

**2026 Role of Government VI
SOURCE QUESTIONNAIRE**

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Information on background variables

Please note that the following substantial ISSP questions are always asked alongside a set of background questions that mainly collect demographic information. As countries are permitted to ask these questions in a country-specific manner and then harmonise the data to achieve the pre-defined measurement objectives, there is no compulsory universal background questionnaire. However, a number of countries use a specially designed background variables questionnaire, which can be found on the GESIS ISSP webpages at: <https://www.gesis.org/en/issp/data-and-documentation/issp-background-variables>.

It is accompanied by a document called the ISSP “BV Guidelines,” which provides detailed information on the measurement goals and coding instructions. Corresponding guidelines for the ISSP questionnaire at hand: ISSP Demographic Methods Group (2025). ISSP Background Variables Guidelines for ISSP 2026. Cologne: GESIS.

Notes to ISSP members

1. As always, the source questionnaire is written in British English and is in a self-completion format. Any notes that are not part of the questionnaire and are intended only for members (e.g. translation notes) are enclosed in pointed, angle brackets <like these>.
2. All substantive questions must be asked and asked in the order presented here. If, for any reason, you have to change the question order, this should be clearly documented in your technical report.
3. All the elements in questions which require local adaptation are enclosed in square brackets. These instructions often relate to adding the name of the relevant country. For example, in Britain “Generally, how would you describe taxes in [Country] today?” would read “Generally, how would you describe taxes in Britain today?”
4. All the elements in questions which are optional are enclosed in double round brackets ((like these)).
5. Blue numbers in parentheses, for example (2016: Q1), refer to the question number in the 2016 questionnaire (repeated items), while (N) refers to a new item in 2026.
6. Translation and clarification notes are provided after the relevant question.
7. The ISSP policy regarding questions that you have already translated for an earlier module is that members should not alter the wording to make minor improvements. Only real translation mistakes should be amended. Any changes should be clearly documented in your technical report.
8. In general, if translators have difficulty in translating certain items (question wordings and/or answer categories), they should focus upon translating the concepts expressed by the items rather than the precise words used.
9. In general, by government we mean the central regime within a country (that is, any government that has been elected into power). In some countries, the meaning of questions which refer to ‘government’ can be improved by adding ‘of any party’ after ‘government’ (to stress that it does not necessarily have to be the current government). Whenever a question uses a different meaning of ‘government’, that specific meaning is indicated in angle brackets (< >).
10. The questionnaire does not contain any numerical coding for the response categories. If you would like to include numerical coding in your country-specific questionnaire, please use the coding scheme provided at the end of the questionnaire (p 19-21).
11. All the required background variables described in the ISSP BV guidelines must be included in your fielding. The questions do not need to be asked in a specific order but must cover the information required to address the standard background variables.

**2026 Role of Government VI
SOURCE QUESTIONNAIRE**

(2016: Q1)

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

(✓)

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

Obey the law without exception

OR

Follow conscience on occasions

Can't choose

(2016: Q2a-b)

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

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

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

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

(2016: Q3a-b)

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

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

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

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

(2016: Q4)

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

(✓)

((PLEASE TICK **ONE** BOX ONLY)) ... to convict an innocent person,

OR

... to let a guilty person go free?

Can't choose

(2016: Q5a-f)

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

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

<Q5d refers to funding (financial aid) from government.>

<Q5e refers not only to direct financial aid from government (government subsidies) but could also include, for example, import restrictions imposed by government.>

<In Q5f 'reducing the working week' refers to shortening the number of hours that employees are required to work in a week.>

(2016: Q6a-h)

6. Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area.

Remember that if you say "much more", it might require a tax increase to pay for it.

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

(2016: Q7a-k)

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

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

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

<In Q7l, 'ethnic and racial minorities' should be translated using both terms or only 'ethnic minorities' if that covers the core concept of ancestry, which can be founded on genetic, cultural, religious, linguistic, or historical roots.>

(2016: Q8a-c)

8. People have different opinions on who should provide services in [Country]. Who do you think should primarily provide...

a. Health care for the sick?

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

(✓)

Government

Private companies/for-profit organisations

Non-profit organisations/charities/cooperatives

Religious organisations

Family, relatives or friends

Can't choose

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

<'Religious organisations': if necessary include 'churches', 'synagogues', etc.>

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

b. Care for older people?

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

(✓)

Government

Private companies/for-profit organisations

Non-profit organisations/charities/cooperatives

Religious organisations

Family, relatives or friends

Can't choose

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

<'Religious organisations': if necessary include 'churches', 'synagogues', etc.>

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

c. School education for children?

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

(✓)

Government

Private companies/for-profit organisations

Non-profit organisations/charities/cooperatives

Religious organisations

Family, relatives or friends

Can't choose

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

<'Religious organisations': if necessary include 'churches', 'synagogues', etc.>

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

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

(N) d. Childcare for children under school age?

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

(✓)

Government

Private companies/for-profit organisations

Non-profit organisations/charities/cooperatives

Religious organisations

Family, relatives or friends

Can't choose

<Question wording adapted from ISSP 2022 Q11.>

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

<'Religious organisations': if necessary include 'churches', 'synagogues', etc.>

<'under school age' means under the age of regular/compulsory school entry.>

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

The financing of care can be organised in different ways.

(N) 9. Who do you think should primarily fund the cost of each of the following?

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

	The person receiving the care or their family	The government/public funds	Other institutions (e.g. charities, religious organisations, employers)	Can't choose
a. Childcare for children under school age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Care for older people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<Q9a: Question wording adapted from ISSP 2022 Q11.>

<Q9b: Question wording adapted from ISSP 2016 Q8b.>

<In Q9a, 'under school age' means under the age of regular/compulsory school entry.>

Now some questions related to climate change.

(N) 10. Would you like the [Country's] government to do more, less, or the same as now to try to reduce climate change through laws and policies?

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

	(✓)
Do much more	<input type="checkbox"/>
Do more	<input type="checkbox"/>
Do the same as now	<input type="checkbox"/>
Do less	<input type="checkbox"/>
Do much less	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

(Adapted from European Social Survey, Round 8, D30-31)

(N) 11. To what extent are you in favour of or against the following policies in [Country] to try to reduce climate change?

((PLEASE TICK ONE BOX ON EACH LINE))	Strongly in favour	Somewhat in favour	Neither in favour nor against	Somewhat against	Strongly against	Can't choose
a. Increasing taxes on fossil fuels, such as oil, gas and coal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using public money to subsidise renewable energy such as wind and solar power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions are about extreme weather events, such as severe storms, droughts, wildfires, floods, heat waves, and cold snaps.

(N) 12a. To what extent are you in favour of or against increasing public spending on measures to prevent damage in case of extreme weather events in [Country]?

Examples of measures to prevent damage include building dams, flood defences, firebreaks, wells, back-up power systems, and implementing stricter building regulations.

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

- (✓)
- | | |
|-------------------------------|--------------------------|
| Strongly in favour | <input type="checkbox"/> |
| Somewhat in favour | <input type="checkbox"/> |
| Neither in favour nor against | <input type="checkbox"/> |
| Somewhat against | <input type="checkbox"/> |
| Strongly against | <input type="checkbox"/> |
| Can't choose | <input type="checkbox"/> |

<'damage' is to be understood in a broad sense, including human, economic, and environmental damages.>

(N) 12b. To what extent are you in favour of or against increasing public spending to provide substantial financial support for those who lose their homes or livelihoods in case of extreme weather events in [Country]?

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

- (✓)
- | | |
|-------------------------------|--------------------------|
| Strongly in favour | <input type="checkbox"/> |
| Somewhat in favour | <input type="checkbox"/> |
| Neither in favour nor against | <input type="checkbox"/> |
| Somewhat against | <input type="checkbox"/> |
| Strongly against | <input type="checkbox"/> |
| Can't choose | <input type="checkbox"/> |
-

Now some questions about civil liberties and public security.

(2016: Q11a-b)

13. Do you think that the [Country] government should or should not have the right to do the following:

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

	Definitely should have right	Probably should have right	Probably should not have right	Definitely should not have right	Can't choose
a. ... keep people under video surveillance in public areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... monitor e-mails and any other information exchanged on the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<'government' means public authorities primarily involved in law enforcement.>

The next question is about social media, for example, Facebook, Instagram, Telegram, TikTok, WhatsApp, YouTube, and X.*

< * Please provide up to five examples of social media platforms that are commonly used in your country.>

(N) 14. Do you think that the [Country's] government should or should not have the right to ban or restrict content on social media for national security reasons?

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

Definitely should have the right	<input type="checkbox"/>
Probably should have the right	<input type="checkbox"/>
Probably should not have the right	<input type="checkbox"/>
Definitely should not have the right	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<'national security reasons' may relate to matters within or outside the country.>

(2016: Q14a-c)

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

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

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

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

(N) 16. In your opinion, is [Country] adequately prepared to defend itself against a military attack?

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

- (✓)
- Definitely prepared
- Probably prepared
- Probably not prepared
- Definitely not prepared
- Can't choose
-

Now some more questions about politics.

(2016: Q15)

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

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

(✓)

Very interested

Fairly interested

Somewhat interested

Not very interested

Not at all interested

Can't choose

(2016: Q16a-b)

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

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. People like me don't have any say about what the government does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel that I have a pretty good understanding of the important political issues facing our country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In Q18b, by 'pretty good' we mean 'rather good' and not the negative reading 'quite good'.>

(2016: Q17a-c)

19a. Generally, how would you describe taxes in [Country] today?
((We mean all taxes together, including [wage deductions],
[income tax], [taxes on goods and services] and all the rest.))

First, for those with high incomes, are taxes ...

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

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

19b. Next, for those with middle incomes, are taxes...

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

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

19c. Lastly, for those with low incomes, are taxes ...

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

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

(2016: Q18b)

20. In general, how often do you think that the tax authorities in [Country] treat everyone in accordance with the law, regardless of their contacts or position in society?

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

(✓)

- Almost always
 - Often
 - Sometimes
 - Almost never
 - Can't choose
-

(2016: Q20)

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

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

(✓)

- Almost none
- A few
- Some
- Quite a lot
- Almost all
- Can't choose

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

(2016: Q22)

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

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

(✓)

- Never
- Seldom
- Occasionally
- Quite often
- Very often
- Can't choose

OPTIONAL ITEMS

(2016: Q23a-c)

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

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

<In Q23c, by 'threats to [Country's] security' we mean security threats from within or outside the country in question. These threats might be posed by terrorist organisations, or organised crime (but only where this threatens national security) or by other countries.>

(2016: Q16c-d)

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

((PLEASE TICK ONE BOX ON EACH LINE))	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. People we elect as MPs try to keep the promises they have made during the election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Most civil servants can be trusted to do what is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<In Q24a, MPs' (Members of Parliament) are people elected for national parliament.>

<In Q24b, civil servants' are higher-level non-political government paid officials. They are *not* elected to office – they applied for their posts and are senior public servants or government administrators.>

(2016: Q21)

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

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

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

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

Information on coding in the 2026 ISSP questionnaire

The questionnaire does not contain any numerical coding for the response categories. If you would like to include numerical coding in your country-specific questionnaire, please use the following coding scheme.

Q1		
	Obey the law without exception	1
	Follow conscience on occasions	2
	Can't choose	-8
Q2-b		
Q3a-b		
	Definitely	1
	Probably	2
	Probably not	3
	Definitely not	4
	Can't choose	-8
Q4		
	...to convict an innocent person,	1
	...to let a guilty person go free?	2
	Can't choose	-8
Q5a-f		
	Strongly in favour of	1
	In favour of	2
	Neither in favour of nor against	3
	Against	4
	Strongly against	5
	Can't choose	-8
Q6a-h		
	Spend much more	1
	Spend more	2
	Spend the same as now	3
	Spend less	4
	Spend much less	5
	Can't choose	-8
Q7a-m		
	Definitely should be	1
	Probably should be	2
	Probably should not be	3
	Definitely should not be	4
	Can't choose	-8
Q8a-d		
	Government	1
	Private companies/for-profit organisations	2
	Non-profit organisations/charities/cooperatives	3
	Religious organisations	4
	Family, relatives or friends	5
	Can't choose	-8
Q9a-b		
	The person receiving the care or their family	1
	The government/public funds	2
	Other institutions (e.g. charities, religious organisations, employers)	3
	Can't choose	-8

Q10		
	Do much more	1
	Do more	2
	Do the same as now	3
	Do less	4
	Do much less	5
	Can't choose	-8
Q11a-b		
Q12a-b		
	Strongly in favour	1
	Somewhat in favour	2
	Neither in favour nor against	3
	Somewhat against	4
	Strongly against	5
	Can't choose	-8
Q13a-b		
	Definitely should have right	1
	Probably should have right	2
	Probably should not have right	3
	Definitely should not have right	4
	Can't choose	-8
Q14		
	Definitely should have the right	1
	Probably should have the right	2
	Probably should not have the right	3
	Definitely should not have the right	4
	Can't choose	-8
Q15a-c		
	Definitely should have right	1
	Probably should have right	2
	Probably should not have right	3
	Definitely should not have right	4
	Can't choose	-8
Q16		
	Definitely prepared	1
	Probably prepared	2
	Probably not prepared	3
	Definitely not prepared	4
	Can't choose	-8
Q17		
	Very interested	1
	Fairly interested	2
	Somewhat interested	3
	Not very interested	4
	Not at all interested	5
	Can't choose	-8
Q18a-b		
	Strongly agree	1
	Agree	2
	Neither agree nor disagree	3
	Disagree	4
	Strongly disagree	5
	Can't choose	-8

Q19a-c		
	...much too high,	1
	too high,	2
	about right,	3
	too low,	4
	or, are they much too low?	5
	Can't choose	-8
Q20		
	Almost always	1
	Often	2
	Sometimes	3
	Almost never	4
	Can't choose	-8
Q21		
	Almost none	1
	A few	2
	Some	3
	Quite a lot	4
	Almost all	5
	Can't choose	-8
Q22		
	Never	1
	Seldom	2
	Occasionally	3
	Quite often	4
	Very often	5
	Can't choose	-8
Q23a-c		
	Very successful	1
	Quite successful	2
	Neither successful nor unsuccessful	3
	Quite unsuccessful	4
	Very unsuccessful	5
	Can't choose	-8
Q24a-b		
	Strongly agree	1
	Agree	2
	Neither agree nor disagree	3
	Disagree	4
	Strongly disagree	5
	Can't choose	-8
Q25		
	Almost none	1
	A few	2
	Some	3
	Quite a lot	4
	Almost all	5
	Can't choose	-8