

=====

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. 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 (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.

=====  
) ) CSES MODULE 4 QUESTIONNAIRE: ADMINISTRATIVE VARIABLES  
=====

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 4 QUESTIONNAIRE: CSES MODULE

=====

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

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

-----  
 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  
 -----



TEXT: 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? .....

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

-----
Q1e. >>> PUBLIC EXPENDITURE: OLD-AGE PENSIONS
-----

TEXT: 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? .....

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

-----
Q1f. >>> PUBLIC EXPENDITURE: BUSINESS AND INDUSTRY
-----

TEXT: 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. ....

- 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

-----  
 Q1g. >>> PUBLIC EXPENDITURE: POLICE AND LAW ENFORCEMENT  
 -----

TEXT: 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?  
 .....

HELP: 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. >>> PUBLIC EXPENDITURE: WELFARE BENEFITS  
 -----

TEXT: 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 Q3b
  
- 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]  
 -----

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 Q15LH-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 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

-----

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.

.....



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

-----  
 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

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

- 
- Q9a. >>> LIKE-DISLIKE - PARTY A
  - Q9b. >>> LIKE-DISLIKE - PARTY B
  - Q9c. >>> LIKE-DISLIKE - PARTY C
  - Q9d. >>> LIKE-DISLIKE - PARTY D
  - Q9e. >>> LIKE-DISLIKE - PARTY E
  - Q9f. >>> LIKE-DISLIKE - PARTY F
  - Q9g. >>> LIKE-DISLIKE - PARTY G (OPTIONAL)
  - Q9h. >>> LIKE-DISLIKE - PARTY H (OPTIONAL)
  - Q9i. >>> 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

- 
- 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.

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]

- 97. VOLUNTEERED: REFUSED
- 98. VOLUNTEERED: DON'T KNOW WHERE TO PLACE
- 99. MISSING

-----  
 Q15. >>> 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

-----  
 Q16. >>> ARE YOU CLOSE TO ANY POLITICAL PARTY  
 -----

TEXT: 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

-----  
 Q16a. >>> 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 Q17
  - 7. VOLUNTEERED: REFUSED -> GO TO Q17
  - 8. VOLUNTEERED: DON'T KNOW -> GO TO Q17
  - 9. MISSING

-----  
 Q16b. >>> 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  
 -----

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

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

-----  
 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
- 8. 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:

[http://www.uis.unesco.org/Education/Documents/ISCED\\_2011\\_EN.pdf](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

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

D11. &gt;&gt;&gt; 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 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](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

-----  
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

-----  
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:

<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

-----  
D17. >>> SPOUSE: SOCIO ECONOMIC STATUS  
-----

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

---

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

PROTESTANT

- 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. SIKHIASM
- 53. PARSIIISM
- 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. 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. 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. 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. SERBIAN  
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
  
- 997. VOLUNTEERED: REFUSED
- 998. VOLUNTEERED: DON'T KNOW
  
- 999. MISSING

-----  
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