COMPARATIVE STUDY OF ELECTORAL SYSTEMS (CSES)
www.cses.org

MODULE 4 (2011-2016)
QUESTIONNAIRE
FINAL VERSION
- July 15, 2011 -

COLLABORATOR INSTRUCTIONS FOR THE ADMINISTRATION OF THE CSES QUESTIONNAIRE:

(1) Following these collaborator instructions, this document is comprised of three sections:

)))) CSES MODULE 4 QUESTIONNAIRE: ADMINISTRATIVE VARIABLES

The "Administrative Variables" section is a list of common administrative variables that, if possible, should be provided at the time data are deposited with the CSES Secretariat.

)))) CSES MODULE 4 QUESTIONNAIRE: CSES MODULE

This is the CSES Module itself, a common module of survey questions for researchers to include in their national post-election survey. The CSES Module is intended to be administered exactly as it is specified in this document.

)))) CSES MODULE 4 QUESTIONNAIRE: DEMOGRAPHIC VARIABLES

Collaborators are asked to provide data on background (demographic) characteristics of respondents, coded to an agreed upon set of standards as indicated in this section. There is great international variation in the ways that collaborators will go about soliciting information on the background characteristics of their respondents. The objective here is not standardization of the way collaborators ask these background questions, but instead, standardization to a common, cross-national scheme for coding each variable.

(2) The CSES Module is intended to be administered in its entirety as a single, uninterrupted block of questions, unless noted otherwise for particular questions. In most cases, the CSES Module is included as part of a larger study. For reliable comparisons to be made, it is important that any additional items investigators may wish to include do not interrupt the CSES Module.

(3) The CSES module should be administered as a post-election interview.

(4) Where the CSES module is included in a larger study, to ensure that question-ordering effects are minimized, it is most preferable for the CSES Module to be administered at the beginning of the survey instrument. Where this is not possible, collaborators should be sensitive to the effects questions asked immediately prior to the module may have.

(5) NOTES often precede the question TEXT, and provide instructions for
the administration of the item. Where no question TEXT is provided, collaborators should provide documentation of the question used.

(6) Showcards may be helpful for the administration of some questions. For this reason, a Respondent Booklet is available for download from the CSES website. The Respondent Booklet contains showcards for select questions. It is indicated in the NOTES when a showcard is available for a question.

(7) The response options that should be read to the respondent are contained in the body of the question TEXT.

(8) Where lower-case words appear in brackets [ ] collaborators should select the words that are most appropriate.

For example:
[party/presidential candidate]
...indicates that either the word "party" or the phrase "presidential candidate" should be read, but not both.

(9) Where upper-case words appear in brackets [ ] collaborators should substitute the words that are most appropriate.

For example:
[COUNTRY]
...should be replaced with the name of the country where the election was held (perhaps "Canada" or "the Philippines").

Another example:
[NUMBER OF YEARS BETWEEN THE PREVIOUS AND THE PRESENT ELECTION OR CHANGE IN GOVERNMENT]
...should be replaced with a number that indicates the amount of years that have passed between the previous election and either the current election or recent change in government.

(10) Phrases that appear in parentheses () contain words that are optional - that collaborators (or their interviewers) can decide to read or not read to respondents as needed.

(11) Words in question text that are in upper-case but NOT within brackets [ ] should be emphasized by the interviewer when reading the question text.

For example, the word "COUNTRY" would be emphasized in the following question when the interviewer reads the question to the respondent:

What COUNTRY do you live in?

But in this next example, the interviewer does not emphasize the word "[COUNTRY]". Instead, this is an instruction for the collaborator to substitute the name of the respondent's country into the question text (for more information, see the eighth Collaborator Instruction above):

How long have you lived in [COUNTRY]?

(12) Interviewer instructions are available for some questions. These interviewer instructions, labeled as HELP, are intended to provide advice to the interviewers to assist in administering the question. It is also useful to discuss the interviewer instructions as part of interviewer training. The interviewer instructions, where available, appear after the question TEXT.
interviewer-administered surveys, interviewer instructions should be available to the interviewer, but not to the respondent. For example, in a computer-assisted interview, the interviewer instructions might appear on the screen in a special color, and interviewers trained to make use of those instructions as necessary, but the interviewer should NOT read the interviewer instructions to the respondent.

(13) Some response options are followed by an arrow (->) and a skip pattern instruction. If the respondent selects that response option, the skip pattern instruction after the arrow is to be executed.

(14) Respondents who volunteer the response "DON'T KNOW" (or who have REFUSED to answer a question) should be coded as such. Interviewers should accept these responses and should NOT probe for additional information or force a respondent to use one of the response options provided in the text of the question.

(15) Special care should be taken in the administration of the Vote Choice items (Q5 and Q6 question series).

Wording for the Q5 and Q6 question series, which is to record vote choice in the elections, should follow national standards.

Collaborators are invited to compare their own national instrument with other instruments of countries that are part of the CSES and look for convergence where this is possible.

For Q6 (previous election), ask about the previous national election of the same type (whether legislative or presidential). For countries where more than one institution is being currently elected on the same day (e.g. president and legislature), please consider asking about the previous lower house election if votes have been recorded for the current lower house election.

For Q5 (current election), for countries where more than one institution is elected on the same day (e.g., president and legislature) using different votes, please ensure that all votes are supplied. Consider including all national elections having been held within three months before or after the study's data collection period.

Please ensure all vote choices are supplied as separate variables in the dataset that you deposit.

For countries where voters have two votes for the same institution (e.g. parallel and mixed member proportional systems; double ballot systems), please ensure that both/all votes are supplied.

For countries using preferential systems (e.g., STV, AV) please provide first and second preference vote.

(16) For questions asking about parties, collaborators should be advised that they may add one or several party blocs to a list of individual parties if they feel that it will be difficult for respondents to recognize individual parties.

(17) Collaborators in the Comparative Study of Electoral Systems shall adhere to the following standards of data quality:

a. Mode of interviewing: Interviews should be conducted face-to-face, unless local circumstances dictate that telephone
or mail surveys will produce higher quality data.

b. Timing of interviewing: We strongly recommend that collaborators in the Comparative Study of Electoral Systems conduct their interviews in the weeks following their national election. Out of concern for data quality, data collection should be completed in as timely a fashion as possible. In the event of a runoff election, interviewing shall be conducted after the first round election. The date of interview shall be provided for each respondent.

c. Placement of module in post-election questionnaire: The questionnaire module should be asked as a single, uninterrupted block of questions. We leave it to each collaborator to select an appropriate location for the module in their national survey instrument. Collaborators should take steps to ensure that questions asked immediately prior to the questionnaire module do not contaminate the initial questions in the module. Collaborators are also free to select an appropriate place in their survey instrument to ask the turnout, vote choice, and demographic questions.

d. Population to be sampled: National samples should be drawn from all age-eligible citizens. When non-citizens (or other non-eligible respondents) are included in the sample, a variable should be provided to permit the identification of those non-eligible respondents. When a collaborator samples from those persons who appear on voter registration lists, the collaborator should quantify the estimated degree of discrepancy between this population and the population of all age-eligible citizens.

e. Sampling procedures: We strongly encourage the use of random samples, with random sampling procedures used at all stages of the sampling process. Collaborators should provide detailed documentation of their sampling practices.

f. Sample Size: We strongly recommend that no fewer than 1,000 age-eligible respondents be interviewed.

g. Interviewer training: Collaborators should pre-test their survey instrument and should train interviewers in the administration of the questionnaire. The Planning Committee will provide each collaborator with documentation that clarifies the purposes and objectives of each item and with rules with respect to probing "don't know" responses.

h. Field practices: Collaborators should make every effort to ensure a high response rate. Investigators should be diligent in their effort to reach respondents not interviewed on the initial contact with the household and should be diligent in their effort to convert respondents who initially refuse to participate in the study. Data on the number of contact attempts, the number of contacts with sample persons, and special persuasion or conversion efforts undertaken should be coded for each respondent.

i. Strategies for translation (and back-translation): Each collaborator should translate the questionnaire module into their native language(s). To ensure the equivalence of the translation, collaborators shall perform an independent re-translation of the questionnaire back into English. Collaborators engaged in translation of the questionnaire module
into the same language (e.g., Spanish, French, English, German, and Portuguese) should collaborate on the translation.

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CSES MODULE 4 QUESTIONNAIRE: ADMINISTRATIVE VARIABLES
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NOTES: The "Administrative Variables" section is a list of common administrative variables that, if possible, should be provided at the time data are deposited with the CSES Secretariat.

All items in this section begin with the letter "A".

A1. >>> ID COMPONENT - RESPONDENT WITHIN ELECTION STUDY

NOTES: This item should provide a unique, numeric identification code for each respondent in the study.

A2. >>> INTERVIEWER WITHIN ELECTION STUDY

NOTES: This item should provide a unique, numeric identification code for each interviewer who administered the survey.

A3. >>> INTERVIEWER GENDER

NOTES: This item should indicate the interviewer's gender.

1. MALE
2. FEMALE

A4a. >>> DATE QUESTIONNAIRE ADMINISTERED - MONTH
A4b. >>> DATE QUESTIONNAIRE ADMINISTERED - DAY
A4c. >>> DATE QUESTIONNAIRE ADMINISTERED - YEAR

NOTES: This item should indicate the date on which the post-election interview took place.
Please note that recording and providing this information to CSES is especially important because it is used in combination with the date of birth information in the demographic section to calculate the age of the respondent.

MONTH
01. JANUARY
02. FEBRUARY
03. MARCH
04. APRIL
05. MAY
06. JUNE
07. JULY
08. AUGUST
09. SEPTEMBER
10. OCTOBER
11. NOVEMBER
12. DECEMBER
99. MISSING

DAY
01-31. DAY OF MONTH
99. MISSING

YEAR
2011-2016. YEAR
9999. MISSING

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A5. >>> ORIGINAL WEIGHT: SAMPLE
>>> ORIGINAL WEIGHT: DEMOGRAPHIC
>>> ORIGINAL WEIGHT: POLITICAL

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NOTES: Please provide any weights that you have available. We are able to include up to three separate weights in the CSES dataset: one sample weight, one demographic weight, and one political weight. Please also provide whatever documentation is available concerning the weights and their creation.

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A6. >>> LANGUAGE OF QUESTIONNAIRE ADMINISTRATION

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NOTES: For election studies where the questionnaire is administered in more than one language, please indicate here what language was used to conduct the interview for each respondent.

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)))) CSES MODULE 4 QUESTIONNAIRE: CSES MODULE

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NOTES: This is the CSES Module itself, a common module of survey questions for researchers to include in their national post-election survey. The questionnaire is intended to be administered exactly as it appears in this document.

All items in this section begin with the letter "Q".
Q1a. PUBLIC EXPENDITURE: HEALTH

NOTES: The following definitions are provided as guidance for translating questions Q1a through Q1h into other languages.

The word "health" is intended to refer to public expenditure related to health care, i.e., public health care programs, public hospitals, clinics, etc.

The word "education" is intended to refer to public expenditure related to all forms of education, i.e., primary and secondary education, universities and colleges, etc.

The phrase "unemployment benefits" is intended to refer to public expenditure related to the unemployed, mainly through employment insurance programs, but also job training directed at the unemployed, and related programs.

The word "defense" is intended to refer to public expenditure on the military, and other defense-related programs; it is NOT intended to refer to other international affairs programs, nor foreign aid.

The phrase "old-age pensions" is intended to refer to public expenditure on old age pensions, NOT other spending on programs directed at the elderly.

The phrase "business and industry" is intended to refer to public expenditure related to helping business and industry, particularly through subsidies.

The phrase "police and law enforcement" is intended to refer to public expenditure on the justice system related to police and law enforcement.

The phrase "welfare benefits" is intended to refer to public expenditure on welfare programs or social benefit programs.

TEXT: For the next questions, please say whether there should be more or less public expenditure in each of the following areas. Remember if you say "more" it could require a tax increase, and if you say "less" it could require a reduction in those services.

Thinking about public expenditure on HEALTH, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

HELP: The word "health" is intended to refer to public expenditure related to health care, i.e., public health care programs, public hospitals, clinics, etc.

1. MUCH MORE THAN NOW
2. SOMewhat MORE THAN NOW
3. THE SAME AS NOW
4. SOMEWHAT LESS THAN NOW
5. MUCH LESS THAN NOW
Q1b. >>> PUBLIC EXPENDITURE: EDUCATION

TEXT: Thinking about public expenditure on EDUCATION, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

HELP: The word "education" is intended to refer to public expenditure related to all forms of education, i.e., primary and secondary education, universities and colleges, etc.

1. MUCH MORE THAN NOW
2. SOMEWHAT MORE THAN NOW
3. THE SAME AS NOW
4. SOMEWHAT LESS THAN NOW
5. MUCH LESS THAN NOW

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q1c. >>> PUBLIC EXPENDITURE: UNEMPLOYMENT BENEFITS

TEXT: Thinking about public expenditure on UNEMPLOYMENT BENEFITS, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

HELP: The phrase "unemployment benefits" is intended to refer to public expenditure related to the unemployed, mainly through employment insurance programs, but also job training directed at the unemployed, and related programs.

1. MUCH MORE THAN NOW
2. SOMEWHAT MORE THAN NOW
3. THE SAME AS NOW
4. SOMEWHAT LESS THAN NOW
5. MUCH LESS THAN NOW

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q1d. >>> PUBLIC EXPENDITURE: DEFENSE

8
Thinking about public expenditure on DEFENSE, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

The word "defense" is intended to refer to public expenditure on the military, and other defense-related programs; it is NOT intended to refer to other international affairs programs, nor foreign aid.

1. MUCH MORE THAN NOW
2. SOMewhat more THAN NOW
3. THE SAME AS NOW
4. SOMewhat LESS THAN NOW
5. MUCH LESS THAN NOW
6. VOLUNTEERED: REFUSED
7. VOLUNTEERED: DON’T KNOW
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Thinking about public expenditure on OLD-AGE PENSIONS, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

The phrase "old-age pensions" is intended to refer to public expenditure on old age pensions, NOT other spending on programs directed at the elderly.

1. MUCH MORE THAN NOW
2. SOMewhat more THAN NOW
3. THE SAME AS NOW
4. SOMewhat LESS THAN NOW
5. MUCH LESS THAN NOW
6. VOLUNTEERED: REFUSED
7. VOLUNTEERED: DON’T KNOW
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Thinking about public expenditure on BUSINESS AND INDUSTRY, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

The phrase "business and industry" is intended to refer to public expenditure related to helping business and industry, particularly through subsidies.
Q1g.  

Thinking about public expenditure on POLICE AND LAW ENFORCEMENT, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

The phrase "police and law enforcement" is intended to refer to public expenditure on the justice system related to police and law enforcement.

1. MUCH MORE THAN NOW
2. SOMewhat MORE THAN NOW
3. THE SAME AS NOW
4. SOMewhat LESS THAN NOW
5. MUCH LESS THAN NOW

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q1h.  

Thinking about public expenditure on WELFARE BENEFITS, should there be much more than now, somewhat more than now, the same as now, somewhat less than now, or much less than now?

The phrase "welfare benefits" is intended to refer to public expenditure on welfare programs or social benefit programs.

1. MUCH MORE THAN NOW
2. SOMewhat MORE THAN NOW
3. THE SAME AS NOW
4. SOMewhat LESS THAN NOW
5. MUCH LESS THAN NOW

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING
Q2. >>> IMPROVING STANDARD OF LIVING

TEXT: Over the next ten years or so, how likely or unlikely is it that you will improve your standard of living? Very likely, somewhat likely, somewhat unlikely, or very unlikely?

1. VERY LIKELY
2. SOMEWHAT LIKELY
4. SOMEWHAT UNLIKELY
5. VERY UNLIKELY

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q3. >>> STATE OF ECONOMY

TEXT: Would you say that over the past twelve months, the state of the economy in [COUNTRY] has gotten better, stayed about the same, or gotten worse?

1. GOTTEN BETTER
3. STAYED THE SAME -> GO TO Q4
5. GOTTEN WORSE -> GO TO Q3d

7. VOLUNTEERED: REFUSED -> GO TO Q4
8. VOLUNTEERED: DON’T KNOW -> GO TO Q4
9. MISSING

Q3a. >>> STATE OF ECONOMY - BETTER

NOTES: Only respondents who answered "GOTTEN BETTER" at Q3 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Would you say much better or somewhat better?

1. MUCH BETTER -> GO TO Q4
2. SOMEWHAT BETTER -> GO TO Q4

7. VOLUNTEERED: REFUSED -> GO TO Q4
8. VOLUNTEERED: DON’T KNOW -> GO TO Q4
9. MISSING

Q3b. >>> STATE OF ECONOMY - WORSE
NOTES: Only respondents who answered "GOTTEN WORSE" at Q3 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Would you say much worse or somewhat worse?

5. MUCH WORSE
4. SOMewhat WORSE

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q4. >>> GOVERNMENT ACTION - DIFFERENCES IN INCOME LEVELS

TEXT: Please say to what extent you agree or disagree with the following statement:

"The government should take measures to reduce differences in income levels."

Do you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree?

1. STRONGLY AGREE
2. SOMEWHAT AGREE
3. NEITHER AGREE NOR DISAGREE
4. SOMEWHAT DISAGREE
5. STRONGLY DISAGREE

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q5P1-a. >>> CURRENT PRESIDENTIAL ELECTION [FIRST ROUND]:
DID RESPONDENT CAST A BALLOT [IF APPLICABLE]

NOTES: For information about how to administer the vote choice items, please refer to the "COLLABORATOR INSTRUCTIONS FOR THE ADMINISTRATION OF THE CSES QUESTIONNAIRE" section which is found at the beginning of this questionnaire, paying special attention to Instruction 14.

This item should ascertain whether or not the respondent cast a ballot, regardless of whether or not it was valid.

1. RESPONDENT CAST A BALLOT
5. RESPONDENT DID NOT CAST A BALLOT
6. VOLUNTEERED: RESPONDENT NOT REGISTERED ON ELECTORAL LISTS [IF APPLICABLE]

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q5P1-b. >>> CURRENT PRESIDENTIAL ELECTION [FIRST ROUND]:
VOTE CHOICE [IF APPLICABLE]

NOTES: For information about how to administer the vote choice items, please refer to the "COLLABORATOR INSTRUCTIONS FOR THE ADMINISTRATION OF THE CSES QUESTIONNAIRE" section which is found at the beginning of this questionnaire, paying special attention to Instruction 14.

This item should report the respondent's vote choice for president.

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]

96. RESPONDENT CAST INVALID BALLOT
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

Q5P2-a. >>> CURRENT PRESIDENTIAL ELECTION [SECOND ROUND]:
DID RESPONDENT CAST A BALLOT [IF APPLICABLE]

NOTES: If the data collection occurs between rounds in a two round election, this item should ascertain whether or not the respondent intends to cast a ballot in the second round, regardless of whether or not it will be valid.
If the data collection occurs after the second round in a two round election, this item should ascertain whether or not the respondent cast a ballot in the second round, regardless of whether or not it was valid.

1. RESPONDENT CAST/WILL CAST A BALLOT
5. RESPONDENT DID NOT CAST/WILL NOT CAST A BALLOT

6. VOLUNTEERED: RESPONDENT NOT REGISTERED ON ELECTORAL LISTS [IF APPLICABLE]

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q5P2-b. >>> CURRENT PRESIDENTIAL ELECTION [SECOND ROUND]:
VOTE CHOICE [IF APPLICABLE]

NOTES: If the data collection occurs between rounds in a two round election, this item should report the respondent's vote choice intention for president in the second round. If the data collection occurs after the second round in a two round election, this item should report the respondent's vote choice for president in the second round.

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]
96. RESPONDENT CAST/WILL CAST INVALID BALLOT
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

Q5LH-a. >>> CURRENT LOWER HOUSE ELECTION:
DID RESPONDENT CAST A BALLOT [IF APPLICABLE]

NOTES: This item should ascertain whether or not the respondent cast a ballot, regardless of whether or not it was valid.

1. RESPONDENT CAST A BALLOT
5. RESPONDENT DID NOT CAST A BALLOT

6. VOLUNTEERED: RESPONDENT NOT REGISTERED ON ELECTORAL LISTS [IF APPLICABLE]
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q5LH-b. >>> CURRENT LOWER HOUSE ELECTION:
VOTE CHOICE - PARTY LIST [IF APPLICABLE]

NOTES: If applicable and respondent cast a ballot in the legislative election.

This item should report the respondent's vote choice for party list.

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]
96. RESPONDENT CAST INVALID BALLOT
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING
Q5LH-c. >>> CURRENT LOWER HOUSE ELECTION:
VOTE CHOICE - DISTRICT CANDIDATE [IF APPLICABLE]
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NOTES: If applicable and respondent cast a ballot in the legislative
election.

This item should report the respondent's vote choice for district
candidate. If more than one candidate have one party's
affiliation, please provide choice for individual candidates.

For preferential voting systems, please provide the first two
preferences (Q5LH-c1 and Q5LH-c2).

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]
  96. RESPONDENT CAST INVALID BALLOT
  97. VOLUNTEERED: REFUSED
  98. VOLUNTEERED: DON'T KNOW
  99. MISSING

Q5LH-d. >>> CURRENT LOWER HOUSE ELECTION:
DID RESPONDENT CAST CANDIDATE PREFERENCE VOTE
---------------------------------------------------------------------------
NOTES: If an open-list electoral system was used for the legislative
election in question and respondent cast a ballot.

This item should report whether or not the respondent cast a
preference vote for a candidate.

For instance, if votes are cast for party lists, but citizens can,
in addition to that, mark a preference for one or more candidates
on the party list, then Q5LH-d may show answers to a question
like this: "Did you simply vote for a party or did you also
express a candidate preference?" In party list systems where
voters have to vote directly for a candidate and cannot cast a
vote just for the party list as such (e.g. Estonia, Finland, the
Netherlands, Poland), this question should read like this: "Do you
consider the vote that you cast merely a vote for the party, or
did you also mean it as a vote for a particular candidate?"

1. RESPONDENT EXERCISED CANDIDATE PREFERENCE
2. RESPONDENT DID NOT EXERCISE CANDIDATE PREFERENCE

6. RESPONDENT CAST INVALID BALLOT

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q6a. >>> PREVIOUS ELECTION: DID RESPONDENT CAST A BALLOT
NOTES: For information about how to administer the vote choice items, please refer to the "COLLABORATOR INSTRUCTIONS FOR THE ADMINISTRATION OF THE CSES QUESTIONNAIRE" section which is found at the beginning of this questionnaire, paying special attention to Instruction 14.

This item should ascertain whether or not the respondent cast a ballot, regardless of whether or not it was valid, in the PREVIOUS election to be considered (see instructions).

1. RESPONDENT CAST A BALLOT
5. RESPONDENT DID NOT CAST A BALLOT

6. VOLUNTEERED: NOT ELIGIBLE TO VOTE IN LAST ELECTION OR NOT REGISTERED ON ELECTORAL LISTS

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q6b. >>> PREVIOUS ELECTION: VOTE CHOICE - PARTY LIST

NOTES: This item should ascertian whether or not the respondent cast a ballot, regardless of whether or not it was valid, in the PREVIOUS election to be considered (please see the instructions from the beginning of this questionnaire).

This item should report the respondent's vote choice for party list in the PREVIOUS election.

Which PREVIOUS elections to be asked about should be considered in accordance with the instructions from the beginning of this questionnaire.

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]
96. RESPONDENT CAST INVALID BALLOT
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

Q6c. >>> PREVIOUS ELECTION: VOTE CHOICE - DISTRICT CANDIDATE

NOTES: This question should be asked if applicable and the respondent cast a ballot in the legislative election.

This item should report the respondent's vote choice for district candidate in the PREVIOUS election.
Q7. >>> WHO IS IN POWER CAN MAKE A BIG DIFFERENCE

NOTES: Collaborators, please be sure to include the words "big" and "any" where they appear in both the question text and the code labels.
Also, a showcard is available for this question.

TEXT: Some people say that it doesn't make any difference who is in power. Others say that it makes a big difference who is in power. Using the scale on this card, (where ONE means that it doesn't make any difference who is in power and FIVE means that it makes a big difference who is in power), where would you place yourself?

1. IT DOESN'T MAKE ANY DIFFERENCE WHO IS IN POWER
2.  
3.  
4.  
5. IT MAKES A BIG DIFFERENCE WHO IS IN POWER
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q8. >>> WHO PEOPLE VOTE FOR MAKES A BIG DIFFERENCE

NOTES: Collaborators, please be sure to include the words "big" and "any" where they appear in both the question text and the code labels.
Also, a showcard is available for this question.

TEXT: Some people say that no matter who people vote for, it won't make any difference to what happens. Others say that who people vote for can make a big difference to what happens. Using the scale on this card, (where ONE means that voting won't make any difference to what happens and FIVE means that voting can make a big difference), where would you place yourself?

1. WHO PEOPLE VOTE FOR WON'T MAKE ANY DIFFERENCE
2.  
3.  
4.  
5. WHO PEOPLE VOTE FOR CAN MAKE A BIG DIFFERENCE
I’d like to know what you think about each of our political parties. After I read the name of a political party, please rate it on a scale from 0 to 10, where 0 means you strongly dislike that party and 10 means that you strongly like that party. If I come to a party you haven’t heard of or you feel you do not know enough about, just say so. The first party is [PARTY A].

Using the same scale, where would you place, [PARTY B]?
Using the same scale, where would you place, [PARTY C]?
Using the same scale, where would you place, [PARTY D]?
Using the same scale, where would you place, [PARTY E]?
Using the same scale, where would you place, [PARTY F]?

Please have the respondent rate the six parties [PARTY A through PARTY F] that received the most votes.

If appropriate, the collaborator may also include up to three additional parties [PARTY G through PARTY I] that are relevant to studying the election, regardless of the number of votes received.

It is important that interviewers properly record the volunteered responses "don't know" and "haven't heard of" when respondents offer either response.

Also, a showcard is available for this question.
Q10a. >>> LIKE-DISLIKE - LEADER A
Q10b. >>> LIKE-DISLIKE - LEADER B
Q10c. >>> LIKE-DISLIKE - LEADER C
Q10d. >>> LIKE-DISLIKE - LEADER D
Q10e. >>> LIKE-DISLIKE - LEADER E
Q10f. >>> LIKE-DISLIKE - LEADER F
Q10g. >>> LIKE-DISLIKE - LEADER G (OPTIONAL)
Q10h. >>> LIKE-DISLIKE - LEADER H (OPTIONAL)
Q10i. >>> LIKE-DISLIKE - LEADER I (OPTIONAL)

NOTES: This question set should be asked in all studies. Ask the questions in studies of parliamentary elections, and ask the questions in studies of presidential elections.

Candidates/leaders to be rated should be the leaders of the parties rated in question set Q9a-Q9i.

It is important that interviewers properly record the volunteered responses "don't know" and "haven't heard of" when respondents offer either response.

Also, a showcard is available for this question.

TEXT: And what do you think of the presidential candidates/party leaders? After I read the name of a presidential candidate/party leader, please rate them on a scale from 0 to 10, where 0 means you strongly dislike that candidate and 10 means that you strongly like that candidate. If I come to a presidential candidate/party leader you haven’t heard of or you feel you do not know enough about, just say so. The first is [LEADER A].

Using the same scale, where would you place, [LEADER B]?

Using the same scale, where would you place, [LEADER C]?

Using the same scale, where would you place, [LEADER D]?

Using the same scale, where would you place, [LEADER E]?

Using the same scale, where would you place, [LEADER F]?

00. STRONGLY DISLIKE
01.
02.
03.
04.
05.
06.
07.
08.
09.
10. STRONGLY LIKE

96. HAVEN'T HEARD OF LEADER

97. VOLUNTEERED: REFUSED

98. DON'T KNOW ENOUGH ABOUT/DON'T KNOW WHERE TO RATE

99. MISSING
Q11a. >>> LEFT-RIGHT - PARTY A
Q11b. >>> LEFT-RIGHT - PARTY B
Q11c. >>> LEFT-RIGHT - PARTY C
Q11d. >>> LEFT-RIGHT - PARTY D
Q11e. >>> LEFT-RIGHT - PARTY E
Q11f. >>> LEFT-RIGHT - PARTY F
Q11g. >>> LEFT-RIGHT - PARTY G (OPTIONAL)
Q11h. >>> LEFT-RIGHT - PARTY H (OPTIONAL)
Q11i. >>> LEFT-RIGHT - PARTY I (OPTIONAL)

NOTES: The parties evaluated in this question set should be the same parties as were asked about in question set Q9a-Q9i.

Collaborators should ask the left-right scale questions, even if left-right is not considered to be meaningful/important/widely understood in the area being studied.

If the national collaborator team feels that administering this question set will cause important or serious issues with respect to the conduct of the survey, they should discuss these issues with the CSES Secretariat in advance.

Also, a showcard is available for this question.

TEXT: In politics people sometimes talk of left and right. Where would you place [PARTY A] on a scale from 0 to 10 where 0 means the left and 10 means the right? Using the same scale, where would you place [PARTY B]?
Where would you place [PARTY C]?
Where would you place [PARTY D]?
Where would you place [PARTY E]?
Where would you place [PARTY F]?

00. LEFT
01.
02.
03.
04.
05.
06.
07.
08.
09.
10. RIGHT
95. VOLUNTEERED: HAVEN'T HEARD OF LEFT-RIGHT
96. VOLUNTEERED: HAVEN'T HEARD OF PARTY
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW WHERE TO PLACE
99. MISSING

Q12. >>> LEFT-RIGHT - SELF

NOTES: Collaborators should ask the left-right scale questions, even if left-right is not considered to be meaningful/important/widely understood in the area being studied.
understood in the area being studied.

If the national collaborator team feels that administering this question will cause important or serious issues with respect to the conduct of the survey, they should discuss these issues with the CSES Secretariat in advance.

Also, a showcard is available for this question.

TEXT: Where would you place yourself on this scale?

00. LEFT
01.
02.
03.
04.
05.
06.
07.
08.
09.
10. RIGHT
95. VOLUNTEERED: HAVEN'T HEARD OF LEFT-RIGHT
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW WHERE TO PLACE
99. MISSING

Q13a. >>> OPTIONAL ALTERNATIVE SCALE - PARTY A
Q13b. >>> OPTIONAL ALTERNATIVE SCALE - PARTY B
Q13c. >>> OPTIONAL ALTERNATIVE SCALE - PARTY C
Q13d. >>> OPTIONAL ALTERNATIVE SCALE - PARTY D
Q13e. >>> OPTIONAL ALTERNATIVE SCALE - PARTY E
Q13f. >>> OPTIONAL ALTERNATIVE SCALE - PARTY F
Q13g. >>> OPTIONAL ALTERNATIVE SCALE - PARTY G (OPTIONAL)
Q13h. >>> OPTIONAL ALTERNATIVE SCALE - PARTY H (OPTIONAL)
Q13i. >>> OPTIONAL ALTERNATIVE SCALE - PARTY I (OPTIONAL)

NOTES: In most national contexts, the left-right dimension will be the single best ideological summary of the current issue conflicts in a society. Where this is known not to be the case, a more pertinent dimension of ideological conflict (like the independence-integration dimension in Taiwan) might be used in addition to the left-right placement scales.

So where left-right is not considered meaningful/important/widely understood, IN ADDITION TO ASKING THE LEFT-RIGHT QUESTION, the collaborator has the option of also administering a second scale (of 11 points: 0-10) which is thought to best summarize the main ideological division in the country.

The parties evaluated in this question set should be the same parties as were asked about in question set Q9a-Q9i.

TEXT: In politics people sometimes talk of [SCALE VALUE AT POINT 0] and [SCALE VALUE AT POINT 10]. Where would you place [PARTY A] on
a scale from 0 to 10 where 0 means [SCALE VALUE AT POINT 0] and 10 means [SCALE VALUE AT POINT 10]?
Using the same scale, where would you place [PARTY B]?
Where would you place [PARTY C]?
Where would you place [PARTY D]?
Where would you place [PARTY E]?
Where would you place [PARTY F]?

00. [SCALE VALUE AT POINT 0]
01.
02.
03.
04.
05.
06.
07.
08.
09.
10. [SCALE VALUE AT POINT 10]

95. VOLUNTEERED: HAVEN'T HEARD OF [SCALE]
96. VOLUNTEERED: HAVEN'T HEARD OF PARTY
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW WHERE TO PLACE
99. MISSING

Q14. >>> OPTIONAL ALTERNATIVE SCALE - SELF

NOTES: In most national contexts, the left-right dimension will be the single best ideological summary of the current issue conflicts in a society. Where this is known not to be the case a more pertinent dimension of ideological conflict (like the independence-integration dimension in Taiwan) might be used in addition to the left-right placement scales.

So where left-right is not considered meaningful/important/widely understood, IN ADDITION TO ASKING THE LEFT-RIGHT QUESTION, the collaborator has the option of also administering a second scale (of 11 points: 0-10) which is thought to best summarize the main ideological division in the country.

TEXT: Where would you place yourself on this scale?

00. [SCALE VALUE AT POINT 0]
01.
02.
03.
04.
05.
06.
07.
08.
09.
10. [SCALE VALUE AT POINT 10]

95. VOLUNTEERED: HAVEN'T HEARD OF [SCALE]
On the whole, are you very satisfied, fairly satisfied, not very satisfied, or not at all satisfied with the way democracy works in [COUNTRY]?

1. VERY SATISFIED
2. FAIRLY SATISFIED
4. NOT VERY SATISFIED
5. NOT AT ALL SATISFIED
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Do you usually think of yourself as close to any particular party?

1. YES -> GO TO Q16b
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Do you feel yourself a little closer to one of the political parties than the others?

1. YES -> GO TO Q17
5. NO -> GO TO Q17
7. VOLUNTEERED: REFUSED -> GO TO Q17
8. VOLUNTEERED: DON'T KNOW -> GO TO Q17
9. MISSING

Which party do you feel closest to?
NOTES: Only respondents who answered "YES" at Q16 or Q16a should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Which party do you feel closest to?

01-95. [PLEASE PROVIDE PARTY CODES]

97. VOLUNTEERED: REFUSED -> GO TO Q17
98. VOLUNTEERED: DON'T KNOW -> GO TO Q17
99. MISSING

Q16c. >>> DEGREE OF CLOSENESS TO THIS PARTY

NOTES: Only respondents who mentioned a party at Q16b should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Do you feel very close to this party, somewhat close, or not very close?

1. VERY CLOSE
2. SOMewhat close
3. NOT VERY CLOSE
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9.MISSING

Q17. >>> MOBILIZATION: INSTITUTIONAL CONTACT

NOTES: The following definitions are provided as guidance for translating questions Q17 through Q19 into other languages, and to assist in training interviewers on the meaning of the terms.

"Blogs" and "micro-blogs" are both news and information sites that provide regular (daily) updates from parties/politicians about their schedules and responses to events.

"Web" refers to the World Wide Web,

"Online" covers any type of communication or contact occurring via the World Wide Web, Internet, or digital media.

TEXT: During the campaign, did a party or candidate contact you in person or by any other means?

1. YES
5. NO -> GO TO Q18
7. VOLUNTEERED: REFUSED  -> GO TO Q18
8. VOLUNTEERED: DON’T KNOW  -> GO TO Q18
9. MISSING

Q17a. >>> MOBILIZATION: INSTITUTIONAL CONTACT - IN PERSON

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they contact you in person, face-to-face?

HELP: If the respondent mentions "in the street" or "at my house" then please record the answer as "yes".

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q17b. >>> MOBILIZATION: INSTITUTIONAL CONTACT - BY MAIL

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they contact you by mail?

HELP: If the respondent mentions a "leaflet posted to my home" then please record the answer as "yes". The question is not intended to include "electronic mail" or "email" (these are asked about in a later question).

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q17c. >>> MOBILIZATION: INSTITUTIONAL CONTACT - BY PHONE

25
NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they contact you by phone?

HELP: If the respondent mentions a "call to my landline or mobile" then please record the answer as "yes". This question is not intended to include contacts by "text message" or "SMS" as these are asked about in the next question.

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q17d. >>> MOBILIZATION: INSTITUTIONAL CONTACT - BY TEXT MESSAGE

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they contact you by text message or SMS?

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q17e. >>> MOBILIZATION: INSTITUTIONAL CONTACT - BY EMAIL

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they contact you by email?

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING
Q17f. >>> MOBILIZATION: INSTITUTIONAL CONTACT - SOCIAL NETWORK OR WEB

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

Collaborators, please add additional local examples of social network and microblogging sites, as appropriate, to the interviewer instruction (HELP instruction).

TEXT: Did they contact you through a social network site or other Web-based method?

HELP: If the respondent mentions Facebook, or a microblogging site such as Twitter, then please record the answer as "yes".

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

Q17g. >>> MOBILIZATION: INSTITUTIONAL CONTACT - WHO - MULTIPLE MENTIONS

NOTES: Only respondents who answered "YES" at Q17 should receive this question. Other respondents should be coded as MISSING for this question.

Multiple answers are allowed for this question. Please record all of the parties or candidates that are mentioned by the respondent.

TEXT: Which [party or parties/candidate or candidates] contacted you by any of these means?

HELP: If the respondent answers "all [parties/candidates]" please probe the respondent for the names of the specific [parties/candidates].

01-95. [PLEASE PROVIDE PARTY/CANDIDATE CODES]
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

Q18. >>> MOBILIZATION: PERSONAL CONTACT
TEXT: During the campaign, did a friend, family member, neighbor, work colleague or other acquaintance try to persuade you to vote for a particular party or candidate?

1. YES
5. NO -> GO TO Q19
7. VOLUNTEERED: REFUSED -> GO TO Q19
8. VOLUNTEERED: DON’T KNOW -> GO TO Q19
9. MISSING

Q18a. >>> MOBILIZATION: PERSONAL CONTACT - IN PERSON

NOTES: Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they try to persuade you in person, face-to-face?

HELP: If the respondent mentions "in the street" or "at my house" then please record the answer as "yes".

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q18b. >>> MOBILIZATION: PERSONAL CONTACT - BY MAIL

NOTES: Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

TEXT: Did they try to persuade you by mail?

HELP: If the respondent mentions a "leaflet posted to my home" then please record the answer as "yes". The question is not intended to include "electronic mail" or "email" (these are asked about in a later question).

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

---

**Q18c. **
**MOBILIZATION: PERSONAL CONTACT - BY PHONE**

**NOTES:** Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

**TEXT:**
Did they try to persuade you by phone?

**HELP:** If the respondent mentions a "call to my landline or mobile" then please record the answer as "yes". This question is not intended to include persuasion by "text message" or "SMS" as these are asked about in the next question.

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

---

**Q18d. **
**MOBILIZATION: PERSONAL CONTACT - BY TEXT MESSAGE**

**NOTES:** Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

**TEXT:**
Did they try to persuade you by text message or SMS?

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

---

**Q18e. **
**MOBILIZATION: PERSONAL CONTACT - BY EMAIL**

**NOTES:** Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

**TEXT:**
Did they try to persuade you by email?
1. YES
5. NO

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW

9. MISSING

---

Q18f. >>> MOBILIZATION: PERSONAL CONTACT - SOCIAL NETWORK OR WEB

NOTES: Only respondents who answered "YES" at Q18 should receive this question. Other respondents should be coded as MISSING for this question.

Collaborators, please add additional local examples of social network and microblogging sites, as appropriate, to the interviewer instruction (HELP instruction).

TEXT: Did they try to persuade you through a social network site or other Web-based method?

HELP: If the respondent mentions Facebook, or a microblogging site such as Twitter, then please record the answer as "yes".

1. YES
5. NO

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW

9. MISSING

---

Q19. >>> MOBILIZATION: SIGN UP FOR ONLINE INFORMATION OR ALERTS

NOTES: Collaborators, please add additional local examples of social network and microblogging sites, as appropriate, to the interviewer instruction (HELP instruction).

TEXT: Prior to or during the campaign, did you use the Internet or your mobile phone to sign up for information or alerts from a party or candidate?

HELP: If the respondent mentions "by SMS", "e-newsletters", text messages, "RSS news", a blog feed, email, "on the Web", a microblogging site such as Twitter, or a social network site such as Facebook, then please record the answer as "yes".

1. YES
5. NO
Q20a. >>> POLITICAL INFORMATION ITEM - 1ST

NOTES: The items in question set Q20a-Q20d are designed to indicate the respondent's general political awareness. Their intent is to provide a combined general assessment of the respondent's attention to politics, more than of their knowledge or familiarity with specific aspects of politics.

For each question, please provide CSES the original question with the full response set, as provided to the respondent. Additionally, please let CSES know which answer is the "correct" answer out of the four choices provided to the respondent. In the variable provided to CSES, CSES wants to receive the actual answer that the respondent provided, not whether the answer was correct or not. If the order of the response codes was randomized, we would also appreciate receiving an additional variable indicating the randomization for each respondent.

In Q20a, one name in the list should be the Finance Minister that was in office at the moment of the election. The three other names in the list should be three other high-profile Cabinet Ministers in that previous government.

TEXT: Which of these persons was the Finance Minister before the recent election - [CABINET MINISTER NAME - FIRST CHOICE], [CABINET MINISTER NAME - SECOND CHOICE], [CABINET MINISTER NAME - THIRD CHOICE], or [CABINET MINISTER NAME - FOURTH CHOICE]?

1. [CABINET MINISTER NAME - FIRST CHOICE]
2. [CABINET MINISTER NAME - SECOND CHOICE]
3. [CABINET MINISTER NAME - THIRD CHOICE]
4. [CABINET MINISTER NAME - FOURTH CHOICE]

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q20b. >>> POLITICAL INFORMATION ITEM - 2ND

NOTES: In the options, please list each of the unemployment rate choices in the format "XX.X%" - for instance, 4.5% or 10.1%.

After populating one of the options with the actual current unemployment rate in the country of your election study, please then add or subtract 2.0% from that amount until the other three options are populated with incorrect alternatives.

Please list the options in increasing order.
For instance, if the actual unemployment rate is 8.7%, any of these example choice sets would be acceptable:

2.7%, 4.7%, 6.7%, 8.7%
4.7%, 6.7%, 8.7%, 10.7%
6.7%, 8.7%, 10.7%, 12.7%
8.7%, 10.7%, 12.7%, 14.7%

In the question text where "[DATE]" appears, please provide the date (day/month/year) for the latest official unemployment rate that is available for the country as of the beginning of the data collection period for the survey that includes the CSES Module.

When depositing the election study with the CSES Secretariat, it would be helpful for the collaborator to let the CSES Secretariat know the source of the unemployment rate used in the question.

TEXT: What was the current unemployment rate in [COUNTRY] as of [DATE] - [UNEMPLOYMENT RATE - FIRST CHOICE], [UNEMPLOYMENT RATE - SECOND CHOICE], [UNEMPLOYMENT RATE - THIRD CHOICE], or [UNEMPLOYMENT RATE - FOURTH CHOICE]?

1. [UNEMPLOYMENT RATE - FIRST CHOICE]
2. [UNEMPLOYMENT RATE - SECOND CHOICE]
3. [UNEMPLOYMENT RATE - THIRD CHOICE]
4. [UNEMPLOYMENT RATE - FOURTH CHOICE]
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q20c. >>> POLITICAL INFORMATION ITEM - 3RD

NOTES: Please present the four party, alliance, and coalition options to the respondent in alphabetical order.

If the election is a presidential election, collaborators may wish to list candidates instead.

If there are multiple rounds in the election, please indicate the round of the election (if appropriate) in the question, and please let CSES know which round was asked about.

TEXT: Which [PARTY, ALLIANCE, OR COALITION] came in second in seats in the [NAME OF THE LOWER HOUSE IN BICAMERAL SYSTEMS; OR ASSEMBLY, PARLIAMENT, OR CONGRESS IN UNICAMERAL SYSTEMS] - [PARTY, ALLIANCE, OR COALITION - FIRST CHOICE], [PARTY, ALLIANCE, OR COALITION - SECOND CHOICE], [PARTY, ALLIANCE, OR COALITION - THIRD CHOICE], or [PARTY, ALLIANCE, OR COALITION - FOURTH CHOICE]?

1. [PARTY, ALLIANCE, OR COALITION - FIRST CHOICE]
2. [PARTY, ALLIANCE, OR COALITION - SECOND CHOICE]
3. [PARTY, ALLIANCE, OR COALITION - THIRD CHOICE]
4. [PARTY, ALLIANCE, OR COALITION - FOURTH CHOICE]

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q20d. >>> POLITICAL INFORMATION ITEM - 4TH

NOTES: As of the publication of this questionnaire, Ban Ki-moon is the Secretary-General of the United Nations, but his term expires on December 31, 2011. If a different Secretary-General of the United Nations is in place when your election study is run, please replace the name "Kurt Waldheim" in option 2 with the name of the current Secretary-General of the United Nations.

TEXT: Who is the current Secretary-General of the United Nations - Kofi Annan, Kurt Waldheim, Ban Ki-moon, or Boutros Boutros-Ghali?

1. KOFI ANNAN
2. KURT WALDHEIM
3. BAN KI-MOON
4. BOUTROS BOUTROS-GHALI

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q21. >>> HOUSEHOLD INCOME IN THE NEXT TWELVE MONTHS

TEXT: The next question is about your household's income.

How likely or unlikely do you think it is that your household's income could be severely reduced IN THE NEXT TWELVE MONTHS? Very likely, somewhat likely, somewhat unlikely, or very unlikely?

1. VERY LIKELY
2. SOMewhat LIKELY
4. SOMewhat UNLIKELY
5. VERY UNLIKELY

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q22a. >>> OWNERSHIP: RESIDENCE

NOTE: If the national collaborator team feels that questions Q22a-Q22d will be considered especially sensitive topics for the respondent
and thus cause important or serious issues with respect to the conduct of the survey, it is allowable to move the four questions to the end of the survey interview.

TEXT: Do you or a member of your household own a residence - for example, a home or an apartment?

HELP: If the respondent mentions a "beach house" or "country house" then please record the answer as "yes".

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q22b. >>> OWNERSHIP: BUSINESS OR PROPERTY OR FARM OR LIVESTOCK

TEXT: Do you or a member of your household own a business, a piece of property, a farm, or livestock?

HELP: If the respondent mentions a "piece of land" or "rental property" then please record the answer as "yes".

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q22c. >>> OWNERSHIP: STOCKS OR BONDS

TEXT: Do you or a member of your household own stocks or bonds?

1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q22d. >>> OWNERSHIP: SAVINGS

TEXT: Do you or a member of your household have any savings?
1. YES
5. NO
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

Q23a. >>> FIND ANOTHER JOB - RESPONDENT

NOTES: A respondent should only receive this question if the respondent is currently employed. If the respondent is not currently employed, the answer to this question should be coded as MISSING.

While this question is considered part of the CSES Module, to accommodate the aforementioned skip pattern, collaborators are asked to please place this question somewhere after their question indicating the "current employment status" of the respondent, a question which is normally included in the demographics section of a questionnaire.

TEXT: If you lost your job, how easy or difficult would it be to find another job IN THE NEXT TWELVE MONTHS? Very easy, somewhat easy, somewhat difficult, or very difficult?

1. VERY EASY
2. SOMewhat EASY
4. SOMewhat DIFFICULT
5. VERY DIFFICULT

7. VOLUNTEERED: REFUSED
9. VOLUNTEERED: DON’T KNOW
9. MISSING

Q23b. >>> FIND ANOTHER JOB - SPOUSE/PARTNER

NOTES: A respondent should only receive this question if the respondent's spouse/partner is currently employed. If the respondent's spouse/partner is not currently employed, the answer to this question should be coded as MISSING.

While this question is considered part of the CSES Module, to accommodate the aforementioned skip pattern, collaborators are asked to please place this question somewhere after their question indicating the "current employment status" of the respondent's spouse/partner, a question which is normally included in the demographics section of a questionnaire.

TEXT: If your spouse/partner lost their job, how easy or difficult would it be for them to find another job IN THE NEXT TWELVE MONTHS? Very easy, somewhat easy, somewhat difficult, or very difficult?
1. VERY EASY
2. SOMEWHAT EASY
4. SOMEWHAT DIFFICULT
5. VERY DIFFICULT

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON’T KNOW
9. MISSING

CSES MODULE 3 QUESTIONNAIRE: DEMOGRAPHIC VARIABLES

NOTES: Collaborators are asked to provide data on background (demographic) characteristics of respondents, coded to an agreed upon set of standards as indicated in this section. There is great international variation in the ways that collaborators will go about soliciting information on the background characteristics of their respondents. The objective here is not standardization of the way collaborators ask these background questions, but instead, standardization to a common, cross-national scheme for coding each variable.

D1a. >>> DATE OF BIRTH OF RESPONDENT - MONTH
D1b. >>> DATE OF BIRTH OF RESPONDENT - YEAR

NOTES: These variables should report the month of birth, and year of birth, of the respondent.

MONTH

01. JANUARY
02. FEBRUARY
03. MARCH
04. APRIL
05. MAY
06. JUNE
07. JULY
08. AUGUST
09. SEPTEMBER
10. OCTOBER
11. NOVEMBER
12. DECEMBER

99. MISSING

YEAR

1800-2016. YEAR

9999. MISSING
D2. >>> GENDER

NOTES: This item should report the gender of the respondent.

1. MALE
2. FEMALE

7. VOLUNTEERED: REFUSED
9. MISSING

D3. >>> EDUCATION

NOTES: This item should report the respondent's highest level of education that has been completed.

Please classify respondents according to UNESCO's 2011 International Standard Classification of Education (ISCED 2011).

An English-language description of the ISCED 2011 standard can be found here:

96. NONE (NO EDUCATION)
01. ISCED LEVEL 0 - EARLY CHILDHOOD EDUCATION
02. ISCED LEVEL 1 - PRIMARY
03. ISCED LEVEL 2 - LOWER SECONDARY
04. ISCED LEVEL 3 - UPPER SECONDARY
05. ISCED LEVEL 4 - POST-SECONDARY NON-TERTIARY
06. ISCED LEVEL 5 - SHORT-CYCLE TERTIARY
07. ISCED LEVEL 6 - BACHELOR OR EQUIVALENT
08. ISCED LEVEL 7 - MASTER OR EQUIVALENT
09. ISCED LEVEL 8 - DOCTORAL OR EQUIVALENT

97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

D4. >>> MARITAL OR CIVIL UNION STATUS

NOTES: This variable reports the respondent's current marital or civil union status. For instance, a person who is both divorced and living as married would be coded 1.

1. MARRIED OR LIVING TOGETHER AS MARRIED
2. WIDOWED
3. DIVORCED OR SEPARATED (MARRIED BUT SEPARATED / NOT LIVING WITH LEGAL SPOUSE)
4. SINGLE, NEVER MARRIED

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D5. >>> UNION MEMBERSHIP

NOTES: This item should indicate whether or not the respondent is a member of a union.

1. R IS MEMBER OF A UNION
2. R IS NOT A MEMBER OF A UNION
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D6. >>> UNION MEMBERSHIP OF OTHERS IN HOUSEHOLD

NOTES: This item should indicate whether or not a member of the respondent's household is a member of a union.

1. SOMEONE ELSE (OTHER THAN R) IS MEMBER OF A UNION
2. NO ONE ELSE (OTHER THAN R) IS A MEMBER OF A UNION
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D7. >>> BUSINESS OR EMPLOYERS ASSOCIATION MEMBERSHIP

NOTES: This item should indicate whether or not the respondent is a member of a business or employers association.

1. R IS A MEMBER OF A BUSINESS OR EMPLOYERS ASSOCIATION
2. R IS NOT A MEMBER OF A BUSINESS OR EMPLOYERS ASSOCIATION
7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D8. >>> FARMERS ASSOCIATION MEMBERSHIP

NOTES: This item should indicate whether or not the respondent is a member of a farmers association.
1. R IS A MEMBER OF A FARMERS ASSOCIATION  
2. R IS NOT A MEMBER OF A FARMERS ASSOCIATION  

7. VOLUNTEERED: REFUSED  
8. VOLUNTEERED: DON'T KNOW  
9. MISSING  

D9. >>> PROFESSIONAL ASSOCIATION MEMBERSHIP  

NOTES: This item should indicate whether or not the respondent is a member of a professional association.  

1. R IS A MEMBER OF A PROFESSIONAL ASSOCIATION  
2. R IS NOT A MEMBER OF A PROFESSIONAL ASSOCIATION  

7. VOLUNTEERED: REFUSED  
8. VOLUNTEERED: DON'T KNOW  
9. MISSING  

D10. >>> CURRENT EMPLOYMENT STATUS  

NOTES: This item should indicate the respondent's current employment status.  

Respondents who are temporarily unemployed are coded UNEMPLOYED. Respondents on "workfare" or enrolled in a government job training program are coded EMPLOYED.  

IN LABOR FORCE:  

01. EMPLOYED - FULL TIME (32 OR MORE HOURS WEEKLY)  
02. EMPLOYED - PART TIME (15 TO LESS THAN 32 HOURS WEEKLY)  
03. EMPLOYED - LESS THAN 15 HOURS  
04. HELPING FAMILY MEMBER  
05. UNEMPLOYED  

NOT IN LABOR FORCE:  

06. STUDENT, IN SCHOOL, IN VOCATIONAL TRAINING  
07. RETIRED  
08. HOUSEWIFE, HOMEMAKER, HOME DUTIES  
09. PERMANENTLY DISABLED  
10. OTHERS, NOT IN LABOR FORCE  

97. VOLUNTEERED: REFUSED  
98. VOLUNTEERED: DON'T KNOW  
99. MISSING
NOTES: This item should report the respondent's main occupation, that is, the job at which the respondent spends most of the time or if the respondent spends an equal amount of time on two jobs, it is the one from which the respondent earns the most money. For respondents who are currently employed, this variable reports their current occupation. For respondents who are retired or not currently working, code last occupation.

Please classify respondents according to the three-digit version of the 2008 International Standard Classification of Occupations (ISCO-08).

An English-language description of the ISCO-08 standard can be found here: http://www.ilo.org/public/english/bureau/stat/isco/docs/resol08.pdf

While in past CSES modules a less detailed occupation code was used, occupation of both the respondent and their spouse/partner is especially important to the substantive theme of CSES Module 4. CSES Module 4 analyses will significantly benefit from coding of the occupation variables to three digits.

If the national collaborator team feels that providing the three digit ISCO-08 codes will cause important or serious issues with respect to the conduct of the survey, they should discuss these issues with the CSES Secretariat in advance.

ISCO-08 Three Digit Classification System:

ARMED FORCES OCCUPATIONS

Commissioned armed forces officers
  011. Commissioned armed forces officers

Non-commissioned armed forces officers
  021. Non-commissioned armed forces officers

Armed forces occupations, other ranks
  031. Armed forces occupations, other ranks

MANAGERS

Chief executives, senior officials and legislators
  111. Legislators and senior officials
  112. Managing directors and chief executives

Administrative and commercial managers
  121. Business services and administration managers
  122. Sales, marketing and development managers

Production and specialized services managers
  131. Production managers in agriculture, forestry and
fisheries
132. Manufacturing, mining, construction, and distribution managers
133. Information and communications technology service managers
134. Professional services managers

Hospitality, retail and other services managers
141. Hotel and restaurant managers
142. Retail and wholesale trade managers
143. Other services managers

PROFESSIONALS

Science and engineering professionals
211. Physical and earth science professionals
212. Mathematicians, actuaries and statisticians
213. Life science professionals
214. Engineering professionals (excluding electrotechnology)
215. Electrotechnology engineers
216. Architects, planners, surveyors and designers

Health professionals
221. Medical doctors
222. Nursing and midwifery professionals
223. Traditional and complementary medicine professionals
224. Paramedical practitioners
225. Veterinarians
226. Other health professionals

Teaching professionals
231. University and higher education teachers
232. Vocational education teachers
233. Secondary education teachers
234. Primary school and early childhood teachers
235. Other teaching professionals

Business and administration professionals
241. Finance professionals
242. Administration professionals
243. Sales, marketing and public relations professionals

Information and communications technology professionals
251. Software and applications developers and analysts
252. Database and network professionals

Legal, social and cultural professionals
261. Legal professionals
262. Librarians, archivists and curators
263. Social and religious professionals
264. Authors, journalists and linguists
265. Creative and performing artists

TECHNICIANS AND ASSOCIATE PROFESSIONALS

Science and engineering associate professionals
311. Physical and engineering science technicians
312. Mining, manufacturing and construction supervisors
313. Process control technicians
314. Life science technicians and related associate professionals
315. Ship and aircraft controllers and technicians

Health associate professionals

321. Medical and pharmaceutical technicians
322. Nursing and midwifery associate professionals
323. Traditional and complementary medicine associate professionals
324. Veterinary technicians and assistants
325. Other health associate professionals

Business and administration associate professionals

331. Financial and mathematical associate professionals
332. Sales and purchasing agents and brokers
333. Business services agents
334. Administrative and specialized secretaries
335. Regulatory government associate professionals

Legal, social, cultural and related associate professionals

341. Legal, social and religious associate professionals
342. Sports and fitness workers
343. Artistic, cultural and culinary associate professionals

Information and communications technicians

351. Information and communications technology operations and user support technicians
352. Telecommunications and broadcasting technicians

CLERICAL SUPPORT WORKERS

General and keyboard clerks

411. General office clerks
412. Secretaries (general)
413. Keyboard operators

Customer services clerks

421. Tellers, money collectors and related clerks
422. Client information workers

Numerical and material recording clerks

431. Numerical clerks
432. Material-recording and transport clerks

Other clerical support workers

441. Other clerical support workers

SERVICE AND SALES WORKERS

Personal service workers
511. Travel attendants, conductors and guides
512. Cooks
513. Waiters and bartenders
514. Hairdressers, beauticians and related workers
515. Building and housekeeping supervisors
516. Other personal services workers

Sales workers

521. Street and market salespersons
522. Shop salespersons
523. Cashiers and ticket clerks
524. Other sales workers

Personal care workers

531. Child care workers and teachers' aides
532. Personal care workers in health services

Protective services workers

541. Protective services workers

SKILLED AGRICULTURAL, FORESTRY AND FISHERY WORKERS

Market-oriented skilled agricultural workers

611. Market gardeners and crop growers
612. Animal producers
613. Mixed crop and animal producers

Market-oriented skilled forestry, fishery and hunting workers

621. Forestry and related workers
622. Fishery workers, hunters and trappers

Subsistence farmers, fishers, hunters and gatherers

631. Subsistence crop farmers
632. Subsistence livestock farmers
633. Subsistence mixed crop and livestock farmers
634. Subsistence fishers, hunters, trappers and gatherers

CRAFT AND RELATED TRADES WORKERS

Building and related trades workers, excluding electricians

711. Building frame and related trades workers
712. Building finishers and related trades workers
713. Painters, building structure cleaners and related trades workers

Metal, machinery and related trades workers

721. Sheet and structural metal workers, moulders and welders, and related workers
722. Blacksmiths, toolmakers and related trades workers
723. Machinery mechanics and repairers

Handicraft and printing workers

731. Handicraft workers
732. Printing trades workers
Electrical and electronic trades workers

741. Electrical equipment installers and repairers
742. Electronics and telecommunications installers and repairers

Food processing, wood working, garment and other craft and related trades workers

751. Food processing and related trades workers
752. Wood treaters, cabinet-makers and related trades workers
753. Garment and related trades workers
754. Other craft and related workers

PLANT AND MACHINE OPERATORS, AND ASSEMBLERS

Stationary plant and machine operators

811. Mining and mineral processing plant operators
812. Metal processing and finishing plant operators
813. Chemical and photographic products plant and machine operators
814. Rubber, plastic and paper products machine operators
815. Textile, fur and leather products machine operators
816. Food and related products machine operators
817. Wood processing and papermaking plant operators
818. Other stationary plant and machine operators

Assemblers

821. Assemblers

Drivers and mobile plant operators

831. Locomotive engine drivers and related workers
832. Car, van and motorcycle drivers
833. Heavy truck and bus drivers
834. Mobile plant operators
835. Ships' deck crews and related workers

ELEMENTARY OCCUPATIONS

Cleaners and helpers

911. Domestic, hotel and office cleaners and helpers
912. Vehicle, window, laundry and other hand cleaning workers

Agricultural, forestry and fishery labourers

921. Agricultural, forestry and fishery labourers

Labourers in mining, construction, manufacturing and transport

931. Mining and construction labourers
932. Manufacturing labourers
933. Transport and storage labourers

Food preparation assistants

941. Food preparation assistants

Street and related sales and service workers
951. Street and related service workers
952. Street vendors (excluding food)

Refuse workers and other elementary workers

961. Refuse workers
962. Other elementary workers

OTHER CSES CODES

996. Other or non-classifiable occupations (not enough information available to classify)

997. VOLUNTEERED: REFUSED
998. VOLUNTEERED: DON'T KNOW
999. MISSING

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D12. >>> SOCIO ECONOMIC STATUS

NOTES: This item should report the respondent's socio economic status.

The categories are intended to distinguish among the following groups:

01. White collar: broad occupational grouping of workers engaged in non-manual labor: Managers, salaried professionals, office workers, sales personnel, and proprietors are generally included in the category.

02. Worker: broad occupational grouping of workers engaged in manual labor.

03. Farmer: Normally persons self-employed in farming.

04. Self-employed: Self-employed occupations of all kinds, excluding self-employed farming. Included, for example, are entrepreneurs, shop keepers, professionals like lawyers, medical doctors, etc.

1. WHITE COLLAR
2. WORKER
3. FARMER
4. SELF-EMPLOYED

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

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D13. >>> EMPLOYMENT TYPE - PUBLIC OR PRIVATE

NOTES: This item should report whether respondent's employment is in the public, private, mixed or non-profit sector.


1. PUBLIC SECTOR  
2. PRIVATE SECTOR  
3. MIXED  
4. "THIRD SECTOR"/NON-PROFIT SECTOR  
7. VOLUNTEERED: REFUSED  
8. VOLUNTEERED: DON'T KNOW  
9. MISSING  

D14. >>> INDUSTRIAL SECTOR  

NOTES: This item should report the sector of the respondent's main occupation.  

1. PRIMARY SECTOR: AGRICULTURAL, FORESTRY, FISHERIES  
2. SECONDARY SECTOR: INDUSTRY: MINING, CONSTRUCTION MANUFACTURING  
3. TERTIARY SECTOR: TRANSPORTATION, COMMUNICATION AND OTHER PUBLIC UTILITIES, WHOLESALE TRADE, RETAIL TRADE, PERSONAL SERVICES, FINANCE, INSURANCE, AND REAL ESTATE BUSINESS AND REPAIR SERVICES ENTERTAINMENT AND REPAIR SERVICES PROFESSIONAL AND RELATED SERVICES PUBLIC ADMINISTRATION ACTIVE MILITARY DUTY  
4. OTHER  
7. VOLUNTEERED: REFUSED  
8. VOLUNTEERED: DON'T KNOW  
9. MISSING  

D15. >>> SPOUSE/PARTNER: CURRENT EMPLOYMENT STATUS  

NOTES: This item should indicate the current employment status of the respondent's spouse/partner.  
Those who are temporarily unemployed are coded UNEMPLOYED.  
Those on "workfare" or enrolled in a government job training program are coded EMPLOYED.  

IN LABOR FORCE:  
01. EMPLOYED - FULL TIME (32 OR MORE HOURS WEEKLY)  
02. EMPLOYED - PART TIME (15 TO LESS THAN 32 HOURS WEEKLY)  
03. EMPLOYED - LESS THAN 15 HOURS  
04. HELPING FAMILY MEMBER  
05. UNEMPLOYED
NOT IN LABOR FORCE:

06. STUDENT, IN SCHOOL, IN VOCATIONAL TRAINING
07. RETIRED
08. HOUSEWIFE, HOMEMAKER, HOME DUTIES
09. PERMANENTLY DISABLED
10. OTHERS, NOT IN LABOR FORCE

97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

D16. >>> SPOUSE/PARTNER: OCCUPATION

NOTES: This item should report the spouse/partner's main occupation, that is, the job at which the spouse/partner spends most of the time or if the spouse/partner spends an equal amount of time on two jobs, it is the one from which the spouse/partner earns the most money. For spouses/partners who are currently employed, this variable reports their current occupation. For spouses/partners who are retired or not currently working, code last occupation.

Please classify respondents according to the three-digit version of the 2008 International Standard Classification of Occupations (ISCO-08).

An English-language description of the ISCO-08 standard can be found here:

While in past CSES modules a less detailed occupation code was used, occupation of both the respondent and their spouse/partner is especially important to the substantive theme of CSES Module 4. CSES Module 4 analyses will significantly benefit from coding of the occupation variables to three digits.

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112. Managing directors and chief executives

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122. Sales, marketing and development managers

Production and specialized services managers

131. Production managers in agriculture, forestry and fisheries
132. Manufacturing, mining, construction, and distribution managers
133. Information and communications technology service managers
134. Professional services managers

Hospitality, retail and other services managers

141. Hotel and restaurant managers
142. Retail and wholesale trade managers
143. Other services managers

PROFESSIONALS

Science and engineering professionals

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214. Engineering professionals (excluding electrotechnology)
215. Electrotechnology engineers
216. Architects, planners, surveyors and designers

Health professionals

221. Medical doctors
222. Nursing and midwifery professionals
223. Traditional and complementary medicine professionals
224. Paramedical practitioners
225. Veterinarians
226. Other health professionals

Teaching professionals

231. University and higher education teachers
232. Vocational education teachers
233. Secondary education teachers
234. Primary school and early childhood teachers
235. Other teaching professionals

Business and administration professionals

241. Finance professionals
242. Administration professionals
243. Sales, marketing and public relations professionals

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315. Ship and aircraft controllers and technicians

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321. Medical and pharmaceutical technicians
322. Nursing and midwifery associate professionals
323. Traditional and complementary medicine associate professionals
324. Veterinary technicians and assistants
325. Other health associate professionals

Business and administration associate professionals

331. Financial and mathematical associate professionals
332. Sales and purchasing agents and brokers
333. Business services agents
334. Administrative and specialized secretaries
335. Regulatory government associate professionals

Legal, social, cultural and related associate professionals

341. Legal, social and religious associate professionals
342. Sports and fitness workers
343. Artistic, cultural and culinary associate professionals

Information and communications technicians

351. Information and communications technology operations and user support technicians
352. Telecommunications and broadcasting technicians

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General and keyboard clerks

411. General office clerks
412. Secretaries (general)
413. Keyboard operators

Customer services clerks

421. Tellers, money collectors and related clerks
422. Client information workers

Numerical and material recording clerks

431. Numerical clerks
432. Material-recording and transport clerks

Other clerical support workers

441. Other clerical support workers

SERVICE AND SALES WORKERS

Personal service workers

511. Travel attendants, conductors and guides
512. Cooks
513. Waiters and bartenders
514. Hairdressers, beauticians and related workers
515. Building and housekeeping supervisors
516. Other personal services workers

Sales workers

521. Street and market salespersons
522. Shop salespersons
523. Cashiers and ticket clerks
524. Other sales workers

Personal care workers

531. Child care workers and teachers' aides
532. Personal care workers in health services

Protective services workers

541. Protective services workers

SKILLED AGRICULTURAL, FORESTRY AND FISHERY WORKERS

Market-oriented skilled agricultural workers

611. Market gardeners and crop growers
612. Animal producers
613. Mixed crop and animal producers

Market-oriented skilled forestry, fishery and hunting workers

621. Forestry and related workers
622. Fishery workers, hunters and trappers

Subsistence farmers, fishers, hunters and gatherers

631. Subsistence crop farmers
632. Subsistence livestock farmers
633. Subsistence mixed crop and livestock farmers
634. Subsistence fishers, hunters, trappers and gatherers

CRAFT AND RELATED TRADES WORKERS

Building and related trades workers, excluding electricians

711. Building frame and related trades workers
712. Building finishers and related trades workers
713. Painters, building structure cleaners and related trades workers

Metal, machinery and related trades workers

721. Sheet and structural metal workers, moulders and welders, and related workers
722. Blacksmiths, toolmakers and related trades workers
723. Machinery mechanics and repairers

Handicraft and printing workers

731. Handicraft workers
732. Printing trades workers

Electrical and electronic trades workers

741. Electrical equipment installers and repairers
742. Electronics and telecommunications installers and repairers

Food processing, wood working, garment and other craft and related trades workers

751. Food processing and related trades workers
752. Wood treaters, cabinet-makers and related trades workers
753. Garment and related trades workers
754. Other craft and related workers

PLANT AND MACHINE OPERATORS, AND ASSEMBLERS

Stationary plant and machine operators

811. Mining and mineral processing plant operators
812. Metal processing and finishing plant operators
813. Chemical and photographic products plant and machine operators
814. Rubber, plastic and paper products machine operators
815. Textile, fur and leather products machine operators
816. Food and related products machine operators
817. Wood processing and papermaking plant operators
818. Other stationary plant and machine operators

Assemblers

821. Assemblers

Drivers and mobile plant operators

831. Locomotive engine drivers and related workers
832. Car, van and motorcycle drivers
833. Heavy truck and bus drivers
834. Mobile plant operators
835. Ships' deck crews and related workers

ELEMENTARY OCCUPATIONS

Cleaners and helpers

911. Domestic, hotel and office cleaners and helpers
912. Vehicle, window, laundry and other hand cleaning workers
Agricultural, forestry and fishery labourers

921. Agricultural, forestry and fishery labourers

Labourers in mining, construction, manufacturing and transport

931. Mining and construction labourers
932. Manufacturing labourers
933. Transport and storage labourers

Food preparation assistants

941. Food preparation assistants

Street and related sales and service workers

951. Street and related service workers
952. Street vendors (excluding food)

Refuse workers and other elementary workers

961. Refuse workers
962. Other elementary workers

OTHER CSES CODES

996. Other or non-classifiable occupations (not enough information available to classify)
997. VOLUNTEERED: REFUSED
998. VOLUNTEERED: DON'T KNOW
999. MISSING

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D17. >>> SPouse: SOCIO ECONOMIC STATUS
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NOTES: This item should report the socio economic status of the respondent's spouse.

The categories are intended to distinguish among the following groups:

01. White collar: broad occupational grouping of workers engaged in non-manual labor: Managers, salaried professionals, office workers, sales personnel, and proprietors are generally included in the category.

02. Worker: broad occupational grouping of workers engaged in manual labor.

03. Farmer: Normally persons self-employed in farming.

04. Self-employed: Self-employed occupations of all kinds, excluding self-employed farming. Included, for example, are entrepreneurs, shop keepers, professionals like lawyers, medical doctors, etc.

1. WHITE COLLAR
2. WORKER
3. FARMER
4. SELF-EMPLOYED

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D18. >>> SPOUSE: EMPLOYMENT TYPE - PUBLIC OR PRIVATE

NOTES: This item should report whether the spouse's employment is in the public, private, mixed or non-profit sector.

1. PUBLIC SECTOR
2. PRIVATE SECTOR
3. MIXED
4. "THIRD SECTOR"/NON-PROFIT SECTOR

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D19. >>> SPOUSE: INDUSTRIAL SECTOR

NOTES: This item should report the sector of the respondent's main occupation.

1. PRIMARY SECTOR: AGRICULTURAL, FORESTRY, FISHERIES
2. SECONDARY SECTOR: INDUSTRY: MINING, CONSTRUCTION MANUFACTURING
3. TERTIARY SECTOR: TRANSPORTATION, COMMUNICATION AND OTHER PUBLIC UTILITIES, WHOLESALE TRADE, RETAIL TRADE, PERSONAL SERVICES FINANCE, INSURANCE, AND REAL ESTATE BUSINESS AND REPAIR SERVICES ENTERTAINMENT AND REPAIR SERVICES PROFESSIONAL AND RELATED SERVICES PUBLIC ADMINISTRATION ACTIVE MILITARY DUTY
4. OTHER

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D20. >>> HOUSEHOLD INCOME

NOTES: This item should report the annual household income quintile in which the respondent's household falls.
When providing this information, please indicate the currency ranges for each quintile (for example: "less than 1,000 dollars per year", "1,000 to 2,000 dollars per year", etc.).

1. LOWEST HOUSEHOLD INCOME QUINTILE
2. SECOND HOUSEHOLD INCOME QUINTILE
3. THIRD HOUSEHOLD INCOME QUINTILE
4. FOURTH HOUSEHOLD INCOME QUINTILE
5. HIGHEST HOUSEHOLD INCOME QUINTILE

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D21a. >>> NUMBER IN HOUSEHOLD

NOTES: This variable should report the total number of persons in the household - that is, the number of persons living together in the housing unit excluding paid employees and persons who pay for rent for a room.

This variable's value should include all of the persons listed in D21b (that is, all of the persons in the household under the age of 18). As a result, the number of persons reported here should equal or exceed the number of persons reported in D21b. D21a and D21b should be equal only if for some reason all of the persons in the household are under the age of 18.

01-90. NUMBER OF PERSONS
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

D21b. >>> NUMBER IN HOUSEHOLD UNDER AGE 18

NOTES: This item should report the number of persons in the household that are under the age of 18.

This variable's value should include all of the persons listed in D21c (that is, all of the persons in the household under the age of 6). As a result, the number of persons reported here should equal or exceed the number of persons reported in D21c.

00-90. NUMBER OF PERSONS UNDER THE AGE OF 18
97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING
D21c. >>> NUMBER IN HOUSEHOLD UNDER AGE 6

NOTES: This item should report the number of persons in the household that are under the age of 6.

00-90. NUMBER OF PERSONS UNDER THE AGE OF 6

97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

D22. >>> RELIGIOUS SERVICES ATTENDANCE

NOTES: This variable should report the frequency with which the respondent attends religious services. The response should exclude special occasions such as weddings and funerals.

This variable is an optional variable in the CSES battery.

1. NEVER
2. ONCE A YEAR
3. TWO TO ELEVEN TIMES A YEAR
4. ONCE A MONTH
5. TWO OR MORE TIMES A MONTH
6. ONCE A WEEK/MORE THAN ONCE A WEEK

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

D23. >>> RELIGIOSITY

NOTES: This variable should indicate whether or not and how strongly the respondent holds religious beliefs.

1. HAVE NO RELIGIOUS BELIEFS
2. NOT VERY RELIGIOUS
3. SOMEWHAT RELIGIOUS
4. VERY RELIGIOUS

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING
D24. >>> RELIGIOUS DENOMINATION

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NOTES: This item should report the respondent's religious denomination.

Collaborators, please offer "NONE" as an option for respondents. This appears below as code 93.

01. ROMAN CATHOLIC
02. PROTESTANT, NO DENOMINATION GIVEN
03. ADVENTIST
04. EPISCOPALIAN, ANGLICAN, CHURCH OF ENGLAND, CHURCH OF IRELAND
05. BAPTIST
06. CONGREGATIONAL
07. EUROPEAN FREE CHURCH (ANABAPTISTS)
08. HOLINESS
09. INDEPENDENT-FUNDAMENTALIST
10. LUTHERAN
11. METHODIST
12. PENTECOSTAL
13. PRESBYTERIAN

NON-TRADITIONAL PROTESTANTS

14. CHRISTIAN SCIENTISTS
15. MORMONS, CHURCH OF LATTER DAY SAINTS
16. UNITARIAN UNIVERSALISTS

17. EASTERN ORTHODOX CHURCH

18. CHRISTIAN (NO DENOMINATION GIVEN)

19. EASTERN CATHOLIC CHURCHES (E.G., EASTERN RITE CATHOLIC, GREEK RITE CATHOLIC, UNIATE)

20. JEWISH

ISLAM

30. MUSLIM; MOHAMMEDAN; ISLAM (NO DENOMINATION GIVEN)
31. KHARIJISM
32. MU'TAZILISM
33. SUNNI
34. SHI'ISM
35. ISMA'ILIS
36. BAHAI
37. DRUSE

BUDDHISM

40. BUDDHIST
41. THERAVADA
42. MAHAYANA
43. TANTRISM
44. TIBETAN BUDDHISM
45. SHINGON

HINDUISM AND OTHER RELIGIONS OF INDIA
50. HINDU
51. JAINISM
52. SIKHISM
53. PARISSM
54. VEDISM
55. BRAHMANISM
56. VAISAVISM
57. SAIVISM
58. TANTRISM
59. SHAKTISM
60. FOLK HINDUISM

INDIGENOUS RELIGIONS OF EAST ASIA

71. CONFUCIANISM
72. TAOISM
73. SHINTO
74. BAHAI
75. I-KUAN-TAO

91. AGNOSTICS
92. ATHEISTS
93. NONE

97. VOLUNTEERED: REFUSED
98. VOLUNTEERED: DON'T KNOW
99. MISSING

D25. LANGUAGE USUALLY SPOKEN AT HOME

NOTES: This variable reports the language usually spoken in the respondent's household. If more than one language is spoken at home, this variable should report the language spoken most of the time.

001. AFRIKAANS
002. ALBANIAN, ARVANITIKA
003. ALBANIAN, GHEG
004. ALBANIAN, TOSK
005. ALLEMMANNISCH
006. ALSATIAN
007. ARABIC, JUDEO-MOROCCAN
008. ARABIC, LEVANTINE (ISRAEL)
009. ARMENIAN
201. ASHANTI (GHANA)
237. ASYRIAN
010. AVAR (RUSSIA)
011. AWADHI (INDIA)
012. AYMARA, CENTRAL (ARGENTINA, PERU)
231. AZERI

013. BASQUE
234. BALKAR
014. BELORUSSIAN
015. BEMBA (ZAMBI)
016. BENGALI, BANGLADESHI, BANGLA (INDIA)
017. BHOJPURI (INDIA)
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278. ISAN THAI
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249. ITAWES (PHILIPPINES)
212. IWO (UGANDA)
053. JAKATI (MOLDOVA)
213. JAMAICAN PATOIS
275. JAMINDANON (PHILIPPINES)
054. JAPANESE
280. KAMAÉ (THAILAND)
257. KAMAYO (PHILIPPINES)
055. KANNADA (INDIA)
056. KAO NdE (ZAMBIA)
245. KAPAMPANGAN (PHILIPPINES)
057. KARAIM (LITHUANIA)
261. KARAY-AY (PHILIPPINES)
233. KARBADIN
058. KIRMANJIKI (TURKEY)
235. KOMI
279. KORATCH (THAILAND)
066. KOREAN
232. KURDISH
059. KURMANJI (TURKEY)
060. LADINO (ISRAEL)
061. LALA-BISA (ZAMBIA)
062. LAMBA (ZAMBIA)
277. Lanna THAI
063. LATVIAN
064. LENJE (ZAMBIA)
065. LESSER ANTILLEAN CREOLE
268. LEYTENO (PHILIPPINES)
067. LIGURIAN
068. LITHUANIAN
069. LOMBARD
070. LOZI (ZAMBIA)
071. Lunda (ZAMBIA)
072. LuVALE (ZAMBIA)
073. MACEDONIAN
251. MAGUINDANAON (PHILIPPINES)
074. MAITHILI (INDIA)
229. MALLORQUIN
267. MALAUEG (PHILIPPINES)
075. MALAY
076. MALAYALAM (INDIA)
077. MALINKE (SENEGAL)
214. MALTESE
253. MANOBO (PHILIPPINES)
250. MASBATEÑO (PHILIPPINES)
215. Mende (SIERRA LEONE)
216. MIRPUARY/MIRPUIR (PAKISTAN)
217. MNADINGGO (GAMBIA)
078. MAMBWE-LUNGU (ZAMBIA)
079. MANDINKA (SENEGAL)
080. MAORI
081. MAPUDUNGUN (CHILE)
082. MARATHI (INDIA)
083. MBOWE (ZAMBIA)
084. MINGRELIAN (GEORGIA)
085. MONTENEGRIN
255. MUSLIM (PHILIPPINES)
086. MWANGA (ZAMBIA)

087. NEAPOLITAN-CALABRESE
088. NORWEGIAN
089. NSENGA (ZAMBIA)
090. NYANJA (ZAMBIA)
091. NYIHA (ZAMBIA)

092. ORIYA (INDIA)
093. OSETIN (GEORGIA)

218. PAHARI (PAKISTAN)
246. PANGASINENSE (PHILIPPINES)
094. PANJABI, EASTERN (INDIA)
236. PERSIAN
095. PIEMONTESE
096. POLISH
097. PORTUGUESE
098. PROVENCAL
248. PULANGI-ON (PHILIPPINES)
219. PUSHTO (PAKISTAN)

099. QUECHUA, ANCASH, HUAYLAS
100. QUECHUA, SOUTH BOLIVIAN (ARGENTINA)
101. QUECH UA, AYACUCHO
102. QUICHUA, HIGHLAND, IMBABURA

103. ROMANI, BALKAN
104. ROMANI, CARPATHIAN
105. ROMANI, VLACH
106. RUMANIAN
107. RUMANIAN, ISTRO
108. RUMANIAN, MACEDO
109. RUSSIAN

110. SARDINIAN, LOGUDORESE
220. SARAKI (PAKISTAN)
111. SCHWYZERDUTSCH (SWITZERLAND)
112. SERBIAN
113. SERBO-CROATIAN
114. SERERE-SINE (SENEGAL)
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222. SWAHILI
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D26. REGION OF RESIDENCE

**NOTES:** This variable reports the respondent's region of residence using coding categories not more detailed than the autonomous regions in Spain, or the Laender in Germany. Regions are usually (but not always) based upon the social, cultural, or historical differences (though some correspond to administrative regions) that manifest themselves in political cleavages.

01-80. [PLEASE PROVIDE REGION CODE LABELS]

99. MISSING

---

D27. RACE
NOTES: This item should report the respondent's race. The item should be coded according to national standards.

.................................................................

001-996. [PLEASE PROVIDE RACE CODE LABELS]

997. VOLUNTEERED: REFUSED
998. VOLUNTEERED: DON'T KNOW
999. MISSING

---------------------------------------------------------------------------

D28. >>> ETHNICITY

---------------------------------------------------------------------------

NOTES: This variable reports the ethnic identity of respondents.

.................................................................

001-996. [PLEASE PROVIDE ETHNICITY CODE LABELS]

997. VOLUNTEERED: REFUSED
998. VOLUNTEERED: DON'T KNOW
999. MISSING

---------------------------------------------------------------------------

D29. >>> RURAL OR URBAN RESIDENCE

---------------------------------------------------------------------------

NOTES: This item should distinguish respondents living in rural and urban regions.

Please provide the criteria used to distinguish these different regions.

.................................................................

1. RURAL AREA OR VILLAGE
2. SMALL OR MIDDLE-SIZED TOWN
3. SUBURBS OF LARGE TOWN OR CITY
4. LARGE TOWN OR CITY

7. VOLUNTEERED: REFUSED
8. VOLUNTEERED: DON'T KNOW
9. MISSING

---------------------------------------------------------------------------

D30. >>> PRIMARY ELECTORAL DISTRICT

---------------------------------------------------------------------------

NOTES: This item should indicate the respondent's primary electoral district.

Wherever possible, this variable should use official district identification numbers.

The goal of this variable, wherever possible, is to identify electoral constituencies, the definition of which is "the smallest unit for which there is representation to the national parliament." In other words, the point at which votes are
translated into seats.

00001-90000. [PLEASE PROVIDE DISTRICT CODE VALUE LABELS]

99999. MISSING

D31. >>> COUNTRY OF BIRTH

NOTES: This item should indicate the respondent's country of birth.

001-996. [COUNTRY OF BIRTH]

997. VOLUNTEERED: REFUSED
998. VOLUNTEERED: DON'T KNOW
999. MISSING

D32. >>> YEAR ARRIVED IN CURRENT COUNTRY

NOTES: This item should indicate the year that the respondent arrived in the current country (the country where the election study is being conducted).

1800-2016. YEAR ARRIVED IN CURRENT COUNTRY

9996. WAS BORN IN CURRENT COUNTRY

9997. VOLUNTEERED: REFUSED
9998. VOLUNTEERED: DON'T KNOW
9999. MISSING

//END OF DOCUMENT