
COMPARATIVE STUDY OF ELECTORAL SYSTEMS (CSES)

www.cses.org

MODULE 5 (2016-2021)

QUESTIONNAIRE

PRETEST VERSION

- October 16, 2015 -

COLLABORATOR INSTRUCTIONS FOR THE ADMINISTRATION OF THE CSES QUESTIONNAIRE:

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

))) CSES MODULE 5 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 5 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 5 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. In 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 (Q12 and Q13 question series).

Wording for the Q12 and Q13 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 Q13 (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 Q12 (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 5 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

9. MISSING

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

A5. >>> ORIGINAL WEIGHT: SAMPLE

>>> ORIGINAL WEIGHT: DEMOGRAPHIC

>>> ORIGINAL WEIGHT: POLITICAL

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.

.....

A6. >>> LANGUAGE OF QUESTIONNAIRE ADMINISTRATION

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.

.....

=====

))) CSES MODULE 5 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".

Q01. >>> POLITICAL INTEREST

TEXT: How interested would you say you are in politics? Are you very

interested, somewhat interested, not very interested, or not at
all interested?

.....

1. VERY INTERESTED

2. SOMEWHAT INTERESTED

3. NOT VERY INTERESTED

4. NOT AT ALL INTERESTED

7. VOLUNTEERED: REFUSED

8. VOLUNTEERED: DON'T KNOW

9. MISSING

Q02. >>> POLITICS IN THE MEDIA

TEXT: And how closely do you follow politics on TV, radio, newspapers,
or the Internet? Very closely, fairly closely, not very closely,
or not at all?

.....
1. VERY CLOSELY

2. FAIRLY CLOSELY

3. NOT VERY CLOSELY

4. NOT AT ALL

7. VOLUNTEERED: REFUSED

8. VOLUNTEERED: DON'T KNOW

9. MISSING

Q03. >>> INTERNAL EFFICACY

TEXT: Please tell me whether you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with each of the following statements:

You feel you understand the most important political issues of this country.

.....

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

Q04a. >>> ATTITUDES ABOUT ELITES: COMPROMISE

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

In a democracy it is important to seek compromise among different viewpoints.

.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

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

Q04b. >>> ATTITUDES ABOUT ELITES: DO NOT CARE ABOUT THE PEOPLE

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

Most politicians do not care about the people.
.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.
.....

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

Q04c. >>> ATTITUDES ABOUT ELITES: ARE TRUSTWORTHY

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

Most politicians are trustworthy.
.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.
.....

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

Q04d. >>> ATTITUDES ABOUT ELITES: ARE THE MAIN PROBLEM

TEXT: (Do you strongly agree, somewhat agree, neither agree nor
disagree, or strongly disagree with the following statement?)

Politicians are the main problem in [COUNTRY].
.....

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible
answer choices.
.....

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

Q04e. >>> ATTITUDES ABOUT ELITES: STRONG LEADER BENDS THE RULES

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

Having a strong leader in government is good for [COUNTRY] even if the leader bends the rules to get things done.

.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

- 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

Q04f. >>> ATTITUDES ABOUT ELITES: PEOPLE SHOULD MAKE POLICY DECISIONS

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

TEXT: The people, and not politicians, should make our most important policy decisions.

.....

HELP: At their discretion, the interviewer may use the optional

phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

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

Q04g. >>> ATTITUDES ABOUT ELITES: RICH AND POWERFUL

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

Most politicians care only about the interests of the rich and powerful.

.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

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

Q04h. >>> ATTITUDES ABOUT ELITES: POOR PEOPLE SHOULD HAVE GREATER VOICE

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

Poor people should have a greater voice in politics.

.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

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

Q05a. >>> OUT-GROUP ATTITUDES: ETHNIC MINORITIES

TEXT: Now thinking about ethnic minorities.

Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?

Ethnic minorities should adapt to [COUNTRY]'s way of life.

.....

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

Q05b. >>> OUT-GROUP ATTITUDES: IMMIGRANTS GOOD FOR ECONOMY

TEXT: And now thinking specifically about immigrants:

Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statements?

Immigrants are generally good for [COUNTRY]'s economy.

.....

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

Q05c. >>> OUT-GROUP ATTITUDES: CULTURE HARMED BY IMMIGRANTS

TEXT: (Do you strongly agree, somewhat agree, neither agree nor disagree, or strongly disagree with the following statement?)

[COUNTRY]'s culture is generally harmed by immigrants.

.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

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

Q06a. >>> NATIONAL IDENTITY: TO HAVE BEEN BORN IN COUNTRY

NOTES: Examples of text to substitute in for "truly [NATIONALITY]" are "truly British" (for Great Britain) and "a true American" (for the

United States).

.....

TEXT: Now changing the topic...

Some people say that the following things are important for being truly [NATIONALITY]. Other says they are not important.

How important do you think each of the following is... very important, fairly important, not very important, or not important at all?

To have been born in [COUNTRY].

.....

1. VERY IMPORTANT
2. FAIRLY IMPORTANT
3. NOT VERY IMPORTANT
4. NOT IMPORTANT AT ALL

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

9. MISSING

Q06b. >>> NATIONAL IDENTITY: TO HAVE LIVED IN COUNTRY FOR MOST OF LIFE

TEXT: (How important do you think the following is for being truly
[NATIONALITY]... very important, fairly important, not very
important, or not important at all?)

To have lived in [COUNTRY] for most of one's life.
.....

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible
answer choices.
.....

1. VERY IMPORTANT
2. FAIRLY IMPORTANT
3. NOT VERY IMPORTANT
4. NOT IMPORTANT AT ALL

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

9. MISSING

Q06c. >>> NATIONAL IDENTITY: TO BE ABLE TO SPEAK COUNTRY LANGUAGES

NOTES: For "COUNTRY NATIONAL LANGUAGES" please substitute the official national language, or languages, of the country. If two or more languages are recognized nationwide, all should be included in the question. However, if there is one national lingua franca (for instance, Spanish in Spain, Russian in Russia) just give this language.

For instance, in Switzerland one would use "To be able to speak German, French, Italian, or Romansh." By contrast, in the United States where there is only one official national language, one would use "To be able to speak English."

.....
TEXT: (How important do you think the following is for being truly [NATIONALITY]... very important, fairly important, not very important, or not important at all?)

To be able to speak [COUNTRY NATIONAL LANGUAGES].
.....

HELP: At their discretion, the interviewer may use the optional phrase (the phrase which is in parentheses) if they perceive it would be helpful to the respondent in remembering the possible answer choices.

.....

- 1. VERY IMPORTANT
- 2. FAIRLY IMPORTANT
- 3. NOT VERY IMPORTANT
- 4. NOT IMPORTANT AT ALL

- 7. VOLUNTEERED: REFUSED
- 8. VOLUNTEERED: DON'T KNOW

- 9. MISSING

Q06d. >>> NATIONAL IDENTITY: TO BE COUNTRY DOMINANT RELIGION

NOTES: When substituting for "[COUNTRY DOMINANT RELIGION]", the dominant religion or denomination in your country should be given (e.g. Christian in the United States and Canada, Catholic in Ireland and Italy, and Russian Orthodox in Russia).

.....

TEXT: (How important do you think the following is for being truly
[NATIONALITY]... very important, fairly important, not very
important, or not important at all?)

To be [COUNTRY DOMINANT RELIGION].

.....

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible
answer choices.

.....

1. VERY IMPORTANT
2. FAIRLY IMPORTANT
3. NOT VERY IMPORTANT
4. NOT IMPORTANT AT ALL

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

9. MISSING

Q06e. >>> NATIONAL IDENTITY: TO RESPECT POLITICAL INSTITUTIONS AND LAWS

TEXT: (How important do you think the following is for being truly
[NATIONALITY]... very important, fairly important, not very
important, or not important at all?)

To respect [COUNTRY NATIONALITY] political institutions and laws.
.....

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible
answer choices.
.....

1. VERY IMPORTANT
 2. FAIRLY IMPORTANT
 3. NOT VERY IMPORTANT
 4. NOT IMPORTANT AT ALL

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

 9. MISSING
-

Q06f. >>> NATIONAL IDENTITY: TO FEEL COUNTRY NATIONALITY

TEXT: (How important do you think the following is for being truly
[NATIONALITY]... very important, fairly important, not very
important, or not important at all?)

To feel [COUNTRY NATIONALITY].

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible
answer choices.

1. VERY IMPORTANT
2. FAIRLY IMPORTANT
3. NOT VERY IMPORTANT
4. NOT IMPORTANT AT ALL

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

9. MISSING

Q06g. >>> NATIONAL IDENTITY: ANCESTRY

NOTES: The following alternative phrase can be used in young countries
(such as the United States) where it is thought the question may
be misunderstood by respondents:

For your grandparents to have been born in [COUNTRY].

Again, though, please only use the above phrase in younger
countries where it is thought respondents might otherwise be
confused by the below, preferred, wording.

.....

TEXT: (How important do you think the following is for being truly
[NATIONALITY]... very important, fairly important, not very
important, or not important at all?)

To have [COUNTRY NATIONALITY] ancestry.

.....

HELP: At their discretion, the interviewer may use the optional
phrase (the phrase which is in parentheses) if they perceive it
would be helpful to the respondent in remembering the possible

answer choices.

.....

1. VERY IMPORTANT
2. FAIRLY IMPORTANT
3. NOT VERY IMPORTANT
4. NOT IMPORTANT AT ALL

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

9. MISSING

Q07. >>> HOW WIDESPREAD IS CORRUPTION

TEXT: Now on to another topic.

How widespread do you think corruption such as bribe taking is among politicians in [COUNTRY]: very widespread, quite widespread, not very widespread, or it hardly happens at all?

.....

1. VERY WIDESPREAD

2. QUITE WIDESPREAD

3. NOT VERY WIDESPREAD

4. IT HARDLY HAPPENS AT ALL

8. VOLUNTEERED: DON'T KNOW

9. VOLUNTEERED: REFUSED

7. MISSING

Q08. >>> ATTITUDES TOWARDS REDISTRIBUTION

NOTES: A showcard is available for this question.
.....

TEXT: Some people think that the government should cut taxes even if it means spending less on social services such as health and education. Other people feel that the government should spend more on social services such as health and education even if it means raising taxes. Where would you place yourself on this scale where 0 is "Governments should decrease taxes and spend less on services" and 10 is "Governments should increase taxes and spend more on services"?

.....

00. GOVERNMENTS SHOULD DECREASE TAXES AND SPEND LESS ON
SERVICES

01.

02.

03.

04.

05.

06.

07.

08.

09.

10. GOVERNMENTS SHOULD INCREASE TAXES AND SPEND MORE ON
SERVICES

97. VOLUNTEERED: REFUSED

98. VOLUNTEERED: DON'T KNOW

99. MISSING

Q09. >>> GOVERNMENT PERFORMANCE: GENERAL

NOTES: In studies of parliamentary elections, ask about the government.

For "in [CAPITAL]" substitute the name of the capital of the

country where the election was held.

In studies of presidential elections, ask about the president.

For example, for a presidential election study in an imaginary country with capital "XYZ", where the last election was five years ago and the president prior to the election was female, the question would read:

"Now thinking about the performance of the president in general, how good or bad a job do you think the president in XYZ has done over the past five years? Has she done a very good job? A good job? A bad job? A very bad job?"

When substituting a number for the phrase "[NUMBER OF YEARS SINCE LAST GOVERNMENT TOOK OFFICE, BEFORE THE CURRENT ELECTION]" please ignore interim/caretaker governments.

.....

TEXT: Now thinking about the performance of the [government in [CAPITAL]/president] in general, how good or bad a job do you think the [government/president in [CAPITAL]] did over the past [NUMBER OF YEARS SINCE LAST GOVERNMENT TOOK OFFICE, BEFORE THE CURRENT ELECTION] years? Has [it/he/she] done a very good job? A good job? A bad job? A very bad job?

.....

1. VERY GOOD JOB
2. GOOD JOB
3. BAD JOB
4. VERY BAD JOB

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

9. MISSING

Q10a. >>> IS THERE A PARTY THAT REPRESENTS RESPONDENT'S VIEWS

TEXT: Would you say that any of the parties in [COUNTRY] represent your
views reasonably well?

-
1. YES
 5. NO -> GO TO Q11

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

 9. MISSING

Q10b. >>> PARTY THAT REPRESENTS RESPONDENT'S VIEWS BEST

TEXT: <IF YES AT Q09a> Which party represents your views best?
.....

01-95. [PLEASE PROVIDE PARTY CODES]

97. VOLUNTEERED: REFUSED

98. VOLUNTEERED: DON'T KNOW

99. MISSING

Q11. >>> STATE OF ECONOMY

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

1. GOTTEN MUCH BETTER
2. GOTTEN SOMEWHAT BETTER
3. STAYED THE SAME
4. GOTTEN SOMEWHAT WORSE
5. GOTTEN MUCH WORSE

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

9. MISSING

Q12P1-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

Q12P1-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

Q12P2-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

Q12P2-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

Q12LH-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

Q12LH-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

Q12LH-c. >>> CURRENT LOWER HOUSE ELECTION:

VOTE CHOICE - DISTRICT CANDIDATE [IF APPLICABLE]

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 (Q12LH-c1 and Q12LH-c2).

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

96. RESPONDENT CAST INVALID BALLOT

97. VOLUNTEERED: REFUSED

98. VOLUNTEERED: DON'T KNOW

99. MISSING

Q12LH-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 Q12LH-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

Q13a. >>> 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

Q13b. >>> PREVIOUS ELECTION: VOTE CHOICE - PARTY LIST

NOTES: 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 (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

Q13c. >>> 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.

.....

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

96. RESPONDENT CAST INVALID BALLOT

97. VOLUNTEERED: REFUSED

98. VOLUNTEERED: DON'T KNOW

99. MISSING

Q14. >>> 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

7. VOLUNTEERED: REFUSED

8. VOLUNTEERED: DON'T KNOW

9. MISSING

Q15a. >>> LIKE-DISLIKE - PARTY A

Q15b. >>> LIKE-DISLIKE - PARTY B

Q15c. >>> LIKE-DISLIKE - PARTY C

Q15d. >>> LIKE-DISLIKE - PARTY D

Q15e. >>> LIKE-DISLIKE - PARTY E

Q15f. >>> LIKE-DISLIKE - PARTY F

Q15g. >>> LIKE-DISLIKE - PARTY G (OPTIONAL)

Q15h. >>> LIKE-DISLIKE - PARTY H (OPTIONAL)

Q15i. >>> LIKE-DISLIKE - PARTY I (OPTIONAL)

NOTES: 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.

.....

TEXT: 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]?

.....

00. STRONGLY DISLIKE

01.

02.

03.

04.

05.

06.

07.

08.

09.

10. STRONGLY LIKE

96. HAVEN'T HEARD OF PARTY

97. VOLUNTEERED: REFUSED

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

99. MISSING

Q16a. >>> LIKE-DISLIKE - LEADER A

Q16b. >>> LIKE-DISLIKE - LEADER B

Q16c. >>> LIKE-DISLIKE - LEADER C

Q16d. >>> LIKE-DISLIKE - LEADER D

Q16e. >>> LIKE-DISLIKE - LEADER E

Q16f. >>> LIKE-DISLIKE - LEADER F

Q16g. >>> LIKE-DISLIKE - LEADER G (OPTIONAL)

Q16h. >>> LIKE-DISLIKE - LEADER H (OPTIONAL)

Q16i. >>> 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 Q15a-Q15i.

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

-
- Q17a. >>> LEFT-RIGHT - PARTY A
 - Q17b. >>> LEFT-RIGHT - PARTY B
 - Q17c. >>> LEFT-RIGHT - PARTY C
 - Q17d. >>> LEFT-RIGHT - PARTY D
 - Q17e. >>> LEFT-RIGHT - PARTY E
 - Q17f. >>> LEFT-RIGHT - PARTY F
 - Q17g. >>> LEFT-RIGHT - PARTY G (OPTIONAL)
 - Q17h. >>> LEFT-RIGHT - PARTY H (OPTIONAL)
 - Q17i. >>> 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 Q15a-Q15i.

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

Q18. >>> 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.

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

-
- Q19a. >>> OPTIONAL ALTERNATIVE SCALE - PARTY A
 - Q19b. >>> OPTIONAL ALTERNATIVE SCALE - PARTY B
 - Q19c. >>> OPTIONAL ALTERNATIVE SCALE - PARTY C
 - Q19d. >>> OPTIONAL ALTERNATIVE SCALE - PARTY D
 - Q19e. >>> OPTIONAL ALTERNATIVE SCALE - PARTY E
 - Q19f. >>> OPTIONAL ALTERNATIVE SCALE - PARTY F
 - Q19g. >>> OPTIONAL ALTERNATIVE SCALE - PARTY G (OPTIONAL)
 - Q19h. >>> OPTIONAL ALTERNATIVE SCALE - PARTY H (OPTIONAL)

Q19i. >>> 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 Q15a-Q15i.

For studies in which showcards are used, collaborators should consider using a showcard for this question.

.....

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

Q20. >>> 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.

For studies in which showcards are used, collaborators should consider using a showcard for this question.

.....

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]

97. VOLUNTEERED: REFUSED

98. VOLUNTEERED: DON'T KNOW WHERE TO PLACE

99. MISSING

Q21. >>> SATISFACTION WITH DEMOCRATIC PROCESS

TEXT: 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

Q22a. >>> ARE YOU CLOSE TO ANY POLITICAL PARTY

NOTES: This question set (Q22a/Q22b/Q22c/Q22d) are the last questions in this section. When a skip instruction indicates "GO TO QUESTION AFTER Q22d" this means to skip the remaining questions in the Q22a/Q22b/Q22c/Q22d set and proceed to the next section of the survey.

.....

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

.....

1. YES -> GO TO Q22c

5. NO

7. VOLUNTEERED: REFUSED

8. VOLUNTEERED: DON'T KNOW

9. MISSING

Q22b. >>> DO YOU FEEL CLOSER TO ONE PARTY

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

.....
1. YES

5. NO -> GO TO QUESTION AFTER Q22d

7. VOLUNTEERED: REFUSED -> GO TO QUESTION AFTER Q22d

8. VOLUNTEERED: DON'T KNOW -> GO TO QUESTION AFTER Q22d

9. MISSING

Q22c. >>> WHICH PARTY DO YOU FEEL CLOSEST TO

NOTES: Only respondents who answered "YES" at Q22a or Q22b 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 QUESTION AFTER Q22d

98. VOLUNTEERED: DON'T KNOW -> GO TO QUESTION AFTER Q22d

99. MISSING

Q22d. >>> DEGREE OF CLOSENESS TO THIS PARTY

NOTES: Only respondents who mentioned a party at Q22c 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

=====

))) CSES MODULE 5 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.

D01a. >>> DATE OF BIRTH OF RESPONDENT - MONTH

D01b. >>> 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

D02. >>> GENDER

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

1. MALE

2. FEMALE

7. VOLUNTEERED: REFUSED

9. MISSING

D03. >>> 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:

<http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>
.....

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

D04. >>> 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

D05. >>> 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

D06. >>> 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

D07. >>> MAIN OCCUPATION

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 TWO-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

.....
ISCO-08 Two Digit Classification System:

MANAGERS

11. Chief executives, senior officials and legislators
12. Administrative and commercial managers
13. Production and specialized services managers
14. Hospitality, retail and other services managers

PROFESSIONALS

21. Science and engineering professionals
22. Health professionals
23. Teaching professionals
24. Business and administration professionals
25. Information and communications technology professionals
26. Legal, social and cultural professionals

TECHNICIANS AND ASSOCIATE PROFESSIONALS

31. Science and engineering associate professionals
32. Health associate professionals
33. Business and administration associate professionals
34. Legal, social, cultural and related associate professionals
35. Information and communications technicians

CLERICAL SUPPORT WORKERS

- 41. General and keyboard clerks
- 42. Customer services clerks
- 43. Numerical and material recording clerks
- 44. Other clerical support workers

SERVICE AND SALES WORKERS

- 51. Personal service workers
- 52. Sales workers
- 53. Personal care workers
- 54. Protective services workers

SKILLED AGRICULTURAL, FORESTRY AND FISHERY WORKERS

- 61. Market-oriented skilled agricultural workers
- 62. Market-oriented skilled forestry, fishing and hunting workers
- 63. Subsistence farmers, fishers, hunters and gatherers

CRAFT AND RELATED TRADES WORKERS

- 71. Building and related trades workers, excluding electricians
- 72. Metal, machinery and related trades workers
- 73. Handicraft and printing workers
- 74. Electrical and electronic trades workers
- 75. Food processing, wood working, garment and other craft and related trades workers

PLANT AND MACHINE OPERATORS, AND ASSEMBLERS

- 81. Stationary plant and machine operators

82. Assemblers

83. Drivers and mobile plant operators

ELEMENTARY OCCUPATIONS

91. Cleaners and helpers

92. Agricultural, forestry and fishery labourers

93. Labourers in mining, construction, manufacturing and transport

94. Food preparation assistants

95. Street and related sales and service workers

96. Refuse workers and other elementary workers

ARMED FORCES OCCUPATIONS

01. Commissioned armed forces officers

02. Non-commissioned armed forces officers

03. Armed forces occupations, other ranks

D08. >>> 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

D09. >>> HOUSEHOLD INCOME

NOTES: This item should report the annual household income for the respondent's household.

In previous modules of the CSES, we asked that this variable be provided in quintiles. We are no longer asking for this.

We are now instead asking for collaborators to provide the original, raw data for household income in whatever format that the information was collected. If the information was collected using multiple questions, please provide the data for all of the original questions.

When providing this information to CSES, please identify which current was used (for example "Euros," "Thai Bhat," et cetera).

Please also include codes for "VOLUNTEERED: REFUSED," "VOLUNTEERED: DON'T KNOW," and "MISSING," as appropriate.

.....

D10. >>> 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

D11. >>> RELIGIOUS DENOMINATION

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

Collaborators, please offer "NONE" as an option for respondents.

This appears below as code 8300.

.....

CHRISTIANISM

1000. CHRISTIAN (NO DENOMINATION GIVEN)

CATHOLIC

1101. ROMAN CATHOLIC

1102. EASTERN (GREEK RITE) CATHOLIC CHURCHES

1199. CATHOLIC, OTHER [SEE ELECTION STUDY NOTES]

PROTESTANT

1200. PROTESTANT, NO DENOMINATION GIVEN

1201. ADVENTIST

1203. BAPTIST

1204. CONGREGATIONAL

1205. EUROPEAN FREE CHURCH (ANABAPTISTS,
MENNONITES)

1206. HOLINESS

1207. FUNDAMENTALIST

1208. LUTHERAN

1209. METHODIST

1210. PENTECOSTAL

1211. PRESBYTERIAN

1212. CALVINIST

1213. SALVATION ARMY/SALVATIONIST

1214. CHRISTIAN BRETHEN

1215. CHURCHES OF CHRIST

1216. REFORMED CHURCHES

1217. PROTESTANT CHURCH OF THE NETHERLANDS

1298. PROTESTANT, OTHER [SEE ELECTION STUDY NOTES]

1299. PROTESTANT, OTHER [SEE ELECTION STUDY NOTES]

ANGLICAN

1300. EPISCOPALIAN, ANGLICAN, CHURCH OF ENGLAND,
CHURCH OF IRELAND

INDEPENDENTS-NON-AFFILIATED

1401. INDEPENDENT-FUNDAMENTALIST

1410. APOSTOLIC

1420. UNITED CHURCHES

1499. INDEPENDENT, OTHER [SEE ELECTION STUDY NOTES]

NON-TRADITIONAL PROTESTANTS

1501. CHRISTIAN SCIENTISTS

1502. MORMONS, CHURCH OF LATTER DAY SAINTS

1503. UNITARIAN UNIVERSALISTS

1504. JEHOVAH'S WITNESSES

1599. NON-TRADITIONAL PROTESTANT, OTHER

[SEE ELECTION STUDY NOTES]

ORTHODOX

1600. EASTERN ORTHODOX

1699. ORTHODOX, OTHER [SEE ELECTION STUDY NOTES]

JEWISH

2000. JEWISH

ISLAM

3000. MUSLIM; MOHAMMEDAN; ISLAM (NO DENOMINATION GIVEN)

3100. SUNNI

3200. SHI'ISM

3210. ISMA'ILIS

3211. DRUSE

BUDDHISM

4000. BUDDHIST

4100. THERAVADA

4200. MAHAYANA

HINDUISM AND OTHER RELIGIONS OF INDIA

5000. HINDU

5010. PARSIIISM

5020. VAISHNAVISM

5030. SHAIVISM

5040. SHAKTISM

5500. JAINISM

5600. SIKHISM

INDIGENOUS RELIGIONS OF EAST ASIA

6100. CONFUCIANISM

6200. TAOISM

6300. SHINTO

6400. NEW RELIGIONISTS

6401. I-KUAN-TAO

6500. TRADITIONAL FOLK BELIEF/NICHIREN SHSHU

ETHNORELIGIONS/OTHER BELIEVER

7100. PAGAN, HEATHEN, TRIBAL RELIGIONIST,

TRADITIONAL RELIGIONIST, ANIMISM, SHAMANISM

7110. RATANA, MAORI

7200. SPIRITISM

7500. BAHAI

7900. EHTNORELIGIONIST, OTHER [SEE ELECTION STUDY NOTES]

7901. EHTNORELIGIONIST, OTHER [SEE ELECTION STUDY NOTES]

NON BELIEVERS

8100. AGNOSTIC

8200. ATHEIST

8300. NONE

9600. OTHER: NOT SPECIFIED

9997. VOLUNTEERED: REFUSED

9998. VOLUNTEERED: DON'T KNOW

9999. MISSING

D12. >>> 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

D13. >>> 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

D14. >>> 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

D15. >>> WAS EITHER BIOLOGICAL PARENT BORN OUTSIDE OF THE COUNTRY

TEXT: Was either or both of your parents born outside of [COUNTRY]?

.....

HELP: If the respondent expresses any uncertainty, the interviewer can clarify that we are asking about biological parents by using a phrase such as "that is, your biological parents".

.....

1. YES

5. NO

7. VOLUNTEERED: REFUSED

8. VOLUNTEERED: DON'T KNOW

9. MISSING

D16. >>> 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. ALLEMANNISCH

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 (ZAMBIA)

016. BENGALI, BANGLADESHI, BANGLA (INDIA)

017. BHOJPURI (INDIA)

244. BICOLANO (PHILIPPINES)

265. BISAYA (PHILIPPINES)

270. B'LAAN (PHILIPPINES)

202. BLUCH (PAKISTAN)

263. BOHOLANO (PHILIPPINES)

018. BOSNIAN

019. BRETON

020. BULGARIAN

260. CAGAYANO (PHILIPPINES)

258. CANTILAGNON (PHILIPPINES)

273. CAPIZNON (PHILIPPINES)

021. CATALAN

241. CEBUANO (PHILIPPINES)

276. CENTRAL THAI

022. CHECHEN (RUSSIA)

203. CHINESE, CANTONESE

023. CHINESE, HAKKA

024. CHINESE, MANDARIN

025. CHINESE, MIN NAN

026. CHUVASH (RUSSIA)

027. CROATIAN

028. CZECH

029. DANISH

030. DECCAN (INDIA)

204. DORIC (SCOTLAND)

031. DUTCH

032. ENGLISH

033. ERZYA (RUSSIA)

205. ESAN (NIGERIA)

034. ESTONIAN

206. EWE (GHANA)

209. FARSI (IRAN)

035. FINNISH

036. FRENCH

037. FRISIAN, WESTERN (NETHERLANDS)

038. FULACUNDA (SENEGAL)

207. GA (GHANA)

039. GAELIC, IRISH

208. GAELIC (SCOTLAND)

040. GAGAUZ (MOLDOVA)

041. GALICIAN

042. GASCON

043. GEORGIAN

044. GERMAN, STANDARD

045. GREEK

046. GUARANI, PARAGUAYAN

047. GUJARATI (SOUTH AFRICA, INDIA)

048. HEBREW

266. HIGAONON (PHILIPPINES)

274. HILIGAYNON (PHILIPPINES)

049. HUNGARIAN

051. HINDI

050. ICELANDIC

259. IFUGAO (PHILIPPINES)

242. ILOCANO (PHILIPPINES)

243. ILONGGO (PHILIPPINES)

210. INDONESIAN

211. IRANIAN

254. IRANUN (PHILIPPINES)

278. ISAN THAI

052. ITALIAN

249. ITAWES (PHILIPPINES)

212. IWO (UGANDA)

053. JAKATI (MOLDOVA)

213. JAMAICAN PATOIS

275. JAMINDANON (PHILIPPINES)

054. JAPANESE

280. KAMAE (THAILAND)

257. KAMAYO (PHILIPPINES)

055. KANNADA (INDIA)

056. KAONDE (ZAMBIA)

245. KAPAMPANGAN (PHILIPPINES)

057. KARAIM (LITHUANIA)

261. KARAY-AY (PHILIPPINES)

233. KARBADIN

058. KIRMANJKI (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. MASBATENO (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. MONTENEGRIAN
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. QUECHUA, 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. SARAHI (PAKISTAN)

111. SCHWYZERDUTSCH (SWITZERLAND)

112. SERB

113. SERBO-CROATIAN

114. SERERE-SINE (SENEGAL)

264. SIBANIN (PHILIPPINES)

115. SICILIAN

116. SINDHI (SINGAPORE, INDIA)

272. SIPIANON (PHILIPPINES)

117. SLOVAK

118. SLOVENIAN

221. SOMALI

262. SORIGAONON (PHILIPPINES)

119. SOTHO, NORTHERN (SOUTH AFRICA)

120. SOTHO, SOUTHERN (SOUTH AFRICA)

281. SOUTHERN THAI

121. SPANISH

222. SWAHILI

122. SWATI (SOUTH AFRICA)

123. SWEDISH

240. TAGALOG (PHILIPPINES)

256. TAGON-ON (PHILIPPINES)

124. TAMIL (INDIA)

125. TATAR (RUSSIA)

269. T'BOLI (PHILIPPINES)

126. TELUGU (INDIA)

127. TIBETAN

128. TICANESE (SWITZERLAND)

252. TIRURAY (PHILIPPINES_

129. TONGA (ZAMBIA)

130. TOUCOULEUR (SENEGAL)

131. TSONGA (SOUTH AFRICA)

132. TSWANA (SOUTH AFRICA)

133. TUMBUKA (ZAMBIA)

134. TURKISH

223. TWI (GHANA)

135. UKRAINIAN

224. UGANDAN

230. UDMURT

136. URDU (INDIA)

228. VALENCIANO

225. VIETNAMESE

137. VENETIAN

247. WARAY (PHILIPPINES)

139. WELSH

140. WOLOF (SENEGAL)

138. XHOSA (SOUTH AFRICA)

141. YAHUDIC (ISRAEL)

142. YIDDISH

226. YORUBA (NIGERIA)

271. ZAMBAL (PHILIPPINES)

143. ZULU

996. OTHER: NOT SPECIFIED

997. VOLUNTEERED: REFUSED

998. VOLUNTEERED: DON'T KNOW

999. MISSING

D17. >>> 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

D18. >>> 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

D19. >>> 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

//END OF DOCUMENT