b>
	AT	<b>6</b>	<b>20</b>	<b>1</b>	<b>24</b>
	PL	<b>1</b>	<b>27</b>	<b>0</b>	<b>29</b>
	PT	<b>1</b>	<b>34</b>	<b>1</b>	<b>21</b>
	RO	<b>1</b>	<b>18</b>	<b>1</b>	<b>23</b>
	SI	<b>5</b>	<b>11</b>	<b>0</b>	<b>49</b>
	SK	<b>1</b>	<b>18</b>	<b>0</b>	<b>35</b>
	FI	<b>4</b>	<b>3</b>	<b>0</b>	<b>53</b>
	SE	<b>2</b>	<b>2</b>	<b>0</b>	<b>57</b>
	UK	<b>3</b>	<b>13</b>	<b>0</b>	<b>42</b>
	HR	<b>2</b>	<b>18</b>	<b>0</b>	<b>36</b>

QD5 Pensez-vous que l'influence générale des sciences et technologies sur la société (NATIONALITE) est positive ou négative ?

QD5 Do you think that the overall influence of science and technology on (NATIONALITY) society is positive or negative?






























QD5 Sind Sie der Meinung, dass der Einfluss von Wissenschaft und Technologie auf die (NATIONALE) Gesellschaft insgesamt positiv oder negativ ist?

		Très positive	Plutôt positive	Plutôt négative	Très négative	NSP	Total 'Positive'	Total 'Négative'
		Very positive	Fairly positive	Fairly negative	Very negative	DK	Total 'Positive'	Total 'Negative'
		Sehr positiv	Ziemlich positiv	Ziemlich negativ	Sehr negativ	WN	Gesamt 'Positiv'	Gesamt 'Negativ'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>17</b>	<b>60</b>	<b>9</b>	<b>1</b>	<b>13</b>	<b>77</b>	<b>10</b>
	BE	<b>14</b>	<b>70</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>84</b>	<b>11</b>
	BG	<b>19</b>	<b>57</b>	<b>5</b>	<b>0</b>	<b>19</b>	<b>76</b>	<b>5</b>
	CZ	<b>12</b>	<b>63</b>	<b>14</b>	<b>2</b>	<b>9</b>	<b>75</b>	<b>16</b>
	DK	<b>24</b>	<b>62</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>86</b>	<b>4</b>
	DE	<b>15</b>	<b>61</b>	<b>7</b>	<b>1</b>	<b>16</b>	<b>76</b>	<b>8</b>
	EE	<b>24</b>	<b>67</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>91</b>	<b>2</b>
	IE	<b>34</b>	<b>45</b>	<b>7</b>	<b>1</b>	<b>13</b>	<b>79</b>	<b>8</b>
	EL	<b>23</b>	<b>66</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>89</b>	<b>8</b>
	ES	<b>22</b>	<b>57</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>79</b>	<b>10</b>
	FR	<b>7</b>	<b>67</b>	<b>11</b>	<b>1</b>	<b>14</b>	<b>74</b>	<b>12</b>
	IT	<b>15</b>	<b>56</b>	<b>12</b>	<b>3</b>	<b>14</b>	<b>71</b>	<b>15</b>
	CY	<b>30</b>	<b>57</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>87</b>	<b>8</b>
	LV	<b>14</b>	<b>60</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>74</b>	<b>13</b>
	LT	<b>34</b>	<b>56</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>90</b>	<b>4</b>
	LU	<b>10</b>	<b>71</b>	<b>4</b>	<b>0</b>	<b>15</b>	<b>81</b>	<b>4</b>
	HU	<b>12</b>	<b>61</b>	<b>10</b>	<b>3</b>	<b>14</b>	<b>73</b>	<b>13</b>
	MT	<b>20</b>	<b>51</b>	<b>5</b>	<b>0</b>	<b>24</b>	<b>71</b>	<b>5</b>
	NL	<b>28</b>	<b>60</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>88</b>	<b>5</b>
	AT	<b>13</b>	<b>65</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>78</b>	<b>13</b>
	PL	<b>12</b>	<b>67</b>	<b>7</b>	<b>1</b>	<b>13</b>	<b>79</b>	<b>8</b>
	PT	<b>9</b>	<b>60</b>	<b>7</b>	<b>1</b>	<b>23</b>	<b>69</b>	<b>8</b>
	RO	<b>16</b>	<b>52</b>	<b>7</b>	<b>2</b>	<b>23</b>	<b>68</b>	<b>9</b>
	SI	<b>14</b>	<b>61</b>	<b>11</b>	<b>1</b>	<b>13</b>	<b>75</b>	<b>12</b>
	SK	<b>11</b>	<b>68</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>79</b>	<b>10</b>
	FI	<b>23</b>	<b>65</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>88</b>	<b>6</b>
	SE	<b>40</b>	<b>54</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>94</b>	<b>4</b>
	UK	<b>23</b>	<b>53</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>76</b>	<b>12</b>
	HR	<b>15</b>	<b>59</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>74</b>	<b>16</b>

QD6 Quel devrait être le niveau d'implication des citoyens au sujet des décisions prises à propos des sciences et technologies ?

QD6 What is the level of involvement citizens should have when it comes to decisions made about science and technology?






























QD6 In welchem Ausmaß sollten Bürger an Entscheidungen in Bezug auf Wissenschaft und Technologie beteiligt werden?

		Les citoyens n'ont pas besoin d'être impliqués ni tenus informés	Les citoyens devraient uniquement être informés	Les citoyens devraient être consultés et leur opinion devrait être prise en compte	Les citoyens devraient participer et avoir un rôle actif	L'opinion des citoyens devrait être contraignante
		Citizens do not need to be involved or informed	Citizens should only be informed	Citizens should be consulted and their opinion should be considered	Citizens should participate and have an active role	Citizens' opinions should be binding
		Bürger müssen nicht beteiligt oder informiert werden	Bürger sollten nur informiert werden	Bürger sollten hinzugezogen und ihre Meinung berücksichtigt werden	Bürger sollten teilnehmen und eine aktive Rolle spielen	Die Meinungen der Bürger sollten bindend sein
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>6</b>	<b>31</b>	<b>39</b>	<b>12</b>	<b>4</b>
	BE	<b>9</b>	<b>39</b>	<b>38</b>	<b>8</b>	<b>3</b>
	BG	<b>4</b>	<b>29</b>	<b>33</b>	<b>14</b>	<b>3</b>
	CZ	<b>7</b>	<b>41</b>	<b>30</b>	<b>11</b>	<b>5</b>
	DK	<b>4</b>	<b>20</b>	<b>51</b>	<b>18</b>	<b>3</b>
	DE	<b>4</b>	<b>24</b>	<b>48</b>	<b>15</b>	<b>3</b>
	EE	<b>6</b>	<b>32</b>	<b>36</b>	<b>11</b>	<b>8</b>
	IE	<b>10</b>	<b>26</b>	<b>33</b>	<b>14</b>	<b>3</b>
	EL	<b>4</b>	<b>33</b>	<b>29</b>	<b>23</b>	<b>7</b>
	ES	<b>7</b>	<b>31</b>	<b>32</b>	<b>13</b>	<b>8</b>
	FR	<b>4</b>	<b>32</b>	<b>43</b>	<b>13</b>	<b>2</b>
	IT	<b>8</b>	<b>37</b>	<b>34</b>	<b>9</b>	<b>4</b>
	CY	<b>2</b>	<b>35</b>	<b>27</b>	<b>26</b>	<b>4</b>
	LV	<b>7</b>	<b>43</b>	<b>29</b>	<b>9</b>	<b>7</b>
	LT	<b>5</b>	<b>37</b>	<b>28</b>	<b>12</b>	<b>7</b>
	LU	<b>2</b>	<b>31</b>	<b>47</b>	<b>12</b>	<b>4</b>
	HU	<b>6</b>	<b>40</b>	<b>36</b>	<b>6</b>	<b>2</b>
	MT	<b>6</b>	<b>14</b>	<b>47</b>	<b>16</b>	<b>2</b>
	NL	<b>8</b>	<b>38</b>	<b>35</b>	<b>10</b>	<b>2</b>
	AT	<b>7</b>	<b>31</b>	<b>34</b>	<b>14</b>	<b>7</b>
	PL	<b>5</b>	<b>35</b>	<b>34</b>	<b>10</b>	<b>4</b>
	PT	<b>4</b>	<b>29</b>	<b>32</b>	<b>16</b>	<b>3</b>
	RO	<b>8</b>	<b>32</b>	<b>29</b>	<b>11</b>	<b>3</b>
	SI	<b>10</b>	<b>44</b>	<b>24</b>	<b>13</b>	<b>3</b>
	SK	<b>7</b>	<b>44</b>	<b>28</b>	<b>12</b>	<b>3</b>
	FI	<b>3</b>	<b>33</b>	<b>43</b>	<b>15</b>	<b>4</b>
	SE	<b>3</b>	<b>26</b>	<b>48</b>	<b>20</b>	<b>1</b>
	UK	<b>6</b>	<b>22</b>	<b>49</b>	<b>12</b>	<b>3</b>
	HR	<b>7</b>	<b>30</b>	<b>29</b>	<b>20</b>	<b>8</b>

QD6 Quel devrait être le niveau d'implication des citoyens au sujet des décisions prises à propos des sciences et technologies ?

QD6 What is the level of involvement citizens should have when it comes to decisions made about science and technology?






























QD6 In welchem Ausmaß sollten Bürger an Entscheidungen in Bezug auf Wissenschaft und Technologie beteiligt werden?

		Aucun (SPONTANE)	NSP
		None (SPONTANEOUS)	DK
		Nichts davon (SPONTAN)	WN
%		EB 79.2	EB 79.2
	EU 27	<b>1</b>	<b>7</b>
	BE	<b>2</b>	<b>1</b>
	BG	<b>1</b>	<b>16</b>
	CZ	<b>1</b>	<b>5</b>
	DK	<b>1</b>	<b>3</b>
	DE	<b>1</b>	<b>5</b>
	EE	<b>1</b>	<b>6</b>
	IE	<b>2</b>	<b>12</b>
	EL	<b>0</b>	<b>4</b>
	ES	<b>1</b>	<b>8</b>
	FR	<b>1</b>	<b>5</b>
	IT	<b>2</b>	<b>6</b>
	CY	<b>1</b>	<b>5</b>
	LV	<b>1</b>	<b>4</b>
	LT	<b>2</b>	<b>9</b>
	LU	<b>1</b>	<b>3</b>
	HU	<b>5</b>	<b>5</b>
	MT	<b>0</b>	<b>15</b>
	NL	<b>2</b>	<b>5</b>
	AT	<b>3</b>	<b>4</b>
	PL	<b>1</b>	<b>11</b>
	PT	<b>5</b>	<b>11</b>
	RO	<b>3</b>	<b>14</b>
	SI	<b>2</b>	<b>4</b>
	SK	<b>1</b>	<b>5</b>
	FI	<b>0</b>	<b>2</b>
	SE	<b>0</b>	<b>2</b>
	UK	<b>1</b>	<b>7</b>
	HR	<b>2</b>	<b>4</b>

QD7 Parmi les catégories de personnes et d'organisations suivantes travaillant en (NOTRE PAYS), quelles sont celles qui sont les mieux qualifiées pour expliquer l'impact des développements scientifiques et technologiques sur la société ? (MAX. 3 REPONSES)

QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society? (MAX. 3 ANSWERS)






























QD7 Bitte nennen Sie von der folgenden Liste die Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, die am besten geeignet sind, die Auswirkungen von wissenschaftlichen und technologischen Entwicklungen auf die Gesellschaft zu erklären. (MAX. 3 ANTWORTEN)

	%	Les scientifiques qui travaillent à l'université ou dans des laboratoires publics Scientists working at a university or government laboratories Wissenschaftler, die in universitären oder staatlichen Laboren arbeiten		Les scientifiques qui travaillent dans des laboratoires privés Scientists working in private company laboratories Wissenschaftler, die in Laboren privater Unternehmen arbeiten		Les journalistes de la presse écrite Newspaper journalists Zeitungs-journalisten		Les journalistes de télévision Television journalists Fernseh-journalisten		Les hommes ou femmes politiques Politicians Politiker	
		EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.
		79.2	EB 73.1	79.2	EB 73.1	79.2	EB 73.1	79.2	EB 73.1	79.2	EB 73.1
 EU 27		<b>66</b>	3	<b>35</b>	3	<b>15</b>	-1	<b>20</b>	0	<b>4</b>	-2
 BE		<b>68</b>	0	<b>33</b>	-3	<b>17</b>	-3	<b>22</b>	4	<b>11</b>	3
 BG		<b>79</b>	1	<b>41</b>	-8	<b>10</b>	1	<b>20</b>	3	<b>2</b>	-4
 CZ		<b>79</b>	-6	<b>45</b>	12	<b>8</b>	-4	<b>11</b>	-2	<b>3</b>	-3
 DK		<b>72</b>	14	<b>35</b>	10	<b>16</b>	-3	<b>20</b>	-11	<b>8</b>	-9
 DE		<b>60</b>	3	<b>23</b>	3	<b>20</b>	3	<b>26</b>	1	<b>5</b>	-2
 EE		<b>80</b>	8	<b>45</b>	-1	<b>12</b>	-1	<b>12</b>	-5	<b>4</b>	-2
 IE		<b>68</b>	-2	<b>39</b>	-5	<b>18</b>	1	<b>13</b>	-5	<b>3</b>	-4
 EL		<b>82</b>	1	<b>47</b>	7	<b>7</b>	-2	<b>12</b>	-2	<b>2</b>	-6
 ES		<b>80</b>	12	<b>48</b>	14	<b>6</b>	-5	<b>11</b>	-3	<b>2</b>	-8
 FR		<b>59</b>	-6	<b>37</b>	-2	<b>19</b>	2	<b>20</b>	2	<b>4</b>	-1
 IT		<b>61</b>	-5	<b>38</b>	2	<b>15</b>	2	<b>18</b>	3	<b>4</b>	-3
 CY		<b>92</b>	6	<b>57</b>	18	<b>7</b>	-1	<b>17</b>	-2	<b>4</b>	0
 LV		<b>65</b>	7	<b>31</b>	-4	<b>19</b>	-5	<b>24</b>	-12	<b>6</b>	1
 LT		<b>70</b>	-4	<b>39</b>	-10	<b>13</b>	-5	<b>21</b>	1	<b>7</b>	1
 LU		<b>68</b>	4	<b>31</b>	-6	<b>25</b>	1	<b>20</b>	2	<b>7</b>	-5
 HU		<b>55</b>	-6	<b>19</b>	-14	<b>18</b>	4	<b>36</b>	3	<b>5</b>	-2
 MT		<b>57</b>	-6	<b>30</b>	-9	<b>9</b>	-5	<b>11</b>	-6	<b>10</b>	1
 NL		<b>66</b>	-7	<b>23</b>	0	<b>33</b>	4	<b>21</b>	7	<b>5</b>	-2
 AT		<b>64</b>	10	<b>34</b>	9	<b>19</b>	-2	<b>27</b>	7	<b>5</b>	-1
 PL		<b>59</b>	6	<b>31</b>	0	<b>14</b>	-5	<b>29</b>	4	<b>3</b>	-1
 PT		<b>54</b>	1	<b>33</b>	4	<b>12</b>	-5	<b>24</b>	0	<b>5</b>	-1
 RO		<b>58</b>	4	<b>32</b>	-7	<b>14</b>	-8	<b>25</b>	-13	<b>4</b>	-2
 SI		<b>64</b>	-4	<b>37</b>	-4	<b>16</b>	-4	<b>20</b>	-5	<b>2</b>	-3
 SK		<b>75</b>	4	<b>43</b>	-13	<b>16</b>	3	<b>16</b>	7	<b>5</b>	-2
 FI		<b>62</b>	-4	<b>31</b>	-7	<b>23</b>	-3	<b>20</b>	-3	<b>7</b>	0
 SE		<b>81</b>	5	<b>36</b>	3	<b>17</b>	-4	<b>14</b>	-3	<b>8</b>	0
 UK		<b>74</b>	12	<b>36</b>	6	<b>10</b>	-4	<b>14</b>	-2	<b>3</b>	0
 HR		<b>76</b>	-3	<b>36</b>	-10	<b>12</b>	1	<b>20</b>	8	<b>4</b>	-1

QD7 Parmi les catégories de personnes et d'organisations suivantes travaillant en (NOTRE PAYS), quelles sont celles qui sont les mieux qualifiées pour expliquer l'impact des développements scientifiques et technologiques sur la société ? (MAX. 3 REPONSES)

QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society? (MAX. 3 ANSWERS)






























QD7 Bitte nennen Sie von der folgenden Liste die Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, die am besten geeignet sind, die Auswirkungen von wissenschaftlichen und technologischen Entwicklungen auf die Gesellschaft zu erklären. (MAX. 3 ANTWORTEN)

		Les organisations de consommateurs		Les associations pour la protection de l'environnement		L'armée		Les représentants de différentes religions		Les représentants du Gouvernement	
		Consumer organisations		Environmental protection associations		The military		Representatives of different religions		Government representatives	
		Verbraucherschutzorganisationen		Umweltschutzorganisationen		Das Militär		Vertreter verschiedener Religionen		Regierungsvertreter	
%		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
	EU 27	<b>20</b>	-3	<b>21</b>	-3	<b>3</b>	1	<b>1</b>	-1	<b>6</b>	-5
	BE	<b>23</b>	-1	<b>15</b>	-2	<b>3</b>	1	<b>2</b>	0	<b>11</b>	-3
	BG	<b>7</b>	-3	<b>20</b>	-6	<b>3</b>	0	<b>0</b>	-1	<b>8</b>	-6
	CZ	<b>10</b>	-2	<b>21</b>	-4	<b>4</b>	2	<b>1</b>	0	<b>6</b>	-9
	DK	<b>33</b>	-2	<b>28</b>	1	<b>1</b>	0	<b>1</b>	1	<b>4</b>	-3
	DE	<b>41</b>	-3	<b>31</b>	-4	<b>2</b>	1	<b>1</b>	-2	<b>3</b>	-1
	EE	<b>9</b>	1	<b>18</b>	-6	<b>3</b>	0	<b>1</b>	0	<b>6</b>	-3
	IE	<b>12</b>	-5	<b>19</b>	-8	<b>1</b>	0	<b>1</b>	-2	<b>2</b>	-6
	EL	<b>13</b>	-5	<b>21</b>	-7	<b>1</b>	0	<b>1</b>	-2	<b>4</b>	-14
	ES	<b>10</b>	-3	<b>19</b>	1	<b>1</b>	0	<b>1</b>	0	<b>4</b>	-11
	FR	<b>29</b>	-2	<b>27</b>	-3	<b>5</b>	3	<b>1</b>	0	<b>5</b>	-6
	IT	<b>16</b>	-5	<b>18</b>	-5	<b>1</b>	-1	<b>2</b>	-3	<b>6</b>	-8
	CY	<b>17</b>	-9	<b>23</b>	-15	<b>1</b>	1	<b>1</b>	-2	<b>9</b>	0
	LV	<b>5</b>	-2	<b>12</b>	-4	<b>4</b>	1	<b>1</b>	-1	<b>7</b>	-1
	LT	<b>6</b>	0	<b>9</b>	-2	<b>1</b>	0	<b>1</b>	-1	<b>11</b>	4
	LU	<b>20</b>	2	<b>22</b>	-6	<b>1</b>	-1	<b>1</b>	-2	<b>14</b>	0
	HU	<b>15</b>	-8	<b>24</b>	-3	<b>2</b>	0	<b>1</b>	-1	<b>9</b>	-2
	MT	<b>8</b>	-3	<b>16</b>	-10	<b>0</b>	0	<b>2</b>	1	<b>10</b>	0
	NL	<b>36</b>	-5	<b>15</b>	-4	<b>1</b>	0	<b>1</b>	0	<b>8</b>	-4
	AT	<b>30</b>	-7	<b>33</b>	-3	<b>1</b>	-2	<b>3</b>	-2	<b>5</b>	-8
	PL	<b>6</b>	-4	<b>9</b>	-2	<b>2</b>	0	<b>1</b>	0	<b>4</b>	-1
	PT	<b>8</b>	-6	<b>18</b>	-6	<b>1</b>	-1	<b>1</b>	-2	<b>8</b>	-3
	RO	<b>12</b>	0	<b>19</b>	3	<b>3</b>	0	<b>2</b>	0	<b>12</b>	-5
	SI	<b>15</b>	1	<b>17</b>	0	<b>2</b>	0	<b>0</b>	-1	<b>4</b>	-5
	SK	<b>10</b>	4	<b>21</b>	-12	<b>4</b>	1	<b>0</b>	-3	<b>7</b>	-11
	FI	<b>19</b>	-6	<b>21</b>	0	<b>4</b>	0	<b>2</b>	0	<b>7</b>	-2
	SE	<b>26</b>	2	<b>29</b>	3	<b>3</b>	-1	<b>2</b>	1	<b>5</b>	-3
	UK	<b>10</b>	-2	<b>16</b>	-1	<b>8</b>	4	<b>2</b>	0	<b>6</b>	-8
	HR	<b>7</b>	4	<b>18</b>	-3	<b>1</b>	0	<b>1</b>	0	<b>5</b>	-2

QD7 Parmi les catégories de personnes et d'organisations suivantes travaillant en (NOTRE PAYS), quelles sont celles qui sont les mieux qualifiées pour expliquer l'impact des développements scientifiques et technologiques sur la société ? (MAX. 3 REPONSES)

QD7 Among the following categories of people and organisations working in (OUR COUNTRY), which are the best qualified to explain the impact of scientific and technological developments on society? (MAX. 3 ANSWERS)

QD7 Bitte nennen Sie von der folgenden Liste die Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, die am besten geeignet sind, die Auswirkungen von wissenschaftlichen und technologischen Entwicklungen auf die Gesellschaft zu erklären. (MAX. 3 ANTWORTEN)

	%	Les médecins		Les écrivains et les intellectuels		Autre (SPONTANE)		Aucun (SPONTANE)		NSP	
		Medical doctors		Writers and intellectuals		Other (SPONTANEOUS)		None (SPONTANEOUS)		DK	
		Mediziner		Schriftsteller und Intellektuelle		Sonstige (SPONTAN)		Niemand davon (SPONTAN)		WN	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>19</b>	-7	<b>7</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>3</b>
 BE		<b>27</b>	-4	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
 BG		<b>12</b>	-7	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-1</b>	<b>12</b>	<b>6</b>
 CZ		<b>22</b>	-6	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>
 DK		<b>16</b>	-13	<b>10</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>
 DE		<b>19</b>	-7	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>2</b>
 EE		<b>17</b>	-6	<b>5</b>	<b>-2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>-1</b>	<b>6</b>	<b>3</b>
 IE		<b>11</b>	-18	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>2</b>
 EL		<b>32</b>	-4	<b>13</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>4</b>
 ES		<b>21</b>	-3	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>3</b>
 FR		<b>28</b>	-1	<b>9</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>
 IT		<b>14</b>	-10	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>2</b>
 CY		<b>30</b>	-10	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-1</b>	<b>1</b>	<b>-1</b>
 LV		<b>16</b>	-5	<b>3</b>	<b>-2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>4</b>
 LT		<b>10</b>	-6	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>5</b>
 LU		<b>20</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>
 HU		<b>18</b>	-14	<b>7</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>
 MT		<b>24</b>	-16	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>9</b>
 NL		<b>18</b>	-3	<b>15</b>	<b>-1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>
 AT		<b>20</b>	-11	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>
 PL		<b>7</b>	-7	<b>4</b>	<b>-1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>4</b>
 PT		<b>23</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>8</b>
 RO		<b>10</b>	-11	<b>8</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>5</b>
 SI		<b>14</b>	-4	<b>10</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>5</b>
 SK		<b>12</b>	-5	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>
 FI		<b>22</b>	-1	<b>11</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>
 SE		<b>19</b>	-5	<b>15</b>	<b>2</b>	<b>0</b>	<b>-1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
 UK		<b>28</b>	-4	<b>8</b>	<b>-3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-1</b>	<b>7</b>	<b>3</b>
 HR		<b>15</b>	-9	<b>8</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>



QD8.1 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les scientifiques qui travaillent à l'université ou dans des laboratoires publics

QD8.1 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Scientists working at a university or government laboratories

QD8.1 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Wissenschaftler, die in universitären oder staatlichen Laboren arbeiten

		Oui, tout à fait	Oui, plutôt	Non, plutôt pas	Non, pas du tout	NSP	Total 'Oui'	Total 'Non'
		Yes, definitely	Yes, somewhat	No, not really	No, not at all	DK	Total 'Yes'	Total 'No'
		Ja, sicher	Ja, teilweise	Nein, nicht wirklich	Nein, sicher nicht	WN	Gesamt 'Ja'	Gesamt 'Nein'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27		<b>35</b>	<b>47</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>82</b>	<b>11</b>
 BE		<b>34</b>	<b>54</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>88</b>	<b>10</b>
 BG		<b>45</b>	<b>37</b>	<b>7</b>	<b>1</b>	<b>10</b>	<b>82</b>	<b>8</b>
 CZ		<b>48</b>	<b>38</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>86</b>	<b>9</b>
 DK		<b>40</b>	<b>51</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>91</b>	<b>4</b>
 DE		<b>35</b>	<b>52</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>87</b>	<b>10</b>
 EE		<b>38</b>	<b>45</b>	<b>7</b>	<b>1</b>	<b>9</b>	<b>83</b>	<b>8</b>
 IE		<b>39</b>	<b>42</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>81</b>	<b>9</b>
 EL		<b>42</b>	<b>42</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>84</b>	<b>13</b>
 ES		<b>50</b>	<b>34</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>84</b>	<b>7</b>
 FR		<b>23</b>	<b>58</b>	<b>10</b>	<b>2</b>	<b>7</b>	<b>81</b>	<b>12</b>
 IT		<b>31</b>	<b>41</b>	<b>16</b>	<b>5</b>	<b>7</b>	<b>72</b>	<b>21</b>
 CY		<b>43</b>	<b>42</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>85</b>	<b>9</b>
 LV		<b>25</b>	<b>48</b>	<b>15</b>	<b>2</b>	<b>10</b>	<b>73</b>	<b>17</b>
 LT		<b>38</b>	<b>41</b>	<b>6</b>	<b>1</b>	<b>14</b>	<b>79</b>	<b>7</b>
 LU		<b>27</b>	<b>57</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>84</b>	<b>9</b>
 HU		<b>39</b>	<b>43</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>82</b>	<b>13</b>
 MT		<b>31</b>	<b>40</b>	<b>6</b>	<b>1</b>	<b>22</b>	<b>71</b>	<b>7</b>
 NL		<b>38</b>	<b>49</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>87</b>	<b>8</b>
 AT		<b>36</b>	<b>50</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>86</b>	<b>12</b>
 PL		<b>21</b>	<b>57</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>78</b>	<b>12</b>
 PT		<b>26</b>	<b>49</b>	<b>11</b>	<b>1</b>	<b>13</b>	<b>75</b>	<b>12</b>
 RO		<b>37</b>	<b>38</b>	<b>10</b>	<b>2</b>	<b>13</b>	<b>75</b>	<b>12</b>
 SI		<b>31</b>	<b>48</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>79</b>	<b>17</b>
 SK		<b>31</b>	<b>53</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>84</b>	<b>10</b>
 FI		<b>39</b>	<b>52</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>91</b>	<b>5</b>
 SE		<b>47</b>	<b>44</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>91</b>	<b>6</b>
 UK		<b>42</b>	<b>44</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>86</b>	<b>7</b>
 HR		<b>22</b>	<b>53</b>	<b>15</b>	<b>3</b>	<b>7</b>	<b>75</b>	<b>18</b>

QD8.2 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les scientifiques qui travaillent dans des laboratoires privés

QD8.2 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Scientists working in private company laboratories

QD8.2 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Wissenschaftler, die in Laboren privater Unternehmen arbeiten

	Oui, tout à fait Yes, definitely Ja, sicher	Oui, plutôt Yes, somewhat Ja, teilweise	Non, plutôt pas No, not really Nein, nicht wirklich	Non, pas du tout No, not at all Nein, sicher nicht	NSP DK WN	Total 'Oui' Total 'Yes' Gesamt 'Ja'	Total 'Non' Total 'No' Gesamt 'Nein'
%	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27	<b>21</b>	<b>45</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>66</b>	<b>24</b>
 BE	<b>17</b>	<b>53</b>	<b>24</b>	<b>4</b>	<b>2</b>	<b>70</b>	<b>28</b>
 BG	<b>31</b>	<b>39</b>	<b>10</b>	<b>1</b>	<b>19</b>	<b>70</b>	<b>11</b>
 CZ	<b>30</b>	<b>46</b>	<b>12</b>	<b>4</b>	<b>8</b>	<b>76</b>	<b>16</b>
 DK	<b>16</b>	<b>64</b>	<b>13</b>	<b>2</b>	<b>5</b>	<b>80</b>	<b>15</b>
 DE	<b>16</b>	<b>47</b>	<b>23</b>	<b>5</b>	<b>9</b>	<b>63</b>	<b>28</b>
 EE	<b>28</b>	<b>46</b>	<b>12</b>	<b>2</b>	<b>12</b>	<b>74</b>	<b>14</b>
 IE	<b>35</b>	<b>39</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>74</b>	<b>16</b>
 EL	<b>24</b>	<b>47</b>	<b>19</b>	<b>6</b>	<b>4</b>	<b>71</b>	<b>25</b>
 ES	<b>29</b>	<b>37</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>66</b>	<b>22</b>
 FR	<b>10</b>	<b>51</b>	<b>22</b>	<b>8</b>	<b>9</b>	<b>61</b>	<b>30</b>
 IT	<b>23</b>	<b>42</b>	<b>21</b>	<b>5</b>	<b>9</b>	<b>65</b>	<b>26</b>
 CY	<b>35</b>	<b>48</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>83</b>	<b>10</b>
 LV	<b>15</b>	<b>45</b>	<b>25</b>	<b>4</b>	<b>11</b>	<b>60</b>	<b>29</b>
 LT	<b>26</b>	<b>46</b>	<b>13</b>	<b>3</b>	<b>12</b>	<b>72</b>	<b>16</b>
 LU	<b>17</b>	<b>44</b>	<b>24</b>	<b>2</b>	<b>13</b>	<b>61</b>	<b>26</b>
 HU	<b>25</b>	<b>47</b>	<b>14</b>	<b>3</b>	<b>11</b>	<b>72</b>	<b>17</b>
 MT	<b>23</b>	<b>48</b>	<b>7</b>	<b>0</b>	<b>22</b>	<b>71</b>	<b>7</b>
 NL	<b>20</b>	<b>46</b>	<b>24</b>	<b>4</b>	<b>6</b>	<b>66</b>	<b>28</b>
 AT	<b>25</b>	<b>48</b>	<b>20</b>	<b>5</b>	<b>2</b>	<b>73</b>	<b>25</b>
 PL	<b>14</b>	<b>50</b>	<b>17</b>	<b>3</b>	<b>16</b>	<b>64</b>	<b>20</b>
 PT	<b>21</b>	<b>46</b>	<b>11</b>	<b>2</b>	<b>20</b>	<b>67</b>	<b>13</b>
 RO	<b>31</b>	<b>39</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>70</b>	<b>16</b>
 SI	<b>22</b>	<b>51</b>	<b>14</b>	<b>7</b>	<b>6</b>	<b>73</b>	<b>21</b>
 SK	<b>26</b>	<b>49</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>75</b>	<b>20</b>
 FI	<b>19</b>	<b>57</b>	<b>14</b>	<b>4</b>	<b>6</b>	<b>76</b>	<b>18</b>
 SE	<b>25</b>	<b>58</b>	<b>12</b>	<b>2</b>	<b>3</b>	<b>83</b>	<b>14</b>
 UK	<b>22</b>	<b>42</b>	<b>18</b>	<b>4</b>	<b>14</b>	<b>64</b>	<b>22</b>
 HR	<b>15</b>	<b>49</b>	<b>23</b>	<b>6</b>	<b>7</b>	<b>64</b>	<b>29</b>

QD8.3 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les associations pour la protection de l'environnement

QD8.3 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Environmental protection associations

QD8.3 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Umweltschutzorganisationen

	Oui, tout à fait Yes, definitely Ja, sicher	Oui, plutôt Yes, somewhat Ja, teilweise	Non, plutôt pas No, not really Nein, nicht wirklich	Non, pas du tout No, not at all Nein, sicher nicht	NSP DK WN	Total 'Oui' Total 'Yes' Gesamt 'Ja'	Total 'Non' Total 'No' Gesamt 'Nein'
%	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27	<b>33</b>	<b>48</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>81</b>	<b>13</b>
 BE	<b>27</b>	<b>56</b>	<b>12</b>	<b>2</b>	<b>3</b>	<b>83</b>	<b>14</b>
 BG	<b>33</b>	<b>44</b>	<b>9</b>	<b>1</b>	<b>13</b>	<b>77</b>	<b>10</b>
 CZ	<b>36</b>	<b>46</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>82</b>	<b>13</b>
 DK	<b>45</b>	<b>44</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>89</b>	<b>7</b>
 DE	<b>44</b>	<b>44</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>88</b>	<b>9</b>
 EE	<b>28</b>	<b>52</b>	<b>11</b>	<b>0</b>	<b>9</b>	<b>80</b>	<b>11</b>
 IE	<b>34</b>	<b>45</b>	<b>8</b>	<b>2</b>	<b>11</b>	<b>79</b>	<b>10</b>
 EL	<b>34</b>	<b>49</b>	<b>10</b>	<b>4</b>	<b>3</b>	<b>83</b>	<b>14</b>
 ES	<b>37</b>	<b>43</b>	<b>9</b>	<b>4</b>	<b>7</b>	<b>80</b>	<b>13</b>
 FR	<b>30</b>	<b>52</b>	<b>10</b>	<b>2</b>	<b>6</b>	<b>82</b>	<b>12</b>
 IT	<b>31</b>	<b>46</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>77</b>	<b>17</b>
 CY	<b>29</b>	<b>56</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>85</b>	<b>10</b>
 LV	<b>19</b>	<b>51</b>	<b>18</b>	<b>3</b>	<b>9</b>	<b>70</b>	<b>21</b>
 LT	<b>24</b>	<b>44</b>	<b>15</b>	<b>3</b>	<b>14</b>	<b>68</b>	<b>18</b>
 LU	<b>26</b>	<b>56</b>	<b>10</b>	<b>2</b>	<b>6</b>	<b>82</b>	<b>12</b>
 HU	<b>30</b>	<b>55</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>85</b>	<b>12</b>
 MT	<b>32</b>	<b>37</b>	<b>8</b>	<b>1</b>	<b>22</b>	<b>69</b>	<b>9</b>
 NL	<b>29</b>	<b>52</b>	<b>12</b>	<b>3</b>	<b>4</b>	<b>81</b>	<b>15</b>
 AT	<b>46</b>	<b>44</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>90</b>	<b>9</b>
 PL	<b>17</b>	<b>59</b>	<b>13</b>	<b>2</b>	<b>9</b>	<b>76</b>	<b>15</b>
 PT	<b>28</b>	<b>46</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>74</b>	<b>14</b>
 RO	<b>30</b>	<b>43</b>	<b>13</b>	<b>4</b>	<b>10</b>	<b>73</b>	<b>17</b>
 SI	<b>24</b>	<b>57</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>81</b>	<b>16</b>
 SK	<b>27</b>	<b>52</b>	<b>14</b>	<b>2</b>	<b>5</b>	<b>79</b>	<b>16</b>
 FI	<b>32</b>	<b>53</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>85</b>	<b>12</b>
 SE	<b>37</b>	<b>54</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>91</b>	<b>7</b>
 UK	<b>32</b>	<b>49</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>81</b>	<b>12</b>
 HR	<b>20</b>	<b>53</b>	<b>19</b>	<b>3</b>	<b>5</b>	<b>73</b>	<b>22</b>

QD8.4 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les organisations de consommateurs

QD8.4 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Consumer organisations

QD8.4 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Verbraucherschutzorganisationen

	Oui, tout à fait Yes, definitely Ja, sicher	Oui, plutôt Yes, somewhat Ja, teilweise	Non, plutôt pas No, not really Nein, nicht wirklich	Non, pas du tout No, not at all Nein, sicher nicht	NSP DK WN	Total 'Oui' Total 'Yes' Gesamt 'Ja'	Total 'Non' Total 'No' Gesamt 'Nein'
%	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27	<b>28</b>	<b>48</b>	<b>13</b>	<b>3</b>	<b>8</b>	<b>76</b>	<b>16</b>
 BE	<b>18</b>	<b>60</b>	<b>17</b>	<b>3</b>	<b>2</b>	<b>78</b>	<b>20</b>
 BG	<b>19</b>	<b>44</b>	<b>17</b>	<b>2</b>	<b>18</b>	<b>63</b>	<b>19</b>
 CZ	<b>20</b>	<b>44</b>	<b>22</b>	<b>7</b>	<b>7</b>	<b>64</b>	<b>29</b>
 DK	<b>34</b>	<b>51</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>85</b>	<b>10</b>
 DE	<b>49</b>	<b>39</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>88</b>	<b>8</b>
 EE	<b>15</b>	<b>49</b>	<b>19</b>	<b>3</b>	<b>14</b>	<b>64</b>	<b>22</b>
 IE	<b>30</b>	<b>44</b>	<b>14</b>	<b>2</b>	<b>10</b>	<b>74</b>	<b>16</b>
 EL	<b>26</b>	<b>56</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>82</b>	<b>15</b>
 ES	<b>25</b>	<b>47</b>	<b>13</b>	<b>5</b>	<b>10</b>	<b>72</b>	<b>18</b>
 FR	<b>25</b>	<b>57</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>82</b>	<b>11</b>
 IT	<b>25</b>	<b>46</b>	<b>17</b>	<b>4</b>	<b>8</b>	<b>71</b>	<b>21</b>
 CY	<b>22</b>	<b>57</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>79</b>	<b>13</b>
 LV	<b>10</b>	<b>49</b>	<b>25</b>	<b>4</b>	<b>12</b>	<b>59</b>	<b>29</b>
 LT	<b>11</b>	<b>50</b>	<b>20</b>	<b>3</b>	<b>16</b>	<b>61</b>	<b>23</b>
 LU	<b>15</b>	<b>63</b>	<b>12</b>	<b>2</b>	<b>8</b>	<b>78</b>	<b>14</b>
 HU	<b>21</b>	<b>55</b>	<b>16</b>	<b>3</b>	<b>5</b>	<b>76</b>	<b>19</b>
 MT	<b>21</b>	<b>37</b>	<b>14</b>	<b>1</b>	<b>27</b>	<b>58</b>	<b>15</b>
 NL	<b>39</b>	<b>51</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>90</b>	<b>7</b>
 AT	<b>40</b>	<b>51</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>91</b>	<b>7</b>
 PL	<b>13</b>	<b>56</b>	<b>16</b>	<b>2</b>	<b>13</b>	<b>69</b>	<b>18</b>
 PT	<b>20</b>	<b>50</b>	<b>11</b>	<b>1</b>	<b>18</b>	<b>70</b>	<b>12</b>
 RO	<b>24</b>	<b>38</b>	<b>20</b>	<b>4</b>	<b>14</b>	<b>62</b>	<b>24</b>
 SI	<b>19</b>	<b>61</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>80</b>	<b>14</b>
 SK	<b>17</b>	<b>48</b>	<b>22</b>	<b>4</b>	<b>9</b>	<b>65</b>	<b>26</b>
 FI	<b>28</b>	<b>57</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>85</b>	<b>10</b>
 SE	<b>40</b>	<b>52</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>92</b>	<b>6</b>
 UK	<b>22</b>	<b>47</b>	<b>18</b>	<b>3</b>	<b>10</b>	<b>69</b>	<b>21</b>
 HR	<b>8</b>	<b>47</b>	<b>30</b>	<b>8</b>	<b>7</b>	<b>55</b>	<b>38</b>

QD8.5 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les journalistes

QD8.5 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Journalists

QD8.5 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Journalisten

		Oui, tout à fait	Oui, plutôt	Non, plutôt pas	Non, pas du tout	NSP	Total 'Oui'	Total 'Non'
		Yes, definitely	Yes, somewhat	No, not really	No, not at all	DK	Total 'Yes'	Total 'No'
		Ja, sicher	Ja, teilweise	Nein, nicht wirklich	Nein, sicher nicht	WN	Gesamt 'Ja'	Gesamt 'Nein'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>12</b>	<b>47</b>	<b>25</b>	<b>8</b>	<b>8</b>	<b>59</b>	<b>33</b>
	BE	<b>9</b>	<b>53</b>	<b>30</b>	<b>6</b>	<b>2</b>	<b>62</b>	<b>36</b>
	BG	<b>23</b>	<b>48</b>	<b>14</b>	<b>3</b>	<b>12</b>	<b>71</b>	<b>17</b>
	CZ	<b>11</b>	<b>42</b>	<b>27</b>	<b>14</b>	<b>6</b>	<b>53</b>	<b>41</b>
	DK	<b>7</b>	<b>44</b>	<b>39</b>	<b>6</b>	<b>4</b>	<b>51</b>	<b>45</b>
	DE	<b>13</b>	<b>57</b>	<b>21</b>	<b>4</b>	<b>5</b>	<b>70</b>	<b>25</b>
	EE	<b>11</b>	<b>46</b>	<b>27</b>	<b>5</b>	<b>11</b>	<b>57</b>	<b>32</b>
	IE	<b>18</b>	<b>45</b>	<b>19</b>	<b>7</b>	<b>11</b>	<b>63</b>	<b>26</b>
	EL	<b>8</b>	<b>43</b>	<b>30</b>	<b>16</b>	<b>3</b>	<b>51</b>	<b>46</b>
	ES	<b>14</b>	<b>47</b>	<b>21</b>	<b>9</b>	<b>9</b>	<b>61</b>	<b>30</b>
	FR	<b>5</b>	<b>43</b>	<b>32</b>	<b>12</b>	<b>8</b>	<b>48</b>	<b>44</b>
	IT	<b>12</b>	<b>42</b>	<b>30</b>	<b>9</b>	<b>7</b>	<b>54</b>	<b>39</b>
	CY	<b>13</b>	<b>43</b>	<b>28</b>	<b>7</b>	<b>9</b>	<b>56</b>	<b>35</b>
	LV	<b>12</b>	<b>53</b>	<b>24</b>	<b>5</b>	<b>6</b>	<b>65</b>	<b>29</b>
	LT	<b>15</b>	<b>44</b>	<b>24</b>	<b>7</b>	<b>10</b>	<b>59</b>	<b>31</b>
	LU	<b>8</b>	<b>53</b>	<b>28</b>	<b>4</b>	<b>7</b>	<b>61</b>	<b>32</b>
	HU	<b>14</b>	<b>48</b>	<b>25</b>	<b>7</b>	<b>6</b>	<b>62</b>	<b>32</b>
	MT	<b>16</b>	<b>42</b>	<b>17</b>	<b>3</b>	<b>22</b>	<b>58</b>	<b>20</b>
	NL	<b>14</b>	<b>57</b>	<b>21</b>	<b>4</b>	<b>4</b>	<b>71</b>	<b>25</b>
	AT	<b>19</b>	<b>54</b>	<b>20</b>	<b>5</b>	<b>2</b>	<b>73</b>	<b>25</b>
	PL	<b>11</b>	<b>57</b>	<b>18</b>	<b>3</b>	<b>11</b>	<b>68</b>	<b>21</b>
	PT	<b>17</b>	<b>48</b>	<b>18</b>	<b>3</b>	<b>14</b>	<b>65</b>	<b>21</b>
	RO	<b>17</b>	<b>36</b>	<b>28</b>	<b>7</b>	<b>12</b>	<b>53</b>	<b>35</b>
	SI	<b>10</b>	<b>59</b>	<b>16</b>	<b>10</b>	<b>5</b>	<b>69</b>	<b>26</b>
	SK	<b>16</b>	<b>50</b>	<b>23</b>	<b>5</b>	<b>6</b>	<b>66</b>	<b>28</b>
	FI	<b>11</b>	<b>57</b>	<b>22</b>	<b>6</b>	<b>4</b>	<b>68</b>	<b>28</b>
	SE	<b>9</b>	<b>60</b>	<b>22</b>	<b>7</b>	<b>2</b>	<b>69</b>	<b>29</b>
	UK	<b>11</b>	<b>38</b>	<b>30</b>	<b>12</b>	<b>9</b>	<b>49</b>	<b>42</b>
	HR	<b>9</b>	<b>46</b>	<b>36</b>	<b>5</b>	<b>4</b>	<b>55</b>	<b>41</b>

QD8.6 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























Les représentants du Gouvernement

QD8.6 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Government representatives

QD8.6 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Regierungsvertreter

		Oui, tout à fait Yes, definitely Ja, sicher	Oui, plutôt Yes, somewhat Ja, teilweise	Non, plutôt pas No, not really Nein, nicht wirklich	Non, pas du tout No, not at all Nein, sicher nicht	NSP DK WN	Total 'Oui' Total 'Yes' Gesamt 'Ja'	Total 'Non' Total 'No' Gesamt 'Nein'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27		<b>10</b>	<b>34</b>	<b>33</b>	<b>16</b>	<b>7</b>	<b>44</b>	<b>49</b>
 BE		<b>9</b>	<b>51</b>	<b>31</b>	<b>7</b>	<b>2</b>	<b>60</b>	<b>38</b>
 BG		<b>14</b>	<b>33</b>	<b>30</b>	<b>10</b>	<b>13</b>	<b>47</b>	<b>40</b>
 CZ		<b>10</b>	<b>23</b>	<b>35</b>	<b>28</b>	<b>4</b>	<b>33</b>	<b>63</b>
 DK		<b>7</b>	<b>58</b>	<b>24</b>	<b>6</b>	<b>5</b>	<b>65</b>	<b>30</b>
 DE		<b>6</b>	<b>38</b>	<b>41</b>	<b>10</b>	<b>5</b>	<b>44</b>	<b>51</b>
 EE		<b>9</b>	<b>41</b>	<b>31</b>	<b>9</b>	<b>10</b>	<b>50</b>	<b>40</b>
 IE		<b>15</b>	<b>41</b>	<b>23</b>	<b>11</b>	<b>10</b>	<b>56</b>	<b>34</b>
 EL		<b>7</b>	<b>23</b>	<b>34</b>	<b>33</b>	<b>3</b>	<b>30</b>	<b>67</b>
 ES		<b>7</b>	<b>22</b>	<b>30</b>	<b>32</b>	<b>9</b>	<b>29</b>	<b>62</b>
 FR		<b>4</b>	<b>31</b>	<b>38</b>	<b>20</b>	<b>7</b>	<b>35</b>	<b>58</b>
 IT		<b>11</b>	<b>23</b>	<b>38</b>	<b>22</b>	<b>6</b>	<b>34</b>	<b>60</b>
 CY		<b>7</b>	<b>40</b>	<b>29</b>	<b>15</b>	<b>9</b>	<b>47</b>	<b>44</b>
 LV		<b>6</b>	<b>29</b>	<b>41</b>	<b>17</b>	<b>7</b>	<b>35</b>	<b>58</b>
 LT		<b>11</b>	<b>41</b>	<b>29</b>	<b>10</b>	<b>9</b>	<b>52</b>	<b>39</b>
 LU		<b>11</b>	<b>49</b>	<b>24</b>	<b>8</b>	<b>8</b>	<b>60</b>	<b>32</b>
 HU		<b>10</b>	<b>37</b>	<b>32</b>	<b>16</b>	<b>5</b>	<b>47</b>	<b>48</b>
 MT		<b>22</b>	<b>44</b>	<b>12</b>	<b>2</b>	<b>20</b>	<b>66</b>	<b>14</b>
 NL		<b>16</b>	<b>54</b>	<b>21</b>	<b>4</b>	<b>5</b>	<b>70</b>	<b>25</b>
 AT		<b>10</b>	<b>46</b>	<b>33</b>	<b>9</b>	<b>2</b>	<b>56</b>	<b>42</b>
 PL		<b>7</b>	<b>30</b>	<b>36</b>	<b>14</b>	<b>13</b>	<b>37</b>	<b>50</b>
 PT		<b>8</b>	<b>31</b>	<b>30</b>	<b>15</b>	<b>16</b>	<b>39</b>	<b>45</b>
 RO		<b>19</b>	<b>26</b>	<b>33</b>	<b>11</b>	<b>11</b>	<b>45</b>	<b>44</b>
 SI		<b>3</b>	<b>27</b>	<b>32</b>	<b>32</b>	<b>6</b>	<b>30</b>	<b>64</b>
 SK		<b>7</b>	<b>39</b>	<b>34</b>	<b>13</b>	<b>7</b>	<b>46</b>	<b>47</b>
 FI		<b>13</b>	<b>56</b>	<b>19</b>	<b>8</b>	<b>4</b>	<b>69</b>	<b>27</b>
 SE		<b>8</b>	<b>62</b>	<b>23</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>27</b>
 UK		<b>15</b>	<b>42</b>	<b>24</b>	<b>11</b>	<b>8</b>	<b>57</b>	<b>35</b>
 HR		<b>6</b>	<b>28</b>	<b>42</b>	<b>20</b>	<b>4</b>	<b>34</b>	<b>62</b>

QD8.7 Pour chacune des catégories de personnes et organisations suivantes travaillant en (NOTRE PAYS), pensez-vous qu'elles essaient de se comporter de manière responsable envers la société, en faisant attention aux impacts de leurs activités liées aux sciences et technologies ?






























L'industrie

QD8.7 For each of the following categories of people and organisations working in (OUR COUNTRY), do you think that they try to behave responsibly towards society by paying attention to the impact of their science and technology related activities?

Industry

QD8.7 Bitte sagen Sie mir für jede der folgenden Gruppen von Personen bzw. Organisationen, die in (UNSEREM LAND) arbeiten, ob diese Ihrer Meinung nach versuchen, sich gegenüber der Gesellschaft verantwortungsvoll zu verhalten, indem sie darauf achten, welche Auswirkungen ihre wissenschaftlichen und technologischen Aktivitäten haben.

Die Industrie

		Oui, tout à fait	Oui, plutôt	Non, plutôt pas	Non, pas du tout	NSP	Total 'Oui'	Total 'Non'
		Yes, definitely	Yes, somewhat	No, not really	No, not at all	DK	Total 'Yes'	Total 'No'
		Ja, sicher	Ja, teilweise	Nein, nicht wirklich	Nein, sicher nicht	WN	Gesamt 'Ja'	Gesamt 'Nein'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>11</b>	<b>39</b>	<b>31</b>	<b>11</b>	<b>8</b>	<b>50</b>	<b>42</b>
	BE	<b>10</b>	<b>41</b>	<b>38</b>	<b>9</b>	<b>2</b>	<b>51</b>	<b>47</b>
	BG	<b>15</b>	<b>28</b>	<b>28</b>	<b>11</b>	<b>18</b>	<b>43</b>	<b>39</b>
	CZ	<b>14</b>	<b>34</b>	<b>33</b>	<b>14</b>	<b>5</b>	<b>48</b>	<b>47</b>
	DK	<b>8</b>	<b>52</b>	<b>24</b>	<b>6</b>	<b>10</b>	<b>60</b>	<b>30</b>
	DE	<b>8</b>	<b>38</b>	<b>38</b>	<b>13</b>	<b>3</b>	<b>46</b>	<b>51</b>
	EE	<b>11</b>	<b>48</b>	<b>26</b>	<b>5</b>	<b>10</b>	<b>59</b>	<b>31</b>
	IE	<b>20</b>	<b>46</b>	<b>17</b>	<b>6</b>	<b>11</b>	<b>66</b>	<b>23</b>
	EL	<b>7</b>	<b>24</b>	<b>38</b>	<b>28</b>	<b>3</b>	<b>31</b>	<b>66</b>
	ES	<b>12</b>	<b>35</b>	<b>25</b>	<b>18</b>	<b>10</b>	<b>47</b>	<b>43</b>
	FR	<b>5</b>	<b>30</b>	<b>40</b>	<b>18</b>	<b>7</b>	<b>35</b>	<b>58</b>
	IT	<b>12</b>	<b>28</b>	<b>40</b>	<b>12</b>	<b>8</b>	<b>40</b>	<b>52</b>
	CY	<b>8</b>	<b>43</b>	<b>26</b>	<b>17</b>	<b>6</b>	<b>51</b>	<b>43</b>
	LV	<b>8</b>	<b>43</b>	<b>33</b>	<b>6</b>	<b>10</b>	<b>51</b>	<b>39</b>
	LT	<b>14</b>	<b>40</b>	<b>26</b>	<b>8</b>	<b>12</b>	<b>54</b>	<b>34</b>
	LU	<b>7</b>	<b>34</b>	<b>41</b>	<b>11</b>	<b>7</b>	<b>41</b>	<b>52</b>
	HU	<b>15</b>	<b>50</b>	<b>23</b>	<b>6</b>	<b>6</b>	<b>65</b>	<b>29</b>
	MT	<b>17</b>	<b>37</b>	<b>16</b>	<b>4</b>	<b>26</b>	<b>54</b>	<b>20</b>
	NL	<b>13</b>	<b>46</b>	<b>30</b>	<b>7</b>	<b>4</b>	<b>59</b>	<b>37</b>
	AT	<b>10</b>	<b>40</b>	<b>34</b>	<b>14</b>	<b>2</b>	<b>50</b>	<b>48</b>
	PL	<b>10</b>	<b>41</b>	<b>28</b>	<b>6</b>	<b>15</b>	<b>51</b>	<b>34</b>
	PT	<b>10</b>	<b>38</b>	<b>29</b>	<b>6</b>	<b>17</b>	<b>48</b>	<b>35</b>
	RO	<b>19</b>	<b>32</b>	<b>26</b>	<b>9</b>	<b>14</b>	<b>51</b>	<b>35</b>
	SI	<b>6</b>	<b>39</b>	<b>30</b>	<b>21</b>	<b>4</b>	<b>45</b>	<b>51</b>
	SK	<b>12</b>	<b>42</b>	<b>30</b>	<b>11</b>	<b>5</b>	<b>54</b>	<b>41</b>
	FI	<b>14</b>	<b>56</b>	<b>20</b>	<b>7</b>	<b>3</b>	<b>70</b>	<b>27</b>
	SE	<b>8</b>	<b>61</b>	<b>24</b>	<b>4</b>	<b>3</b>	<b>69</b>	<b>28</b>
	UK	<b>18</b>	<b>53</b>	<b>17</b>	<b>4</b>	<b>8</b>	<b>71</b>	<b>21</b>
	HR	<b>6</b>	<b>32</b>	<b>41</b>	<b>16</b>	<b>5</b>	<b>38</b>	<b>57</b>

QD9.1 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.

Les sciences et technologies rendent nos vies plus faciles, plus confortables et nous font vivre en meilleure santé

QD9.1 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Science and technology make our lives easier, more comfortable and healthier

QD9.1 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wissenschaft und Technologie machen unser Leben einfacher, bequemer und gesünder

%		Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
	EU 27	22	3	44	-3	22	2	7	-2	2	-1	3	1	66	0	9	-3
	BE	17	-2	51	3	21	0	8	0	2	-1	1	0	68	1	10	-1
	BG	37	15	40	-1	15	-6	4	-4	2	-2	2	-2	77	14	6	-6
	CZ	22	4	40	-5	29	3	6	-2	2	-1	1	1	62	-1	8	-3
	DK	22	-3	38	-7	26	6	10	3	2	0	2	1	60	-10	12	3
	DE	16	0	38	-3	31	3	10	-1	3	0	2	1	54	-3	13	-1
	EE	27	-3	42	0	20	5	7	-1	3	0	1	-1	69	-3	10	-1
	IE	28	7	44	-5	16	2	4	-1	1	0	7	-3	72	2	5	-1
	EL	22	5	47	1	22	-3	7	-2	1	-2	1	1	69	6	8	-4
	ES	36	11	43	-4	11	-6	5	-1	3	1	2	-1	79	7	8	0
	FR	16	-6	43	-1	23	6	12	2	3	-2	3	1	59	-7	15	0
	IT	19	9	45	-4	24	-1	6	-6	1	-2	5	4	64	5	7	-8
	CY	38	10	36	-5	20	-5	5	2	1	-1	0	-1	74	5	6	1
	LV	21	3	42	-2	22	2	11	-2	2	-2	2	1	63	1	13	-4
	LT	25	-2	45	4	19	1	7	-3	1	-1	3	1	70	2	8	-4
	LU	18	-7	52	2	19	1	7	3	4	2	0	-1	70	-5	11	5
	HU	21	0	47	-1	22	2	7	0	2	-1	1	0	68	-1	9	-1
	MT	36	10	42	-10	13	5	2	-1	0	-3	7	-1	78	0	2	-4
	NL	22	2	43	-2	25	4	8	-3	1	-1	1	0	65	0	9	-4
	AT	18	3	43	-6	25	3	11	-1	2	1	1	0	61	-3	13	0
	PL	24	2	49	2	20	4	5	-5	0	-1	2	-2	73	4	5	-6
	PT	16	5	49	-1	22	-5	6	0	1	0	6	1	65	4	7	0
	RO	28	1	40	3	21	2	4	-4	2	-2	5	0	68	4	6	-6
	SI	21	7	33	-15	29	7	10	0	5	0	2	1	54	-8	15	0
	SK	19	2	42	0	30	2	7	-2	1	-2	1	0	61	2	8	-4
	FI	22	11	47	-9	17	5	13	-4	1	-2	0	-1	69	2	14	-6
	SE	15	-4	62	12	15	-2	6	-4	0	-3	2	1	77	8	6	-7
	UK	28	8	43	-13	20	5	5	-1	1	-1	3	2	71	-5	6	-2
	HR	23	-7	42	-2	22	8	9	1	2	-1	2	1	65	-9	11	0



QD9.2 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























Les sciences et technologies nous font vivre en meilleure santé

QD9.2 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Science and technology make our lives healthier

QD9.2 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wissenschaft und Technologie machen unser Leben gesünder

		Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
%		EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.
		79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1
	EU 27	14	0	36	-2	28	2	15	1	4	-1	3	0	50	-2	19	0
	BE	13	-3	39	-1	29	1	15	4	3	-2	1	1	52	-4	18	2
	BG	18	8	30	-2	29	-1	14	-1	4	-3	5	-1	48	6	18	-4
	CZ	8	0	28	-3	34	-2	21	3	6	0	3	2	36	-3	27	3
	DK	14	-9	38	-3	29	3	13	5	5	4	1	0	52	-12	18	9
	DE	6	-2	23	-6	37	5	25	4	5	-3	4	2	29	-8	30	1
	EE	9	-9	34	0	29	1	19	6	5	0	4	2	43	-9	24	6
	IE	24	3	46	1	18	3	6	-2	2	0	4	-5	70	4	8	-2
	EL	13	1	35	0	33	-2	14	0	3	-1	2	2	48	1	17	-1
	ES	23	4	35	-9	18	-1	14	3	7	3	3	0	58	-5	21	6
	FR	15	-7	43	1	21	2	14	4	3	-2	4	2	58	-6	17	2
	IT	12	8	38	1	34	-1	9	-7	3	-2	4	1	50	9	12	-9
	CY	26	5	29	-7	26	1	15	5	4	-1	0	-3	55	-2	19	4
	LV	5	-6	24	-7	34	11	26	2	9	0	2	0	29	-13	35	2
	LT	13	0	29	-4	27	1	22	3	5	0	4	0	42	-4	27	3
	LU	16	-1	39	-9	19	-7	20	13	4	2	2	2	55	-10	24	15
	HU	12	1	42	5	32	1	8	-8	3	0	3	1	54	6	11	-8
	MT	37	12	35	0	14	0	4	-9	0	-4	10	1	72	12	4	-13
	NL	10	-9	34	0	38	7	13	1	2	-1	3	2	44	-9	15	0
	AT	10	-3	34	-17	32	9	19	11	3	1	2	-1	44	-20	22	12
	PL	11	0	36	4	26	-4	19	3	4	-2	4	-1	47	4	23	1
	PT	13	5	41	3	28	-1	6	-9	2	0	10	2	54	8	8	-9
	RO	21	4	36	0	26	4	10	-1	1	-8	6	1	57	4	11	-9
	SI	11	1	26	-12	32	5	19	5	10	0	2	1	37	-11	29	5
	SK	7	-5	25	-4	38	5	22	5	6	-2	2	1	32	-9	28	3
	FI	15	5	44	-8	20	7	17	-3	3	-1	1	0	59	-3	20	-4
	SE	13	-11	41	-11	27	14	16	9	2	0	1	-1	54	-22	18	9
	UK	19	2	42	-2	22	2	11	-2	4	0	2	0	61	0	15	-2
	HR	11	-10	29	-10	34	11	16	4	7	3	3	2	40	-20	23	7

QD9.3 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























On s'en remet trop à la science et pas assez à la foi

QD9.3 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

We depend too much on science and not enough on faith

QD9.3 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wir verlassen uns zu sehr auf die Wissenschaft und zu wenig auf den Glauben

	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		14	2	25	-1	25	1	18	-2	14	0	4	0	39	1	32	-2
 BE		8	2	21	-3	23	0	22	-3	24	3	2	1	29	-1	46	0
 BG		26	10	40	4	22	-1	6	-4	1	-3	5	-6	66	14	7	-7
 CZ		18	8	28	-1	27	-2	17	-6	7	-1	3	2	46	7	24	-7
 DK		6	-2	18	6	24	0	22	-6	28	2	2	0	24	4	50	-4
 DE		11	-2	25	0	24	3	19	-5	15	0	6	4	36	-2	34	-5
 EE		15	-1	27	1	27	3	16	-1	10	-2	5	0	42	0	26	-3
 IE		12	5	25	3	23	-3	20	-4	14	4	6	-5	37	8	34	0
 EL		23	0	39	4	21	-1	11	-2	3	-3	3	2	62	4	14	-5
 ES		24	11	23	-9	17	-2	16	-3	14	2	6	1	47	2	30	-1
 FR		8	-1	17	-3	23	1	21	0	26	2	5	1	25	-4	47	2
 IT		13	3	29	2	29	-2	17	-4	7	-2	5	3	42	5	24	-6
 CY		34	6	32	-6	22	0	10	4	2	0	0	-4	66	0	12	4
 LV		13	-4	33	5	25	-1	14	-5	8	1	7	4	46	1	22	-4
 LT		14	3	31	3	28	1	14	-7	6	-1	7	1	45	6	20	-8
 LU		12	5	29	2	19	-13	22	7	14	0	4	-1	41	7	36	7
 HU		17	0	36	5	26	0	14	-2	4	-3	3	0	53	5	18	-5
 MT		25	6	39	2	17	1	7	-2	2	-4	10	-3	64	8	9	-6
 NL		10	1	13	-1	23	1	18	-4	32	1	4	2	23	0	50	-3
 AT		12	3	29	0	22	-1	26	0	8	-2	3	0	41	3	34	-2
 PL		11	0	30	2	28	0	19	-1	6	-1	6	0	41	2	25	-2
 PT		16	7	33	-7	25	-1	13	-2	5	0	8	3	49	0	18	-2
 RO		21	-2	27	-1	31	4	12	2	4	-1	5	-2	48	-3	16	1
 SI		9	-2	18	0	25	3	18	-4	22	-1	8	4	27	-2	40	-5
 SK		17	0	33	1	30	0	13	-2	4	0	3	1	50	1	17	-2
 FI		9	0	29	1	20	-3	18	-4	21	5	3	1	38	1	39	1
 SE		8	0	24	-3	19	0	20	0	28	4	1	-1	32	-3	48	4
 UK		15	2	21	-2	27	4	18	-4	16	-1	3	1	36	0	34	-5
 HR		17	-3	30	8	28	3	13	-6	10	-1	2	-1	47	5	23	-7

QD9.4 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























La science change trop rapidement nos modes de vie

QD9.4 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Science makes our ways of life change too fast

QD9.4 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Durch die Forschung ändern sich unsere Lebensbedingungen zu schnell

		Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
%		EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.
		79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1
	EU 27	24	5	38	-1	18	0	13	-4	4	-1	3	1	62	4	17	-5
	BE	17	-2	41	3	20	-1	18	-1	3	0	1	1	58	1	21	-1
	BG	42	9	40	-4	11	1	2	-4	1	-1	4	-1	82	5	3	-5
	CZ	31	7	39	-1	18	0	9	-6	2	-1	1	1	70	6	11	-7
	DK	12	0	33	4	23	-3	20	0	11	-1	1	0	45	4	31	-1
	DE	16	2	37	4	23	1	17	-7	4	-1	3	1	53	6	21	-8
	EE	28	7	39	4	16	0	12	-6	3	-5	2	0	67	11	15	-11
	IE	15	7	36	10	18	-8	19	-6	8	2	4	-5	51	17	27	-4
	EL	43	-2	46	-1	8	2	2	0	0	0	1	1	89	-3	2	0
	ES	48	15	30	-11	9	-4	9	1	2	0	2	-1	78	4	11	1
	FR	18	4	39	-1	16	1	17	-4	7	-1	3	1	57	3	24	-5
	IT	19	4	44	-1	22	0	9	-5	2	-1	4	3	63	3	11	-6
	CY	71	17	22	-16	6	0	1	0	0	0	0	-1	93	1	1	0
	LV	25	6	40	4	17	0	12	-8	4	-3	2	1	65	10	16	-11
	LT	25	6	38	1	17	0	12	-7	4	-1	4	1	63	7	16	-8
	LU	25	6	43	4	12	-11	16	3	3	-1	1	-1	68	10	19	2
	HU	26	4	45	5	19	-1	8	-5	1	-3	1	0	71	9	9	-8
	MT	42	20	38	-5	9	-5	2	-4	1	-1	8	-5	80	15	3	-5
	NL	16	2	29	2	21	1	25	-3	8	-2	1	0	45	4	33	-5
	AT	21	6	42	2	18	-1	16	-5	2	-1	1	-1	63	8	18	-6
	PL	28	3	48	3	14	-1	7	-3	1	-1	2	-1	76	6	8	-4
	PT	22	7	48	1	17	-7	5	-3	2	1	6	1	70	8	7	-2
	RO	26	12	42	0	19	-4	6	-4	2	0	5	-4	68	12	8	-4
	SI	43	5	35	-1	13	0	5	-6	3	1	1	1	78	4	8	-5
	SK	36	6	47	2	12	-5	4	-2	0	-1	1	0	83	8	4	-3
	FI	17	4	40	0	16	-1	19	-4	8	2	0	-1	57	4	27	-2
	SE	19	3	42	4	19	-1	13	-3	5	-3	2	0	61	7	18	-6
	UK	21	8	30	-4	20	0	19	-2	8	-2	2	0	51	4	27	-4
	HR	36	-2	43	2	12	1	5	0	2	-1	2	0	79	0	7	-1

QD9.5 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























Grâce aux sciences et technologies, il y aura plus de possibilités pour les générations futures

QD9.5 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Thanks to science and technology, there will be more opportunities for future generations

QD9.5 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Dank Wissenschaft und Technologie wird es für die zukünftigen Generationen mehr Möglichkeiten geben

		Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
%		EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.
		79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1
	EU 27	<b>31</b>	4	<b>44</b>	-4	<b>14</b>	0	<b>5</b>	-1	<b>2</b>	0	<b>4</b>	1	<b>75</b>	0	<b>7</b>	-1
	BE	<b>24</b>	0	<b>52</b>	4	<b>15</b>	-3	<b>7</b>	-1	<b>1</b>	-1	<b>1</b>	1	<b>76</b>	4	<b>8</b>	-2
	BG	<b>45</b>	11	<b>38</b>	-9	<b>11</b>	2	<b>1</b>	-1	<b>1</b>	0	<b>4</b>	-3	<b>83</b>	2	<b>2</b>	-1
	CZ	<b>27</b>	-2	<b>42</b>	-6	<b>19</b>	3	<b>7</b>	2	<b>2</b>	1	<b>3</b>	2	<b>69</b>	-8	<b>9</b>	3
	DK	<b>45</b>	-1	<b>40</b>	-2	<b>10</b>	2	<b>2</b>	0	<b>2</b>	1	<b>1</b>	0	<b>85</b>	-3	<b>4</b>	1
	DE	<b>31</b>	1	<b>49</b>	-1	<b>12</b>	-1	<b>4</b>	-1	<b>1</b>	0	<b>3</b>	2	<b>80</b>	0	<b>5</b>	-1
	EE	<b>46</b>	-2	<b>41</b>	2	<b>8</b>	1	<b>2</b>	-2	<b>1</b>	0	<b>2</b>	1	<b>87</b>	0	<b>3</b>	-2
	IE	<b>38</b>	19	<b>43</b>	-8	<b>9</b>	-5	<b>3</b>	0	<b>1</b>	0	<b>6</b>	-6	<b>81</b>	11	<b>4</b>	0
	EL	<b>25</b>	-1	<b>50</b>	0	<b>16</b>	1	<b>5</b>	-1	<b>1</b>	-1	<b>3</b>	2	<b>75</b>	-1	<b>6</b>	-2
	ES	<b>34</b>	7	<b>39</b>	-6	<b>10</b>	-3	<b>7</b>	1	<b>5</b>	2	<b>5</b>	-1	<b>73</b>	1	<b>12</b>	3
	FR	<b>22</b>	4	<b>48</b>	-1	<b>15</b>	1	<b>9</b>	-2	<b>3</b>	-2	<b>3</b>	0	<b>70</b>	3	<b>12</b>	-4
	IT	<b>23</b>	6	<b>44</b>	-5	<b>20</b>	0	<b>6</b>	-3	<b>2</b>	-1	<b>5</b>	3	<b>67</b>	1	<b>8</b>	-4
	CY	<b>38</b>	5	<b>31</b>	-10	<b>21</b>	5	<b>8</b>	3	<b>2</b>	1	<b>0</b>	-4	<b>69</b>	-5	<b>10</b>	4
	LV	<b>37</b>	0	<b>45</b>	-3	<b>11</b>	2	<b>4</b>	0	<b>1</b>	0	<b>2</b>	1	<b>82</b>	-3	<b>5</b>	0
	LT	<b>39</b>	1	<b>42</b>	-6	<b>11</b>	4	<b>3</b>	1	<b>0</b>	-2	<b>5</b>	2	<b>81</b>	-5	<b>3</b>	-1
	LU	<b>26</b>	10	<b>54</b>	8	<b>11</b>	-12	<b>5</b>	-3	<b>2</b>	-1	<b>2</b>	-2	<b>80</b>	18	<b>7</b>	-4
	HU	<b>30</b>	-2	<b>46</b>	0	<b>17</b>	3	<b>3</b>	-1	<b>2</b>	0	<b>2</b>	0	<b>76</b>	-2	<b>5</b>	-1
	MT	<b>39</b>	13	<b>42</b>	-5	<b>8</b>	-2	<b>3</b>	-2	<b>0</b>	-2	<b>8</b>	-2	<b>81</b>	8	<b>3</b>	-4
	NL	<b>50</b>	5	<b>38</b>	-1	<b>8</b>	-3	<b>3</b>	0	<b>0</b>	-1	<b>1</b>	0	<b>88</b>	4	<b>3</b>	-1
	AT	<b>26</b>	9	<b>52</b>	-6	<b>15</b>	-1	<b>5</b>	0	<b>1</b>	0	<b>1</b>	-2	<b>78</b>	3	<b>6</b>	0
	PL	<b>33</b>	0	<b>47</b>	0	<b>13</b>	1	<b>3</b>	-1	<b>0</b>	-1	<b>4</b>	1	<b>80</b>	0	<b>3</b>	-2
	PT	<b>19</b>	4	<b>49</b>	-1	<b>17</b>	-4	<b>5</b>	-1	<b>1</b>	0	<b>9</b>	2	<b>68</b>	3	<b>6</b>	-1
	RO	<b>34</b>	9	<b>33</b>	-6	<b>19</b>	2	<b>5</b>	-2	<b>1</b>	-2	<b>8</b>	-1	<b>67</b>	3	<b>6</b>	-4
	SI	<b>25</b>	3	<b>39</b>	0	<b>22</b>	0	<b>8</b>	-1	<b>4</b>	-1	<b>2</b>	-1	<b>64</b>	3	<b>12</b>	-2
	SK	<b>22</b>	-1	<b>46</b>	-7	<b>23</b>	6	<b>5</b>	0	<b>1</b>	1	<b>3</b>	1	<b>68</b>	-8	<b>6</b>	1
	FI	<b>38</b>	9	<b>45</b>	-7	<b>9</b>	0	<b>6</b>	-1	<b>1</b>	-1	<b>1</b>	0	<b>83</b>	2	<b>7</b>	-2
	SE	<b>46</b>	-4	<b>39</b>	0	<b>10</b>	3	<b>2</b>	0	<b>2</b>	1	<b>1</b>	0	<b>85</b>	-4	<b>4</b>	1
	UK	<b>38</b>	9	<b>40</b>	-10	<b>13</b>	0	<b>5</b>	0	<b>2</b>	0	<b>2</b>	1	<b>78</b>	-1	<b>7</b>	0
	HR	<b>30</b>	-2	<b>43</b>	0	<b>19</b>	4	<b>4</b>	-1	<b>2</b>	0	<b>2</b>	-1	<b>73</b>	-2	<b>6</b>	-1

QD9.6 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























Les applications en matière de sciences et technologies peuvent menacer les droits de l'homme

QD9.6 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

The applications of science and technology can threaten human rights

QD9.6 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Die Anwendung von Wissenschaft und Technologie kann eine Bedrohung für die Menschenrechte darstellen

	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		17	3	37	1	23	1	13	-3	4	-2	6	0	54	4	17	-5
 BE		15	4	39	2	26	-1	16	-1	2	-4	2	0	54	6	18	-5
 BG		22	7	33	2	24	3	9	-3	3	-2	9	-7	55	9	12	-5
 CZ		13	5	32	4	29	2	18	-10	4	-2	4	1	45	9	22	-12
 DK		11	-3	34	1	23	0	18	0	11	2	3	0	45	-2	29	2
 DE		17	1	32	-4	23	2	18	0	5	-2	5	3	49	-3	23	-2
 EE		14	1	39	6	22	2	14	-7	5	-3	6	1	53	7	19	-10
 IE		15	8	39	4	20	-5	13	-1	4	0	9	-6	54	12	17	-1
 EL		18	-5	50	1	19	2	8	0	2	1	3	1	68	-4	10	1
 ES		25	10	38	-5	15	-2	9	-2	6	0	7	-1	63	5	15	-2
 FR		16	-2	38	2	18	1	16	-1	6	0	6	0	54	0	22	-1
 IT		15	6	38	-1	29	1	9	-7	3	-3	6	4	53	5	12	-10
 CY		45	16	32	-10	12	-3	7	3	1	-1	3	-5	77	6	8	2
 LV		16	3	36	5	21	-1	16	-5	5	-3	6	1	52	8	21	-8
 LT		16	3	35	-1	25	3	11	-7	4	-1	9	3	51	2	15	-8
 LU		20	5	46	2	13	-5	11	0	4	0	6	-2	66	7	15	0
 HU		13	3	30	5	28	0	17	-6	5	-3	7	1	43	8	22	-9
 MT		26	9	33	2	18	3	8	-4	1	-2	14	-8	59	11	9	-6
 NL		19	3	37	5	22	-2	14	-5	3	-2	5	1	56	8	17	-7
 AT		11	0	40	3	27	5	16	-8	3	0	3	0	51	3	19	-8
 PL		13	1	45	8	19	-5	14	-3	2	-1	7	0	58	9	16	-4
 PT		14	5	43	-3	19	-2	9	-2	2	-1	13	3	57	2	11	-3
 RO		17	4	29	2	25	-1	13	3	3	-5	13	-3	46	6	16	-2
 SI		32	2	38	-4	16	3	7	-1	4	0	3	0	70	-2	11	-1
 SK		13	1	40	7	27	-2	14	-5	1	-2	5	1	53	8	15	-7
 FI		15	3	42	-9	27	6	10	0	3	-1	3	1	57	-6	13	-1
 SE		22	4	42	0	17	0	12	1	5	-3	2	-2	64	4	17	-2
 UK		17	6	34	2	27	3	12	-6	5	-3	5	-2	51	8	17	-9
 HR		23	-5	43	6	19	1	9	2	3	-1	3	-3	66	1	12	1

QD9.7 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























Les sciences et technologies pourraient être utilisées par les terroristes dans le futur

QD9.7 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Science and technology could be used by terrorists in the future

QD9.7 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wissenschaft und Technologie könnten in der Zukunft von Terroristen genutzt werden

		Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
%		EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.	EB	Diff.
		79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1	79.2	73.1
	EU 27	<b>38</b>	1	<b>39</b>	-2	<b>13</b>	2	<b>4</b>	-1	<b>1</b>	-1	<b>5</b>	1	<b>77</b>	-1	<b>5</b>	-2
	BE	<b>35</b>	1	<b>43</b>	1	<b>15</b>	2	<b>5</b>	-2	<b>1</b>	-2	<b>1</b>	0	<b>78</b>	2	<b>6</b>	-4
	BG	<b>36</b>	-3	<b>37</b>	-1	<b>14</b>	5	<b>2</b>	0	<b>1</b>	1	<b>10</b>	-2	<b>73</b>	-4	<b>3</b>	1
	CZ	<b>39</b>	8	<b>35</b>	-11	<b>16</b>	1	<b>6</b>	1	<b>2</b>	0	<b>2</b>	1	<b>74</b>	-3	<b>8</b>	1
	DK	<b>53</b>	-5	<b>36</b>	3	<b>7</b>	1	<b>2</b>	1	<b>1</b>	0	<b>1</b>	0	<b>89</b>	-2	<b>3</b>	1
	DE	<b>40</b>	1	<b>38</b>	-5	<b>11</b>	1	<b>4</b>	0	<b>2</b>	0	<b>5</b>	3	<b>78</b>	-4	<b>6</b>	0
	EE	<b>41</b>	-6	<b>44</b>	7	<b>8</b>	1	<b>3</b>	-1	<b>1</b>	-1	<b>3</b>	0	<b>85</b>	1	<b>4</b>	-2
	IE	<b>40</b>	13	<b>37</b>	-3	<b>12</b>	-3	<b>4</b>	1	<b>1</b>	-1	<b>6</b>	-7	<b>77</b>	10	<b>5</b>	0
	EL	<b>28</b>	-4	<b>47</b>	3	<b>15</b>	1	<b>5</b>	-2	<b>1</b>	0	<b>4</b>	2	<b>75</b>	-1	<b>6</b>	-2
	ES	<b>47</b>	11	<b>31</b>	-10	<b>11</b>	2	<b>3</b>	-2	<b>2</b>	0	<b>6</b>	-1	<b>78</b>	1	<b>5</b>	-2
	FR	<b>40</b>	0	<b>43</b>	2	<b>8</b>	0	<b>3</b>	-1	<b>2</b>	-1	<b>4</b>	0	<b>83</b>	2	<b>5</b>	-2
	IT	<b>23</b>	0	<b>44</b>	3	<b>21</b>	1	<b>5</b>	-4	<b>2</b>	-2	<b>5</b>	2	<b>67</b>	3	<b>7</b>	-6
	CY	<b>60</b>	4	<b>24</b>	-4	<b>8</b>	-1	<b>3</b>	2	<b>1</b>	1	<b>4</b>	-2	<b>84</b>	0	<b>4</b>	3
	LV	<b>49</b>	0	<b>35</b>	-4	<b>10</b>	4	<b>3</b>	0	<b>1</b>	-1	<b>2</b>	1	<b>84</b>	-4	<b>4</b>	-1
	LT	<b>35</b>	-7	<b>36</b>	-4	<b>15</b>	7	<b>5</b>	2	<b>2</b>	0	<b>7</b>	2	<b>71</b>	-11	<b>7</b>	2
	LU	<b>47</b>	3	<b>38</b>	2	<b>6</b>	-5	<b>4</b>	1	<b>4</b>	1	<b>1</b>	-2	<b>85</b>	5	<b>8</b>	2
	HU	<b>31</b>	-6	<b>36</b>	0	<b>20</b>	6	<b>7</b>	-1	<b>2</b>	0	<b>4</b>	1	<b>67</b>	-6	<b>9</b>	-1
	MT	<b>39</b>	7	<b>39</b>	-2	<b>9</b>	1	<b>1</b>	-1	<b>1</b>	0	<b>11</b>	-5	<b>78</b>	5	<b>2</b>	-1
	NL	<b>55</b>	3	<b>35</b>	-1	<b>7</b>	0	<b>2</b>	-1	<b>0</b>	-1	<b>1</b>	0	<b>90</b>	2	<b>2</b>	-2
	AT	<b>24</b>	-3	<b>47</b>	0	<b>15</b>	2	<b>9</b>	0	<b>2</b>	0	<b>3</b>	1	<b>71</b>	-3	<b>11</b>	0
	PL	<b>32</b>	-3	<b>47</b>	1	<b>13</b>	2	<b>3</b>	-1	<b>1</b>	1	<b>4</b>	0	<b>79</b>	-2	<b>4</b>	0
	PT	<b>25</b>	-3	<b>42</b>	-1	<b>14</b>	-3	<b>5</b>	1	<b>1</b>	0	<b>13</b>	6	<b>67</b>	-4	<b>6</b>	1
	RO	<b>28</b>	-3	<b>35</b>	1	<b>18</b>	3	<b>4</b>	0	<b>2</b>	-2	<b>13</b>	1	<b>63</b>	-2	<b>6</b>	-2
	SI	<b>49</b>	0	<b>35</b>	-2	<b>7</b>	-1	<b>3</b>	0	<b>2</b>	1	<b>4</b>	2	<b>84</b>	-2	<b>5</b>	1
	SK	<b>29</b>	-1	<b>45</b>	3	<b>19</b>	0	<b>3</b>	-3	<b>1</b>	0	<b>3</b>	1	<b>74</b>	2	<b>4</b>	-3
	FI	<b>52</b>	0	<b>34</b>	-3	<b>9</b>	4	<b>2</b>	-1	<b>2</b>	0	<b>1</b>	0	<b>86</b>	-3	<b>4</b>	-1
	SE	<b>63</b>	7	<b>26</b>	-7	<b>8</b>	3	<b>1</b>	-3	<b>1</b>	0	<b>1</b>	0	<b>89</b>	0	<b>2</b>	-3
	UK	<b>51</b>	5	<b>35</b>	-6	<b>9</b>	2	<b>1</b>	-2	<b>1</b>	-1	<b>3</b>	2	<b>86</b>	-1	<b>2</b>	-3
	HR	<b>40</b>	-9	<b>40</b>	5	<b>12</b>	3	<b>4</b>	2	<b>1</b>	-1	<b>3</b>	0	<b>80</b>	-4	<b>5</b>	1






























QD9.8 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.

Les développements scientifiques et technologiques peuvent avoir des effets imprévus et nuisibles sur la santé et l'environnement

QD9.8 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

Scientific and technological developments can have unforeseen side-effects that are harmful to human health and the environment

QD9.8 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen. Wissenschaftliche und technologische Entwicklungen können unvorhergesehene Nebeneffekte mit negativen Folgen für die menschliche Gesundheit und die Umwelt haben

	Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
	Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
	Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27	<b>31</b>	<b>43</b>	<b>16</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>74</b>	<b>6</b>
 BE	<b>29</b>	<b>49</b>	<b>16</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>78</b>	<b>5</b>
 BG	<b>31</b>	<b>40</b>	<b>17</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>71</b>	<b>3</b>
 CZ	<b>24</b>	<b>40</b>	<b>25</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>64</b>	<b>8</b>
 DK	<b>34</b>	<b>46</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>80</b>	<b>6</b>
 DE	<b>37</b>	<b>43</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>80</b>	<b>4</b>
 EE	<b>33</b>	<b>49</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>5</b>
 IE	<b>26</b>	<b>45</b>	<b>15</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>71</b>	<b>8</b>
 EL	<b>29</b>	<b>45</b>	<b>17</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>74</b>	<b>7</b>
 ES	<b>37</b>	<b>39</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>76</b>	<b>7</b>
 FR	<b>40</b>	<b>47</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>87</b>	<b>4</b>
 IT	<b>21</b>	<b>41</b>	<b>25</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>62</b>	<b>8</b>
 CY	<b>60</b>	<b>30</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>90</b>	<b>2</b>
 LV	<b>39</b>	<b>43</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>5</b>
 LT	<b>30</b>	<b>44</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>74</b>	<b>5</b>
 LU	<b>38</b>	<b>50</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>88</b>	<b>5</b>
 HU	<b>20</b>	<b>41</b>	<b>25</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>61</b>	<b>9</b>
 MT	<b>31</b>	<b>43</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>14</b>	<b>74</b>	<b>3</b>
 NL	<b>39</b>	<b>43</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>82</b>	<b>4</b>
 AT	<b>22</b>	<b>51</b>	<b>18</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>73</b>	<b>7</b>
 PL	<b>24</b>	<b>50</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>74</b>	<b>6</b>
 PT	<b>17</b>	<b>45</b>	<b>20</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>62</b>	<b>6</b>
 RO	<b>25</b>	<b>39</b>	<b>19</b>	<b>5</b>	<b>1</b>	<b>11</b>	<b>64</b>	<b>6</b>
 SI	<b>46</b>	<b>41</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>87</b>	<b>3</b>
 SK	<b>26</b>	<b>48</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>74</b>	<b>4</b>
 FI	<b>31</b>	<b>48</b>	<b>13</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>79</b>	<b>6</b>
 SE	<b>47</b>	<b>41</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>88</b>	<b>4</b>
 UK	<b>32</b>	<b>42</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>74</b>	<b>5</b>
 HR	<b>33</b>	<b>46</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>79</b>	<b>5</b>

QD9.9 Je vais maintenant vous lire quelques opinions que certaines personnes ont émises à propos des sciences, des technologies ou de l'environnement. Pour chacune de ces opinions, dites-moi dans quelle mesure vous êtes d'accord ou pas d'accord.






























Si on donne trop d'importance aux risques dont on ne connaît pas toute la portée, on pourrait passer à côté d'une avancée technologique

QD9.9 I would like to read out some statements that people have made about science, technology or the environment. For each statement, please tell me how much you agree or disagree.

If we attach too much importance to risks that are not yet fully understood, we could miss out on technological progress

QD9.9 Ich lese Ihnen nun einige Aussagen vor, die andere Personen zu Wissenschaft, Technologie oder Umwelt gemacht haben. Sagen Sie mir bitte für jede dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wenn wir Risiken, die bisher nicht vollkommen bekannt sind, zu viel Bedeutung beimessen, könnte dies den technischen Fortschritt behindern






























	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>17</b>	6	<b>40</b>	-1	<b>22</b>	-2	<b>11</b>	-3	<b>3</b>	-1	<b>7</b>	1	<b>57</b>	5	<b>14</b>	-4
 BE		<b>15</b>	3	<b>42</b>	-5	<b>26</b>	2	<b>14</b>	1	<b>2</b>	0	<b>1</b>	-1	<b>57</b>	-2	<b>16</b>	1
 BG		<b>20</b>	11	<b>38</b>	8	<b>25</b>	-6	<b>4</b>	-7	<b>1</b>	-3	<b>12</b>	-3	<b>58</b>	19	<b>5</b>	-10
 CZ		<b>10</b>	-1	<b>39</b>	-3	<b>32</b>	4	<b>10</b>	-3	<b>3</b>	1	<b>6</b>	2	<b>49</b>	-4	<b>13</b>	-2
 DK		<b>21</b>	-2	<b>48</b>	-1	<b>20</b>	2	<b>7</b>	0	<b>2</b>	1	<b>2</b>	0	<b>69</b>	-3	<b>9</b>	1
 DE		<b>13</b>	1	<b>35</b>	1	<b>21</b>	-7	<b>18</b>	0	<b>5</b>	0	<b>8</b>	5	<b>48</b>	2	<b>23</b>	0
 EE		<b>14</b>	-2	<b>40</b>	-1	<b>25</b>	6	<b>11</b>	-1	<b>3</b>	-1	<b>7</b>	-1	<b>54</b>	-3	<b>14</b>	-2
 IE		<b>20</b>	13	<b>40</b>	4	<b>18</b>	-8	<b>10</b>	-1	<b>3</b>	0	<b>9</b>	-8	<b>60</b>	17	<b>13</b>	-1
 EL		<b>18</b>	6	<b>36</b>	0	<b>26</b>	0	<b>13</b>	-6	<b>2</b>	-2	<b>5</b>	2	<b>54</b>	6	<b>15</b>	-8
 ES		<b>19</b>	7	<b>38</b>	-2	<b>16</b>	-5	<b>10</b>	-2	<b>5</b>	0	<b>12</b>	2	<b>57</b>	5	<b>15</b>	-2
 FR		<b>21</b>	10	<b>48</b>	0	<b>13</b>	-7	<b>10</b>	-4	<b>3</b>	0	<b>5</b>	1	<b>69</b>	10	<b>13</b>	-4
 IT		<b>16</b>	8	<b>42</b>	4	<b>25</b>	-4	<b>9</b>	-7	<b>1</b>	-4	<b>7</b>	3	<b>58</b>	12	<b>10</b>	-11
 CY		<b>34</b>	24	<b>31</b>	-3	<b>25</b>	-8	<b>3</b>	-5	<b>1</b>	-4	<b>6</b>	-4	<b>65</b>	21	<b>4</b>	-9
 LV		<b>14</b>	-1	<b>44</b>	7	<b>22</b>	-4	<b>11</b>	-1	<b>2</b>	-1	<b>7</b>	0	<b>58</b>	6	<b>13</b>	-2
 LT		<b>15</b>	4	<b>41</b>	4	<b>24</b>	-4	<b>7</b>	-3	<b>1</b>	-1	<b>12</b>	0	<b>56</b>	8	<b>8</b>	-4
 LU		<b>15</b>	6	<b>44</b>	1	<b>19</b>	-5	<b>15</b>	-1	<b>2</b>	-2	<b>5</b>	1	<b>59</b>	7	<b>17</b>	-3
 HU		<b>13</b>	3	<b>39</b>	-4	<b>27</b>	-3	<b>9</b>	-1	<b>3</b>	1	<b>9</b>	4	<b>52</b>	-1	<b>12</b>	0
 MT		<b>22</b>	10	<b>36</b>	8	<b>17</b>	0	<b>5</b>	-7	<b>1</b>	-2	<b>19</b>	-9	<b>58</b>	18	<b>6</b>	-9
 NL		<b>15</b>	2	<b>40</b>	-4	<b>23</b>	2	<b>13</b>	-3	<b>4</b>	0	<b>5</b>	3	<b>55</b>	-2	<b>17</b>	-3
 AT		<b>9</b>	3	<b>36</b>	1	<b>27</b>	1	<b>22</b>	-2	<b>4</b>	-2	<b>2</b>	-1	<b>45</b>	4	<b>26</b>	-4
 PL		<b>14</b>	1	<b>42</b>	1	<b>25</b>	3	<b>9</b>	-2	<b>2</b>	1	<b>8</b>	-4	<b>56</b>	2	<b>11</b>	-1
 PT		<b>10</b>	3	<b>38</b>	-4	<b>24</b>	-2	<b>9</b>	0	<b>4</b>	2	<b>15</b>	1	<b>48</b>	-1	<b>13</b>	2
 RO		<b>18</b>	9	<b>32</b>	-1	<b>28</b>	0	<b>5</b>	-5	<b>2</b>	-1	<b>15</b>	-2	<b>50</b>	8	<b>7</b>	-6
 SI		<b>20</b>	3	<b>41</b>	0	<b>22</b>	-1	<b>7</b>	-3	<b>4</b>	0	<b>6</b>	1	<b>61</b>	3	<b>11</b>	-3
 SK		<b>13</b>	2	<b>41</b>	-5	<b>28</b>	-1	<b>8</b>	0	<b>2</b>	1	<b>8</b>	3	<b>54</b>	-3	<b>10</b>	1
 FI		<b>17</b>	5	<b>48</b>	-4	<b>21</b>	3	<b>10</b>	-3	<b>2</b>	-1	<b>2</b>	0	<b>65</b>	1	<b>12</b>	-4
 SE		<b>17</b>	-3	<b>48</b>	-2	<b>20</b>	5	<b>10</b>	0	<b>3</b>	1	<b>2</b>	-1	<b>65</b>	-5	<b>13</b>	1
 UK		<b>21</b>	9	<b>42</b>	-8	<b>22</b>	1	<b>8</b>	-2	<b>2</b>	-1	<b>5</b>	1	<b>63</b>	1	<b>10</b>	-3
 HR		<b>17</b>	6	<b>38</b>	0	<b>28</b>	-2	<b>10</b>	-2	<b>2</b>	-1	<b>5</b>	-1	<b>55</b>	6	<b>12</b>	-3



QD10 Pensez-vous que pour faire de nouvelles découvertes en sciences et technologies, il devrait être permis de violer les droits fondamentaux et les principes moraux ?

QD10 Do you think that science and technology should be allowed to violate fundamental rights and moral principles in order to make a new discovery?

QD10 Sind Sie der Meinung, dass es Wissenschaft und Technologie erlaubt sein sollte, Grundrechte und moralische Prinzipien zu verletzen, um eine neue Entdeckung zu machen?

		Oui, dans tous les cas	Oui, dans certains cas	Non	NSP	Total 'Oui'
		Yes, in all cases	Yes, in certain cases	No	DK	Total 'Yes'
		Ja, in jedem Fall	Ja, in bestimmten Fällen	Nein	WN	Gesamt 'Ja'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>4</b>	<b>29</b>	<b>61</b>	<b>6</b>	<b>33</b>
	BE	<b>4</b>	<b>33</b>	<b>62</b>	<b>1</b>	<b>37</b>
	BG	<b>3</b>	<b>19</b>	<b>59</b>	<b>19</b>	<b>22</b>
	CZ	<b>2</b>	<b>28</b>	<b>68</b>	<b>2</b>	<b>30</b>
	DK	<b>1</b>	<b>23</b>	<b>74</b>	<b>2</b>	<b>24</b>
	DE	<b>2</b>	<b>20</b>	<b>75</b>	<b>3</b>	<b>22</b>
	EE	<b>4</b>	<b>27</b>	<b>64</b>	<b>5</b>	<b>31</b>
	IE	<b>6</b>	<b>27</b>	<b>58</b>	<b>9</b>	<b>33</b>
	EL	<b>3</b>	<b>30</b>	<b>65</b>	<b>2</b>	<b>33</b>
	ES	<b>5</b>	<b>22</b>	<b>66</b>	<b>7</b>	<b>27</b>
	FR	<b>1</b>	<b>17</b>	<b>79</b>	<b>3</b>	<b>18</b>
	IT	<b>9</b>	<b>47</b>	<b>34</b>	<b>10</b>	<b>56</b>
	CY	<b>3</b>	<b>37</b>	<b>54</b>	<b>6</b>	<b>40</b>
	LV	<b>5</b>	<b>37</b>	<b>55</b>	<b>3</b>	<b>42</b>
	LT	<b>6</b>	<b>30</b>	<b>57</b>	<b>7</b>	<b>36</b>
	LU	<b>2</b>	<b>18</b>	<b>77</b>	<b>3</b>	<b>20</b>
	HU	<b>7</b>	<b>27</b>	<b>61</b>	<b>5</b>	<b>34</b>
	MT	<b>6</b>	<b>24</b>	<b>59</b>	<b>11</b>	<b>30</b>
	NL	<b>2</b>	<b>42</b>	<b>53</b>	<b>3</b>	<b>44</b>
	AT	<b>4</b>	<b>26</b>	<b>66</b>	<b>4</b>	<b>30</b>
	PL	<b>4</b>	<b>27</b>	<b>61</b>	<b>8</b>	<b>31</b>
	PT	<b>3</b>	<b>20</b>	<b>70</b>	<b>7</b>	<b>23</b>
	RO	<b>7</b>	<b>31</b>	<b>41</b>	<b>21</b>	<b>38</b>
	SI	<b>5</b>	<b>30</b>	<b>60</b>	<b>5</b>	<b>35</b>
	SK	<b>3</b>	<b>25</b>	<b>66</b>	<b>6</b>	<b>28</b>
	FI	<b>2</b>	<b>32</b>	<b>61</b>	<b>5</b>	<b>34</b>
	SE	<b>0</b>	<b>28</b>	<b>70</b>	<b>2</b>	<b>28</b>
	UK	<b>5</b>	<b>34</b>	<b>57</b>	<b>4</b>	<b>39</b>
	HR	<b>3</b>	<b>19</b>	<b>75</b>	<b>3</b>	<b>22</b>

QD11.1 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Le financement européen de la recherche scientifique menée en dehors de l'UE devrait être interdit si cette recherche était interdite dans l'UE

QD11.1 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

European funding of scientific research outside the EU should be forbidden if that research would be illegal in the EU

QD11.1 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Die europäische Förderung von wissenschaftlichen Forschungsprojekten außerhalb der EU sollte verboten sein, wenn dieses Forschungsprojekt in der EU illegal wäre

	Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
	Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
	Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27	<b>47</b>	<b>29</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>7</b>	<b>76</b>	<b>6</b>
 BE	<b>48</b>	<b>31</b>	<b>11</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>79</b>	<b>9</b>
 BG	<b>38</b>	<b>34</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>17</b>	<b>72</b>	<b>1</b>
 CZ	<b>52</b>	<b>28</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>80</b>	<b>4</b>
 DK	<b>68</b>	<b>20</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>88</b>	<b>4</b>
 DE	<b>56</b>	<b>26</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>82</b>	<b>6</b>
 EE	<b>42</b>	<b>31</b>	<b>11</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>73</b>	<b>7</b>
 IE	<b>43</b>	<b>27</b>	<b>14</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>70</b>	<b>7</b>
 EL	<b>50</b>	<b>30</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>80</b>	<b>4</b>
 ES	<b>51</b>	<b>22</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>73</b>	<b>6</b>
 FR	<b>41</b>	<b>31</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>72</b>	<b>12</b>
 IT	<b>44</b>	<b>32</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>76</b>	<b>5</b>
 CY	<b>62</b>	<b>20</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>82</b>	<b>5</b>
 LV	<b>43</b>	<b>30</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>73</b>	<b>8</b>
 LT	<b>36</b>	<b>31</b>	<b>17</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>67</b>	<b>6</b>
 LU	<b>45</b>	<b>31</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>76</b>	<b>12</b>
 HU	<b>40</b>	<b>32</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>72</b>	<b>6</b>
 MT	<b>34</b>	<b>31</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>22</b>	<b>65</b>	<b>5</b>
 NL	<b>67</b>	<b>19</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>86</b>	<b>6</b>
 AT	<b>48</b>	<b>34</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>4</b>
 PL	<b>27</b>	<b>42</b>	<b>17</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>69</b>	<b>7</b>
 PT	<b>33</b>	<b>37</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>12</b>	<b>70</b>	<b>5</b>
 RO	<b>34</b>	<b>30</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>64</b>	<b>7</b>
 SI	<b>68</b>	<b>19</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>87</b>	<b>4</b>
 SK	<b>46</b>	<b>36</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>82</b>	<b>2</b>
 FI	<b>63</b>	<b>19</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>5</b>
 SE	<b>69</b>	<b>14</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>83</b>	<b>8</b>
 UK	<b>48</b>	<b>28</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>76</b>	<b>7</b>
 HR	<b>50</b>	<b>29</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>79</b>	<b>5</b>

QD11.2 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























L'UE devrait activement soutenir le respect des principes éthiques européens en matière de recherche scientifique dans le monde entier

QD11.2 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

The EU should actively promote that European ethical principles for conducting scientific research are respected all over the world

QD11.2 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Die EU sollte sich aktiv dafür einsetzen, dass die ethischen Grundsätze Europas zur Durchführung wissenschaftlicher Forschung überall in der Welt respektiert werden

		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>44</b>	<b>36</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>80</b>	<b>4</b>
	BE	<b>44</b>	<b>41</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>85</b>	<b>5</b>
	BG	<b>44</b>	<b>37</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>81</b>	<b>1</b>
	CZ	<b>44</b>	<b>36</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>80</b>	<b>5</b>
	DK	<b>54</b>	<b>29</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>83</b>	<b>5</b>
	DE	<b>51</b>	<b>35</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>86</b>	<b>3</b>
	EE	<b>34</b>	<b>42</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>76</b>	<b>6</b>
	IE	<b>40</b>	<b>38</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>78</b>	<b>4</b>
	EL	<b>58</b>	<b>33</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>91</b>	<b>0</b>
	ES	<b>52</b>	<b>25</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>10</b>	<b>77</b>	<b>4</b>
	FR	<b>42</b>	<b>41</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>83</b>	<b>4</b>
	IT	<b>42</b>	<b>36</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>78</b>	<b>5</b>
	CY	<b>70</b>	<b>25</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>95</b>	<b>0</b>
	LV	<b>37</b>	<b>41</b>	<b>13</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>78</b>	<b>5</b>
	LT	<b>36</b>	<b>39</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>75</b>	<b>3</b>
	LU	<b>46</b>	<b>42</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>88</b>	<b>5</b>
	HU	<b>44</b>	<b>38</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>82</b>	<b>3</b>
	MT	<b>43</b>	<b>36</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>17</b>	<b>79</b>	<b>1</b>
	NL	<b>38</b>	<b>36</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>74</b>	<b>11</b>
	AT	<b>43</b>	<b>40</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>83</b>	<b>4</b>
	PL	<b>30</b>	<b>47</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>77</b>	<b>4</b>
	PT	<b>33</b>	<b>44</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>77</b>	<b>3</b>
	RO	<b>39</b>	<b>32</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>71</b>	<b>5</b>
	SI	<b>65</b>	<b>25</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>90</b>	<b>2</b>
	SK	<b>45</b>	<b>40</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>85</b>	<b>2</b>
	FI	<b>52</b>	<b>31</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>83</b>	<b>5</b>
	SE	<b>59</b>	<b>26</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>85</b>	<b>5</b>
	UK	<b>40</b>	<b>35</b>	<b>15</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>75</b>	<b>5</b>
	HR	<b>47</b>	<b>33</b>	<b>13</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>80</b>	<b>3</b>

QD11.3 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Le respect de l'éthique et des droits fondamentaux est une garantie que la recherche scientifique et les innovations technologiques répondent aux attentes des citoyens

QD11.3 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Respect for ethics and fundamental rights guarantees that scientific research and technological innovations will meet citizens' expectations

QD11.3 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Das Achten ethischer Grundsätze und der Grundrechte stellen sicher, dass wissenschaftliche Forschung und technische Innovationen den Erwartungen der Bürger entsprechen

		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>30</b>	<b>40</b>	<b>16</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>70</b>	<b>7</b>
	BE	<b>26</b>	<b>48</b>	<b>16</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>74</b>	<b>8</b>
	BG	<b>43</b>	<b>35</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>78</b>	<b>1</b>
	CZ	<b>33</b>	<b>40</b>	<b>17</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>73</b>	<b>7</b>
	DK	<b>32</b>	<b>39</b>	<b>18</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>71</b>	<b>7</b>
	DE	<b>31</b>	<b>41</b>	<b>14</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>72</b>	<b>8</b>
	EE	<b>29</b>	<b>43</b>	<b>14</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>72</b>	<b>7</b>
	IE	<b>31</b>	<b>40</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>71</b>	<b>5</b>
	EL	<b>47</b>	<b>38</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>85</b>	<b>3</b>
	ES	<b>36</b>	<b>30</b>	<b>14</b>	<b>2</b>	<b>3</b>	<b>15</b>	<b>66</b>	<b>5</b>
	FR	<b>26</b>	<b>43</b>	<b>15</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>69</b>	<b>9</b>
	IT	<b>32</b>	<b>43</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>75</b>	<b>5</b>
	CY	<b>53</b>	<b>25</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>78</b>	<b>3</b>
	LV	<b>22</b>	<b>43</b>	<b>19</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>65</b>	<b>9</b>
	LT	<b>37</b>	<b>39</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>76</b>	<b>2</b>
	LU	<b>25</b>	<b>39</b>	<b>14</b>	<b>14</b>	<b>3</b>	<b>5</b>	<b>64</b>	<b>17</b>
	HU	<b>30</b>	<b>41</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>71</b>	<b>6</b>
	MT	<b>39</b>	<b>32</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>23</b>	<b>71</b>	<b>1</b>
	NL	<b>20</b>	<b>36</b>	<b>22</b>	<b>12</b>	<b>5</b>	<b>5</b>	<b>56</b>	<b>17</b>
	AT	<b>29</b>	<b>45</b>	<b>18</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>74</b>	<b>5</b>
	PL	<b>26</b>	<b>49</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>75</b>	<b>5</b>
	PT	<b>26</b>	<b>43</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>69</b>	<b>4</b>
	RO	<b>27</b>	<b>34</b>	<b>21</b>	<b>3</b>	<b>1</b>	<b>14</b>	<b>61</b>	<b>4</b>
	SI	<b>50</b>	<b>28</b>	<b>11</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>78</b>	<b>7</b>
	SK	<b>31</b>	<b>40</b>	<b>20</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>71</b>	<b>4</b>
	FI	<b>34</b>	<b>38</b>	<b>17</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>72</b>	<b>9</b>
	SE	<b>30</b>	<b>35</b>	<b>21</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>65</b>	<b>12</b>
	UK	<b>24</b>	<b>39</b>	<b>23</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>63</b>	<b>8</b>
	HR	<b>40</b>	<b>34</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>74</b>	<b>7</b>

QD11.4 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Pour faire face aux risques éthiques liés aux nouvelles technologies comme les biotechnologies, des mesures devraient être prises au niveau européen

QD11.4 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

In order to address ethical risks raised in new technologies like biotechnologies, measures should be taken at the European level

QD11.4 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Damit ethische Risiken, die mit neuen Technologien wie der Biotechnologie einhergehen, berücksichtigt werden, sollten Maßnahmen auf europäischer Ebene ergriffen werden

		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>38</b>	<b>38</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>76</b>	<b>5</b>
	BE	<b>40</b>	<b>42</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>4</b>
	BG	<b>50</b>	<b>31</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>81</b>	<b>0</b>
	CZ	<b>45</b>	<b>37</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>82</b>	<b>3</b>
	DK	<b>48</b>	<b>34</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>82</b>	<b>5</b>
	DE	<b>46</b>	<b>37</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>83</b>	<b>4</b>
	EE	<b>33</b>	<b>42</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>9</b>	<b>75</b>	<b>4</b>
	IE	<b>38</b>	<b>37</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>75</b>	<b>3</b>
	EL	<b>57</b>	<b>34</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>91</b>	<b>1</b>
	ES	<b>48</b>	<b>27</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>75</b>	<b>2</b>
	FR	<b>36</b>	<b>45</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>81</b>	<b>5</b>
	IT	<b>37</b>	<b>39</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>76</b>	<b>4</b>
	CY	<b>69</b>	<b>26</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>95</b>	<b>1</b>
	LV	<b>37</b>	<b>40</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>77</b>	<b>5</b>
	LT	<b>32</b>	<b>37</b>	<b>16</b>	<b>3</b>	<b>1</b>	<b>11</b>	<b>69</b>	<b>4</b>
	LU	<b>40</b>	<b>46</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>86</b>	<b>4</b>
	HU	<b>40</b>	<b>38</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>78</b>	<b>4</b>
	MT	<b>35</b>	<b>31</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>27</b>	<b>66</b>	<b>1</b>
	NL	<b>41</b>	<b>35</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>76</b>	<b>7</b>
	AT	<b>36</b>	<b>42</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>78</b>	<b>4</b>
	PL	<b>25</b>	<b>48</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>73</b>	<b>5</b>
	PT	<b>27</b>	<b>46</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>12</b>	<b>73</b>	<b>3</b>
	RO	<b>33</b>	<b>29</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>17</b>	<b>62</b>	<b>4</b>
	SI	<b>59</b>	<b>27</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>86</b>	<b>2</b>
	SK	<b>41</b>	<b>43</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>84</b>	<b>1</b>
	FI	<b>46</b>	<b>35</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>81</b>	<b>4</b>
	SE	<b>43</b>	<b>34</b>	<b>13</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>77</b>	<b>6</b>
	UK	<b>27</b>	<b>35</b>	<b>20</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>62</b>	<b>12</b>
	HR	<b>43</b>	<b>35</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>78</b>	<b>1</b>

QD11.5 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Tous les chercheurs devraient obligatoirement recevoir une formation sur l'éthique dans la recherche scientifique (p. ex. sur le respect de la vie privée, le bien-être des animaux, etc.)

QD11.5 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

All researchers should receive mandatory training on scientific research ethics (e.g. on privacy, animal welfare, etc.)

QD11.5 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Alle Forscher sollten verpflichtende Schulungen zum Thema Ethik in der wissenschaftlichen Forschung erhalten (z. B. zum Datenschutz, Tierschutz etc.)

		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>51</b>	<b>33</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>84</b>	<b>3</b>
	BE	<b>47</b>	<b>39</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>86</b>	<b>4</b>
	BG	<b>53</b>	<b>30</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>83</b>	<b>1</b>
	CZ	<b>57</b>	<b>28</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>85</b>	<b>3</b>
	DK	<b>60</b>	<b>28</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>88</b>	<b>5</b>
	DE	<b>57</b>	<b>28</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>85</b>	<b>3</b>
	EE	<b>47</b>	<b>37</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>84</b>	<b>4</b>
	IE	<b>54</b>	<b>30</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>84</b>	<b>2</b>
	EL	<b>63</b>	<b>32</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>95</b>	<b>0</b>
	ES	<b>60</b>	<b>23</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>83</b>	<b>3</b>
	FR	<b>54</b>	<b>35</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>89</b>	<b>3</b>
	IT	<b>43</b>	<b>38</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>81</b>	<b>4</b>
	CY	<b>80</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>95</b>	<b>1</b>
	LV	<b>47</b>	<b>34</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>81</b>	<b>6</b>
	LT	<b>47</b>	<b>36</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>83</b>	<b>2</b>
	LU	<b>57</b>	<b>35</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>92</b>	<b>4</b>
	HU	<b>47</b>	<b>35</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>82</b>	<b>2</b>
	MT	<b>58</b>	<b>27</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>85</b>	<b>0</b>
	NL	<b>53</b>	<b>31</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>84</b>	<b>6</b>
	AT	<b>46</b>	<b>36</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>82</b>	<b>4</b>
	PL	<b>35</b>	<b>45</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>80</b>	<b>4</b>
	PT	<b>40</b>	<b>39</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>79</b>	<b>3</b>
	RO	<b>42</b>	<b>30</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>11</b>	<b>72</b>	<b>4</b>
	SI	<b>70</b>	<b>22</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>92</b>	<b>2</b>
	SK	<b>46</b>	<b>40</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>86</b>	<b>1</b>
	FI	<b>55</b>	<b>30</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>85</b>	<b>4</b>
	SE	<b>74</b>	<b>17</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>91</b>	<b>2</b>
	UK	<b>55</b>	<b>32</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>87</b>	<b>3</b>
	HR	<b>51</b>	<b>32</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>83</b>	<b>3</b>

QD11.6 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Comme les docteurs en médecine, tout jeune scientifique devrait prêter serment de respecter les principes moraux et la législation compétente dans son domaine

QD11.6 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Like medical doctors, all young scientists should take an oath to respect ethical principles and relevant legislation

QD11.6 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Alle jungen Wissenschaftler sollten genau wie Ärzte einen Eid leisten, dass sie ethische Grundsätze und geltende Gesetze respektieren

		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>52</b>	<b>31</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>83</b>	<b>5</b>
	BE	<b>48</b>	<b>36</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>84</b>	<b>7</b>
	BG	<b>53</b>	<b>29</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>82</b>	<b>1</b>
	CZ	<b>59</b>	<b>29</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>88</b>	<b>2</b>
	DK	<b>63</b>	<b>25</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>88</b>	<b>5</b>
	DE	<b>55</b>	<b>27</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>82</b>	<b>7</b>
	EE	<b>45</b>	<b>35</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>80</b>	<b>7</b>
	IE	<b>52</b>	<b>31</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>83</b>	<b>4</b>
	EL	<b>64</b>	<b>28</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>92</b>	<b>0</b>
	ES	<b>60</b>	<b>21</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>81</b>	<b>6</b>
	FR	<b>55</b>	<b>33</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>88</b>	<b>4</b>
	IT	<b>46</b>	<b>35</b>	<b>12</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>81</b>	<b>4</b>
	CY	<b>87</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>97</b>	<b>1</b>
	LV	<b>50</b>	<b>30</b>	<b>12</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>80</b>	<b>6</b>
	LT	<b>53</b>	<b>31</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>84</b>	<b>3</b>
	LU	<b>55</b>	<b>36</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>91</b>	<b>4</b>
	HU	<b>50</b>	<b>32</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>82</b>	<b>4</b>
	MT	<b>60</b>	<b>25</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>85</b>	<b>1</b>
	NL	<b>47</b>	<b>33</b>	<b>9</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>80</b>	<b>10</b>
	AT	<b>47</b>	<b>36</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>83</b>	<b>5</b>
	PL	<b>40</b>	<b>43</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>83</b>	<b>4</b>
	PT	<b>42</b>	<b>40</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>82</b>	<b>3</b>
	RO	<b>42</b>	<b>29</b>	<b>15</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>71</b>	<b>3</b>
	SI	<b>75</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>92</b>	<b>2</b>
	SK	<b>50</b>	<b>40</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>90</b>	<b>2</b>
	FI	<b>53</b>	<b>28</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>81</b>	<b>7</b>
	SE	<b>65</b>	<b>19</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>84</b>	<b>7</b>
	UK	<b>54</b>	<b>32</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>86</b>	<b>3</b>
	HR	<b>60</b>	<b>26</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>86</b>	<b>2</b>

QD11.7 Je voudrais vous lire des propositions au sujet de l'éthique et de la science. Veuillez me dire si vous êtes d'accord ou pas d'accord avec chacune d'elles.






























Les experts scientifiques devraient être obligés de déclarer ouvertement les possibles conflits d'intérêts, tels que leurs sources de financement, quand ils donnent leur avis aux autorités publiques

QD11.7 I would like to read out some statements about ethics and science. For each of them, please tell me how much you agree or disagree.

Scientific experts should be obliged to openly declare possible conflicts of interest, such as their sources of funding, when they are advising public authorities

QD11.7 Ich werde Ihnen jetzt einige Aussagen zum Thema Ethik und Wissenschaft vorlesen. Bitte sagen Sie mir zu jeder dieser Aussagen, inwieweit Sie dieser zustimmen oder nicht zustimmen.

Wissenschaftliche Experten sollten verpflichtet sein, mögliche Interessenkonflikte offenzulegen, wie z. B. ihre Finanzierungsquellen, wenn sie Behörden beraten






























		Tout à fait d'accord	Plutôt d'accord	Ni d'accord ni pas d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme weder zu noch nicht zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Total 'Stimme nicht zu'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>49</b>	<b>32</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>81</b>	<b>3</b>
	BE	<b>45</b>	<b>40</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>85</b>	<b>5</b>
	BG	<b>47</b>	<b>33</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>80</b>	<b>0</b>
	CZ	<b>51</b>	<b>35</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>86</b>	<b>2</b>
	DK	<b>70</b>	<b>21</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>91</b>	<b>2</b>
	DE	<b>57</b>	<b>31</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>88</b>	<b>2</b>
	EE	<b>44</b>	<b>37</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>81</b>	<b>4</b>
	IE	<b>47</b>	<b>35</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>82</b>	<b>2</b>
	EL	<b>59</b>	<b>31</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>90</b>	<b>1</b>
	ES	<b>58</b>	<b>24</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>82</b>	<b>2</b>
	FR	<b>51</b>	<b>33</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>84</b>	<b>4</b>
	IT	<b>42</b>	<b>35</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>77</b>	<b>4</b>
	CY	<b>76</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>92</b>	<b>0</b>
	LV	<b>43</b>	<b>38</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>81</b>	<b>2</b>
	LT	<b>41</b>	<b>34</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>75</b>	<b>2</b>
	LU	<b>49</b>	<b>39</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>88</b>	<b>2</b>
	HU	<b>41</b>	<b>37</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>78</b>	<b>3</b>
	MT	<b>50</b>	<b>28</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>17</b>	<b>78</b>	<b>1</b>
	NL	<b>59</b>	<b>28</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>87</b>	<b>3</b>
	AT	<b>39</b>	<b>44</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>83</b>	<b>3</b>
	PL	<b>30</b>	<b>46</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>76</b>	<b>3</b>
	PT	<b>34</b>	<b>40</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>74</b>	<b>3</b>
	RO	<b>36</b>	<b>28</b>	<b>17</b>	<b>2</b>	<b>1</b>	<b>16</b>	<b>64</b>	<b>3</b>
	SI	<b>62</b>	<b>23</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>85</b>	<b>2</b>
	SK	<b>43</b>	<b>40</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>83</b>	<b>1</b>
	FI	<b>57</b>	<b>25</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>82</b>	<b>2</b>
	SE	<b>69</b>	<b>22</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>91</b>	<b>2</b>
	UK	<b>55</b>	<b>29</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>84</b>	<b>2</b>
	HR	<b>52</b>	<b>32</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>84</b>	<b>1</b>



QD12 Selon vous, le Gouvernement (NATIONALITE) agit-il trop, assez ou trop peu en vue de susciter l'intérêt des jeunes dans le domaine de la science ?

QD12 In your opinion, is the (NATIONALITY) Government doing too much, enough or too little to stimulate young people's interest in science?






























QD12 Unternimmt die (NATIONALE) Regierung Ihrer Meinung nach zu viel, genügend oder zu wenig, um das wissenschaftliche Interesse junger Menschen zu wecken?

	%	Trop		Assez		Trop peu		NSP	
		Too much		Enough		Too little		DK	
		Zu viel		Genügend		Zu wenig		WN	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>1</b>	<i>0</i>	<b>22</b>	<i>1</i>	<b>65</b>	<i>-1</i>	<b>12</b>	<i>0</i>
 BE		<b>1</b>	<i>0</i>	<b>45</b>	<i>11</i>	<b>49</b>	<i>-9</i>	<b>5</b>	<i>-2</i>
 BG		<b>1</b>	<i>0</i>	<b>12</b>	<i>6</i>	<b>65</b>	<i>0</i>	<b>22</b>	<i>-6</i>
 CZ		<b>1</b>	<i>-1</i>	<b>25</b>	<i>-4</i>	<b>62</b>	<i>0</i>	<b>12</b>	<i>5</i>
 DK		<b>2</b>	<i>1</i>	<b>38</b>	<i>9</i>	<b>48</b>	<i>-16</i>	<b>12</b>	<i>6</i>
 DE		<b>0</b>	<i>-1</i>	<b>27</b>	<i>7</i>	<b>57</b>	<i>-11</i>	<b>16</b>	<i>5</i>
 EE		<b>1</b>	<i>0</i>	<b>29</b>	<i>4</i>	<b>60</b>	<i>-6</i>	<b>10</b>	<i>2</i>
 IE		<b>4</b>	<i>3</i>	<b>27</b>	<i>2</i>	<b>55</b>	<i>-3</i>	<b>14</b>	<i>-2</i>
 EL		<b>0</b>	<i>-2</i>	<b>16</b>	<i>-10</i>	<b>78</b>	<i>15</i>	<b>6</b>	<i>-3</i>
 ES		<b>1</b>	<i>0</i>	<b>7</b>	<i>-10</i>	<b>83</b>	<i>18</i>	<b>9</b>	<i>-8</i>
 FR		<b>2</b>	<i>1</i>	<b>20</b>	<i>1</i>	<b>66</b>	<i>-4</i>	<b>12</b>	<i>2</i>
 IT		<b>1</b>	<i>0</i>	<b>16</b>	<i>-2</i>	<b>75</b>	<i>10</i>	<b>8</b>	<i>-8</i>
 CY		<b>1</b>	<i>0</i>	<b>24</b>	<i>-1</i>	<b>63</b>	<i>7</i>	<b>12</b>	<i>-6</i>
 LV		<b>1</b>	<i>-1</i>	<b>18</b>	<i>9</i>	<b>76</b>	<i>-9</i>	<b>5</b>	<i>1</i>
 LT		<b>1</b>	<i>0</i>	<b>30</b>	<i>13</i>	<b>61</b>	<i>-15</i>	<b>8</b>	<i>2</i>
 LU		<b>2</b>	<i>0</i>	<b>36</b>	<i>-5</i>	<b>46</b>	<i>4</i>	<b>16</b>	<i>1</i>
 HU		<b>3</b>	<i>2</i>	<b>31</b>	<i>9</i>	<b>53</b>	<i>-15</i>	<b>13</b>	<i>4</i>
 MT		<b>2</b>	<i>-1</i>	<b>50</b>	<i>21</i>	<b>20</b>	<i>-28</i>	<b>28</b>	<i>8</i>
 NL		<b>1</b>	<i>1</i>	<b>38</b>	<i>4</i>	<b>49</b>	<i>-7</i>	<b>12</b>	<i>2</i>
 AT		<b>2</b>	<i>-1</i>	<b>36</b>	<i>7</i>	<b>49</b>	<i>-5</i>	<b>13</b>	<i>-1</i>
 PL		<b>1</b>	<i>-1</i>	<b>24</b>	<i>4</i>	<b>65</b>	<i>-2</i>	<b>10</b>	<i>-1</i>
 PT		<b>1</b>	<i>0</i>	<b>18</b>	<i>-7</i>	<b>60</b>	<i>7</i>	<b>21</b>	<i>0</i>
 RO		<b>1</b>	<i>0</i>	<b>9</b>	<i>-5</i>	<b>72</b>	<i>0</i>	<b>18</b>	<i>5</i>
 SI		<b>1</b>	<i>1</i>	<b>20</b>	<i>1</i>	<b>69</b>	<i>-5</i>	<b>10</b>	<i>3</i>
 SK		<b>1</b>	<i>-1</i>	<b>27</b>	<i>-4</i>	<b>56</b>	<i>-3</i>	<b>16</b>	<i>8</i>
 FI		<b>1</b>	<i>1</i>	<b>32</b>	<i>3</i>	<b>57</b>	<i>-7</i>	<b>10</b>	<i>3</i>
 SE		<b>0</b>	<i>-1</i>	<b>22</b>	<i>-1</i>	<b>65</b>	<i>0</i>	<b>13</b>	<i>2</i>
 UK		<b>2</b>	<i>1</i>	<b>24</b>	<i>1</i>	<b>64</b>	<i>-2</i>	<b>10</b>	<i>0</i>
 HR		<b>0</b>	<i>-1</i>	<b>19</b>	<i>9</i>	<b>76</b>	<i>-7</i>	<b>5</b>	<i>-1</i>

QD13.1 Je vais vous lire une série de déclarations faites par les gens à propos de l'intérêt des jeunes pour la science. Pourriez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune d'elles. Les jeunes qui s'intéressent à la science ont plus de chances de trouver un emploi

QD13.1 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree. Young people interested in science have better chances of getting a job

QD13.1 Ich lese Ihnen jetzt ein paar Aussagen über das wissenschaftliche Interesse junger Menschen vor. Bitte sagen Sie mir für jede dieser Aussagen, inwieweit Sie dieser zustimmen bzw. nicht zustimmen. Junge Menschen, die sich für Wissenschaft interessieren, haben bessere Chancen auf dem Arbeitsmarkt

	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>23</b>	<i>0</i>	<b>36</b>	<i>1</i>	<b>20</b>	<i>1</i>	<b>13</b>	<i>-2</i>	<b>5</b>	<i>-1</i>	<b>3</b>	<i>1</i>	<b>59</b>	<i>1</i>	<b>18</b>	<i>-3</i>
 BE		<b>20</b>	<i>2</i>	<b>43</b>	<i>2</i>	<b>22</b>	<i>0</i>	<b>11</b>	<i>-3</i>	<b>3</b>	<i>-1</i>	<b>1</b>	<i>0</i>	<b>63</b>	<i>4</i>	<b>14</b>	<i>-4</i>
 BG		<b>40</b>	<i>10</i>	<b>35</b>	<i>3</i>	<b>12</b>	<i>-2</i>	<b>8</b>	<i>-5</i>	<b>2</b>	<i>-4</i>	<b>3</b>	<i>-2</i>	<b>75</b>	<i>13</i>	<b>10</b>	<i>-9</i>
 CZ		<b>19</b>	<i>-2</i>	<b>36</b>	<i>3</i>	<b>27</b>	<i>4</i>	<b>11</b>	<i>-4</i>	<b>3</b>	<i>-3</i>	<b>4</b>	<i>2</i>	<b>55</b>	<i>1</i>	<b>14</b>	<i>-7</i>
 DK		<b>27</b>	<i>-5</i>	<b>36</b>	<i>-1</i>	<b>23</b>	<i>7</i>	<b>10</b>	<i>-1</i>	<b>2</b>	<i>-1</i>	<b>2</b>	<i>1</i>	<b>63</b>	<i>-6</i>	<b>12</b>	<i>-2</i>
 DE		<b>38</b>	<i>0</i>	<b>35</b>	<i>0</i>	<b>15</b>	<i>1</i>	<b>6</b>	<i>-3</i>	<b>2</b>	<i>-1</i>	<b>4</b>	<i>3</i>	<b>73</b>	<i>0</i>	<b>8</b>	<i>-4</i>
 EE		<b>26</b>	<i>1</i>	<b>38</b>	<i>5</i>	<b>17</b>	<i>2</i>	<b>13</b>	<i>-5</i>	<b>4</b>	<i>-3</i>	<b>2</b>	<i>0</i>	<b>64</b>	<i>6</i>	<b>17</b>	<i>-8</i>
 IE		<b>40</b>	<i>15</i>	<b>38</b>	<i>-1</i>	<b>12</b>	<i>-2</i>	<b>6</b>	<i>-8</i>	<b>1</b>	<i>-2</i>	<b>3</b>	<i>-2</i>	<b>78</b>	<i>14</i>	<b>7</b>	<i>-10</i>
 EL		<b>20</b>	<i>-5</i>	<b>36</b>	<i>-1</i>	<b>24</b>	<i>3</i>	<b>15</b>	<i>3</i>	<b>5</b>	<i>0</i>	<b>0</b>	<i>0</i>	<b>56</b>	<i>-6</i>	<b>20</b>	<i>3</i>
 ES		<b>25</b>	<i>1</i>	<b>35</b>	<i>-1</i>	<b>14</b>	<i>-1</i>	<b>15</b>	<i>2</i>	<b>9</b>	<i>0</i>	<b>2</b>	<i>-1</i>	<b>60</b>	<i>0</i>	<b>24</b>	<i>2</i>
 FR		<b>13</b>	<i>2</i>	<b>31</b>	<i>1</i>	<b>23</b>	<i>5</i>	<b>22</b>	<i>-3</i>	<b>8</b>	<i>-5</i>	<b>3</b>	<i>0</i>	<b>44</b>	<i>3</i>	<b>30</b>	<i>-8</i>
 IT		<b>18</b>	<i>4</i>	<b>40</b>	<i>6</i>	<b>24</b>	<i>-2</i>	<b>10</b>	<i>-6</i>	<b>5</b>	<i>-2</i>	<b>3</b>	<i>0</i>	<b>58</b>	<i>10</i>	<b>15</b>	<i>-8</i>
 CY		<b>19</b>	<i>-5</i>	<b>22</b>	<i>-1</i>	<b>26</b>	<i>5</i>	<b>23</b>	<i>6</i>	<b>9</b>	<i>-1</i>	<b>1</b>	<i>-4</i>	<b>41</b>	<i>-6</i>	<b>32</b>	<i>5</i>
 LV		<b>14</b>	<i>2</i>	<b>34</b>	<i>4</i>	<b>21</b>	<i>3</i>	<b>21</b>	<i>-4</i>	<b>8</b>	<i>-6</i>	<b>2</b>	<i>1</i>	<b>48</b>	<i>6</i>	<b>29</b>	<i>-10</i>
 LT		<b>31</b>	<i>1</i>	<b>32</b>	<i>2</i>	<b>16</b>	<i>6</i>	<b>15</b>	<i>-4</i>	<b>5</b>	<i>-4</i>	<b>1</b>	<i>-1</i>	<b>63</b>	<i>3</i>	<b>20</b>	<i>-8</i>
 LU		<b>23</b>	<i>4</i>	<b>34</b>	<i>-4</i>	<b>17</b>	<i>-3</i>	<b>19</b>	<i>3</i>	<b>4</b>	<i>-1</i>	<b>3</b>	<i>1</i>	<b>57</b>	<i>0</i>	<b>23</b>	<i>2</i>
 HU		<b>21</b>	<i>3</i>	<b>40</b>	<i>7</i>	<b>20</b>	<i>-3</i>	<b>9</b>	<i>-6</i>	<b>5</b>	<i>-3</i>	<b>5</b>	<i>2</i>	<b>61</b>	<i>10</i>	<b>14</b>	<i>-9</i>
 MT		<b>43</b>	<i>10</i>	<b>35</b>	<i>6</i>	<b>10</b>	<i>-3</i>	<b>3</b>	<i>-13</i>	<b>1</b>	<i>-3</i>	<b>8</b>	<i>3</i>	<b>78</b>	<i>16</i>	<b>4</b>	<i>-16</i>
 NL		<b>17</b>	<i>-1</i>	<b>36</b>	<i>0</i>	<b>24</b>	<i>2</i>	<b>13</b>	<i>-4</i>	<b>5</b>	<i>0</i>	<b>5</b>	<i>3</i>	<b>53</b>	<i>-1</i>	<b>18</b>	<i>-4</i>
 AT		<b>22</b>	<i>-1</i>	<b>49</b>	<i>5</i>	<b>20</b>	<i>1</i>	<b>6</b>	<i>-5</i>	<b>1</b>	<i>0</i>	<b>2</b>	<i>0</i>	<b>71</b>	<i>4</i>	<b>7</b>	<i>-5</i>
 PL		<b>20</b>	<i>-5</i>	<b>42</b>	<i>5</i>	<b>16</b>	<i>1</i>	<b>15</b>	<i>-1</i>	<b>5</b>	<i>2</i>	<b>2</b>	<i>-2</i>	<b>62</b>	<i>0</i>	<b>20</b>	<i>1</i>
 PT		<b>18</b>	<i>-5</i>	<b>45</b>	<i>5</i>	<b>18</b>	<i>-1</i>	<b>12</b>	<i>0</i>	<b>2</b>	<i>0</i>	<b>5</b>	<i>1</i>	<b>63</b>	<i>0</i>	<b>14</b>	<i>0</i>
 RO		<b>27</b>	<i>1</i>	<b>33</b>	<i>6</i>	<b>20</b>	<i>1</i>	<b>13</b>	<i>0</i>	<b>3</b>	<i>-6</i>	<b>4</b>	<i>-2</i>	<b>60</b>	<i>7</i>	<b>16</b>	<i>-6</i>
 SI		<b>15</b>	<i>-6</i>	<b>29</b>	<i>2</i>	<b>19</b>	<i>3</i>	<b>19</b>	<i>1</i>	<b>15</b>	<i>1</i>	<b>3</b>	<i>-1</i>	<b>44</b>	<i>-4</i>	<b>34</b>	<i>2</i>
 SK		<b>22</b>	<i>-1</i>	<b>40</b>	<i>0</i>	<b>22</b>	<i>2</i>	<b>9</b>	<i>-3</i>	<b>3</b>	<i>0</i>	<b>4</b>	<i>2</i>	<b>62</b>	<i>-1</i>	<b>12</b>	<i>-3</i>
 FI		<b>32</b>	<i>5</i>	<b>43</b>	<i>-3</i>	<b>12</b>	<i>1</i>	<b>8</b>	<i>-5</i>	<b>4</b>	<i>2</i>	<b>1</b>	<i>0</i>	<b>75</b>	<i>2</i>	<b>12</b>	<i>-3</i>
 SE		<b>33</b>	<i>1</i>	<b>39</b>	<i>-2</i>	<b>17</b>	<i>2</i>	<b>5</b>	<i>-2</i>	<b>2</b>	<i>-1</i>	<b>4</b>	<i>2</i>	<b>72</b>	<i>-1</i>	<b>7</b>	<i>-3</i>
 UK		<b>19</b>	<i>0</i>	<b>33</b>	<i>-5</i>	<b>25</b>	<i>4</i>	<b>15</b>	<i>0</i>	<b>5</b>	<i>-1</i>	<b>3</b>	<i>2</i>	<b>52</b>	<i>-5</i>	<b>20</b>	<i>-1</i>
 HR		<b>27</b>	<i>-1</i>	<b>35</b>	<i>11</i>	<b>18</b>	<i>2</i>	<b>14</b>	<i>1</i>	<b>5</b>	<i>-12</i>	<b>1</b>	<i>-1</i>	<b>62</b>	<i>10</i>	<b>19</b>	<i>-11</i>

QD13.2 Je vais vous lire une série de déclarations faites par les gens à propos de l'intérêt des jeunes pour la science. Pourriez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune d'elles.






























L'intérêt des jeunes pour la science leur permet également d'améliorer leur culture

QD13.2 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.

By being interested in science, young people also improve their culture

QD13.2 Ich lese Ihnen jetzt ein paar Aussagen über das wissenschaftliche Interesse junger Menschen vor. Bitte sagen Sie mir für jede dieser Aussagen, inwieweit Sie dieser zustimmen bzw. nicht zustimmen

Wissenschaftliches Interesse fördert auch die Kultur junger Menschen

	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>30</b>	3	<b>42</b>	-1	<b>16</b>	0	<b>7</b>	-2	<b>2</b>	-1	<b>3</b>	1	<b>72</b>	2	<b>9</b>	-3
 BE		<b>19</b>	0	<b>42</b>	-5	<b>25</b>	5	<b>12</b>	2	<b>1</b>	-2	<b>1</b>	0	<b>61</b>	-5	<b>13</b>	0
 BG		<b>58</b>	10	<b>34</b>	-7	<b>5</b>	0	<b>1</b>	-1	<b>0</b>	-1	<b>2</b>	-1	<b>92</b>	3	<b>1</b>	-2
 CZ		<b>23</b>	-4	<b>45</b>	0	<b>20</b>	3	<b>8</b>	0	<b>1</b>	-1	<b>3</b>	2	<b>68</b>	-4	<b>9</b>	-1
 DK		<b>17</b>	-3	<b>38</b>	-6	<b>30</b>	7	<b>10</b>	1	<b>2</b>	0	<b>3</b>	1	<b>55</b>	-9	<b>12</b>	1
 DE		<b>30</b>	0	<b>40</b>	-3	<b>15</b>	0	<b>8</b>	0	<b>2</b>	0	<b>5</b>	3	<b>70</b>	-3	<b>10</b>	0
 EE		<b>38</b>	-7	<b>45</b>	4	<b>12</b>	5	<b>3</b>	-2	<b>1</b>	0	<b>1</b>	0	<b>83</b>	-3	<b>4</b>	-2
 IE		<b>31</b>	8	<b>40</b>	-1	<b>16</b>	0	<b>7</b>	-2	<b>2</b>	-1	<b>4</b>	-4	<b>71</b>	7	<b>9</b>	-3
 EL		<b>34</b>	3	<b>47</b>	0	<b>13</b>	0	<b>4</b>	-2	<b>2</b>	-1	<b>0</b>	0	<b>81</b>	3	<b>6</b>	-3
 ES		<b>55</b>	15	<b>37</b>	-7	<b>5</b>	-2	<b>2</b>	-3	<b>0</b>	-2	<b>1</b>	-1	<b>92</b>	8	<b>2</b>	-5
 FR		<b>29</b>	2	<b>52</b>	1	<b>9</b>	1	<b>7</b>	-2	<b>2</b>	-1	<b>1</b>	-1	<b>81</b>	3	<b>9</b>	-3
 IT		<b>31</b>	3	<b>46</b>	0	<b>15</b>	0	<b>5</b>	-2	<b>1</b>	-1	<b>2</b>	0	<b>77</b>	3	<b>6</b>	-3
 CY		<b>34</b>	-3	<b>36</b>	5	<b>19</b>	-1	<b>8</b>	1	<b>3</b>	0	<b>0</b>	-2	<b>70</b>	2	<b>11</b>	1
 LV		<b>33</b>	-9	<b>50</b>	6	<b>10</b>	2	<b>5</b>	1	<b>0</b>	-1	<b>2</b>	1	<b>83</b>	-3	<b>5</b>	0
 LT		<b>43</b>	-2	<b>36</b>	0	<b>12</b>	3	<b>7</b>	1	<b>1</b>	-2	<b>1</b>	0	<b>79</b>	-2	<b>8</b>	-1
 LU		<b>28</b>	2	<b>50</b>	-5	<b>9</b>	-3	<b>8</b>	4	<b>2</b>	0	<b>3</b>	2	<b>78</b>	-3	<b>10</b>	4
 HU		<b>29</b>	0	<b>48</b>	2	<b>15</b>	-1	<b>5</b>	-1	<b>1</b>	-1	<b>2</b>	1	<b>77</b>	2	<b>6</b>	-2
 MT		<b>45</b>	11	<b>33</b>	-8	<b>11</b>	1	<b>3</b>	-4	<b>1</b>	-1	<b>7</b>	1	<b>78</b>	3	<b>4</b>	-5
 NL		<b>13</b>	0	<b>35</b>	1	<b>27</b>	0	<b>16</b>	-3	<b>4</b>	-1	<b>5</b>	3	<b>48</b>	1	<b>20</b>	-4
 AT		<b>19</b>	3	<b>49</b>	3	<b>22</b>	-2	<b>7</b>	-4	<b>1</b>	0	<b>2</b>	0	<b>68</b>	6	<b>8</b>	-4
 PL		<b>19</b>	-3	<b>42</b>	2	<b>19</b>	0	<b>13</b>	1	<b>3</b>	0	<b>4</b>	0	<b>61</b>	-1	<b>16</b>	1
 PT		<b>32</b>	-5	<b>51</b>	8	<b>10</b>	-1	<b>3</b>	-3	<b>0</b>	-1	<b>4</b>	2	<b>83</b>	3	<b>3</b>	-4
 RO		<b>36</b>	-2	<b>42</b>	5	<b>15</b>	2	<b>3</b>	-2	<b>1</b>	-1	<b>3</b>	-2	<b>78</b>	3	<b>4</b>	-3
 SI		<b>27</b>	-4	<b>41</b>	0	<b>18</b>	3	<b>7</b>	-2	<b>3</b>	1	<b>4</b>	2	<b>68</b>	-4	<b>10</b>	-1
 SK		<b>22</b>	-4	<b>47</b>	0	<b>19</b>	2	<b>9</b>	3	<b>1</b>	-1	<b>2</b>	0	<b>69</b>	-4	<b>10</b>	2
 FI		<b>52</b>	26	<b>41</b>	-10	<b>4</b>	-11	<b>2</b>	-4	<b>1</b>	0	<b>0</b>	-1	<b>93</b>	16	<b>3</b>	-4
 SE		<b>23</b>	5	<b>41</b>	-3	<b>25</b>	0	<b>6</b>	-1	<b>2</b>	-1	<b>3</b>	0	<b>64</b>	2	<b>8</b>	-2
 UK		<b>19</b>	3	<b>37</b>	-2	<b>28</b>	4	<b>10</b>	-3	<b>3</b>	-2	<b>3</b>	0	<b>56</b>	1	<b>13</b>	-5
 HR		<b>39</b>	-3	<b>40</b>	6	<b>14</b>	3	<b>4</b>	-1	<b>1</b>	-4	<b>2</b>	-1	<b>79</b>	3	<b>5</b>	-5

QD13.3 Je vais vous lire une série de déclarations faites par les gens à propos de l'intérêt des jeunes pour la science. Pourriez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune d'elles.






























La science prépare la jeune génération à agir en tant que citoyens avisés

QD13.3 I would like to read out some statements that people have made about young people's interest in science. For each statement, please tell me how much you agree or disagree.

Science prepares the younger generation to act as well-informed citizens

QD13.3 Ich lese Ihnen jetzt ein paar Aussagen über das wissenschaftliche Interesse junger Menschen vor. Bitte sagen Sie mir für jede dieser Aussagen, inwieweit Sie dieser zustimmen bzw. nicht zustimmen






























Die Wissenschaft befähigt junge Menschen, als gut informierte Bürger zu handeln

	%	Tout à fait d'accord		Plutôt d'accord		Ni d'accord ni pas d'accord		Plutôt pas d'accord		Pas du tout d'accord		NSP		Total 'D'accord'		Total 'Pas d'accord'	
		Totally agree		Tend to agree		Neither agree nor disagree		Tend to disagree		Totally disagree		DK		Total 'Agree'		Total 'Disagree'	
		Stimme voll und ganz zu		Stimme eher zu		Stimme weder zu noch nicht zu		Stimme eher nicht zu		Stimme überhaupt nicht zu		WN		Gesamt 'Stimme zu'		Total 'Stimme nicht zu'	
		EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1	EB 79.2	Diff. EB 73.1
 EU 27		<b>25</b>	0	<b>43</b>	0	<b>18</b>	1	<b>8</b>	-1	<b>3</b>	0	<b>3</b>	0	<b>68</b>	0	<b>11</b>	-1
 BE		<b>15</b>	-1	<b>43</b>	-4	<b>28</b>	5	<b>11</b>	0	<b>2</b>	0	<b>1</b>	0	<b>58</b>	-5	<b>13</b>	0
 BG		<b>56</b>	8	<b>32</b>	-6	<b>8</b>	1	<b>1</b>	-2	<b>1</b>	0	<b>2</b>	-1	<b>88</b>	2	<b>2</b>	-2
 CZ		<b>23</b>	2	<b>45</b>	0	<b>21</b>	2	<b>6</b>	-5	<b>1</b>	-1	<b>4</b>	2	<b>68</b>	2	<b>7</b>	-6
 DK		<b>29</b>	-2	<b>48</b>	-2	<b>16</b>	4	<b>4</b>	0	<b>1</b>	0	<b>2</b>	0	<b>77</b>	-4	<b>5</b>	0
 DE		<b>28</b>	-3	<b>42</b>	0	<b>17</b>	1	<b>7</b>	-1	<b>2</b>	0	<b>4</b>	3	<b>70</b>	-3	<b>9</b>	-1
 EE		<b>31</b>	-8	<b>45</b>	3	<b>16</b>	6	<b>4</b>	-2	<b>1</b>	0	<b>3</b>	1	<b>76</b>	-5	<b>5</b>	-2
 IE		<b>33</b>	6	<b>45</b>	0	<b>13</b>	0	<b>5</b>	0	<b>2</b>	0	<b>2</b>	-6	<b>78</b>	6	<b>7</b>	0
 EL		<b>32</b>	2	<b>48</b>	4	<b>14</b>	0	<b>4</b>	-4	<b>1</b>	-2	<b>1</b>	0	<b>80</b>	6	<b>5</b>	-6
 ES		<b>37</b>	1	<b>42</b>	1	<b>9</b>	0	<b>5</b>	-2	<b>3</b>	0	<b>4</b>	0	<b>79</b>	2	<b>8</b>	-2
 FR		<b>16</b>	0	<b>41</b>	-1	<b>20</b>	2	<b>15</b>	0	<b>4</b>	-1	<b>4</b>	0	<b>57</b>	-1	<b>19</b>	-1
 IT		<b>25</b>	2	<b>48</b>	4	<b>19</b>	1	<b>4</b>	-6	<b>2</b>	-1	<b>2</b>	0	<b>73</b>	6	<b>6</b>	-7
 CY		<b>38</b>	1	<b>37</b>	2	<b>19</b>	1	<b>4</b>	0	<b>1</b>	-2	<b>1</b>	-2	<b>75</b>	3	<b>5</b>	-2
 LV		<b>33</b>	-8	<b>47</b>	2	<b>13</b>	4	<b>4</b>	1	<b>1</b>	0	<b>2</b>	1	<b>80</b>	-6	<b>5</b>	1
 LT		<b>33</b>	0	<b>40</b>	1	<b>17</b>	3	<b>6</b>	-1	<b>1</b>	-2	<b>3</b>	-1	<b>73</b>	1	<b>7</b>	-3
 LU		<b>20</b>	1	<b>45</b>	3	<b>17</b>	-8	<b>11</b>	1	<b>3</b>	1	<b>4</b>	2	<b>65</b>	4	<b>14</b>	2
 HU		<b>29</b>	1	<b>44</b>	-1	<b>18</b>	2	<b>6</b>	-2	<b>2</b>	-1	<b>1</b>	1	<b>73</b>	0	<b>8</b>	-3
 MT		<b>45</b>	11	<b>38</b>	-1	<b>8</b>	-3	<b>3</b>	-5	<b>0</b>	-2	<b>6</b>	0	<b>83</b>	10	<b>3</b>	-7
 NL		<b>14</b>	3	<b>38</b>	-3	<b>28</b>	3	<b>13</b>	-4	<b>3</b>	-1	<b>4</b>	2	<b>52</b>	0	<b>16</b>	-5
 AT		<b>20</b>	1	<b>48</b>	1	<b>24</b>	3	<b>5</b>	-6	<b>1</b>	0	<b>2</b>	1	<b>68</b>	2	<b>6</b>	-6
 PL		<b>22</b>	-4	<b>51</b>	3	<b>15</b>	2	<b>8</b>	-1	<b>1</b>	-1	<b>3</b>	1	<b>73</b>	-1	<b>9</b>	-2
 PT		<b>26</b>	-4	<b>51</b>	5	<b>13</b>	-2	<b>5</b>	0	<b>1</b>	0	<b>4</b>	1	<b>77</b>	1	<b>6</b>	0
 RO		<b>34</b>	0	<b>36</b>	2	<b>20</b>	4	<b>3</b>	-3	<b>2</b>	-2	<b>5</b>	-1	<b>70</b>	2	<b>5</b>	-5
 SI		<b>26</b>	-2	<b>41</b>	0	<b>18</b>	0	<b>8</b>	0	<b>3</b>	1	<b>4</b>	1	<b>67</b>	-2	<b>11</b>	1
 SK		<b>18</b>	-4	<b>48</b>	2	<b>22</b>	0	<b>6</b>	0	<b>1</b>	-1	<b>5</b>	3	<b>66</b>	-2	<b>7</b>	-1
 FI		<b>38</b>	16	<b>46</b>	-9	<b>9</b>	-5	<b>4</b>	-3	<b>2</b>	1	<b>1</b>	0	<b>84</b>	7	<b>6</b>	-2
 SE		<b>29</b>	5	<b>42</b>	-3	<b>20</b>	2	<b>6</b>	-2	<b>2</b>	-1	<b>1</b>	-1	<b>71</b>	2	<b>8</b>	-3
 UK		<b>20</b>	1	<b>41</b>	-5	<b>23</b>	2	<b>9</b>	0	<b>5</b>	2	<b>2</b>	0	<b>61</b>	-4	<b>14</b>	2
 HR		<b>36</b>	-3	<b>41</b>	8	<b>16</b>	3	<b>4</b>	-2	<b>1</b>	-5	<b>2</b>	-1	<b>77</b>	5	<b>5</b>	-7

QD14 D'après vous, dans quelle mesure l'enseignement scientifique est-il important dans la stimulation de la créativité des jeunes ?

QD14 How important do you think scientific education is in stimulating young people's creative thinking?






























QD14 Wie wichtig ist Ihrer Meinung nach wissenschaftliche Bildung, um das kreative Denken junger Menschen anzuregen?

		Très important	Plutôt important	Pas très important	Pas du tout important	NSP	Total 'Important'	Total 'Pas important'
		Very important	Fairly important	Not very important	Not at all important	DK	Total 'Important'	Total 'Not important'
		Sehr wichtig	Ziemlich wichtig	Nicht besonders wichtig	Überhaupt nicht wichtig	WN	Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>33</b>	<b>51</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>84</b>	<b>12</b>
	BE	<b>27</b>	<b>56</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>83</b>	<b>16</b>
	BG	<b>49</b>	<b>42</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>91</b>	<b>3</b>
	CZ	<b>37</b>	<b>50</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>87</b>	<b>9</b>
	DK	<b>18</b>	<b>50</b>	<b>24</b>	<b>4</b>	<b>4</b>	<b>68</b>	<b>28</b>
	DE	<b>33</b>	<b>51</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>84</b>	<b>12</b>
	EE	<b>32</b>	<b>51</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>83</b>	<b>13</b>
	IE	<b>51</b>	<b>41</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>92</b>	<b>5</b>
	EL	<b>43</b>	<b>48</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>91</b>	<b>8</b>
	ES	<b>42</b>	<b>45</b>	<b>4</b>	<b>2</b>	<b>7</b>	<b>87</b>	<b>6</b>
	FR	<b>21</b>	<b>56</b>	<b>16</b>	<b>3</b>	<b>4</b>	<b>77</b>	<b>19</b>
	IT	<b>31</b>	<b>51</b>	<b>10</b>	<b>4</b>	<b>4</b>	<b>82</b>	<b>14</b>
	CY	<b>43</b>	<b>45</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>88</b>	<b>9</b>
	LV	<b>38</b>	<b>50</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>88</b>	<b>9</b>
	LT	<b>47</b>	<b>44</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>91</b>	<b>7</b>
	LU	<b>25</b>	<b>54</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>79</b>	<b>16</b>
	HU	<b>34</b>	<b>55</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>89</b>	<b>10</b>
	MT	<b>42</b>	<b>48</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>90</b>	<b>4</b>
	NL	<b>34</b>	<b>43</b>	<b>16</b>	<b>2</b>	<b>5</b>	<b>77</b>	<b>18</b>
	AT	<b>24</b>	<b>55</b>	<b>15</b>	<b>1</b>	<b>5</b>	<b>79</b>	<b>16</b>
	PL	<b>30</b>	<b>56</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>86</b>	<b>9</b>
	PT	<b>27</b>	<b>58</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>85</b>	<b>8</b>
	RO	<b>42</b>	<b>45</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>87</b>	<b>7</b>
	SI	<b>25</b>	<b>47</b>	<b>20</b>	<b>3</b>	<b>5</b>	<b>72</b>	<b>23</b>
	SK	<b>29</b>	<b>55</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>84</b>	<b>9</b>
	FI	<b>20</b>	<b>62</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>82</b>	<b>13</b>
	SE	<b>32</b>	<b>47</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>79</b>	<b>20</b>
	UK	<b>37</b>	<b>50</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>87</b>	<b>10</b>
	HR	<b>36</b>	<b>45</b>	<b>14</b>	<b>3</b>	<b>2</b>	<b>81</b>	<b>17</b>

QD15 Dans quelle mesure pensez-vous qu'il est important que la recherche scientifique prenne autant en considération les besoins des femmes que des hommes ?

QD15 How important do you think it is that scientific research takes equally into account women's and men's needs?






























QD15 Wie wichtig ist es Ihrer Meinung nach, dass die wissenschaftliche Forschung die Bedürfnisse von Frauen und Männern gleichermaßen berücksichtigt?

		Très important	Plutôt important	Pas très important	Pas du tout important	NSP	Total 'Important'	Total 'Pas important'
		Very important	Fairly important	Not very important	Not all important	DK	Total 'Important'	Total 'Not important'
		Sehr wichtig	Ziemlich wichtig	Nicht besonders wichtig	Überhaupt nicht wichtig	WN	Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>47</b>	<b>39</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>86</b>	<b>9</b>
	BE	<b>40</b>	<b>46</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>86</b>	<b>12</b>
	BG	<b>41</b>	<b>31</b>	<b>9</b>	<b>3</b>	<b>16</b>	<b>72</b>	<b>12</b>
	CZ	<b>44</b>	<b>40</b>	<b>10</b>	<b>1</b>	<b>5</b>	<b>84</b>	<b>11</b>
	DK	<b>47</b>	<b>36</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>83</b>	<b>15</b>
	DE	<b>49</b>	<b>39</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>88</b>	<b>9</b>
	EE	<b>40</b>	<b>42</b>	<b>12</b>	<b>1</b>	<b>5</b>	<b>82</b>	<b>13</b>
	IE	<b>50</b>	<b>37</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>87</b>	<b>7</b>
	EL	<b>50</b>	<b>42</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>92</b>	<b>6</b>
	ES	<b>57</b>	<b>35</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>92</b>	<b>4</b>
	FR	<b>52</b>	<b>37</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>89</b>	<b>6</b>
	IT	<b>45</b>	<b>42</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>87</b>	<b>10</b>
	CY	<b>62</b>	<b>31</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>93</b>	<b>4</b>
	LV	<b>38</b>	<b>41</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>79</b>	<b>16</b>
	LT	<b>40</b>	<b>42</b>	<b>9</b>	<b>1</b>	<b>8</b>	<b>82</b>	<b>10</b>
	LU	<b>53</b>	<b>37</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>90</b>	<b>6</b>
	HU	<b>38</b>	<b>49</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>87</b>	<b>10</b>
	MT	<b>53</b>	<b>32</b>	<b>3</b>	<b>1</b>	<b>11</b>	<b>85</b>	<b>4</b>
	NL	<b>39</b>	<b>37</b>	<b>14</b>	<b>4</b>	<b>6</b>	<b>76</b>	<b>18</b>
	AT	<b>37</b>	<b>46</b>	<b>12</b>	<b>2</b>	<b>3</b>	<b>83</b>	<b>14</b>
	PL	<b>35</b>	<b>50</b>	<b>8</b>	<b>1</b>	<b>6</b>	<b>85</b>	<b>9</b>
	PT	<b>34</b>	<b>52</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>86</b>	<b>8</b>
	RO	<b>29</b>	<b>37</b>	<b>11</b>	<b>8</b>	<b>15</b>	<b>66</b>	<b>19</b>
	SI	<b>51</b>	<b>31</b>	<b>10</b>	<b>4</b>	<b>4</b>	<b>82</b>	<b>14</b>
	SK	<b>38</b>	<b>49</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>87</b>	<b>8</b>
	FI	<b>47</b>	<b>41</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>88</b>	<b>10</b>
	SE	<b>76</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>94</b>	<b>5</b>
	UK	<b>55</b>	<b>34</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>89</b>	<b>6</b>
	HR	<b>52</b>	<b>35</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>87</b>	<b>11</b>

QD16 Pourquoi pensez-vous qu'il est important que la recherche scientifique prenne autant en considération les besoins des femmes que des hommes ? (ROTATION – PLUSIEURS REPONSES POSSIBLES)

QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs? (ROTATE – MULTIPLE ANSWERS POSSIBLE)






























QD16 Weshalb sind Sie der Meinung, dass es wichtig ist, dass die wissenschaftliche Forschung die Bedürfnisse von Frauen und Männern gleichermaßen berücksichtigt? (ROTIEREN – MEHRFACHNENNUNGEN MÖGLICH)

		Pour améliorer la qualité de la recherche scientifique To improve the quality of scientific research Um die Qualität wissenschaftlicher Forschung zu verbessern	Pour que les innovations technologiques soient adaptées tant aux femmes qu'aux hommes To make technological innovations better suited to both women and men Um zu erreichen, dass technologische Innovationen sowohl für Frauen als auch für Männer besser geeignet sind	Pour générer plus d'innovations en sciences et technologies To foster more innovations in science and technology Um mehr Innovationen in Wissenschaft und Technologie zu fördern
%		EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>33</b>	<b>50</b>	<b>25</b>
	BE	<b>33</b>	<b>51</b>	<b>20</b>
	BG	<b>24</b>	<b>57</b>	<b>21</b>
	CZ	<b>28</b>	<b>48</b>	<b>22</b>
	DK	<b>48</b>	<b>55</b>	<b>37</b>
	DE	<b>37</b>	<b>55</b>	<b>32</b>
	EE	<b>32</b>	<b>50</b>	<b>27</b>
	IE	<b>33</b>	<b>36</b>	<b>23</b>
	EL	<b>42</b>	<b>55</b>	<b>34</b>
	ES	<b>30</b>	<b>48</b>	<b>23</b>
	FR	<b>33</b>	<b>62</b>	<b>26</b>
	IT	<b>34</b>	<b>44</b>	<b>25</b>
	CY	<b>37</b>	<b>67</b>	<b>32</b>
	LV	<b>26</b>	<b>49</b>	<b>19</b>
	LT	<b>22</b>	<b>44</b>	<b>15</b>
	LU	<b>43</b>	<b>64</b>	<b>38</b>
	HU	<b>26</b>	<b>49</b>	<b>21</b>
	MT	<b>26</b>	<b>54</b>	<b>19</b>
	NL	<b>38</b>	<b>46</b>	<b>25</b>
	AT	<b>53</b>	<b>66</b>	<b>42</b>
	PL	<b>26</b>	<b>40</b>	<b>20</b>
	PT	<b>32</b>	<b>46</b>	<b>28</b>
	RO	<b>31</b>	<b>59</b>	<b>25</b>
	SI	<b>47</b>	<b>58</b>	<b>39</b>
	SK	<b>27</b>	<b>53</b>	<b>22</b>
	FI	<b>36</b>	<b>47</b>	<b>35</b>
	SE	<b>48</b>	<b>59</b>	<b>43</b>
	UK	<b>30</b>	<b>41</b>	<b>16</b>
	HR	<b>34</b>	<b>56</b>	<b>27</b>

QD16 Pourquoi pensez-vous qu'il est important que la recherche scientifique prenne autant en considération les besoins des femmes que des hommes ? (ROTATION – PLUSIEURS REPONSES POSSIBLES)

QD16 Why do you think it is important that scientific research takes equally into account women's and men's needs? (ROTATE – MULTIPLE ANSWERS POSSIBLE)

QD16 Weshalb sind Sie der Meinung, dass es wichtig ist, dass die wissenschaftliche Forschung die Bedürfnisse von Frauen und Männern gleichermaßen berücksichtigt? (ROTIEREN – MEHRFACHNENNUNGEN MÖGLICH)






























		Pour respecter l'égalité des sexes en général	Autre (SPONTANE)	Aucun (SPONTANE)	NSP
		To respect gender equality in general	Other (SPONTANEOUS)	None (SPONTANEOUS)	DK
		Um die Gleichstellung der Geschlechter im Allgemeinen zu respektieren	Sonstige (SPONTAN)	Nichts davon (SPONTAN)	WN
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2
	EU 27	<b>58</b>	<b>1</b>	<b>1</b>	<b>2</b>
	BE	<b>65</b>	<b>1</b>	<b>1</b>	<b>0</b>
	BG	<b>45</b>	<b>0</b>	<b>0</b>	<b>1</b>
	CZ	<b>56</b>	<b>0</b>	<b>0</b>	<b>1</b>
	DK	<b>66</b>	<b>1</b>	<b>0</b>	<b>1</b>
	DE	<b>73</b>	<b>2</b>	<b>1</b>	<b>1</b>
	EE	<b>52</b>	<b>0</b>	<b>2</b>	<b>2</b>
	IE	<b>59</b>	<b>1</b>	<b>2</b>	<b>4</b>
	EL	<b>52</b>	<b>0</b>	<b>0</b>	<b>1</b>
	ES	<b>60</b>	<b>2</b>	<b>0</b>	<b>2</b>
	FR	<b>71</b>	<b>0</b>	<b>0</b>	<b>1</b>
	IT	<b>40</b>	<b>1</b>	<b>0</b>	<b>1</b>
	CY	<b>62</b>	<b>1</b>	<b>0</b>	<b>0</b>
	LV	<b>41</b>	<b>0</b>	<b>0</b>	<b>3</b>
	LT	<b>58</b>	<b>2</b>	<b>1</b>	<b>2</b>
	LU	<b>77</b>	<b>1</b>	<b>0</b>	<b>1</b>
	HU	<b>39</b>	<b>1</b>	<b>1</b>	<b>3</b>
	MT	<b>59</b>	<b>1</b>	<b>0</b>	<b>2</b>
	NL	<b>70</b>	<b>2</b>	<b>1</b>	<b>1</b>
	AT	<b>67</b>	<b>3</b>	<b>1</b>	<b>0</b>
	PL	<b>44</b>	<b>1</b>	<b>1</b>	<b>5</b>
	PT	<b>48</b>	<b>0</b>	<b>1</b>	<b>2</b>
	RO	<b>37</b>	<b>1</b>	<b>0</b>	<b>2</b>
	SI	<b>69</b>	<b>2</b>	<b>0</b>	<b>1</b>
	SK	<b>42</b>	<b>1</b>	<b>1</b>	<b>2</b>
	FI	<b>65</b>	<b>1</b>	<b>0</b>	<b>2</b>
	SE	<b>61</b>	<b>1</b>	<b>0</b>	<b>2</b>
	UK	<b>61</b>	<b>1</b>	<b>0</b>	<b>3</b>
	HR	<b>68</b>	<b>1</b>	<b>0</b>	<b>1</b>



QD17 Pensez-vous que les résultats de la recherche financée par des fonds publics devraient être disponibles gratuitement en ligne ? (PLUSIEURS REPONSES POSSIBLES)

QD17 Do you think that the results of publicly funded research should be made available online free of charge? (MULTIPLE ANSWERS POSSIBLE)

QD17 Sind Sie der Meinung, dass die Ergebnisse öffentlich finanzierter Forschung kostenlos im Internet zur Verfügung gestellt werden sollten? (MEHRFACHNENNUNGEN MÖGLICH)

		Oui, pour le grand public	Oui, pour les autres chercheurs	Oui, pour les industries	Non	NSP	Total 'Oui'
		Yes, to the general public	Yes, to other researchers	Yes, to industries	No	DK	Total 'Yes'
		Ja, für die Allgemeinheit	Ja, für andere Forscher	Ja, für die Industrie	Nein	WN	Gesamt 'Ja'
%		EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2	EB 79.2
 EU 27		<b>62</b>	<b>33</b>	<b>17</b>	<b>10</b>	<b>10</b>	<b>79</b>
 BE		<b>55</b>	<b>47</b>	<b>21</b>	<b>14</b>	<b>2</b>	<b>84</b>
 BG		<b>54</b>	<b>18</b>	<b>10</b>	<b>3</b>	<b>30</b>	<b>66</b>
 CZ		<b>64</b>	<b>30</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>85</b>
 DK		<b>59</b>	<b>36</b>	<b>24</b>	<b>18</b>	<b>5</b>	<b>77</b>
 DE		<b>58</b>	<b>27</b>	<b>13</b>	<b>16</b>	<b>12</b>	<b>72</b>
 EE		<b>64</b>	<b>26</b>	<b>13</b>	<b>11</b>	<b>7</b>	<b>82</b>
 IE		<b>74</b>	<b>39</b>	<b>24</b>	<b>6</b>	<b>9</b>	<b>85</b>
 EL		<b>78</b>	<b>38</b>	<b>23</b>	<b>3</b>	<b>9</b>	<b>88</b>
 ES		<b>71</b>	<b>29</b>	<b>15</b>	<b>6</b>	<b>12</b>	<b>82</b>
 FR		<b>59</b>	<b>50</b>	<b>27</b>	<b>14</b>	<b>6</b>	<b>80</b>
 IT		<b>56</b>	<b>30</b>	<b>11</b>	<b>8</b>	<b>11</b>	<b>81</b>
 CY		<b>80</b>	<b>47</b>	<b>32</b>	<b>2</b>	<b>8</b>	<b>90</b>
 LV		<b>66</b>	<b>22</b>	<b>20</b>	<b>7</b>	<b>6</b>	<b>87</b>
 LT		<b>62</b>	<b>26</b>	<b>16</b>	<b>7</b>	<b>15</b>	<b>78</b>
 LU		<b>64</b>	<b>42</b>	<b>28</b>	<b>16</b>	<b>5</b>	<b>79</b>
 HU		<b>47</b>	<b>47</b>	<b>24</b>	<b>11</b>	<b>9</b>	<b>81</b>
 MT		<b>71</b>	<b>21</b>	<b>16</b>	<b>4</b>	<b>20</b>	<b>77</b>
 NL		<b>65</b>	<b>35</b>	<b>15</b>	<b>13</b>	<b>4</b>	<b>83</b>
 AT		<b>55</b>	<b>36</b>	<b>17</b>	<b>18</b>	<b>7</b>	<b>75</b>
 PL		<b>64</b>	<b>26</b>	<b>14</b>	<b>11</b>	<b>13</b>	<b>76</b>
 PT		<b>58</b>	<b>32</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>75</b>
 RO		<b>49</b>	<b>24</b>	<b>12</b>	<b>9</b>	<b>24</b>	<b>66</b>
 SI		<b>68</b>	<b>32</b>	<b>18</b>	<b>12</b>	<b>7</b>	<b>81</b>
 SK		<b>58</b>	<b>27</b>	<b>13</b>	<b>9</b>	<b>11</b>	<b>80</b>
 FI		<b>67</b>	<b>45</b>	<b>32</b>	<b>6</b>	<b>3</b>	<b>90</b>
 SE		<b>61</b>	<b>46</b>	<b>27</b>	<b>13</b>	<b>4</b>	<b>83</b>
 UK		<b>75</b>	<b>29</b>	<b>20</b>	<b>7</b>	<b>8</b>	<b>85</b>
 HR		<b>77</b>	<b>21</b>	<b>13</b>	<b>8</b>	<b>7</b>	<b>85</b>