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The International Survey of Adult Skills
2012: Adult literacy, numeracy and
problem solving skills in England -
Appendices

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RESEARCH

Appendix A

This appendix gives further details on the design and administration of the International Survey of Adult Skills in England. Additional information is available in the international report, *Survey of Adult Skills (PIAAC) International Report*¹ and *Technical Report of the Survey of Adult Skills (PIAAC)*.²

NOTE: The adjudication reports for each country, which provide additional supporting information, will be published but the publication details are not yet available.

A1 Survey design

The survey aimed to interview a representative sample of adults aged 16-65 resident in private households in England. Even though many adults above 65 years of age remain in work, this age range was specified by the international consortium as the workforce population and follows previous practice in these types of household surveys.

In each household, one eligible respondent was randomly selected to answer a background questionnaire and complete a set of cognitive assessments. These were primarily administered using a computer, but for those who were unable to take this option, or who refused it, paper based versions of the assessments in literacy and numeracy were available. This latter group did not take part in the assessment of problem solving in technology-rich environments.

A2 Sample design

The key requirements from the OECD for each country sample were as follows:

a high quality probability sample representing the adult non-institutional civilian population aged 16 to 65 years;³

an achieved country sample in the main survey of 5,000 or, if not participating in problem solving, at least 4,500; and

an achieved country sample in the field test of at least 1,500.

¹ OECD (2013) *OECD Skills Outlook: first results from the Survey of Adult Skills (PIAAC) (Volume 1)*, OECD Publishing (forthcoming) and OECD (2013), *Survey of Adult Skills (PIAAC) International Report, Volume II*, OECD Publishing (forthcoming).

² OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming) (<http://www.oecd.org/site/piaac/>).

³ The target population excludes adults who live in a communal arrangement of an institutional nature for disciplinary, health, custodial or other reasons, such as prisons, barracks, hospitals and nursing homes. Students mainly living away from the parental home (but still connected to it) were counted as resident at the parental home.

A2.1.1 Sample frame

The filtered version of the 2011 Postcode Address File (PAF) was used as the sample frame. PAF is a database owned by the Royal Mail which contains all known postal delivery points in the United Kingdom. The filtered version (the Small User File) excludes almost all business addresses, while retaining almost all residential addresses, thereby covering more than 98 per cent of the non-institutional adult population. The PAF is the best general population sample frame in Britain and the only viable one remaining since use of the Electoral Register was restricted.

The PAF is structured hierarchically, is available in electronic form and can be linked to Census and other local area data. It therefore allowed considerable control over the sampling process. Postcode sectors were used as Primary Sampling Units (PSUs). These sectors have an average of around 3,000 addresses, which provided a good compromise between the need for an economic sample design and the need to limit cluster effects. Some postal sectors are much smaller than average, so these were aggregated with neighbours to ensure a minimum of 1,000 addresses in each PSU. Region, deciles of the proportion in social rented accommodation and the proportion of population non-white at the time of the 2001 Census were used as variables to stratify the sampling frame.

A2.1.2 Summary of the sample design

The design was a conventional two-stage clustered sample design, whereby:

Small geographic areas – the PSUs – were sampled with probability proportional to a size measure. A total of 494 PSUs were sampled to achieve the core sample requirement of 5,000 interviews.

A sample of 27 addresses was selected within each PSU. At each address, the interviewer sampled one household where more than one was present. At each household, the interviewer randomly sampled one individual aged 16-65 from those resident in the household.

The total number of addresses selected for the core sample requirement of 5,000 interviews was 13,662. This was calculated based on the following assumptions:

Around nine per cent of addresses would not be occupied private households. For the most part these would be empty dwellings and business premises, along with holiday homes, derelict or demolished dwellings, addresses unable to be traced, etc.

Around nine per cent of addresses would remain unscreened, because of lack of contact information, or because the occupants refuse to provide any information about household members.

Where screening was possible, around 75 per cent of addresses would be identified as containing an eligible respondent (an adult aged 16-65).

An interview would be achieved at around 60 per cent of addresses identified as containing an eligible respondent. Making the assumption that the eligibility rate at unscreened addresses would equal the rate at screened addresses, this equated to a net response rate of 55 per cent based on the number of addresses assumed to be eligible.

A3 Sampling in the field

The sample design required a response from one household at each address and that one adult aged 16-65 from that household be interviewed. When an interviewer found that there was more than one household at an address, the interviewer would put the households in a set order and select one randomly, using formal procedures specified in the *PIAAC Technical Standards and Guidelines*.⁴ When there was more than one eligible adult in a household, the interviewer would select one adult randomly using a Kish grid as part of the initial screener questionnaire; this collected information about the age and gender of eligible adults in the household.

Information about survey administration is included in Chapter 1 (section 1.9) of the main report.

A4 Response to the survey

The overall response rate was calculated as a product of the response rates for the screener questionnaire, the background questionnaire and the assessment. The final response rate was 59 per cent, which, while not meeting the 'gold standard' target of 70 per cent, was in the mid-range, matching that of Canada. It was also higher than the 'expected' 56 per cent response rate estimated at the start of the project. Only five countries met or exceeded a 70 per cent response rate, including Australia, the Republic of Ireland and the United States. Korea achieved the highest response rate with 75 per cent. Two countries, Spain and Sweden, fell marginally below 50 per cent.

Table A1 shows the response rate for all participating countries by the elements that combined to produce final, overall response rates. These equations and further information are provided in the *Technical Report of the Survey of Adult Skills (PIAAC)*.⁵ This table is reproduced from Chapter 16 of the technical report.

⁴ OECD (2011) *PIAAC Technical Standards and Guidelines*, OECD Publishing.

⁵ OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming) (<http://www.oecd.org/site/piaac/>). Chapter 16.

Table A1 Response rates for participating countries

Country	Reading component	Response rates					
		With reading component			Without reading component		
		Screenener	Background Questionnaire	Assessment	Overall	Assessment	Overall
Australia	Yes	85%	88%	96%	71%	96%	71%
Austria	Yes	--	53%	99%	53%	99%	53%
Belgium	Yes	--	62%	99%	62%	99%	62%
Canada	Yes				59%		58%
Cyprus	Yes	74%	99%	100%	73%	100%	73%
Czech Republic	Yes	74%	90%	100%	66%	100%	66%
Denmark	Yes	--	51%	97%	50%	97%	50%
Estonia	Yes	--	64%	99%	63%	99%	63%
Finland	No	--	69%	95%	66%	--	--
France	No	--	71%	94%	67%	--	--
Germany	Yes	--	55%	99%	55%	100%	55%
Ireland	Yes	79%	92%	99%	72%	99%	72%
Italy	Yes	88%	66%	97%	56%	97%	56%
Japan	No	--	50%	100%	50%	--	--
Korea	Yes	86%	91%	96%	75%	96%	75%
Netherlands	Yes	--	53%	97%	51%	98%	51%
Norway	Yes	--	63%	98%	62%	98%	62%
Poland	Yes	--	56%	99%	56%	95%	54%
Slovak Republic	Yes	--	66%	99%	66%	99%	66%
Spain	Yes	--	48%	100%	48%	100%	48%
Sweden	Yes	--	46%	97%	45%	97%	45%
UK – England	Yes	89%	68%	97%	59%	97%	59%
UK – Northern Ireland	Yes	83%	80%	98%	65%	98%	65%
USA	Yes	86%	83%	99%	70%	99%	70%

A5 Data collection

The data collection period ran between August 2011 and March 2012. The interview consisted of a background questionnaire (BQ), which included a Job Requirement Approach (JRA) module, and the cognitive assessment.

The JRA module collected information about the relationship of skills to jobs. These questions were in four clusters of ‘generic’ job tasks (interaction, learning, organisation and

planning, and physical/motor activity) and technological skills as demonstrated by using information technologies. Respondents who were currently employed or had been employed in the previous 12 months answered these questions; in the latter case, respondents were asked to consider their most recent job when responding.

More information is available in the *Technical Report of the Survey of Adult Skills (PIAAC)*.⁶

A5.1 Field trial

The International Survey of Adult Skills was field trialled in England between May and September 2010. The specific purposes of the field trial for England were to:

replicate the design of the main survey stage, with the same two-stage design and an equivalent level of clustering in order to provide a reliable test of the assumptions underlying the main survey design; and

test the results of an incentive experiment.

The design of the field test proved robust.

There was no directive from the international consortium to trial the two-stage survey design; the consortium was more concerned with trialling the background questionnaire and cognitive assessment items and checking that all ICT systems worked. For England, it was important to check the two-stage survey design because of concerns about the potential response rate: if it had fallen below 50 per cent in the main survey stage, there was a possibility that the data would not be included in the international report, making the survey less valuable in terms of conclusions that could be drawn from the results. The field trial response rate was above this level at 52 per cent, validating the sample design.

Concern about potentially low response rates (and the consequent possibility that data for England might not be included in the international report) led to the decision to offer respondents an incentive to take part in the survey. Although the Government is against offering incentives in principle, the burden on respondents of the International Survey of Adult Skills was considered exceptional enough to justify the incentive offer.

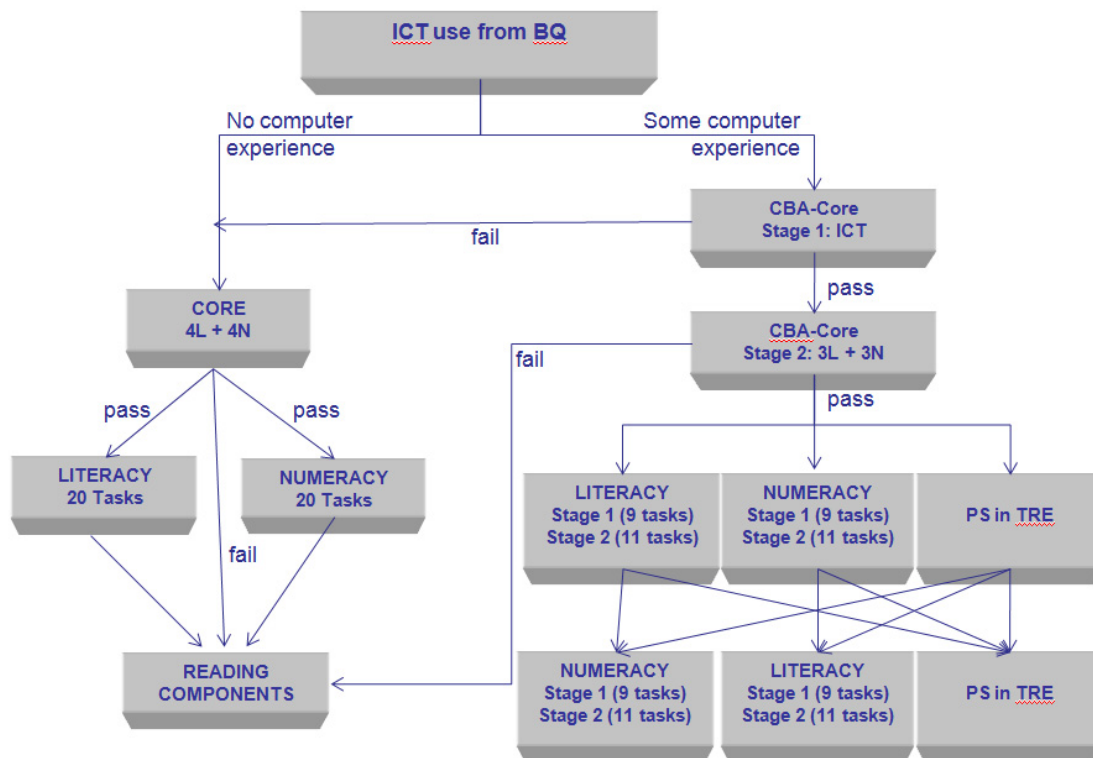
In the field trial, interviewers attended addresses which had been randomly allocated either £20 or £30 incentives (in the form of High Street vouchers). This random allocation was intended to avoid any potential skews through regional factors and to avoid demotivating interviewers if they were allocated only £20 vouchers. The offer of the £20 or £30 participant incentive was dependent on respondent completion – or willingness to complete – at least part of the survey. Results showed a significant difference, with a 50.3 per cent response rate for the £20 vouchers compared with 57.0 per cent for those valued at £30. It was therefore decided that the additional expense of the £30 incentive would be worthwhile for the main survey – and could be offset to some extent by the need to sample fewer households to achieve the total number of respondents.

⁶ OECD (2013), *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming).

A6 Assessment design

Figure A1 shows the overall design of the International Survey of Adult Skills assessment and demonstrates how respondents were routed through it based on their experience of computers and their ability.

Figure A1 International Survey of Adult Skills assessment design



Adults taking the International Survey of Adult Skills assessment were routed through the assessment in a number of different ways. The first decision point – derived from the background questionnaire – was based on whether the respondent had computer experience. Respondents with no experience of using computers were directed to the paper based version of the literacy and numeracy assessment, while respondents with some experience were directed to the ICT core. This checked that respondents were able to carry out the tasks required to complete the computer based assessment, for instance highlighting a section of text and dragging and dropping a piece of information. If respondents passed the ICT core, they were routed to the computer based assessment and could be tested on their literacy, numeracy and problem solving skills. If not, they were routed to the literacy and numeracy paper based core.

Respondents taking the computer path then took a short test (the CBA core Stage 2) composed of three literacy and three numeracy items of low difficulty, to determine whether or not they should continue with the full computer based assessment. Those who did not pass this module were directed to the paper based reading components assessment. A similar screening process took place for those respondents already directed to the paper based assessment (the paper based core). Internationally, 23.9 per

cent of respondents took the paper based route; this was lower for England, where just 15.0 per cent took this route. This 15.0 per cent comprised 4.6 per cent who had no computer experience, 4.6 per cent who refused to take the computer based assessment and 5.8 per cent who failed the ICT core and were redirected to the paper based assessment.

As a result, a higher proportion of respondents took the computer based assessments in England than the international average.

Those respondents who successfully completed Stages 1 and 2 of the ICT core were randomly assigned to one of the cognitive assessments of literacy, numeracy or problem solving in technology-rich environments (referred to as PS in TRE in the figure above). Only those directed to problem solving could be assigned to the same domain for their second 'testlet'. Those assigned to literacy or numeracy were assigned to a different domain for the second 'testlet'.

These 'testlets' are a version of computer adaptive testing: sets of items were grouped and the second 'testlet' administered to any individual depended on the outcome of results on the first 'testlet'. More information is available in the *Technical Report of the Survey of Adult Skills (PIAAC)*.⁷

A7 Scoring the test booklets

The computer based assessments of literacy, numeracy and problem solving were automatically scored. The paper based booklets for the core, literacy, numeracy and reading components were returned to NFER for scoring. The latter were scored following the agreed international procedures – double scoring of all reading components booklets and of 600 of each of the core literacy and numeracy booklets to check for consistency between scorers at the national centre. Responses that were difficult to score and could not be resolved at the national centre were sent to Educational Testing Service (ETS) for advice. A set of anchor booklets provided by ETS was also scored in each country in order to check consistency between countries. Consistency of scoring for test booklets in England and Northern Ireland combined⁸ was very high – within-country agreement was above 99 per cent for each booklet type and cross-country agreement was 98 per cent.

A8 Weighting and imputation

A8.1 Plausible values

'Plausible values are multiple imputed proficiency values based on information from the test items (the actual [International Survey of Adult Skills] literacy, numeracy, and problem-solving tests) and information provided by the respondent in the BQ [background

⁷ OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming) (<http://www.oecd.org/site/piaac/>).

⁸ Booklets for both countries were scored by the same team and the consistency results were reported for these countries combined.

questionnaire]. Plausible values are used to obtain more accurate estimates of group proficiency than would be obtained through an aggregation of point estimates.⁹

Plausible values in literacy and numeracy were estimated for those respondents who had completed at least five questions in the background questionnaire. Similarly, plausible values were generated for those who did not take any literacy or numeracy ‘testlets’ following the core because of the way they were routed through the assessment – for instance, if a respondent was routed through two problem solving ‘testlets’ or a numeracy and problem solving ‘testlet’, taking only the core literacy items. Those who completed fewer than five of the background questions were not assigned plausible values, but were included as part of the weighted population total. The reasons for not taking the computer based assessment were various, based on either computer ability or preference. Those who indicated no computer ability or who failed the ICT core assessment had no proficiency score in the domain of problem solving as they only took the literacy or numeracy assessment (in paper based format). No problem solving plausible values were estimated for these individuals.

In the International Survey of Adult Skills, the computation of group level reporting statistics is based on ten independently drawn plausible values for each of them. Full details are available in the *Technical Report of the Survey of Adult Skills (PIAAC)*.¹⁰

A8.2 Weighting

‘The purpose of calculating sampling weights for [the International Survey of Adult Skills] is to permit inferences from persons included in the sample to the population from which they were drawn and to have the tabulations reflect estimates of the population totals. Sampling weights can be considered as estimated measures of the number of units in the target population that a sampled case represents. Weighting incorporates several features of the survey, including the probabilities of selection of units in the sample and adjustments for non response and any known differences between the selected sample and the total target population. Differences between the sample and the population may arise because of sampling variability, differential response rates or coverage rates among subgroups of the population, and other types of response errors, such as misclassification errors.’¹¹

For England, the weighted sample size was 5,131.¹²

⁹ OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming): Ch 17.1.

¹⁰ OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming).

¹¹ OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming): Ch 15.

¹² OECD (2013) *Technical Report of the Survey of Adult Skills (PIAAC)*, OECD Publishing (forthcoming): Ch 17, Table 17.1.

A9 Proficiency levels

Table A2 Literacy proficiency levels

Level	The types of task adults can typically do at each level
Below 1 (0 - 175)	<p>The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. While the texts can be continuous, the information can be located as if the text were non-continuous. In addition, tasks below level 1 do not make use of any features specific to digital texts.</p>
1 (176 - 225)	<p>Most of the tasks at this level require the respondent to read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. In the case of some non-continuous texts, some tasks may require the respondent to enter personal information in to a document. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognising basic vocabulary, evaluating the meaning of sentences, and reading of paragraph text is expected.</p>
2 (226 - 275)	<p>At this level the complexity of text increases. The medium of texts may be digital or printed, and they may be continuous, non-continuous, or mixed type. Tasks at this level require respondents to make matches between the text and information, and may require paraphrase or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to:</p> <ul style="list-style-type: none"> • cycle through or integrate two or more pieces of information based on criteria; • compare and contrast or reason about information requested in the question; or • navigate within digital texts to access and identify information from various parts of a document.
3 (276 - 325)	<p>Texts at this level are often dense or lengthy, including continuous, non-continuous, mixed, or multiple pages. Understanding text and rhetorical structures becomes more central to successfully completing tasks, especially in navigation of complex digital texts. Tasks require the respondent to identify, interpret or evaluate one or more pieces of information and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or to perform multi-step operations in order to identify and formulate</p>

Level	The types of task adults can typically do at each level
	responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate text content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.
4 (326 - 375)	<p>Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret or synthesise information from complex or lengthy continuous, non-continuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, non-central ideas in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.</p>
5 (376 - 500)	<p>At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidenced based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information is frequently a key requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialised background knowledge.</p>

Table A3 Numeracy proficiency levels

Level	The types of task adults can typically do at each level
Below 1 (0 - 175)	Respondents classified at this level may have difficulty with many tasks at level 1. They may be able to cope with very simple tasks set in concrete, familiar contexts where the mathematical content is explicit with little or no text or distractors, and that require only simple processes such as counting; sorting; performing basic arithmetic operations with whole numbers or money; or recognising common spatial representations.
1 (176 - 225)	Tasks in this level require the respondent to carry out basic mathematical processes in common, concrete contexts where the mathematical content is explicit, with little text and minimal distractors. Tasks usually require simple one-step or two-step processes involving, e.g.: performing basic arithmetic operations; understanding simple percentages such as 50%; or locating, identifying and using elements of simple or common graphical or spatial representations.
2 (226 - 275)	Tasks at this level require the respondent to identify and act upon mathematical information and ideas embedded in a range of common contexts, where the mathematical content is fairly explicit or visual with relatively few distractors. Tasks tend to require the application of two or more steps or processes involving, e.g.: calculation with whole numbers and common decimals, percentages and fractions; simple measurement and spatial representation; estimation; interpretation of relatively simple data and statistics in texts, tables and graphs.
3 (276 - 325)	Tasks at this level require the respondent to understand mathematical information which may be less explicit, embedded in contexts that are not always familiar and represented in more complex ways. Tasks require several steps and may involve the choice of problem solving strategies and relevant processes. Tasks tend to require the application of, e.g.: number sense and spatial sense; recognising and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; interpretation and basic analysis of data and statistics in texts, tables and graphs.
4 (326 - 375)	Tasks at this level require the respondent to understand a broad range of mathematical information that may be complex, abstract or embedded in unfamiliar contexts. These tasks involve undertaking multiple steps and choosing relevant problem solving strategies and processes. Tasks tend to require analysis and more complex reasoning about, e.g.: quantities and data; statistics and chance; spatial relationships; change, proportions and formulas. Tasks at this level may also require comprehending arguments or communicating well-reasoned explanations for answers or choices.
5	Tasks at this level require the respondent to understand complex representations and abstract and formal mathematical and statistical

Level	The types of task adults can typically do at each level
(376 - 500)	ideas, possibly embedded in complex texts. Respondents may have to integrate multiple types of mathematical information where considerable translation or interpretation is required; draw inferences; develop or work with mathematical arguments or models; justify, evaluate and critically reflect upon solutions or choices.

Table A4 Problem solving in technology-rich environments proficiency levels

Level	The types of task adults can typically do at each level
Below 1 (0 - 240)	Tasks are based on well-defined problems involving the use of only one function, within a generic interface to meet one explicit criterion without any categorical, inferential reasoning or transforming of information. Few steps are required and no sub-goal has to be generated.
1 (241 - 290)	At this level, tasks typically require the use of widely available and familiar technology applications, such as email software or web browser. There is little or no navigation required to access the information or commands required to solve the problem. The problem may be solved regardless of awareness and use of specific tools and functions (e.g. a sort function). The task involves few steps and a minimal number of operators. At a cognitive level, the respondent can readily infer the goal from the task statement; problem resolution requires the application of explicit criteria; there are few monitoring demands (e.g. the respondent does not have to check whether they have used the adequate procedure or made progress toward the solution). Identifying contents and operators can be done through simple match; only simple forms of reasoning, e.g. assigning items to categories are required. There is no need to contrast or integrate information.
2 (291 - 340)	At this level, tasks typically require the use of both generic and more specific technology applications. For instance, the respondent may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) can facilitate the resolution of the problem. The task may involve multiple steps and operators. In terms of cognitive processing, the problem goal may have to be defined by the person, although the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard distractors. Some integration and inferential reasoning may be needed.
3 (341 - 500)	At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) is required to make progress toward the solution. The task may involve multiple steps and operators. In terms of cognitive processing, the problem goal may have to be defined by the respondent, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and the reliability of information in order to discard distractors. Integration and inferential reasoning may be needed to a large extent.

A10 Breakdown of the unweighted sample by demographic characteristics

Table A5 Breakdown of the final unweighted sample by demographic characteristics

Demographic characteristic	Variable	N
Gender	Male	2,198
	Female	2,933
Age	16-18	213
	19-24	478
	25-34	1,072
	35-44	1,147
	45-54	1,087
	55-65	1,134
Employment status	Employed	3,493
	Unemployed	336
	Out of the labour force	1,240
	Not known	12
	Missing	50
Ethnicity	White	4,463
	Mixed race	77
	Asian or Asian British	295
	Black or Black British	174
	Other ethnic group	68
	Missing	54
Region	North East	299
	North West (including Merseyside)	714
	Yorkshire and Humberside	544
	East Midlands	458
	West Midlands	540
	Eastern	560
	London	623
	South East	805
	South West	535
	Wales	1
	Missing	52

Appendix B

B1. Spread of attainment (percentiles) for all participating countries for literacy

	5th Percentile		95th Percentile	
Japan	226	(2.2)	355	(1.5)
Slovak Republic	201	(2.5)	332	(1.5)
Cyprus	198	(2.4)	331	(2.4)
Czech Republic	203	(3.9)	336	(2.5)
Korea	199	(1.8)	335	(1.9)
Austria	194	(2.3)	336	(1.3)
Estonia	199	(2.1)	344	(1.8)
Italy	173	(3.2)	319	(1.8)
Northern Ireland	191	(4.1)	341	(2.7)
OECD Average	190	(0.6)	342	(0.4)
Norway	195	(3.0)	347	(1.7)
Flanders (Belgium)	191	(2.6)	344	(1.6)
Denmark	186	(2.4)	339	(1.5)
Germany	186	(2.6)	341	(1.5)
Republic of Ireland	182	(4.2)	337	(1.8)
Poland	182	(2.6)	340	(1.5)
England (UK)	188	(4.1)	347	(2.2)
The Netherlands	196	(3.1)	355	(1.6)
France	174	(1.9)	334	(1.1)
Australia	193	(3.1)	355	(1.7)
Spain	164	(3.0)	325	(1.9)
Finland	200	(3.2)	362	(1.5)
United States	182	(3.3)	344	(2.2)
Sweden	188	(4.0)	351	(1.5)
Canada	185	(1.9)	348	(1.2)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B2. Spread of attainment (percentiles) for all participating countries for numeracy

	5th Percentile		95th Percentile	
Czech Republic	201	(2.8)	343	(2.9)
Japan	213	(2.7)	355	(1.4)
Estonia	195	(1.9)	344	(1.5)
Korea	181	(2.3)	332	(1.3)
Cyprus	183	(3.6)	335	(1.8)
Slovak Republic	189	(3.5)	346	(1.7)
Austria	190	(3.7)	349	(2.2)
Italy	161	(3.5)	324	(2.0)
Flanders (Belgium)	191	(2.9)	356	(2.1)
Denmark	190	(3.3)	355	(1.8)
The Netherlands	189	(2.9)	354	(1.5)
Finland	194	(3.1)	361	(2.2)
Poland	171	(2.7)	338	(1.7)
OECD Average	178	(0.7)	346	(0.4)
Northern Ireland	172	(4.7)	339	(3.7)
Germany	179	(3.6)	351	(2.1)
Spain	149	(3.1)	322	(1.5)
Republic of Ireland	161	(4.4)	336	(2.2)
Norway	181	(3.0)	357	(2.2)
Sweden	182	(4.1)	358	(1.7)
England (UK)	167	(3.3)	346	(2.2)
Canada	169	(2.5)	349	(1.2)
Australia	169	(4.6)	352	(2.1)
France	152	(2.8)	337	(1.5)
United States	152	(3.8)	340	(2.6)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B3. Spread of attainment (percentiles) for all participating countries for problem solving

	5th Percentile		95th Percentile	
Slovak Republic	218	(2.7)	339	(1.9)
Korea	219	(2.0)	341	(1.6)
Austria	219	(2.2)	344	(1.8)
Australia	221	(2.1)	350	(1.9)
Norway	217	(2.1)	347	(1.6)
Republic of Ireland	207	(2.4)	340	(2.0)
Northern Ireland	207	(4.8)	340	(2.9)
The Netherlands	213	(2.2)	350	(1.5)
England (UK)	210	(2.2)	346	(2.0)
OECD Average	210	(0.6)	349	(0.5)
Finland	215	(2.0)	355	(2.2)
Denmark	209	(2.3)	348	(1.5)
Estonia	205	(1.9)	345	(2.7)
United States	203	(2.5)	346	(2.1)
Flanders (Belgium)	205	(2.8)	348	(1.9)
Sweden	211	(2.7)	354	(1.7)
Germany	207	(3.0)	351	(1.9)
Japan	216	(3.0)	362	(3.0)
Czech Republic	206	(3.7)	353	(3.0)
Canada	204	(1.5)	352	(1.6)
Poland	193	(3.4)	351	(2.9)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B4. Spread of attainment (percentiles) split by age bands, for literacy

	Average		5th Percentile		95th Percentile	
Aged 16-18						
OECD Average	274	(0.7)	205	(2.7)	334	(2.1)
England	259	(3.9)	184	(14.2)	327	(14.3)
Aged 19-24						
OECD Average	281	(0.5)	206	(2.6)	344	(1.2)
England	269	(3.0)	183	(12.0)	339	(7.4)
Aged 25-34						
OECD Average	284	(0.4)	201	(1.7)	352	(1.0)
England	280	(2.1)	191	(8.1)	355	(6.4)
Aged 35-44						
OECD Average	278	(0.4)	198	(1.5)	347	(0.8)
England	279	(1.6)	194	(6.2)	353	(4.5)
Aged 45-54						
OECD Average	267	(0.4)	187	(1.6)	337	(0.9)
England	271	(1.8)	187	(4.5)	346	(5.4)
Aged 55-65						
OECD Average	255	(0.4)	176	(1.4)	324	(0.8)
England	265	(2.0)	183	(9.1)	339	(4.4)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B5. Spread of attainment (percentiles) split by age bands, for numeracy

	Average		5th Percentile		95th Percentile	
Aged 16-18						
OECD Average	265	(0.7)	190	(3.2)	331	(2.1)
England	251	(4.4)	170	(13.2)	326	(16.0)
Aged 19-24						
OECD Average	274	(0.5)	193	(2.1)	345	(1.4)
England	259	(3.3)	171	(13.4)	338	(6.4)
Aged 25-34						
OECD Average	279	(0.4)	189	(1.9)	354	(1.1)
England	267	(2.2)	162	(8.5)	353	(7.4)
Aged 35-44						
OECD Average	275	(0.4)	187	(1.9)	351	(0.9)
England	269	(1.9)	172	(7.7)	353	(5.7)
Aged 45-54						
OECD Average	265	(0.4)	176	(2.0)	343	(1.0)
England	259	(1.9)	167	(6.1)	343	(3.4)
Aged 55-65						
OECD Average	252	(0.4)	165	(1.7)	330	(1.0)
England	257	(1.9)	165	(10.6)	341	(4.2)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B6. Spread of attainment (percentiles) split by age bands, for problem solving

	Average		5th Percentile		95th Percentile	
Aged 16-18						
OECD Average	290	(0.8)	230	(2.8)	344	(2.2)
England	285	(3.5)	229	(12.3)	338	(9.1)
Aged 19-24						
OECD Average	296	(0.5)	231	(1.7)	355	(1.5)
England	289	(2.3)	223	(7.3)	351	(11.6)
Aged 25-34						
OECD Average	295	(0.4)	225	(1.4)	358	(1.1)
England	292	(1.8)	220	(5.4)	356	(5.1)
Aged 35-44						
OECD Average	284	(0.4)	214	(1.3)	349	(1.1)
England	283	(1.5)	213	(4.7)	349	(3.6)
Aged 45-54						
OECD Average	271	(0.5)	204	(1.4)	336	(1.2)
England	272	(1.8)	200	(8.8)	339	(4.0)
Aged 55-65						
OECD Average	258	(0.5)	193	(2.1)	322	(1.5)
England	263	(2.0)	199	(6.5)	329	(3.7)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B7. Level distribution for all participating countries for literacy

	Proficiency levels													
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5		Missing	
	%		%		%		%		%		%		%	
OECD														
National entities														
Australia	3.1	(0.3)	9.4	(0.5)	29.2	(0.7)	39.4	(0.9)	15.7	(0.7)	1.3	(0.2)	1.9	(0.2)
Austria	2.5	(0.3)	12.8	(0.7)	37.2	(0.9)	37.3	(0.9)	8.2	(0.5)	0.3	(0.1)	1.8	(0.2)
Canada	3.8	(0.2)	12.6	(0.5)	31.7	(0.7)	37.3	(0.7)	12.8	(0.5)	0.9	(0.1)	0.9	(0.1)
Czech Republic	1.5	(0.3)	10.3	(0.7)	37.5	(1.6)	41.4	(1.4)	8.3	(0.8)	0.4	(0.2)	0.6	(0.2)
Denmark	3.8	(0.3)	11.9	(0.6)	34.0	(0.9)	39.9	(0.8)	9.6	(0.5)	0.4	(0.1)	0.4	(0.1)
Estonia	2.0	(0.2)	11.0	(0.5)	34.3	(0.7)	40.6	(0.8)	11.0	(0.5)	0.8	(0.2)	0.4	(0.1)
Finland	2.7	(0.2)	8.0	(0.5)	26.5	(0.9)	40.7	(0.8)	20.0	(0.6)	2.2	(0.3)	0.0	(0.0)
France	5.3	(0.3)	16.2	(0.5)	35.9	(0.8)	34.0	(0.7)	7.4	(0.4)	0.3	(0.1)	0.8	(0.1)
Germany	3.3	(0.4)	14.2	(0.7)	33.9	(1.0)	36.4	(0.9)	10.2	(0.6)	0.5	(0.2)	1.5	(0.2)
Republic of Ireland	4.3	(0.4)	13.2	(0.8)	37.6	(0.9)	36.0	(0.9)	8.1	(0.5)	0.4	(0.1)	0.5	(0.1)
Italy	5.5	(0.6)	22.2	(1.0)	42.0	(1.0)	26.4	(1.0)	3.3	(0.4)	0.1	(0.0)	0.7	(0.2)
Japan	0.6	(0.2)	4.3	(0.4)	22.8	(0.8)	48.6	(1.0)	21.4	(0.7)	1.2	(0.2)	1.2	(0.1)
Korea	2.2	(0.2)	10.6	(0.5)	37.0	(0.9)	41.7	(0.9)	7.9	(0.5)	0.2	(0.1)	0.3	(0.1)
Netherlands	2.6	(0.3)	9.1	(0.5)	26.4	(0.7)	41.5	(0.8)	16.8	(0.6)	1.3	(0.2)	2.3	(0.2)
Norway	3.0	(0.3)	9.3	(0.6)	30.2	(0.8)	41.6	(0.8)	13.1	(0.6)	0.6	(0.1)	2.2	(0.2)
Poland	3.9	(0.3)	14.8	(0.6)	36.5	(0.9)	35.0	(0.9)	9.0	(0.5)	0.7	(0.1)	0.0	(0.0)
Slovak Republic	1.9	(0.2)	9.7	(0.5)	36.2	(1.0)	44.4	(0.9)	7.3	(0.5)	0.2	(0.1)	0.3	(0.1)

	Proficiency levels													
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5		Missing	
	%		%		%		%		%		%		%	
Spain	7.2	(0.5)	20.3	(0.8)	39.1	(0.7)	27.8	(0.7)	4.6	(0.4)	0.1	(0.1)	0.8	(0.1)
Sweden	3.7	(0.3)	9.6	(0.6)	29.1	(1.0)	41.6	(0.9)	14.9	(0.6)	1.2	(0.2)	0.0	(0.0)
United States	3.9	(0.5)	13.6	(0.7)	32.6	(1.2)	34.2	(1.0)	10.9	(0.7)	0.6	(0.2)	4.2	(0.6)
Sub-national entities														
Flanders (Belgium)	2.7	(0.3)	11.3	(0.5)	29.6	(0.8)	38.8	(0.9)	11.9	(0.5)	0.4	(0.2)	5.2	(0.2)
England (UK)	3.3	(0.4)	13.1	(0.7)	33.1	(1.0)	36.0	(1.0)	12.4	(0.7)	0.8	(0.2)	1.4	(0.2)
Northern Ireland (UK)	2.5	(0.5)	14.9	(0.9)	36.2	(1.5)	34.3	(1.6)	9.4	(0.6)	0.5	(0.2)	2.2	(0.3)
England/N. Ireland (UK)	3.3	(0.4)	13.1	(0.7)	33.2	(1.0)	35.9	(1.0)	12.3	(0.7)	0.8	(0.2)	1.4	(0.2)
Average	3.3	(0.1)	12.2	(0.1)	33.3	(0.2)	38.2	(0.2)	11.1	(0.1)	0.7	(0.0)	1.2	(0.0)
Partners														
Cyprus ¹	1.6	(0.2)	10.3	(0.5)	33.0	(0.9)	32.1	(0.9)	5.2	(0.4)	0.2	(0.1)	17.7	(0.4)

Source: PIAAC (2012) International Report, Table 2.1

() Standard errors appear in parentheses

B8. Level distribution for all participating countries for numeracy

	Proficiency levels													
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5		Missing	
	%		%		%		%		%		%		%	
OECD														
National entities														
Australia	5.7	(0.4)	14.4	(0.7)	32.1	(0.9)	32.6	(0.9)	11.7	(0.6)	1.5	(0.2)	1.9	(0.2)
Austria	3.4	(0.3)	10.9	(0.6)	33.1	(0.9)	37.2	(1.0)	12.5	(0.6)	1.1	(0.2)	1.8	(0.2)
Canada	5.9	(0.3)	16.4	(0.4)	31.9	(0.5)	32.4	(0.7)	11.3	(0.4)	1.3	(0.2)	0.9	(0.1)
Czech Republic	1.7	(0.3)	11.1	(0.8)	34.7	(1.2)	40.4	(1.3)	10.6	(0.7)	0.9	(0.3)	0.6	(0.2)
Denmark	3.4	(0.3)	10.8	(0.5)	30.7	(0.8)	38.0	(0.7)	14.9	(0.5)	1.7	(0.2)	0.4	(0.1)
Estonia	2.4	(0.2)	11.9	(0.5)	36.2	(0.6)	38.0	(0.6)	10.4	(0.4)	0.8	(0.2)	0.4	(0.1)
Finland	3.1	(0.3)	9.7	(0.5)	29.3	(0.7)	38.4	(0.8)	17.2	(0.6)	2.2	(0.3)	0.0	(0.0)
France	9.1	(0.3)	18.9	(0.6)	33.8	(0.7)	29.0	(0.6)	7.8	(0.3)	0.5	(0.1)	0.8	(0.1)
Germany	4.5	(0.4)	13.9	(0.7)	31.0	(0.8)	34.9	(0.9)	13.0	(0.6)	1.2	(0.2)	1.5	(0.2)
Republic of Ireland	7.1	(0.5)	18.1	(0.8)	38.0	(0.9)	28.8	(0.9)	7.0	(0.6)	0.6	(0.1)	0.5	(0.1)
Italy	8.0	(0.6)	23.7	(1.0)	38.8	(1.1)	24.4	(1.0)	4.3	(0.4)	0.2	(0.1)	0.7	(0.2)
Japan	1.2	(0.2)	7.0	(0.5)	28.1	(0.8)	43.7	(0.8)	17.3	(0.7)	1.5	(0.2)	1.2	(0.1)
Korea	4.2	(0.3)	14.7	(0.6)	39.4	(1.0)	34.6	(0.9)	6.6	(0.5)	0.2	(0.1)	0.3	(0.1)
Netherlands	3.5	(0.3)	9.7	(0.6)	28.2	(0.8)	39.4	(0.9)	15.6	(0.6)	1.3	(0.2)	2.3	(0.2)
Norway	4.3	(0.3)	10.2	(0.5)	28.4	(0.8)	37.4	(0.8)	15.7	(0.7)	1.7	(0.3)	2.2	(0.2)
Poland	5.9	(0.4)	17.6	(0.6)	37.7	(0.9)	30.5	(0.9)	7.7	(0.5)	0.7	(0.1)	0.0	(0.0)

	Proficiency levels													
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5		Missing	
	%		%		%		%		%		%		%	
Slovak Republic	3.5	(0.3)	10.3	(0.6)	32.2	(0.9)	41.1	(1.0)	11.8	(0.7)	0.8	(0.2)	0.3	(0.1)
Spain	9.5	(0.5)	21.1	(0.7)	40.1	(0.9)	24.5	(0.7)	4.0	(0.3)	0.1	(0.1)	0.8	(0.1)
Sweden	4.4	(0.4)	10.3	(0.7)	28.7	(1.1)	38.0	(1.1)	16.7	(0.6)	1.9	(0.3)	0.0	(0.0)
United States	9.1	(0.6)	19.6	(0.8)	32.6	(1.0)	25.9	(0.8)	7.8	(0.6)	0.7	(0.2)	4.2	(0.6)
Sub-national entities														
Flanders (Belgium)	3.0	(0.3)	10.4	(0.5)	27.7	(0.7)	36.8	(0.9)	15.4	(0.7)	1.6	(0.2)	5.2	(0.2)
England (UK)	6.4	(0.5)	17.8	(0.9)	33.3	(1.0)	29.8	(1.1)	10.4	(0.8)	0.9	(0.2)	1.4	(0.2)
Northern Ireland (UK)	5.6	(0.8)	18.7	(1.2)	35.9	(1.1)	29.0	(1.1)	7.8	(0.7)	0.7	(0.2)	2.2	(0.3)
England/N. Ireland (UK)	6.3	(0.5)	17.8	(0.9)	33.4	(1.0)	29.8	(1.0)	10.3	(0.7)	0.9	(0.2)	1.4	(0.2)
Average	5.0	(0.1)	14.0	(0.1)	33.0	(0.2)	34.4	(0.2)	11.4	(0.1)	1.1	(0.0)	1.2	(0.0)
Partners														
Cyprus ¹	3.4	(0.3)	12.1	(0.7)	31.8	(0.9)	28.4	(0.8)	6.3	(0.4)	0.3	(0.1)	17.7	(0.4)

Source: PIAAC (2012) International Report, Table 2.5

() Standard errors appear in parentheses

B9. Level distribution for all participating countries for problem solving

	Proficiency levels									
	Below Level 1	Level 1	Level 2	Level 3	No computer experience	Opted out of computer based assessment	Failed ICT core	Missing		
	%	%	%	%	%	%	%	%	%	%
OECD										
National entities										
Australia	9.2 (0.6)	28.9 (0.8)	31.8 (1.0)	6.2 (0.5)	4.0 (0.3)	13.7 (0.6)	3.5 (0.3)	2.7 (0.3)		
Austria	9.9 (0.5)	30.9 (0.9)	28.1 (0.8)	4.3 (0.4)	9.6 (0.4)	11.3 (0.5)	4.0 (0.3)	1.8 (0.2)		
Canada	14.8 (0.4)	30.0 (0.7)	29.4 (0.5)	7.1 (0.4)	4.5 (0.2)	6.3 (0.3)	5.9 (0.2)	1.9 (0.1)		
Czech Republic	12.9 (0.9)	28.8 (1.3)	26.5 (1.1)	6.6 (0.6)	10.3 (0.5)	12.1 (0.8)	2.2 (0.3)	0.6 (0.2)		
Denmark	13.9 (0.6)	32.9 (0.8)	32.3 (0.7)	6.3 (0.4)	2.4 (0.2)	6.4 (0.3)	5.3 (0.2)	0.4 (0.1)		
Estonia	13.8 (0.5)	29.0 (0.7)	23.2 (0.6)	4.3 (0.4)	9.9 (0.3)	15.8 (0.4)	3.4 (0.2)	0.5 (0.1)		
Finland	11.0 (0.5)	28.9 (0.8)	33.2 (0.7)	8.4 (0.6)	3.5 (0.3)	9.7 (0.4)	5.2 (0.3)	0.1 (0.1)		
France	m m	m m	m m	m m	10.5 (0.3)	11.6 (0.4)	6.0 (0.3)	m m		
Germany	14.4 (0.8)	30.5 (0.8)	29.2 (0.8)	6.8 (0.6)	7.9 (0.5)	6.1 (0.5)	3.7 (0.4)	1.5 (0.2)		
Republic of Ireland	12.6 (0.7)	29.5 (0.9)	22.1 (0.8)	3.1 (0.3)	10.1 (0.4)	17.4 (0.7)	4.7 (0.4)	0.6 (0.1)		
Italy	m m	m m	m m	m m	24.4 (0.8)	14.6 (0.9)	2.5 (0.3)	m m		
Japan	7.6 (0.6)	19.7 (0.8)	26.3 (0.8)	8.3 (0.5)	10.2 (0.5)	15.9 (0.9)	10.7 (0.7)	1.3 (0.1)		
Korea	9.8 (0.5)	29.6 (0.9)	26.8 (0.8)	3.6 (0.3)	15.5 (0.4)	5.4 (0.3)	9.1 (0.4)	0.3 (0.1)		
Netherlands	12.5 (0.6)	32.6 (0.7)	34.3 (0.8)	7.3 (0.4)	3.0 (0.2)	4.5 (0.3)	3.7 (0.3)	2.3 (0.2)		
Norway	11.4 (0.6)	31.8 (0.8)	34.9 (0.9)	6.1 (0.4)	1.6 (0.2)	6.7 (0.4)	5.2 (0.3)	2.2 (0.2)		

	Proficiency levels															
	Below Level 1		Level 1		Level 2		Level 3		No computer experience		Opted out of computer based assessment		Failed ICT core		Missing	
	%		%		%		%		%		%		%		%	
Poland	12.0	(0.6)	19.0	(0.7)	15.4	(0.7)	3.8	(0.3)	19.5	(0.5)	23.8	(0.7)	6.5	(0.4)	0.0	(0.0)
Slovak Republic	8.9	(0.5)	28.8	(0.9)	22.8	(0.7)	2.9	(0.3)	22.0	(0.7)	12.2	(0.4)	2.2	(0.2)	0.3	(0.1)
Spain	m	m	m	m	m	m	m	m	17.0	(0.5)	10.7	(0.5)	6.2	(0.3)	m	m
Sweden	13.1	(0.5)	30.8	(0.8)	35.2	(0.9)	8.8	(0.6)	1.6	(0.2)	5.7	(0.3)	4.8	(0.3)	0.1	(0.0)
United States	15.8	(0.9)	33.1	(0.9)	26.0	(0.9)	5.1	(0.4)	5.2	(0.4)	6.3	(0.6)	4.1	(0.4)	4.3	(0.6)
Sub-national entities																
Flanders (Belgium)	14.8	(0.6)	29.8	(0.8)	28.7	(0.8)	5.8	(0.4)	7.4	(0.3)	4.7	(0.3)	3.5	(0.3)	5.2	(0.2)
England (UK)	15.1	(0.8)	33.8	(1.1)	29.3	(0.9)	5.7	(0.5)	4.1	(0.3)	4.6	(0.4)	5.8	(0.4)	1.6	(0.2)
Northern Ireland (UK)	16.4	(1.5)	34.5	(1.2)	25.0	(1.2)	3.7	(0.6)	10.0	(0.6)	2.3	(0.3)	5.8	(0.4)	2.2	(0.3)
England/N. Ireland (UK)	15.1	(0.8)	33.9	(1.0)	29.1	(0.9)	5.6	(0.5)	4.3	(0.3)	4.5	(0.4)	5.8	(0.3)	1.6	(0.2)
Average	12.3	(0.1)	29.4	(0.2)	28.2	(0.2)	5.8	(0.1)	9.3	(0.1)	10.2	(0.1)	4.9	(0.1)	1.5	(0.0)
Partners																
Cyprus ¹	m	m	m	m	m	m	m	m	18.4	(0.4)	18.0	(0.5)	1.9	(0.2)	m	m

Source: PIAAC (2012) International Report, Table 2.10A

m missing data

() Standard errors appear in parentheses

B10. Differences in mean literacy scores by gender for all participating countries

	Male		Female	
	Average		Average	
Poland	264	(1.0)	270*	(0.9)
Finland	286	(1.2)	289	(1.0)
Cyprus	268	(1.2)	270	(1.0)
Estonia	275	(1.1)	277	(0.8)
Slovak Republic	273	(0.9)	274	(0.8)
Denmark	271	(1.0)	271	(0.8)
Italy	250	(1.5)	251	(1.3)
France	262	(0.9)	262	(0.7)
United States	270	(1.2)	269	(1.3)
Australia	281	(1.3)	279	(1.1)
OECD Average	274	(0.2)	272*	(0.2)
Republic of Ireland	268	(1.2)	265	(1.1)
Canada	275	(0.9)	272	(0.8)
England (UK)	274	(1.4)	271	(1.3)
Japan	298	(0.9)	295*	(1.0)
Sweden	281	(1.1)	278	(1.1)
Czech Republic	276	(1.3)	272*	(1.3)
Norway	280	(1.0)	276*	(0.9)
Austria	272	(1.0)	267*	(0.9)
Spain	254	(1.0)	249*	(1.0)
Germany	272	(1.2)	267*	(1.2)
Flanders (Belgium)	278	(1.0)	273*	(1.1)
The Netherlands	287	(1.1)	281*	(0.9)
Northern Ireland	272	(2.4)	266*	(1.8)
Korea	276	(0.8)	269*	(0.9)

Source: PIAAC (2012)

* Significant difference at the 5 per cent level compared with males' scores

() Standard errors appear in parentheses

B11. Differences in mean numeracy scores by gender for all participating countries

	Male		Female	
	Average		Average	
Poland	261	(1.2)	259	(0.9)
Slovak Republic	277	(1.1)	275	(1.0)
Estonia	276	(0.9)	270*	(0.8)
Cyprus	268	(1.1)	261*	(1.2)
Czech Republic	280	(1.4)	271*	(1.3)
Finland	287	(1.2)	277*	(1.0)
Korea	269	(0.9)	258*	(1.0)
Denmark	283	(1.2)	273*	(0.9)
Italy	252	(1.4)	242*	(1.4)
France	260	(0.9)	249*	(0.9)
OECD Average	275	(0.3)	263*	(0.2)
Republic of Ireland	262	(1.3)	250*	(1.3)
Japan	294	(1.1)	282*	(1.1)
Spain	252	(1.0)	240*	(1.0)
Austria	282	(1.2)	268*	(1.1)
Sweden	286	(1.3)	272*	(1.0)
Australia	274	(1.4)	261*	(1.2)
Northern Ireland	266	(2.1)	252*	(2.1)
United States	260	(1.3)	246*	(1.5)
England (UK)	269	(1.4)	255*	(1.5)
Canada	273	(0.9)	258*	(0.9)
Norway	286	(1.2)	271*	(1.1)
Flanders (Belgium)	288	(1.1)	272*	(1.2)
The Netherlands	289	(1.1)	272*	(1.0)
Germany	280	(1.3)	263*	(1.3)

Source: PIAAC (2012)

* Significant difference at the 5 per cent level compared with males' scores

() Standard errors appear in parentheses

B12. Differences in mean problem solving scores by gender for all participating countries

	Male		Female	
	Average		Average	
Slovak Republic	282	(1.3)	280	(1.0)
Canada	283	(0.8)	281*	(1.0)
Finland	291	(1.1)	288*	(1.0)
Czech Republic	285	(1.7)	281*	(1.5)
Estonia	280	(1.3)	276*	(1.2)
Sweden	290	(1.0)	286*	(1.0)
Denmark	285	(1.0)	281*	(1.0)
United States	280	(1.4)	275*	(1.4)
OECD Average	285	(0.3)	279*	(0.3)
Germany	285	(1.4)	280*	(1.2)
Republic of Ireland	280	(1.4)	274*	(1.2)
Korea	286	(0.9)	280*	(1.2)
(Flanders) Belgium	284	(1.1)	278*	(1.2)
Norway	289	(0.9)	283*	(0.9)
Poland	279	(1.8)	271*	(1.7)
Netherlands	290	(1.1)	282*	(1.0)
Japan	298	(1.4)	289*	(1.6)
England (UK)	285	(1.4)	276*	(1.1)
Austria	289	(1.0)	279*	(1.0)
Northern Ireland (UK)	281	(2.1)	269*	(2.3)

Source: PIAAC (2012)

* Significant difference at the 5 per cent level compared with males' scores

() Standard errors appear in parentheses

B13a. Literacy proficiency levels by gender for all participating countries (male)

	Male					
	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
OECD Average	3.4 (0.1)	12.3 (0.2)	32.7 (0.3)	38.6 (0.3)	12.2 (0.2)	0.8 (0.1)
Australia	3.0 (0.4)	10.0 (0.8)	29.4 (1.1)	39.1 (1.3)	17.0 (1.1)	1.6 (0.4)
Austria	2.6 (0.5)	12.4 (0.9)	35.9 (1.3)	39.4 (1.3)	9.4 (0.7)	# †
Belgium	3.1 (0.4)	10.8 (0.9)	29.7 (1.1)	41.3 (1.4)	14.6 (0.8)	0.6 (0.3)
Canada	3.8 (0.3)	12.5 (0.7)	31.3 (0.9)	37.6 (1.0)	13.6 (0.7)	1.1 (0.2)
Cyprus	2.2 (0.4)	12.8 (1.0)	40.2 (1.8)	38.3 (1.6)	6.2 (0.8)	# †
Czech Republic	1.3 (0.4)	10.0 (1.2)	36.7 (2.1)	42.5 (1.9)	9.0 (1.1)	# †
Denmark	4.3 (0.4)	12.9 (0.8)	32.4 (1.0)	39.5 (1.1)	10.5 (0.7)	# †
Estonia	2.4 (0.3)	11.3 (0.7)	34.4 (1.1)	40.1 (1.2)	10.9 (0.8)	0.9 (0.2)
Finland	3.0 (0.4)	8.5 (0.7)	26.9 (1.0)	39.6 (1.1)	19.8 (0.9)	2.1 (0.4)
France	5.2 (0.4)	17.2 (0.7)	35.7 (1.0)	33.6 (1.0)	7.9 (0.5)	# †
Germany	3.0 (0.5)	13.7 (1.0)	33.3 (1.4)	37.7 (1.2)	11.6 (0.8)	0.6 (0.2)
Republic of Ireland	4.7 (0.6)	13.1 (1.0)	35.8 (1.3)	36.5 (1.2)	9.3 (0.8)	0.6 (0.2)
Italy	6.0 (0.9)	23.2 (1.4)	39.8 (1.5)	26.9 (1.5)	4.0 (0.6)	# †
Japan	0.6 (0.2)	4.5 (0.5)	21.6 (0.9)	48.9 (1.2)	23.0 (1.0)	1.4 (0.3)
Netherlands	2.7 (0.4)	8.5 (0.7)	24.9 (1.0)	43.4 (1.4)	19.0 (1.0)	1.6 (0.4)
Norway	3.0 (0.4)	9.4 (0.8)	29.5 (1.0)	42.1 (1.1)	15.2 (0.9)	0.7 (0.2)
Poland	5.1 (0.5)	16.2 (1.1)	35.9 (1.5)	33.6 (1.2)	8.6 (0.7)	0.5 (0.2)
Korea	1.9 (0.3)	9.5 (0.7)	35.7 (1.2)	43.3 (1.4)	9.3 (0.8)	# †
Slovak Republic	1.9 (0.3)	10.0 (0.7)	36.9 (1.5)	43.4 (1.5)	7.6 (0.7)	# †

	Male					
	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
Spain	7.1 (0.6)	19.4 (1.0)	38.7 (1.1)	28.9 (1.0)	5.7 (0.6)	# †
Sweden	3.2 (0.4)	9.4 (0.9)	29.2 (1.3)	41.2 (1.5)	15.7 (1.0)	1.4 (0.3)
United States	4.1 (0.6)	15.1 (1.0)	32.7 (1.7)	35.0 (1.4)	12.3 (1.0)	0.8 (0.3)
England (UK)	3.2 (0.6)	13.6 (1.1)	32.2 (1.2)	36.1 (1.4)	13.8 (1.0)	1.1 (0.3)
Northern Ireland (UK)	2.6 (0.8)	14.4 (1.3)	34.9 (1.9)	35.5 (2.0)	12.0 (1.0)	0.6 (0.3)

Source: PIAAC (2012)

() Standard errors appear in parentheses

† Not applicable

Figure is larger than zero but less than 0.5

B13b. Literacy proficiency levels by gender for all participating countries (female)

	Female											
	Below Level 1		At Level 1		At Level 2		At Level 3		At Level 4		At Level 5	
OECD Average	3.3	(0.1)	12.3	(0.2)	34.7	(0.3)	38.8	(0.3)	10.4	(0.2)	0.6	(0.0)
Australia	3.4	(0.4)	9.2	(0.7)	30.0	(1.1)	41.2	(1.4)	15.0	(0.9)	1.1	(0.3)
Austria	2.4	(0.4)	13.7	(0.9)	39.8	(1.4)	36.6	(1.3)	7.3	(0.5)	#	†
Belgium	2.7	(0.4)	13.0	(0.8)	32.8	(1.3)	40.6	(1.4)	10.5	(1.0)	#	†
Canada	3.9	(0.3)	12.9	(0.5)	32.7	(1.0)	37.6	(0.9)	12.2	(0.6)	0.8	(0.2)
Cyprus	1.6	(0.4)	12.2	(0.9)	39.9	(1.6)	39.7	(1.4)	6.4	(0.7)	#	†
Czech Republic	1.8	(0.5)	10.6	(1.1)	38.8	(1.9)	40.9	(1.9)	7.6	(0.9)	#	†
Denmark	3.4	(0.4)	11.0	(0.8)	35.8	(1.2)	40.7	(1.2)	8.8	(0.7)	#	†
Estonia	1.7	(0.2)	10.9	(0.6)	34.4	(0.9)	41.3	(1.1)	11.1	(0.6)	0.6	(0.2)
Finland	2.3	(0.4)	7.4	(0.7)	26.1	(1.2)	41.8	(1.1)	20.2	(1.0)	2.3	(0.4)
France	5.5	(0.4)	15.5	(0.7)	36.6	(1.0)	35.0	(0.8)	7.1	(0.5)	#	†
Germany	3.6	(0.6)	15.2	(1.0)	35.6	(1.3)	36.2	(1.2)	9.0	(0.7)	#	†
Republic of Ireland	4.0	(0.5)	13.3	(1.0)	39.6	(1.2)	35.9	(1.4)	7.0	(0.7)	#	†
Italy	5.1	(0.7)	21.4	(1.3)	44.7	(1.5)	26.1	(1.4)	2.6	(0.5)	#	†
Japan	0.6	(0.2)	4.2	(0.6)	24.5	(1.2)	49.5	(1.3)	20.3	(1.1)	1.0	(0.3)
Netherlands	2.6	(0.4)	10.2	(0.7)	29.2	(1.1)	41.5	(1.1)	15.5	(0.8)	1.0	(0.2)
Norway	3.1	(0.4)	9.6	(0.9)	32.3	(1.3)	43.1	(1.3)	11.5	(0.7)	#	†
Poland	2.8	(0.4)	13.5	(0.8)	37.2	(1.1)	36.4	(1.1)	9.4	(0.7)	0.8	(0.2)
Korea	2.6	(0.3)	11.8	(0.8)	38.6	(1.2)	40.3	(1.1)	6.5	(0.6)	#	†
Slovak Republic	1.8	(0.3)	9.5	(0.8)	35.8	(1.4)	45.7	(1.2)	7.1	(0.6)	#	†

	Female							
	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5		
Spain	7.4 (0.6)	21.5 (1.1)	40.2 (1.2)	27.2 (1.1)	3.6 (0.5)	#	†	
Sweden	4.2 (0.5)	9.8 (0.8)	28.9 (1.3)	42.0 (1.2)	14.0 (1.0)	1.0 (0.3)		
United States	4.0 (0.6)	13.3 (0.9)	35.2 (1.4)	36.4 (1.3)	10.5 (0.9)	0.5 (0.2)		
England (UK)	3.4 (0.5)	12.9 (0.9)	35.0 (1.4)	36.8 (1.3)	11.4 (0.9)	#	†	
Northern Ireland (UK)	2.6 (0.6)	16.1 (1.2)	39.1 (2.0)	34.7 (1.9)	7.2 (0.7)	#	†	

Source: PIAAC (2012)

() Standard errors appear in parentheses

† Not applicable

Figure is larger than zero but less than 0.5

B14a. Numeracy proficiency levels by gender for all participating countries (male)

	Male											
	Below Level 1		At Level 1		At Level 2		At Level 3		At Level 4		At Level 5	
OECD Average	4.5	(0.1)	12.6	(0.2)	30.7	(0.3)	36.2	(0.3)	14.4	(0.2)	1.6	
Australia	5.2	(0.6)	12.4	(0.9)	30.5	(1.2)	34.5	(1.2)	15.0	(1.0)	2.4	(0.1)
Austria	3.3	(0.5)	9.1	(0.8)	29.7	(1.2)	40.1	(1.3)	16.1	(0.9)	1.7	(0.4)
Belgium	2.8	(0.4)	8.8	(0.7)	25.1	(1.0)	39.9	(1.4)	20.7	(1.0)	2.7	(0.3)
Canada	5.0	(0.3)	14.5	(0.6)	29.5	(0.9)	34.7	(1.0)	14.4	(0.7)	2.0	(0.4)
Cyprus	3.8	(0.7)	12.7	(1.1)	37.8	(1.6)	36.1	(1.4)	9.2	(0.8)	#	(0.3)
Czech Republic	1.4	(0.4)	9.6	(1.0)	32.4	(1.8)	42.8	(2.2)	13.0	(1.4)	0.8	†
Denmark	3.4	(0.4)	9.8	(0.8)	27.7	(1.1)	38.2	(1.1)	18.4	(0.8)	2.4	(0.4)
Estonia	2.7	(0.3)	10.7	(0.7)	34.5	(1.1)	38.4	(1.0)	12.5	(0.7)	1.2	(0.4)
Finland	3.1	(0.4)	8.8	(0.7)	26.3	(1.1)	38.4	(1.2)	20.5	(1.0)	3.0	(0.3)
France	8.0	(0.5)	18.0	(0.8)	31.8	(0.9)	31.6	(0.8)	9.8	(0.5)	0.8	(0.5)
Germany	3.4	(0.4)	11.4	(0.8)	28.6	(1.1)	37.6	(1.2)	17.1	(1.0)	1.9	(0.2)
Republic of Ireland	6.6	(0.6)	15.3	(0.8)	36.2	(1.3)	31.5	(1.3)	9.5	(0.8)	0.9	(0.3)
Italy	7.1	(0.8)	21.9	(1.4)	37.6	(1.6)	27.0	(1.4)	6.1	(0.6)	#	(0.3)
Japan	1.1	(0.3)	6.2	(0.6)	24.4	(1.0)	44.0	(1.2)	21.9	(1.1)	2.4	†
Netherlands	3.1	(0.5)	8.0	(0.8)	24.3	(1.2)	41.8	(1.3)	20.7	(1.0)	2.2	(0.4)
Norway	4.2	(0.5)	8.6	(0.8)	25.4	(1.2)	39.1	(1.3)	20.1	(1.1)	2.6	(0.4)
Poland	6.8	(0.6)	17.1	(0.9)	35.4	(1.2)	30.7	(1.3)	9.4	(0.8)	0.7	(0.5)
Korea	3.3	(0.4)	13.0	(0.8)	37.7	(1.2)	37.3	(1.3)	8.4	(0.8)	#	(0.2)
Slovak Republic	3.3	(0.4)	10.6	(0.7)	31.5	(1.2)	40.8	(1.5)	12.8	(0.9)	1.0	†

	Male					
	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
Spain	8.3 (0.6)	19.0 (0.9)	38.3 (1.2)	28.4 (1.0)	5.8 (0.6)	# (0.3)
Sweden	3.5 (0.4)	9.0 (0.8)	26.0 (1.3)	38.7 (1.4)	20.2 (0.9)	2.6 †
United States	8.2 (0.7)	18.8 (1.1)	31.6 (1.6)	29.2 (1.2)	11.1 (0.9)	1.2 (0.4)
England (UK)	5.6 (0.6)	15.8 (1.2)	30.9 (1.4)	32.6 (1.7)	13.5 (1.1)	1.6 (0.3)
Northern Ireland (UK)	5.2 (1.1)	16.1 (1.5)	34.2 (1.7)	32.3 (1.7)	11.0 (1.1)	1.2 (0.4)

Source: PIAAC (2012)

() Standard errors appear in parentheses

† Not applicable

Figure is larger than zero but less than 0.5

B14b. Numeracy proficiency levels by gender for all participating countries (female)

	Female											
	Below Level 1		At Level 1		At Level 2		At Level 3		At Level 4		At Level 5	
OECD Average	5.6	(0.1)	15.8	(0.2)	36.1	(0.3)	33.4	(0.3)	8.6	(0.1)	0.6	(0.0)
Australia	6.4	(0.6)	16.9	(1.1)	34.9	(1.2)	32.0	(1.1)	9.0	(0.7)	0.8	(0.2)
Austria	3.7	(0.5)	13.0	(0.9)	37.8	(1.3)	35.6	(1.3)	9.4	(0.7)	0.5	(0.2)
Belgium	3.4	(0.5)	13.2	(0.9)	33.4	(1.1)	37.7	(1.2)	11.6	(0.7)	0.7	(0.2)
Canada	6.9	(0.5)	18.7	(0.7)	34.8	(0.9)	30.6	(0.9)	8.4	(0.6)	0.6	(0.1)
Cyprus	4.4	(0.5)	16.5	(1.1)	39.4	(1.4)	33.1	(1.4)	6.3	(0.7)	#	†
Czech Republic	2.1	(0.5)	12.8	(1.1)	37.5	(1.5)	38.4	(1.5)	8.3	(0.8)	0.9	(0.4)
Denmark	3.5	(0.4)	11.9	(0.7)	34.0	(1.0)	38.1	(1.1)	11.5	(0.6)	0.9	(0.2)
Estonia	2.1	(0.3)	13.1	(0.7)	38.0	(0.9)	37.8	(0.9)	8.5	(0.6)	#	†
Finland	3.2	(0.4)	10.6	(0.8)	32.4	(1.2)	38.5	(1.1)	13.9	(0.7)	1.4	(0.3)
France	10.2	(0.6)	20.2	(0.9)	36.3	(1.0)	27.1	(0.8)	5.9	(0.4)	#	†
Germany	5.8	(0.7)	16.8	(1.0)	34.3	(1.3)	33.3	(1.3)	9.2	(0.7)	0.6	(0.2)
Republic of Ireland	7.6	(0.7)	21.0	(1.2)	40.1	(1.4)	26.5	(1.1)	4.6	(0.7)	#	†
Italy	9.1	(0.9)	25.8	(1.4)	40.5	(1.4)	22.0	(1.4)	2.6	(0.5)	#	†
Japan	1.3	(0.3)	7.9	(0.8)	32.5	(1.5)	44.5	(1.4)	13.2	(0.9)	0.6	(0.2)
Netherlands	4.1	(0.5)	11.8	(0.8)	33.4	(1.2)	38.8	(1.2)	11.3	(0.8)	0.6	(0.2)
Norway	4.6	(0.5)	12.4	(0.8)	32.9	(1.1)	37.4	(1.0)	11.8	(0.7)	0.8	(0.2)
Poland	5.1	(0.5)	18.1	(0.8)	39.9	(1.2)	30.2	(1.1)	6.1	(0.6)	0.6	(0.2)
Korea	5.1	(0.5)	16.5	(0.9)	41.2	(1.3)	32.2	(1.1)	4.8	(0.5)	#	†
Slovak Republic	3.6	(0.5)	10.1	(0.8)	33.0	(1.3)	41.7	(1.4)	11.0	(0.8)	0.6	(0.2)

	Female											
	Below Level 1		At Level 1		At Level 2		At Level 3		At Level 4		At Level 5	
Spain	10.9	(0.7)	23.5	(1.1)	42.4	(1.3)	20.9	(1.1)	2.2	(0.3)	#	†
Sweden	5.3	(0.6)	11.7	(0.9)	31.4	(1.5)	37.4	(1.5)	13.0	(1.0)	1.2	(0.2)
United States	10.8	(0.9)	22.0	(1.1)	36.5	(1.3)	25.1	(1.1)	5.4	(0.7)	#	†
England (UK)	7.3	(0.7)	20.2	(1.1)	36.6	(1.4)	27.9	(1.3)	7.7	(0.8)	#	†
Northern Ireland (UK)	6.3	(0.9)	22.1	(1.6)	39.1	(1.6)	27.1	(1.3)	5.0	(0.7)	#	†

Source: PIAAC (2012)

() Standard errors appear in parentheses

† Not applicable

Figure is larger than zero but less than 0.5

B15a. Problem solving proficiency levels by gender for all participating countries (male)

	Male							
	Below Level 1		At Level 1		At Level 2		At Level 3	
OECD Average	15.4	(0.3)	37.3	(0.3)	38.4	(0.3)	9.0	(0.2)
Australia	12.3	(1.1)	37.8	(1.3)	41.1	(1.5)	8.8	(1.0)
Austria	11.2	(0.9)	39.8	(1.3)	41.6	(1.3)	7.4	(0.7)
Belgium	17.1	(1.0)	36.4	(1.3)	37.9	(1.2)	8.6	(0.8)
Canada	18.1	(0.7)	36.0	(1.0)	36.3	(1.0)	9.6	(0.7)
Czech Republic	16.7	(1.7)	37.4	(2.2)	35.7	(2.0)	10.2	(1.4)
Denmark	15.6	(0.9)	36.5	(1.2)	39.2	(1.2)	8.7	(0.7)
Estonia	18.3	(1.1)	41.1	(1.3)	33.4	(1.3)	7.2	(0.9)
Finland	13.6	(0.8)	33.5	(1.4)	41.5	(1.3)	11.4	(1.0)
Germany	17.0	(1.2)	35.5	(1.5)	37.8	(1.4)	9.7	(1.0)
Republic of Ireland	17.6	(1.4)	41.3	(1.5)	35.1	(1.6)	5.9	(0.7)
Japan	11.2	(1.2)	29.5	(1.6)	43.2	(1.9)	16.0	(1.2)
Netherlands	12.2	(0.8)	36.0	(1.0)	41.8	(1.1)	10.1	(0.9)
Norway	12.3	(0.9)	35.7	(1.2)	43.6	(1.4)	8.4	(0.8)
Poland	21.9	(1.6)	36.8	(1.8)	32.1	(1.9)	9.2	(0.9)
Korea	12.5	(0.9)	40.6	(1.6)	40.7	(1.4)	6.2	(0.7)
Slovak Republic	14.1	(1.0)	44.4	(1.8)	36.5	(1.8)	5.0	(0.8)
Sweden	14.5	(1.0)	33.4	(1.3)	40.7	(1.5)	11.4	(1.0)
United States	19.5	(1.4)	38.7	(1.6)	33.6	(1.6)	8.2	(0.9)
England (UK)	16.3	(1.3)	37.5	(1.8)	37.2	(1.8)	9.0	(1.0)
Northern Ireland (UK)	17.5	(2.0)	40.7	(2.1)	35.1	(1.8)	6.7	(1.2)

Source: PIAAC (2012)

() Standard errors appear in parentheses

B15b. Problem solving proficiency levels by gender for all participating countries (female)

	Female									
	Below Level 1		At Level 1		At Level 2		At Level 3			
OECD Average	17.4	0.3	40.6	0.4	35.8	0.3	6.2	0.2		
Australia	11.9	1.0	38.2	1.6	42.5	2.0	7.4	1.0		
Austria	16.0	1.2	44.5	1.8	35.2	1.7	4.3	0.6		
Belgium	20.5	1.0	39.1	1.3	34.6	1.2	5.9	0.6		
Canada	18.2	0.7	37.8	1.0	36.0	0.8	7.9	0.6		
Czech Republic	17.9	1.6	39.6	2.4	35.2	2.0	7.3	1.0		
Denmark	16.9	0.8	40.4	1.2	36.5	1.1	6.1	0.7		
Estonia	20.8	1.1	41.4	1.2	32.7	1.1	5.1	0.7		
Finland	13.5	0.8	37.3	1.4	40.1	1.4	9.1	0.9		
Germany	18.6	1.1	40.1	1.2	34.2	1.4	7.0	0.7		
Republic of Ireland	19.6	1.1	46.0	1.9	30.9	1.7	3.5	0.6		
Japan	13.5	1.3	34.8	1.6	41.7	1.8	10.1	1.0		
Netherlands	16.7	1.0	39.3	1.4	37.3	1.3	6.7	0.7		
Norway	15.0	0.9	40.0	1.3	39.1	1.3	5.9	0.6		
Poland	26.1	1.7	38.7	1.8	29.1	1.6	6.1	0.9		
Korea	15.5	1.0	44.3	1.6	36.1	1.4	4.1	0.6		
Slovak Republic	14.1	1.1	46.5	1.7	35.3	1.4	4.1	0.6		
Sweden	15.4	1.0	36.7	1.3	39.4	1.4	8.5	0.7		
United States	19.9	1.3	43.8	1.5	31.6	1.4	4.7	0.7		
England (UK)	19.7	1.1	43.2	1.4	32.5	1.2	4.6	0.6		
Northern Ireland (UK)	23.6	0.3	45.9	1.7	27.8	2.0	2.7	0.7		

Source: PIAAC (2012)

() Standard errors appear in parentheses

B16. Literacy scores by 10-year age bands

	16-24		25-34		35-44		45-54		55-65		Difference between youngest and oldest adults		
	Mean score		Mean score		Mean score		Mean score		Mean score		Dif.	p.value	
OECD													
National entities													
Australia	284	(2.2)	287	(1.7)	289	(1.5)	277	(1.8)	263	(1.7)	21	(2.5)	0.000
Austria	278	(1.5)	280	(1.5)	275	(1.7)	266	(1.4)	250	(1.6)	28	(2.1)	0.000
Canada	276	(1.3)	285	(1.3)	280	(1.4)	268	(1.3)	260	(1.1)	15	(1.6)	0.000
Czech Republic	281	(2.1)	287	(1.8)	275	(2.0)	266	(1.7)	262	(2.0)	18	(2.8)	0.000
Denmark	276	(1.3)	282	(1.7)	281	(1.6)	266	(1.4)	252	(1.1)	24	(1.6)	0.000
Estonia	287	(1.3)	286	(1.7)	278	(1.2)	269	(1.4)	261	(1.5)	26	(1.8)	0.000
Finland	297	(1.9)	309	(1.7)	299	(2.1)	284	(1.8)	260	(1.4)	37	(2.5)	0.000
France	275	(1.3)	278	(1.4)	267	(1.3)	254	(1.2)	242	(1.3)	33	(1.7)	0.000
Germany	279	(1.6)	281	(1.8)	275	(1.6)	264	(1.7)	254	(1.7)	25	(2.2)	0.000
Republic of Ireland	271	(1.8)	276	(1.5)	271	(1.8)	259	(2.1)	251	(1.8)	20	(2.5)	0.000
Italy	261	(2.7)	260	(2.2)	253	(1.9)	249	(1.8)	233	(2.2)	27	(3.6)	0.000
Japan	299	(1.6)	309	(1.7)	307	(1.0)	297	(1.5)	273	(1.6)	26	(2.2)	0.000
Korea	293	(1.7)	290	(1.2)	278	(1.2)	259	(1.4)	244	(1.4)	49	(2.3)	0.000
Netherlands	295	(1.6)	298	(2.0)	294	(1.8)	277	(1.7)	261	(1.6)	34	(2.3)	0.000
Norway	275	(1.4)	289	(1.8)	288	(1.6)	277	(1.5)	262	(1.5)	13	(2.1)	0.000
Poland	281	(1.1)	277	(1.5)	268	(1.9)	259	(1.7)	249	(1.7)	32	(2.0)	0.000
Slovak Republic	276	(1.6)	278	(1.4)	278	(1.4)	270	(1.3)	266	(1.3)	10	(2.1)	0.000
Spain	264	(1.6)	263	(1.5)	260	(1.3)	248	(1.5)	227	(1.9)	37	(2.4)	0.000
Sweden	283	(1.7)	290	(1.9)	287	(1.8)	276	(1.7)	262	(1.3)	20	(2.2)	0.000

	16-24		25-34		35-44		45-54		55-65		Difference between youngest and oldest adults	
	Mean score		Mean score		Mean score		Mean score		Mean score		Dif.	p.value
United States	272	(2.0)	275	(2.0)	273	(1.8)	266	(1.7)	263	(1.5)	9	(2.1) 0.000
Sub-national entities												
Flanders (Belgium)	285	(1.6)	291	(1.8)	282	(1.6)	272	(1.6)	255	(1.6)	30	(2.2) 0.000
England (UK)	265	(2.4)	280	(2.1)	279	(1.6)	271	(1.8)	265	(2.0)	0	(2.9) 0.969
Northern Ireland (UK)	272	(2.7)	278	(2.9)	274	(2.3)	262	(2.6)	255	(3.2)	17	(4.0) 0.000
England/N. Ireland (UK)	266	(2.3)	280	(2.1)	279	(1.6)	271	(1.8)	265	(1.9)	1	(2.8) 0.813
Average	280	(0.4)	284	(0.4)	279	(0.3)	268	(0.3)	255	(0.3)	24	(0.5)0.000
Partners												
Cyprus	267	(1.7)	275	(1.7)	270	(1.5)	270	(1.7)	261	(1.6)	6	(2.4) 0.006

Source: PIAAC (2012) International Report Table 3.2(L)

() Standard errors appear in parentheses

B17. Numeracy scores by 10-year age bands

	16-24		25-34		35-44		45-54		55-65		Difference between youngest and oldest adults		
	Mean score		Mean score		Mean score		Mean score		Mean score		Dif.	p.value	
OECD													
National entities													
Australia	270	(2.6)	275	(1.8)	276	(1.7)	265	(1.8)	250	(2.0)	20	(2.9)	0.000
Austria	279	(1.6)	282	(1.7)	281	(2.0)	274	(1.7)	257	(1.7)	22	(2.2)	0.000
Canada	268	(1.6)	277	(1.4)	272	(1.5)	261	(1.4)	251	(1.4)	17	(2.2)	0.000
Czech Republic	278	(1.6)	288	(1.8)	277	(1.8)	272	(2.2)	263	(2.0)	15	(2.3)	0.000
Denmark	273	(1.5)	287	(1.9)	290	(1.6)	277	(1.6)	265	(1.2)	8	(1.9)	0.000
Estonia	279	(1.2)	284	(1.7)	275	(1.1)	269	(1.4)	259	(1.3)	19	(1.8)	0.000
Finland	285	(1.8)	302	(2.1)	292	(2.2)	279	(2.0)	260	(1.3)	25	(2.3)	0.000
France	263	(1.6)	269	(1.5)	262	(1.6)	246	(1.4)	234	(1.5)	29	(2.2)	0.000
Germany	275	(1.8)	282	(1.8)	279	(2.0)	268	(1.9)	256	(1.9)	19	(2.5)	0.000
Republic of Ireland	258	(2.2)	266	(1.7)	260	(1.7)	250	(2.1)	238	(2.3)	20	(3.2)	0.000
Italy	251	(2.6)	262	(2.3)	251	(1.9)	244	(2.0)	229	(2.2)	22	(3.5)	0.000
Japan	283	(2.3)	297	(1.6)	297	(1.3)	291	(1.7)	273	(1.6)	10	(2.8)	0.000
Korea	281	(1.9)	281	(1.4)	271	(1.5)	251	(1.4)	232	(1.7)	49	(2.8)	0.000
Netherlands	285	(1.8)	293	(1.8)	287	(2.1)	277	(1.7)	262	(1.7)	23	(2.3)	0.000
Norway	271	(1.7)	285	(2.0)	289	(1.9)	280	(1.7)	265	(1.7)	6	(2.4)	0.009
Poland	269	(1.1)	270	(1.5)	262	(2.2)	254	(2.1)	244	(1.9)	25	(2.2)	0.000
Slovak Republic	278	(1.8)	279	(1.6)	281	(1.7)	275	(1.6)	265	(1.6)	13	(2.4)	0.000
Spain	255	(1.7)	257	(1.3)	255	(1.3)	242	(1.6)	221	(1.7)	35	(2.5)	0.000
Sweden	278	(1.7)	288	(2.0)	286	(2.0)	276	(2.3)	268	(1.7)	10	(2.5)	0.000
United States	249	(2.2)	260	(2.2)	258	(1.9)	250	(2.1)	247	(1.8)	2	(2.3)	0.318

	16-24		25-34		35-44		45-54		55-65		Difference between youngest and oldest adults		
	Mean score		Mean score		Mean score		Mean score		Mean score		Dif.	p.value	
Sub-national entities													
Flanders (Belgium)	283	(1.7)	295	(1.9)	289	(1.8)	280	(1.9)	260	(1.6)	23	(2.4)	0.000
England (UK)	256	(2.7)	267	(2.2)	269	(1.9)	259	(1.9)	257	(1.9)	-1	(3.1)	0.832
Northern Ireland (UK)	264	(3.4)	268	(2.9)	266	(2.4)	252	(2.1)	245	(3.1)	18	(3.8)	0.000
England/N. Ireland (UK)	257	(2.6)	267	(2.2)	269	(1.9)	259	(1.9)	257	(1.9)	0	(3.0)	0.988
Average	271	(0.4)	279	(0.4)	275	(0.4)	266	(0.4)	253	(0.4)	19	(0.5)	0.000
Partners													
Cyprus	264	(2.1)	273	(2.0)	269	(1.6)	265	(1.8)	250	(1.8)	14	(2.7)	0.000

Source: PIAAC (2012) International Report Table 3.2(N)

() Standard errors appear in parentheses

B18a. Problem solving scores by 10-year age bands - Part I/V

	16-24									
	Proficiency levels									
	No experience/ failed core %		Below Level 1 %		Level 1 %		Level 2 %		Level 3 %	
OECD										
National entities										
Australia	2.6	(0.8)	6.7	(1.2)	32.2	(2.4)	41.7	(2.7)	8.9	(1.7)
Austria	2.7	(0.5)	7.2	(1.2)	33.9	(2.1)	41.9	(2.1)	8.8	(1.2)
Canada	4.8	(0.6)	9.0	(0.8)	32.0	(1.9)	40.9	(1.6)	9.9	(1.0)
Czech Republic	2.1	(0.6)	8.1	(1.4)	31.0	(2.7)	43.1	(2.7)	11.7	(1.6)
Denmark	5.0	(0.7)	7.2	(1.1)	34.6	(2.3)	42.4	(2.0)	8.0	(1.1)
Estonia	2.0	(0.4)	8.2	(1.2)	35.2	(2.2)	41.4	(2.0)	9.1	(1.1)
Finland	3.1	(0.7)	3.6	(0.9)	29.7	(1.9)	50.4	(2.1)	11.5	(1.8)
France	m	m	m	m	m	m	m	m	m	m
Germany	2.0	(0.6)	9.1	(1.3)	32.8	(1.7)	43.2	(2.0)	10.9	(1.8)
Republic of Ireland	4.4	(0.8)	9.9	(1.5)	37.8	(2.6)	35.5	(2.5)	4.7	(1.2)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	12.1	(1.4)	5.9	(1.2)	21.9	(2.2)	35.7	(2.5)	10.2	(1.3)
Korea	5.3	(0.7)	2.6	(0.7)	27.9	(2.1)	53.6	(2.1)	9.9	(1.5)
Netherlands	2.8	(0.6)	5.1	(1.1)	30.8	(2.0)	46.9	(2.0)	11.4	(1.5)
Norway	4.3	(0.6)	7.0	(1.1)	31.9	(1.8)	46.7	(1.9)	8.1	(1.0)
Poland	7.6	(0.5)	11.4	(0.7)	30.6	(1.1)	30.3	(1.2)	7.6	(0.9)
Slovak Republic	6.4	(0.9)	8.0	(1.1)	38.0	(2.0)	36.3	(1.7)	4.2	(1.0)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	3.9	(0.8)	5.2	(1.0)	28.3	(2.0)	49.9	(2.4)	11.7	(1.7)
United States	4.3	(0.8)	10.7	(1.7)	38.7	(2.4)	31.1	(2.2)	6.5	(1.2)
Sub-national entities										
Flanders (Belgium)	1.3	(0.4)	7.0	(1.1)	28.7	(2.0)	46.0	(1.9)	11.1	(1.4)
England (UK)	4.9	(0.8)	9.8	(1.5)	39.7	(2.6)	35.7	(2.3)	6.6	(1.4)
Northern Ireland (UK)	4.0	(0.9)	9.6	(1.9)	40.3	(3.3)	38.6	(3.2)	5.6	(1.7)
England/N. Ireland (UK)	4.8	(0.8)	9.8	(1.5)	39.7	(2.5)	35.8	(2.2)	6.6	(1.4)
Average	4.3	(0.2)	7.5	(0.3)	32.4	(0.5)	41.7	(0.5)	9.0	(0.3)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC(2012) International Report Table 3.3(P)

m missing data

() Standard errors appear in parentheses

B18b. Problem solving scores by 10-year age bands - Part II/V

	25-34									
	Proficiency levels									
	No experience/ failed core		Below Level 1		Level 1		Level 2		Level 3	
	%		%		%		%		%	
OECD										
National entities										
Australia	4.9	(0.8)	8.1	(1.3)	27.2	(1.9)	38.5	(1.9)	9.4	(1.2)
Austria	5.5	(0.9)	6.0	(1.1)	29.6	(1.7)	40.9	(1.8)	8.2	(1.0)
Canada	5.0	(0.6)	12.1	(1.1)	29.1	(1.6)	37.7	(1.8)	11.3	(1.2)
Czech Republic	3.8	(1.1)	9.1	(1.3)	27.8	(2.3)	39.3	(2.9)	12.2	(1.9)
Denmark	7.5	(0.7)	6.7	(0.9)	23.8	(1.8)	43.8	(2.1)	13.9	(1.4)
Estonia	3.8	(0.5)	11.1	(1.1)	32.5	(1.4)	35.6	(1.7)	8.1	(1.2)
Finland	3.5	(0.7)	4.1	(0.9)	23.3	(1.7)	47.7	(2.1)	19.8	(1.5)
France	m	m	m	m	m	m	m	m	m	m
Germany	3.3	(0.6)	10.8	(1.4)	28.4	(1.8)	39.7	(1.9)	13.2	(1.6)
Republic of Ireland	8.1	(0.8)	10.3	(1.1)	33.0	(1.6)	31.0	(1.5)	5.0	(0.9)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	10.0	(1.1)	3.5	(0.8)	19.5	(1.8)	37.7	(1.9)	16.0	(1.4)
Korea	7.1	(0.9)	6.1	(0.9)	35.6	(2.3)	42.4	(2.2)	6.2	(1.2)
Netherlands	3.4	(0.7)	7.3	(1.2)	28.0	(2.3)	43.5	(2.2)	14.1	(1.6)
Norway	6.6	(0.8)	5.9	(1.3)	24.8	(1.7)	44.6	(1.9)	11.7	(1.3)
Poland	9.6	(0.8)	15.1	(1.5)	26.1	(1.7)	22.8	(1.7)	7.2	(1.0)
Slovak Republic	11.4	(1.0)	10.0	(1.2)	33.7	(2.1)	30.2	(2.2)	4.7	(0.8)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	6.1	(0.9)	6.1	(1.0)	24.9	(1.7)	44.4	(1.9)	16.0	(1.5)
United States	5.6	(0.9)	14.4	(1.4)	32.7	(2.3)	31.6	(2.2)	7.3	(1.2)
Sub-national entities										
Flanders (Belgium)	4.5	(0.7)	7.9	(1.0)	27.9	(1.8)	40.9	(2.2)	10.9	(1.3)
England (UK)	6.5	(0.9)	10.0	(1.2)	31.6	(1.8)	37.4	(2.0)	10.0	(1.5)
Northern Ireland (UK)	6.8	(1.3)	13.0	(1.8)	34.3	(2.1)	36.1	(2.4)	6.0	(1.5)
England/N. Ireland (UK)	6.5	(0.8)	10.1	(1.1)	31.7	(1.7)	37.3	(2.0)	9.8	(1.5)
Average	6.1	(0.2)	8.7	(0.3)	28.4	(0.4)	38.4	(0.5)	10.8	(0.3)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.3(P)

m missing data

() Standard errors appear in parentheses

B18c. Problem solving scores by 10-year age bands - Part III/V

	35-44									
	Proficiency levels									
	No experience/ failed core		Below Level 1		Level 1		Level 2		Level 3	
	%		%		%		%		%	
OECD										
National entities										
Australia	4.6	(0.6)	8.5	(1.1)	28.6	(1.7)	35.1	(1.6)	6.9	(1.0)
Austria	8.8	(1.1)	10.6	(1.5)	31.5	(2.1)	33.0	(1.8)	3.9	(0.7)
Canada	7.2	(0.6)	12.8	(0.9)	29.8	(1.2)	33.3	(1.2)	8.8	(0.8)
Czech Republic	4.2	(0.6)	17.8	(2.3)	34.5	(2.9)	25.4	(2.4)	6.5	(1.6)
Denmark	5.8	(0.7)	10.3	(1.0)	31.2	(1.7)	39.8	(1.9)	8.1	(1.1)
Estonia	8.5	(0.8)	15.4	(0.9)	33.8	(1.3)	24.0	(1.1)	3.3	(0.7)
Finland	5.9	(0.9)	7.7	(1.1)	28.9	(1.7)	43.1	(2.1)	9.6	(1.4)
France	m	m	m	m	m	m	m	m	m	m
Germany	8.2	(1.1)	12.2	(1.2)	32.2	(1.7)	32.0	(1.8)	7.1	(1.0)
Republic of Ireland	10.4	(1.0)	15.0	(1.4)	30.8	(1.5)	22.7	(1.3)	3.5	(0.5)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	14.1	(1.4)	5.2	(0.9)	21.0	(1.4)	33.6	(1.7)	11.0	(1.2)
Korea	12.0	(0.9)	12.6	(1.3)	42.0	(1.5)	26.7	(1.4)	2.3	(0.6)
Netherlands	4.5	(0.7)	9.3	(1.2)	31.1	(1.7)	41.1	(2.3)	8.4	(1.0)
Norway	5.0	(0.6)	8.7	(1.2)	30.2	(1.7)	41.2	(1.8)	7.2	(0.9)
Poland	20.7	(1.5)	13.9	(1.7)	18.9	(1.8)	14.8	(1.7)	3.5	(0.8)
Slovak Republic	18.6	(1.3)	10.9	(1.3)	33.0	(2.2)	23.3	(2.0)	3.0	(0.8)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	5.0	(0.9)	11.1	(1.3)	29.1	(1.8)	39.4	(1.8)	11.1	(1.5)
United States	8.2	(0.9)	17.0	(1.4)	30.7	(2.0)	28.3	(1.7)	6.0	(1.0)
Sub-national entities										
Flanders (Belgium)	7.2	(0.7)	12.2	(1.2)	31.9	(1.9)	32.0	(1.9)	6.9	(1.0)
England (UK)	7.0	(0.8)	14.7	(1.5)	34.1	(2.4)	32.3	(1.7)	6.7	(1.0)
Northern Ireland (UK)	11.6	(1.2)	16.9	(2.4)	38.3	(2.6)	24.8	(2.2)	4.0	(1.1)
England/N. Ireland (UK)	7.2	(0.8)	14.7	(1.4)	34.3	(2.4)	32.0	(1.7)	6.6	(0.9)
Average	8.7	(0.2)	11.9	(0.3)	30.7	(0.4)	31.6	(0.4)	6.5	(0.2)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.3(P)

m missing data

() Standard errors appear in parentheses

B18d. Problem solving scores by 10-year age bands - Part IV/V

	45-54									
	Proficiency levels									
	No experience/ failed core %		Below Level 1 %		Level 1 %		Level 2 %		Level 3 %	
OECD										
National entities										
Australia	9.2	(0.8)	9.7	(1.5)	30.1	(2.1)	27.0	(2.1)	3.7	(0.8)
Austria	15.2	(1.1)	12.2	(1.2)	33.9	(1.8)	20.7	(1.4)	1.9	(0.6)
Canada	13.0	(0.7)	17.9	(1.0)	30.7	(1.2)	23.5	(1.1)	4.7	(0.7)
Czech Republic	17.4	(1.7)	15.2	(2.1)	28.7	(2.7)	16.4	(2.3)	2.3	(1.1)
Denmark	8.2	(0.7)	16.0	(1.4)	37.9	(1.5)	27.1	(1.6)	2.9	(0.6)
Estonia	17.7	(1.0)	19.0	(1.2)	26.6	(1.3)	11.9	(1.1)	1.2	(0.4)
Finland	9.4	(1.0)	14.1	(1.2)	35.4	(1.7)	26.6	(1.5)	3.5	(0.8)
France	m	m	m	m	m	m	m	m	m	m
Germany	14.6	(1.1)	17.8	(1.4)	31.4	(1.8)	23.7	(1.6)	3.7	(0.6)
Republic of Ireland	21.2	(1.6)	13.9	(1.5)	26.4	(1.6)	12.5	(1.1)	1.3	(0.4)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	21.2	(1.5)	10.6	(1.4)	23.9	(1.6)	22.0	(1.5)	4.8	(0.8)
Korea	38.7	(1.2)	15.8	(1.2)	24.6	(1.7)	10.7	(1.2)	0.7	(0.3)
Netherlands	7.4	(0.9)	15.0	(1.2)	36.9	(1.5)	28.7	(1.7)	3.6	(0.8)
Norway	6.6	(0.8)	13.7	(1.3)	38.6	(1.6)	29.0	(1.5)	2.7	(0.7)
Poland	38.1	(1.7)	11.2	(1.3)	12.4	(1.5)	7.2	(1.2)	0.7	(0.4)
Slovak Republic	33.5	(1.6)	9.5	(1.1)	24.6	(1.8)	15.7	(1.5)	1.8	(0.6)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	6.5	(0.9)	15.8	(1.4)	36.1	(2.0)	29.7	(1.8)	4.9	(0.9)
United States	12.8	(1.2)	18.2	(1.4)	32.9	(1.9)	22.3	(1.7)	3.3	(0.7)
Sub-national entities										
Flanders (Belgium)	11.4	(1.0)	18.8	(1.4)	34.0	(1.7)	22.3	(1.5)	2.4	(0.6)
England (UK)	11.6	(1.1)	20.0	(1.7)	33.0	(2.0)	25.0	(1.6)	3.5	(0.8)
Northern Ireland (UK)	23.9	(1.7)	21.6	(2.6)	33.3	(2.4)	15.1	(1.6)	1.9	(0.7)
England/N. Ireland (UK)	12.0	(1.1)	20.0	(1.7)	33.0	(1.9)	24.7	(1.6)	3.5	(0.7)
Average	16.5	(0.3)	15.0	(0.3)	30.4	(0.4)	21.1	(0.4)	2.8	(0.2)

Partners

Cyprus m m m m m m m m m m m

Source: PIAAC (2012) International Report Table 3.3(P)
m missing data () Standard errors appear in parentheses

B18e. Problem solving scores by 10-year age bands - Part V/V

	55-65									
	Proficiency levels									
	No experience/ failed core		Below Level 1		Level 1		Level 2		Level 3	
	%		%		%		%		%	
OECD										
National entities										
Australia	16.7	(1.2)	13.0	(1.2)	26.5	(1.5)	15.6	(1.3)	1.6	(0.5)
Austria	35.0	(1.5)	12.4	(1.1)	25.0	(1.6)	7.3	(1.0)	0.0	(0.0)
Canada	20.4	(0.7)	20.7	(0.9)	28.9	(1.0)	14.6	(1.0)	1.8	(0.4)
Czech Republic	33.1	(2.0)	13.6	(1.7)	22.3	(2.7)	11.1	(1.9)	1.0	(0.6)
Denmark	11.7	(0.7)	26.7	(1.4)	35.6	(1.3)	12.8	(1.0)	0.5	(0.2)
Estonia	34.0	(1.1)	14.7	(0.9)	17.6	(1.0)	4.6	(0.7)	0.2	(0.1)
Finland	18.1	(1.1)	21.5	(1.4)	27.0	(1.5)	8.4	(0.8)	0.5	(0.3)
France	m	m	m	m	m	m	m	m	m	m
Germany	26.9	(1.6)	20.0	(1.6)	27.3	(1.8)	12.1	(1.6)	1.3	(0.6)
Republic of Ireland	34.4	(1.5)	13.7	(1.3)	16.9	(1.3)	5.0	(0.8)	0.2	(0.2)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	40.9	(1.7)	11.5	(1.3)	14.1	(1.5)	8.6	(1.0)	1.3	(0.4)
Korea	63.5	(1.3)	8.7	(1.0)	12.9	(1.1)	3.9	(0.7)	0.0	(0.0)
Netherlands	13.8	(1.0)	23.0	(1.7)	34.7	(1.6)	15.6	(1.1)	1.0	(0.4)
Norway	11.8	(1.0)	21.9	(1.7)	33.5	(1.9)	13.4	(1.3)	0.8	(0.3)
Poland	53.5	(1.6)	8.3	(1.1)	7.2	(0.9)	2.4	(0.6)	0.0	(0.0)
Slovak Republic	51.1	(1.5)	6.0	(0.8)	14.9	(1.3)	8.6	(1.3)	0.5	(0.3)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	9.7	(1.0)	25.4	(1.7)	34.6	(1.7)	16.0	(1.2)	1.4	(0.4)
United States	15.2	(1.0)	18.3	(1.8)	30.8	(1.9)	17.2	(1.9)	2.5	(0.8)
Sub-national entities										
Flanders (Belgium)	25.1	(1.1)	23.9	(1.6)	26.0	(1.6)	11.4	(1.2)	0.7	(0.3)
England (UK)	19.7	(1.4)	20.5	(1.8)	31.3	(2.3)	16.0	(1.6)	1.6	(0.6)
Northern Ireland (UK)	35.1	(2.3)	21.4	(2.5)	25.5	(2.6)	8.9	(1.7)	0.6	(0.4)
England/N. Ireland (UK)	20.2	(1.4)	20.6	(1.7)	31.2	(2.2)	15.7	(1.6)	1.6	(0.6)
Average	28.2	(0.3)	17.0	(0.3)	24.6	(0.4)	10.8	(0.3)	0.9	(0.1)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.3(P)

m missing data

() Standard errors appear in parentheses

B19a. Percentage of adults, by highest qualification, at each level of proficiency on the literacy scale

	Lower than upper secondary									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	%	%	%	%	%	%	%	%	
OECD										
National entities										
Australia	8.0	(0.8)	17.6	(1.4)	39.1	(1.8)	29.5	(1.6)	5.3	(0.8)
Austria	6.8	(1.1)	24.2	(1.7)	42.8	(2.1)	23.9	(2.0)	2.2	(0.6)
Canada	14.0	(1.1)	27.5	(1.7)	36.6	(2.3)	19.6	(1.3)	2.3	(0.7)
Czech Republic	4.6	(1.2)	19.2	(2.8)	41.5	(3.8)	30.5	(3.4)	4.2	(1.7)
Denmark	8.4	(1.0)	21.8	(1.6)	40.6	(1.8)	26.2	(1.4)	2.9	(0.7)
Estonia	5.1	(0.7)	18.6	(1.3)	39.4	(1.9)	31.8	(1.8)	5.1	(0.8)
Finland	6.4	(0.9)	15.9	(1.7)	36.5	(2.4)	32.5	(2.2)	8.6	(1.0)
France	14.5	(0.9)	28.5	(1.3)	36.8	(1.3)	17.8	(1.1)	2.0	(0.4)
Germany	9.4	(1.4)	26.9	(2.0)	35.1	(2.0)	23.7	(2.0)	4.9	(1.0)
Republic of Ireland	10.9	(1.2)	25.3	(1.9)	43.2	(2.1)	19.2	(1.4)	1.3	(0.5)
Italy	8.9	(1.0)	30.4	(1.5)	43.7	(1.5)	16.0	(1.3)	1.0	(0.4)
Japan	2.8	(0.8)	12.2	(1.7)	37.6	(2.4)	39.7	(2.2)	7.7	(1.4)
Korea	8.3	(0.9)	25.6	(1.8)	40.0	(1.6)	23.2	(1.3)	2.8	(0.6)
Netherlands	6.6	(0.7)	19.8	(1.4)	38.6	(1.5)	30.4	(1.5)	4.3	(0.7)
Norway	5.7	(0.9)	17.4	(1.5)	40.9	(1.7)	31.8	(1.6)	4.1	(0.8)
Poland	9.4	(1.1)	21.9	(1.7)	35.9	(2.3)	27.9	(1.7)	5.0	(0.9)
Slovak Republic	7.4	(1.0)	21.5	(1.7)	42.4	(2.6)	26.3	(2.0)	2.3	(0.7)
Spain	13.5	(0.9)	30.8	(1.4)	41.6	(1.2)	13.5	(1.0)	0.7	(0.2)
Sweden	8.8	(1.1)	19.7	(2.0)	41.1	(2.4)	27.2	(1.7)	3.2	(0.8)
United States	14.9	(2.2)	30.8	(2.3)	36.7	(2.2)	15.4	(1.5)	2.3	(0.9)
Sub-national entities										
Flanders (Belgium)	9.1	(1.1)	25.3	(1.8)	39.3	(2.0)	24.0	(1.6)	2.3	(0.5)
England (UK)	8.6	(1.1)	24.9	(1.6)	41.6	(2.0)	17.4	(1.5)	1.9	(0.5)
Northern Ireland (UK)	6.0	(1.3)	27.1	(1.9)	43.8	(2.2)	15.8	(1.8)	0.9	(0.4)
England/N. Ireland (UK)	8.5	(1.1)	25.0	(1.5)	41.7	(1.9)	17.3	(1.4)	1.9	(0.5)
Average	8.7	(0.2)	23.0	(0.4)	39.6	(0.4)	24.9	(0.4)	3.5	(0.2)
Partners										
Cyprus	3.3	(0.7)	15.7	(1.2)	32.0	(1.7)	20.1	(1.3)	1.6	(0.6)

Source: PIAAC (2012) International Report Table 3.10(L)

() Standard errors appear in parentheses

B19b. Percentage of adults, by highest qualification, at each level of proficiency on the literacy scale

	Upper secondary									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	%	%	%	%	%	%	%	%	
OECD										
National entities										
Australia	1.7	(0.3)	8.7	(0.8)	31.4	(1.5)	43.5	(1.5)	14.5	(1.4)
Austria	1.5	(0.3)	11.5	(0.8)	39.9	(1.2)	39.7	(1.3)	7.4	(0.6)
Canada	3.1	(0.4)	13.4	(0.7)	37.2	(1.0)	37.6	(1.0)	8.7	(0.6)
Czech Republic	1.2	(0.4)	10.4	(1.0)	41.9	(2.2)	40.4	(1.8)	6.0	(0.8)
Denmark	2.8	(0.4)	12.1	(0.8)	38.9	(1.3)	38.8	(1.4)	7.5	(0.7)
Estonia	1.9	(0.3)	12.0	(0.8)	37.7	(1.0)	39.5	(1.0)	8.8	(0.6)
Finland	2.4	(0.4)	8.8	(0.7)	30.3	(1.4)	41.9	(1.4)	16.6	(1.1)
France	2.6	(0.3)	16.0	(0.8)	43.6	(1.1)	33.2	(0.9)	4.6	(0.5)
Germany	2.9	(0.6)	15.5	(1.1)	39.5	(1.4)	34.7	(1.2)	7.5	(0.7)
Republic of Ireland	2.4	(0.5)	11.6	(1.1)	42.2	(1.6)	37.9	(1.7)	5.9	(0.8)
Italy	1.8	(0.4)	14.7	(1.2)	44.2	(1.6)	35.3	(1.6)	4.0	(0.7)
Japan	0.3	(0.2)	4.8	(0.8)	28.4	(1.2)	51.8	(1.4)	14.6	(1.0)
Korea	0.9	(0.2)	9.8	(0.8)	42.4	(1.5)	40.5	(1.6)	6.4	(0.8)
Netherlands	1.2	(0.3)	6.2	(0.8)	28.3	(1.3)	47.8	(1.5)	16.4	(1.0)
Norway	2.3	(0.4)	9.6	(1.0)	36.1	(1.4)	43.0	(1.4)	8.9	(0.9)
Poland	4.1	(0.5)	17.7	(1.0)	42.1	(1.2)	31.0	(1.0)	5.1	(0.5)
Slovak Republic	0.6	(0.2)	8.0	(0.6)	38.4	(1.3)	46.8	(1.3)	6.3	(0.6)
Spain	2.3	(0.6)	16.0	(1.2)	44.1	(1.7)	33.3	(1.6)	4.3	(0.8)
Sweden	2.1	(0.4)	8.1	(0.8)	31.6	(1.5)	46.2	(1.5)	12.0	(0.8)
United States	3.3	(0.5)	16.7	(1.0)	41.3	(1.8)	32.6	(1.3)	6.2	(0.8)
Sub-national entities										
Flanders (Belgium)	2.0	(0.4)	13.0	(1.0)	38.9	(1.3)	38.7	(1.5)	7.4	(0.7)
England (UK)	2.1	(0.5)	11.7	(1.1)	35.9	(1.7)	39.8	(1.6)	10.5	(1.0)
Northern Ireland (UK)	0.9	(0.4)	11.2	(1.5)	38.7	(2.3)	39.7	(3.0)	9.5	(1.2)
England/N. Ireland (UK)	2.0	(0.5)	11.7	(1.0)	36.0	(1.7)	39.8	(1.5)	10.4	(0.9)
Average	2.1	(0.1)	11.7	(0.2)	37.9	(0.3)	39.7	(0.3)	8.6	(0.2)
Partners										
Cyprus	1.5	(0.4)	10.6	(0.8)	36.5	(1.8)	33.1	(1.8)	3.9	(0.7)

Source: PIAAC (2012) International Report Table 3.10(L)

() Standard errors appear in parentheses

B19c. Percentage of adults, by highest qualification, at each level of proficiency on the literacy scale

	Tertiary									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	%	%	%	%	%	%	%	%	
OECD										
National entities										
Australia	1.0	(0.3)	4.0	(0.6)	19.6	(1.5)	44.8	(1.9)	30.6	(1.4)
Austria	0.4	(0.2)	3.5	(0.9)	23.7	(1.7)	50.9	(1.9)	21.5	(1.4)
Canada	1.3	(0.2)	7.3	(0.5)	26.1	(0.7)	43.4	(1.0)	21.9	(0.9)
Czech Republic	0.0	(0.0)	2.1	(0.8)	18.7	(2.9)	56.3	(3.4)	22.9	(2.9)
Denmark	1.5	(0.2)	4.1	(0.5)	23.5	(1.2)	52.3	(1.3)	18.6	(1.2)
Estonia	0.6	(0.2)	6.1	(0.6)	27.8	(1.1)	46.7	(1.6)	18.8	(1.1)
Finland	0.9	(0.3)	2.6	(0.5)	16.5	(1.1)	43.6	(1.4)	36.3	(1.2)
France	0.6	(0.2)	4.3	(0.6)	22.9	(1.2)	53.2	(1.3)	19.1	(1.0)
Germany	0.6	(0.3)	5.3	(0.7)	24.9	(1.6)	48.9	(1.6)	20.3	(1.3)
Republic of Ireland	0.7	(0.2)	4.4	(0.7)	27.3	(1.4)	49.3	(1.5)	18.4	(1.3)
Italy	1.1	(0.4)	8.1	(1.2)	30.6	(2.2)	48.6	(2.6)	11.7	(1.7)
Japan	0.0	(0.0)	1.1	(0.3)	12.3	(0.9)	49.8	(1.4)	36.8	(1.3)
Korea	0.1	(0.1)	2.6	(0.4)	28.8	(1.2)	54.9	(1.3)	13.5	(0.9)
Netherlands	0.4	(0.2)	2.5	(0.6)	13.7	(1.0)	47.8	(1.5)	35.7	(1.5)
Norway	1.7	(0.3)	3.1	(0.6)	17.2	(1.1)	50.5	(1.3)	27.4	(1.2)
Poland	0.4	(0.2)	3.9	(0.7)	24.3	(1.4)	48.7	(1.9)	22.8	(1.5)
Slovak Republic	0.0	(0.0)	2.6	(0.8)	23.3	(1.9)	57.2	(2.1)	16.8	(1.8)
Spain	1.0	(0.3)	7.1	(1.0)	32.3	(1.4)	47.5	(1.8)	12.0	(1.1)
Sweden	1.9	(0.3)	3.5	(0.6)	14.7	(1.2)	45.9	(1.5)	34.1	(1.5)
United States	0.7	(0.2)	3.7	(0.6)	22.7	(1.4)	48.6	(1.6)	24.3	(1.6)
Sub-national entities										
Flanders (Belgium)	0.5	(0.2)	2.7	(0.5)	17.0	(1.2)	53.5	(1.6)	26.3	(1.5)
England (UK)	0.6	(0.3)	6.3	(0.8)	24.1	(1.3)	44.8	(1.8)	24.1	(1.6)
Northern Ireland (UK)	0.6	(0.4)	5.2	(1.0)	24.1	(2.0)	49.3	(2.0)	20.8	(2.0)
England/N. Ireland (UK)	0.6	(0.3)	6.2	(0.8)	24.1	(1.3)	44.9	(1.7)	24.0	(1.6)
Average	0.7	(0.1)	4.1	(0.1)	22.4	(0.3)	49.4	(0.4)	23.4	(0.3)
Partners										
Cyprus	0.2	(0.1)	5.6	(0.7)	29.1	(1.6)	40.9	(1.5)	10.7	(0.9)

Source: PIAAC (2012) International Report Table 3.10(L)

() Standard errors appear in parentheses

B20a. Percentage of adults, by highest qualification, at each level of proficiency on the numeracy scale

	Lower than upper secondary									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	14.0	(1.2)	24.2	(1.9)	35.8	(1.9)	21.7	(1.5)	3.7	(0.8)
Austria	10.1	(1.3)	21.9	(1.8)	39.2	(2.2)	24.9	(1.8)	3.9	(0.8)
Canada	19.9	(1.4)	30.8	(1.5)	31.4	(1.9)	15.4	(1.4)	2.5	(0.5)
Czech Republic	6.7	(1.5)	23.3	(2.5)	40.9	(3.3)	24.7	(2.8)	4.5	(1.5)
Denmark	7.6	(0.9)	21.6	(1.6)	41.3	(1.9)	25.4	(1.7)	4.1	(0.7)
Estonia	7.1	(0.9)	21.8	(1.4)	42.5	(1.6)	25.8	(1.5)	2.9	(0.6)
Finland	7.3	(0.9)	18.0	(1.4)	38.4	(1.8)	29.1	(1.7)	7.1	(0.9)
France	23.4	(0.9)	30.0	(1.3)	32.2	(1.4)	12.6	(0.8)	1.4	(0.3)
Germany	14.2	(1.7)	27.8	(2.2)	31.7	(1.9)	21.2	(1.7)	5.1	(0.9)
Republic of Ireland	16.7	(1.4)	29.5	(1.8)	38.3	(2.0)	14.4	(1.4)	1.0	(0.4)
Italy	13.0	(1.1)	32.1	(1.6)	39.5	(1.7)	14.1	(1.3)	1.4	(0.5)
Japan	5.3	(1.1)	19.9	(2.4)	41.8	(2.4)	28.8	(2.4)	4.2	(1.1)
Korea	14.9	(1.3)	30.0	(1.7)	36.8	(1.7)	16.5	(1.2)	1.7	(0.5)
Netherlands	9.2	(1.0)	20.2	(1.5)	38.1	(1.5)	28.1	(1.4)	4.2	(0.6)
Norway	9.1	(0.9)	19.0	(1.4)	38.2	(1.8)	28.9	(1.7)	4.6	(0.8)
Poland	14.9	(1.5)	25.2	(1.7)	37.4	(2.2)	19.6	(1.6)	3.0	(0.7)
Slovak Republic	12.9	(1.3)	23.7	(1.7)	35.6	(2.1)	23.3	(1.9)	4.4	(0.9)
Spain	17.9	(0.9)	31.4	(1.1)	39.5	(1.3)	10.6	(0.8)	0.5	(0.2)
Sweden	10.3	(1.2)	21.6	(1.9)	38.7	(2.2)	25.9	(1.8)	3.6	(0.9)
United States	30.0	(2.2)	33.3	(2.5)	28.3	(2.2)	7.7	(1.3)	0.7	(0.5)
Sub-national entities										
Flanders (Belgium)	9.9	(1.2)	24.3	(1.7)	38.9	(1.8)	23.3	(1.7)	3.6	(0.6)
England (UK)	15.1	(1.5)	30.7	(1.9)	34.2	(1.7)	12.6	(1.4)	1.8	(0.6)
Northern Ireland (UK)	13.1	(2.2)	31.6	(2.0)	36.9	(2.3)	11.0	(1.2)	0.9	(0.5)
England/N. Ireland (UK)	15.0	(1.4)	30.7	(1.8)	34.3	(1.7)	12.6	(1.3)	1.8	(0.6)
Average	13.2	(0.3)	25.5	(0.4)	37.2	(0.4)	20.7	(0.3)	3.2	(0.2)
Partners										
Cyprus	8.4	(0.9)	19.6	(1.6)	29.4	(1.8)	14.0	(1.2)	1.3	(0.5)

Source: PIAAC (2012) International Report Table 3.10(N) () Standard errors appear in parentheses

B20b. Percentage of adults, by highest qualification, at each level of proficiency on the numeracy scale

	Upper secondary Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	3.5	(0.5)	13.7	(1.0)	36.3	(1.8)	35.0	(1.7)	11.2	(1.1)
Austria	1.8	(0.3)	9.2	(0.7)	36.0	(1.3)	40.5	(1.3)	12.5	(0.9)
Canada	5.3	(0.5)	18.9	(1.0)	37.1	(0.9)	30.9	(1.0)	7.7	(0.6)
Czech Republic	1.0	(0.3)	11.0	(0.9)	38.8	(1.6)	41.8	(1.7)	7.4	(0.9)
Denmark	2.3	(0.4)	9.5	(0.8)	33.9	(1.3)	40.7	(1.2)	13.5	(0.9)
Estonia	2.1	(0.3)	12.8	(0.9)	40.2	(1.0)	36.5	(1.0)	8.3	(0.6)
Finland	2.9	(0.4)	11.3	(0.9)	33.8	(1.1)	38.1	(1.2)	13.9	(0.9)
France	5.2	(0.5)	20.3	(0.8)	41.9	(1.0)	28.1	(0.9)	4.3	(0.4)
Germany	3.4	(0.5)	14.9	(0.9)	37.3	(1.2)	34.7	(1.4)	9.6	(0.8)
Republic of Ireland	4.8	(0.7)	18.7	(1.3)	43.2	(1.3)	28.2	(1.4)	5.0	(0.7)
Italy	2.6	(0.5)	15.8	(1.4)	40.9	(1.7)	34.5	(1.7)	6.2	(0.7)
Japan	0.8	(0.3)	7.4	(0.8)	33.7	(1.3)	46.0	(1.6)	12.1	(1.1)
Korea	1.9	(0.3)	15.3	(0.9)	45.6	(1.2)	32.3	(1.4)	4.8	(0.7)
Netherlands	1.7	(0.4)	7.5	(0.9)	30.8	(1.6)	44.3	(1.7)	15.6	(1.0)
Norway	3.1	(0.6)	10.9	(0.9)	33.9	(1.4)	39.2	(1.3)	12.9	(1.1)
Poland	5.8	(0.6)	20.4	(0.8)	41.9	(1.3)	27.0	(1.1)	4.9	(0.6)
Slovak Republic	1.3	(0.3)	8.4	(0.6)	35.5	(1.1)	44.3	(1.3)	10.5	(0.9)
Spain	3.0	(0.6)	17.5	(1.3)	46.3	(1.8)	29.2	(1.7)	4.0	(0.7)
Sweden	2.8	(0.5)	8.9	(0.8)	31.2	(1.6)	41.7	(1.8)	15.4	(1.1)
United States	9.1	(0.8)	25.5	(1.2)	39.7	(1.5)	21.5	(1.4)	4.2	(0.6)
Sub-national entities										
Flanders (Belgium)	2.1	(0.4)	11.8	(0.8)	35.6	(1.3)	39.5	(1.3)	10.9	(1.0)
England (UK)	4.6	(0.6)	17.1	(1.2)	38.1	(1.7)	31.7	(1.8)	8.6	(1.1)
Northern Ireland (UK)	2.2	(0.5)	15.7	(1.5)	41.6	(1.8)	32.7	(2.1)	7.8	(1.2)
England/N. Ireland (UK)	4.5	(0.6)	17.0	(1.2)	38.2	(1.6)	31.7	(1.8)	8.6	(1.1)
Average	3.2	(0.1)	13.9	(0.2)	37.8	(0.3)	35.7	(0.3)	9.2	(0.2)
Partners										
Cyprus	2.6	(0.5)	11.7	(1.0)	35.3	(1.5)	30.6	(1.5)	5.3	(0.7)

Source: PIAAC (2012) International Report Table 3.10(N)

() Standard errors appear in parentheses

B20c. Percentage of adults, by highest qualification, at each level of proficiency on the numeracy scale

	Tertiary Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	1.7	(0.3)	7.6	(0.9)	25.7	(1.3)	40.5	(1.6)	24.5	(1.2)
Austria	0.5	(0.3)	3.2	(0.8)	18.1	(1.9)	45.9	(2.4)	32.2	(1.8)
Canada	2.0	(0.2)	10.1	(0.5)	28.2	(0.9)	39.7	(1.1)	20.1	(0.8)
Czech Republic	0.1	(0.1)	1.4	(0.5)	15.4	(2.4)	50.2	(3.2)	32.9	(2.9)
Denmark	1.5	(0.2)	4.1	(0.5)	19.2	(0.9)	45.1	(1.1)	30.1	(1.1)
Estonia	0.5	(0.2)	5.9	(0.6)	28.5	(1.0)	46.2	(1.4)	18.9	(1.0)
Finland	1.1	(0.3)	3.3	(0.5)	19.0	(1.1)	43.8	(1.5)	32.8	(1.4)
France	0.9	(0.2)	5.4	(0.6)	22.7	(1.0)	48.5	(1.1)	22.5	(1.0)
Germany	0.9	(0.3)	4.6	(0.8)	20.8	(1.3)	45.1	(1.4)	28.6	(1.5)
Republic of Ireland	1.2	(0.3)	7.3	(0.7)	31.8	(1.4)	42.9	(1.9)	16.7	(1.6)
Italy	1.7	(0.6)	10.0	(1.5)	31.8	(2.3)	42.8	(2.5)	13.7	(1.8)
Japan	0.0	(0.0)	2.2	(0.4)	18.1	(0.9)	47.9	(1.3)	31.7	(1.2)
Korea	0.4	(0.1)	4.7	(0.5)	33.5	(1.6)	49.0	(1.6)	12.5	(1.1)
Netherlands	0.3	(0.2)	2.6	(0.6)	16.8	(1.3)	47.5	(1.7)	32.9	(1.6)
Norway	2.2	(0.3)	3.3	(0.5)	16.6	(1.1)	44.4	(1.4)	33.4	(1.2)
Poland	0.8	(0.3)	6.5	(0.9)	28.1	(1.7)	44.8	(2.1)	19.7	(1.5)
Slovak Republic	0.1	(0.2)	2.1	(0.7)	18.3	(1.6)	51.0	(2.4)	28.6	(1.9)
Spain	1.2	(0.3)	7.8	(0.8)	37.1	(1.5)	43.9	(1.7)	10.0	(0.9)
Sweden	1.9	(0.3)	3.3	(0.7)	15.8	(1.4)	42.1	(1.6)	36.8	(1.7)
United States	1.5	(0.3)	8.1	(0.9)	28.7	(1.5)	43.0	(1.6)	18.8	(1.4)
Sub-national entities										
Flanders (Belgium)	0.5	(0.2)	2.2	(0.5)	15.6	(1.1)	46.8	(1.5)	34.9	(1.4)
England (UK)	1.9	(0.5)	9.5	(1.2)	27.5	(1.7)	40.0	(1.7)	21.1	(1.4)
Northern Ireland (UK)	1.3	(0.5)	7.4	(1.2)	27.5	(1.5)	45.5	(1.9)	18.3	(1.6)
England/N. Ireland (UK)	1.9	(0.5)	9.5	(1.2)	27.5	(1.7)	40.1	(1.7)	21.0	(1.4)
Average	1.0	(0.1)	5.2	(0.2)	23.5	(0.3)	45.1	(0.4)	25.2	(0.3)
Partners										
Cyprus	0.5	(0.2)	6.7	(0.7)	28.9	(1.4)	37.4	(1.5)	13.0	(1.0)

Source: PIAAC (2012) International Report Table 3.10(N)

() Standard errors appear in parentheses

B21a. Percentage of adults, by highest qualification, at each level of proficiency on the problem solving scale

	Lower than upper secondary									
	Proficiency levels									
	No experience/ failed core %		Below Level 1 %		Level 1 %		Level 2 %		Level 3 %	
OECD										
National entities										
Australia	14.3	(0.9)	13.8	(1.1)	28.6	(1.5)	18.1	(1.6)	2.0	(0.7)
Austria	29.7	(1.4)	13.9	(1.2)	24.5	(1.7)	15.0	(1.2)	1.3	(0.5)
Canada	23.2	(0.9)	22.1	(1.1)	24.0	(1.7)	16.2	(1.4)	2.6	(0.7)
Czech Republic	25.1	(2.2)	10.3	(1.5)	23.6	(2.8)	22.5	(2.3)	5.0	(1.4)
Denmark	14.9	(0.9)	18.9	(1.2)	30.8	(1.5)	21.4	(1.2)	2.2	(0.6)
Estonia	23.4	(1.1)	14.9	(1.2)	28.3	(1.6)	18.6	(1.4)	2.2	(0.6)
Finland	19.8	(1.3)	13.1	(1.2)	26.0	(1.8)	23.2	(1.6)	3.2	(0.7)
France	m	m	m	m	m	m	m	m	m	m
Germany	19.8	(1.8)	17.3	(1.7)	28.6	(2.1)	22.9	(1.8)	4.2	(1.0)
Republic of Ireland	33.2	(1.3)	17.5	(1.5)	15.6	(1.2)	7.2	(0.9)	0.7	(0.5)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	41.4	(1.9)	8.1	(1.5)	16.0	(1.5)	14.7	(1.6)	2.4	(0.6)
Korea	58.4	(1.2)	5.9	(0.9)	11.9	(1.1)	14.5	(1.2)	1.3	(0.6)
Netherlands	14.9	(0.9)	21.4	(1.2)	35.2	(1.5)	18.3	(1.1)	1.7	(0.4)
Norway	11.8	(0.9)	17.2	(1.3)	33.5	(1.6)	23.4	(1.6)	1.9	(0.6)
Poland	43.8	(1.6)	7.8	(1.0)	16.1	(1.3)	14.4	(1.5)	3.2	(0.9)
Slovak Republic	52.5	(1.5)	6.7	(0.9)	17.4	(1.6)	13.3	(1.2)	1.0	(0.5)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	14.3	(1.2)	23.5	(1.7)	29.5	(1.9)	20.3	(1.5)	2.1	(0.6)
United States	29.2	(1.9)	19.0	(2.1)	26.3	(1.9)	12.1	(1.5)	1.5	(0.6)
Sub-national entities										
Flanders (Belgium)	29.0	(1.3)	22.0	(1.4)	24.2	(1.7)	15.2	(1.3)	1.7	(0.5)
England (UK)	21.0	(1.3)	24.4	(1.7)	30.5	(1.8)	9.3	(1.1)	0.8	(0.4)
Northern Ireland (UK)	31.8	(1.5)	22.9	(2.3)	27.0	(2.2)	7.2	(1.4)	0.3	(0.2)
England/N. Ireland (UK)	21.5	(1.2)	24.3	(1.6)	30.4	(1.7)	9.2	(1.1)	0.8	(0.4)
Average	27.4	(0.3)	15.7	(0.3)	24.8	(0.4)	16.9	(0.3)	2.2	(0.2)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.10(P)

() Standard errors appear in parentheses m missing data

B21b. Percentage of adults, by highest qualification, at each level of proficiency on the problem solving scale

	Upper secondary Proficiency levels									
	No experience/ failed core		Below Level 1		Level 1		Level 2		Level 3	
	%		%		%		%		%	
OECD										
National entities										
Australia	5.9	(0.6)	9.0	(0.9)	32.7	(1.4)	32.5	(1.5)	4.8	(0.7)
Austria	10.9	(0.6)	9.6	(0.7)	33.8	(1.3)	29.9	(1.2)	4.6	(0.6)
Canada	10.7	(0.5)	16.2	(0.8)	32.5	(1.1)	26.9	(0.9)	5.2	(0.5)
Czech Republic	12.7	(0.6)	15.5	(1.2)	30.6	(1.4)	22.8	(1.2)	5.1	(0.7)
Denmark	6.6	(0.4)	16.5	(1.0)	35.8	(1.2)	29.9	(1.2)	5.3	(0.6)
Estonia	16.2	(0.7)	14.6	(0.8)	27.0	(0.9)	19.7	(0.8)	3.6	(0.5)
Finland	8.4	(0.6)	13.1	(0.9)	29.6	(1.1)	29.5	(1.1)	6.6	(0.8)
France	m	m	m	m	m	m	m	m	m	m
Germany	12.9	(0.9)	17.0	(1.1)	32.6	(1.2)	26.1	(1.1)	4.4	(0.6)
Republic of Ireland	10.1	(0.8)	13.6	(1.1)	35.0	(1.4)	20.1	(1.5)	2.2	(0.4)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	23.6	(1.0)	9.1	(0.9)	19.9	(1.3)	22.2	(1.2)	5.1	(0.7)
Korea	21.9	(0.8)	13.2	(1.0)	31.9	(1.4)	22.7	(1.2)	3.4	(0.6)
Netherlands	3.9	(0.5)	11.5	(0.9)	37.1	(1.4)	36.9	(1.4)	6.7	(0.7)
Norway	5.9	(0.5)	13.5	(1.1)	36.0	(1.5)	33.1	(1.2)	4.5	(0.6)
Poland	30.4	(0.8)	13.5	(0.9)	16.2	(0.8)	9.8	(0.6)	1.8	(0.2)
Slovak Republic	21.3	(0.7)	10.5	(0.6)	31.4	(1.2)	20.4	(1.0)	1.9	(0.3)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	4.5	(0.5)	11.8	(0.8)	34.5	(1.2)	36.8	(1.3)	7.4	(0.9)
United States	9.1	(0.6)	21.3	(1.3)	36.7	(1.5)	21.7	(1.2)	3.1	(0.5)
Sub-national entities										
Flanders (Belgium)	10.8	(0.7)	19.0	(0.9)	35.1	(1.2)	25.8	(1.2)	3.8	(0.5)
England (UK)	8.0	(0.7)	15.5	(1.3)	38.6	(1.5)	30.1	(1.5)	4.0	(0.8)
Northern Ireland (UK)	10.4	(0.8)	16.1	(1.7)	39.7	(2.3)	28.7	(2.0)	3.5	(0.9)
England/N. Ireland (UK)	8.0	(0.7)	15.5	(1.3)	38.6	(1.5)	30.0	(1.4)	4.0	(0.7)
Average	12.3	(0.2)	13.9	(0.2)	32.0	(0.3)	26.1	(0.3)	4.4	(0.1)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.10(P)

() Standard errors appear in parentheses

m missing data

B21c. Percentage of adults, by highest qualification, at each level of proficiency on the problem solving scale

	Tertiary Proficiency levels									
	No experience/ failed core		Below Level 1		Level 1		Level 2		Level 3	
	%		%		%		%		%	
OECD										
National entities										
Australia	4.1	(0.5)	6.0	(0.8)	26.1	(1.2)	44.1	(1.4)	11.6	(1.0)
Austria	3.5	(0.7)	6.7	(1.1)	32.4	(2.0)	42.6	(2.0)	8.2	(1.2)
Canada	6.2	(0.4)	11.5	(0.5)	30.4	(1.0)	36.3	(0.9)	10.3	(0.7)
Czech Republic	1.3	(0.4)	6.0	(1.4)	27.4	(3.5)	44.7	(3.2)	14.1	(2.7)
Denmark	3.7	(0.3)	7.2	(0.6)	31.5	(1.2)	44.0	(1.2)	10.8	(1.0)
Estonia	4.9	(0.4)	12.3	(0.8)	32.2	(1.0)	30.1	(1.2)	6.3	(0.8)
Finland	3.1	(0.4)	7.3	(0.6)	29.5	(1.1)	43.1	(1.1)	13.2	(1.0)
France	m	m	m	m	m	m	m	m	m	m
Germany	4.9	(0.7)	8.6	(1.0)	29.2	(1.5)	40.0	(1.5)	12.9	(1.1)
Republic of Ireland	4.0	(0.5)	7.0	(0.9)	35.4	(1.6)	38.5	(1.4)	6.6	(0.9)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	11.5	(0.9)	6.0	(0.8)	21.5	(1.2)	35.6	(1.3)	13.9	(1.0)
Korea	7.1	(0.6)	8.0	(0.8)	37.8	(1.5)	39.6	(1.4)	5.3	(0.7)
Netherlands	2.2	(0.4)	5.5	(0.7)	26.5	(1.3)	49.6	(1.6)	14.2	(1.1)
Norway	4.4	(0.5)	5.4	(0.6)	28.0	(1.5)	48.2	(1.6)	11.4	(0.9)
Poland	5.2	(0.7)	11.3	(1.1)	27.0	(1.7)	28.8	(1.7)	9.0	(1.0)
Slovak Republic	2.9	(0.6)	6.3	(1.1)	33.2	(1.9)	40.9	(2.2)	8.0	(1.2)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	2.6	(0.4)	6.7	(0.8)	25.7	(1.5)	45.2	(1.5)	16.9	(1.3)
United States	2.5	(0.4)	8.8	(1.0)	34.9	(1.4)	41.2	(1.5)	10.1	(1.0)
Sub-national entities										
Flanders (Belgium)	2.5	(0.3)	7.7	(0.8)	30.9	(1.3)	44.7	(1.5)	11.5	(0.9)
England (UK)	4.1	(0.6)	8.0	(0.9)	31.0	(1.6)	42.5	(1.7)	11.0	(1.0)
Northern Ireland (UK)	3.8	(0.6)	9.2	(1.6)	37.0	(1.8)	41.3	(2.5)	8.1	(1.3)
England/N. Ireland (UK)	4.1	(0.5)	8.0	(0.9)	31.2	(1.5)	42.4	(1.6)	10.9	(0.9)
Average	4.2	(0.1)	7.7	(0.2)	30.0	(0.4)	41.0	(0.4)	10.8	(0.3)
Partners										
Cyprus	m	m	m	m	m	m	m	m	m	m

Source: PIAAC (2012) International Report Table 3.10(P)

() Standard errors appear in parentheses m missing data

B22. Percentage of adults native-born or foreign-born for all participating countries

	Native-born		Total	Foreign-born				
				In host country less than 5 years	In host country 5 years or more			
	%		%	%		%		
OECD								
National entities								
Australia	70.8	(0.7)	27.3	(0.7)	m	m	m	m
Austria	82.2	(0.4)	16.0	(0.4)	2.4	(0.2)	13.9	(0.5)
Canada	73.7	(0.2)	25.5	(0.2)	5.1	(0.2)	20.5	(0.2)
Czech Republic	95.0	(0.5)	4.4	(0.4)	0.7	(0.2)	3.7	(0.4)
Denmark	87.9	(0.2)	11.8	(0.2)	3.1	(0.1)	8.7	(0.2)
Estonia	86.6	(0.4)	12.9	(0.3)	0.3	(0.1)	12.7	(0.4)
Finland	94.2	(0.2)	5.7	(0.2)	1.2	(0.2)	4.5	(0.2)
France	86.5	(0.1)	12.7	(0.0)	1.2	(0.1)	11.6	(0.1)
Germany	84.8	(0.7)	13.6	(0.6)	1.1	(0.2)	12.7	(0.6)
Republic of Ireland	78.7	(0.8)	20.9	(0.8)	6.6	(0.5)	14.3	(0.6)
Italy	90.0	(0.6)	9.3	(0.6)	1.4	(0.3)	7.9	(0.6)
Japan	98.4	(0.2)	0.4	(0.1)	0.0	(0.0)	0.4	(0.1)
Korea	98.1	(0.2)	1.6	(0.2)	1.0	(0.2)	0.7	(0.1)
Netherlands	85.2	(0.2)	12.6	(0.2)	1.3	(0.2)	11.6	(0.3)
Norway	84.6	(0.5)	13.1	(0.5)	4.3	(0.3)	9.1	(0.5)
Poland	99.7	(0.1)	0.2	(0.1)	0.0	(0.0)	0.2	(0.1)
Slovak Republic	97.5	(0.2)	2.3	(0.2)	0.0	(0.0)	2.3	(0.2)
Spain	86.0	(0.1)	13.2	(0.1)	3.0	(0.2)	10.3	(0.2)
Sweden	82.4	(0.1)	17.5	(0.1)	3.9	(0.2)	13.7	(0.2)
United States	81.6	(0.2)	14.1	(0.6)	1.6	(0.2)	13.1	(0.4)
Sub-national entities								
Flanders (Belgium)	87.5	(0.4)	7.3	(0.3)	1.2	(0.2)	6.4	(0.3)
England (UK)	83.6	(0.6)	15.1	(0.6)	4.5	(0.4)	10.6	(0.5)
Northern Ireland (UK)	90.4	(0.6)	7.4	(0.5)	3.0	(0.4)	4.5	(0.4)
England/N. Ireland (UK)	83.8	(0.6)	14.8	(0.6)	4.5	(0.4)	10.4	(0.5)
Average	87.0	(0.1)	11.7	(0.1)	2.1	(0.0)	9.0	(0.1)
Partners								
Cyprus	72.3	(0.4)	10.0	(0.5)	2.7	(0.3)	9.4	(0.5)

Source: PIAAC (2012) International Report

m missing data

() Standard errors appear in parentheses

B23. Literacy levels by place of birth

	Born in country	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
OECD Average	Yes	2	11	34	40	12	1
	No	12	21	34	26	6	0
Australia	Yes	2	9	30	42	17	1
	No	7	12	30	36	15	1
Austria	Yes	1	11	38	41	9	#
	No	10	23	36	25	6	#
Belgium	Yes	2	11	31	42	13	#
	No	15	22	29	27	6	#
Canada	Yes	2	11	31	40	15	1
	No	9	18	34	30	8	1
Cyprus	Yes	1.5 ¹	11.87 ¹	40.2 ¹	39.81 ¹	6.4 ¹	1 ¹
	No	4.66 ¹	17.14 ¹	39.15 ¹	33.34 ¹	5.61 ¹	1 ¹
Czech Republic	Yes	1	10	38	42	8	#
	No	3	14	38	34	10	1
Denmark	Yes	2	11	35	42	10	#
	No	17	21	31	25	5	#
Estonia	Yes	2	10	33	42	12	1
	No	4	20	43	30	4	#
Finland	Yes	1	7	27	42	21	2
	No	21	16	26	27	9	1
France	Yes	3	15	36	36	8	#
	No	19	25	34	19	3	#
Germany	Yes	2	12	34	40	11	1
	No	10	29	37	20	4	#
Republic of Ireland	Yes	4	13	38	37	8	#
	No	7	13	38	35	8	#
Italy	Yes	5	22	42	28	3	#
	No	15	27	42	14	1	#
Japan	Yes	1	4	23	49	22	1
	No	‡	‡	‡	‡	‡	‡
Netherlands	Yes	1	7	27	45	19	1
	No	12	24	29	28	7	1
Norway	Yes	1	8	31	45	14	1
	No	15	20	31	25	9	#
Poland	Yes	4	15	37	35	9	1
	No	‡	‡	‡	‡	‡	‡
Korea	Yes	2	10	37	42	8	#
	No	15	23	40	19	3	#
Slovak Republic	Yes	2	10	36	45	7	#

	Born in country	Below Level 1	At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
Spain	No	2	12	40	42	4	#
	Yes	6	19	40	30	5	#
Sweden	No	15	28	37	18	3	#
	Yes	1	7	29	45	17	1
United States	No	18	24	29	23	6	#
	Yes	2	12	34	38	12	1
England (UK)	No	15	25	31	22	6	#
	Yes	2	12	34	38	13	1
Northern Ireland (UK)	No	9	20	31	30	9	1
	Yes	2	15	37	35	10	#
	No	6	17	38	33	5	#

Source: PIAAC (2012) International Report

Figure is larger than zero but less than 0.5

‡ Reporting standards not met.

¹ The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

() Standard errors appear in parentheses

B24a. Interaction of country of birth and language first spoken as a child on literacy levels in all participating countries

	Native-born and native language									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	1.7	(0.3)	8.7	(0.6)	29.6	(0.9)	41.8	(1.1)	18.2	(0.9)
Austria	1.0	(0.3)	10.8	(0.7)	38.1	(1.0)	40.9	(1.0)	9.1	(0.6)
Canada	2.2	(0.2)	10.7	(0.5)	31.2	(0.8)	40.3	(0.9)	15.7	(0.6)
Czech Republic	1.5	(0.3)	10.2	(0.8)	37.7	(1.7)	42.0	(1.4)	8.6	(0.8)
Denmark	2.0	(0.3)	10.6	(0.6)	34.5	(0.9)	42.2	(0.9)	10.6	(0.6)
Estonia	1.6	(0.2)	9.7	(0.5)	33.2	(0.7)	42.4	(0.9)	13.0	(0.6)
Finland	1.3	(0.2)	7.4	(0.4)	26.6	(0.9)	41.6	(0.8)	23.1	(0.6)
France	3.4	(0.3)	14.9	(0.6)	36.4	(0.9)	36.6	(0.8)	8.6	(0.4)
Germany	2.2	(0.3)	11.9	(0.7)	33.7	(1.1)	40.1	(1.1)	12.0	(0.8)
Republic of Ireland	3.7	(0.4)	13.3	(1.0)	37.7	(1.0)	36.6	(1.1)	8.6	(0.6)
Italy	4.4	(0.5)	21.7	(1.1)	42.4	(1.1)	27.9	(1.1)	3.6	(0.4)
Japan	0.6	(0.2)	4.3	(0.4)	23.1	(0.8)	49.2	(1.0)	22.9	(0.8)
Korea	2.0	(0.2)	10.4	(0.5)	37.1	(0.9)	42.3	(0.9)	8.2	(0.5)
Netherlands	1.1	(0.2)	7.0	(0.5)	26.6	(0.8)	44.8	(0.8)	20.4	(0.7)
Norway	1.1	(0.2)	7.8	(0.6)	30.9	(0.9)	45.4	(1.0)	15.0	(0.7)
Poland	3.9	(0.3)	14.8	(0.7)	36.6	(0.9)	35.1	(0.9)	9.6	(0.5)
Slovak Republic	1.6	(0.2)	9.4	(0.6)	36.0	(1.0)	45.3	(0.9)	7.8	(0.5)
Spain	5.9	(0.4)	19.4	(0.9)	39.9	(0.8)	29.6	(0.8)	5.1	(0.4)
Sweden	0.6	(0.2)	6.4	(0.5)	29.1	(1.1)	45.6	(1.0)	18.4	(0.7)
United States	2.0	(0.3)	12.2	(0.7)	34.2	(1.3)	38.5	(1.2)	13.1	(0.9)
Sub-national entities										
Flanders (Belgium)	1.8	(0.2)	11.0	(0.6)	31.3	(0.9)	42.2	(1.0)	13.7	(0.7)
England (UK)	2.2	(0.3)	11.9	(0.7)	33.8	(1.2)	37.9	(1.1)	14.1	(0.8)
Northern Ireland (UK)	2.3	(0.5)	15.0	(1.0)	36.9	(1.6)	35.4	(1.7)	10.4	(0.7)
England/N. Ireland (UK)	2.2	(0.3)	12.0	(0.7)	34.0	(1.1)	37.8	(1.1)	14.0	(0.8)
Average	2.2	(0.1)	11.1	(0.1)	33.6	(0.2)	40.4	(0.2)	12.7	(0.1)
Partners										
Cyprus	1.5	(0.3)	11.9	(0.6)	40.1	(1.2)	39.9	(1.2)	6.6	(0.5)

Source: PIAAC (2012) International Report

() Standard errors appear in parentheses

B24b. Interaction of country of birth and language first spoken as a child on literacy levels in all participating countries

	Native-born and foreign language									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	%	%	%	%	%	%	%	%	
OECD										
National entities										
Australia	2.9	(1.5)	10.3	(2.9)	33.7	(5.4)	42.0	(5.8)	11.1	(3.1)
Austria	c	c	c	c	c	c	c	c	c	c
Canada	2.5	(0.6)	10.7	(1.7)	32.8	(2.8)	38.5	(2.4)	15.5	(2.0)
Czech Republic	c	c	c	c	c	c	c	c	c	c
Denmark	c	c	c	c	c	c	c	c	c	c
Estonia	2.8	(1.7)	12.8	(3.8)	33.4	(5.4)	40.0	(4.7)	11.0	(2.9)
Finland	c	c	c	c	c	c	c	c	c	c
France	c	c	c	c	c	c	c	c	c	c
Germany	c	c	c	c	c	c	c	c	c	c
Republic of Ireland	c	c	c	c	c	c	c	c	c	c
Italy	c	c	c	c	c	c	c	c	c	c
Japan	c	c	c	c	c	c	c	c	c	c
Korea	c	c	c	c	c	c	c	c	c	c
Netherlands	c	c	c	c	c	c	c	c	c	c
Norway	c	c	c	c	c	c	c	c	c	c
Poland	c	c	c	c	c	c	c	c	c	c
Slovak Republic	7.8	(2.2)	15.9	(2.7)	41.0	(3.8)	31.5	(3.5)	3.7	(1.4)
Spain	11.3	(2.3)	16.3	(4.2)	37.0	(5.4)	30.3	(5.0)	5.1	(2.3)
Sweden	c	c	c	c	c	c	c	c	c	c
United States	4.8	(1.9)	13.9	(3.5)	40.0	(6.4)	29.0	(6.0)	12.4	(3.2)
Sub-national entities										
Flanders (Belgium)	4.5	(1.8)	12.1	(3.5)	31.3	(4.4)	40.7	(4.4)	11.5	(2.8)
England (UK)	c	c	c	c	c	c	c	c	c	c
Northern Ireland (UK)	c	c	c	c	c	c	c	c	c	c
England/N. Ireland (UK)	c	c	c	c	c	c	c	c	c	c
Average	5.2	(0.7)	13.1	(1.2)	35.6	(1.9)	36.0	(1.8)	10.0	(1.0)
Partners										
Cyprus	c	c	c	c	c	c	c	c	c	c

Source: PIAAC (2012) International Report

c There are too few observations or no observation to provide reliable estimates

() Standard errors appear in parentheses

B24c. Interaction of country of birth and language first spoken as a child on literacy levels in all participating countries

	Foreign-born and native language									
	Proficiency levels									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	2.7	(0.8)	7.5	(1.3)	26.4	(2.1)	40.9	(2.5)	22.4	(2.1)
Austria	3.1	(1.8)	10.8	(3.2)	29.8	(4.6)	39.9	(5.7)	16.4	(3.3)
Canada	4.2	(1.0)	14.6	(1.6)	35.0	(2.5)	34.2	(2.1)	12.0	(1.5)
Czech Republic	c	c	c	c	c	c	c	c	c	c
Denmark	c	c	c	c	c	c	c	c	c	c
Estonia	3.7	(0.8)	19.1	(1.9)	42.9	(2.3)	30.4	(2.1)	3.8	(0.9)
Finland	c	c	c	c	c	c	c	c	c	c
France	11.7	(1.8)	22.3	(2.2)	38.4	(2.6)	24.0	(2.6)	3.5	(1.3)
Germany	6.3	(3.0)	18.5	(5.0)	37.8	(5.8)	33.0	(4.6)	4.3	(2.0)
Republic of Ireland	3.0	(0.9)	9.3	(1.8)	36.9	(2.8)	40.0	(2.9)	10.8	(1.5)
Italy	c	c	c	c	c	c	c	c	c	c
Japan	c	c	c	c	c	c	c	c	c	c
Korea	c	c	c	c	c	c	c	c	c	c
Netherlands	c	c	c	c	c	c	c	c	c	c
Norway	c	c	c	c	c	c	c	c	c	c
Poland	c	c	c	c	c	c	c	c	c	c
Slovak Republic	c	c	c	c	c	c	c	c	c	c
Spain	10.0	(1.8)	26.6	(2.9)	40.5	(3.3)	19.7	(2.8)	3.1	(1.2)
Sweden	c	c	c	c	c	c	c	c	c	c
United States	4.3	(2.5)	17.2	(4.3)	35.1	(5.6)	32.7	(4.4)	10.8	(3.1)
Sub-national entities										
Flanders (Belgium)	2.0	(1.5)	11.4	(3.1)	29.3	(4.6)	45.2	(5.4)	12.0	(3.8)
England (UK)	4.3	(1.8)	18.0	(3.0)	29.8	(3.4)	33.8	(3.4)	14.1	(3.2)
Northern Ireland (UK)	1.6	(1.1)	11.0	(3.9)	41.0	(5.9)	38.5	(5.8)	7.8	(2.7)
England/N. Ireland (UK)	4.2	(1.7)	17.8	(3.0)	30.1	(3.3)	33.9	(3.3)	14.0	(3.1)
Average	5.0	(0.5)	15.9	(0.9)	34.8	(1.1)	34.0	(1.1)	10.3	(0.7)
Partners										
Cyprus	2.3	(1.6)	12.9	(2.8)	39.1	(3.7)	38.6	(3.6)	7.1	(2.6)

Source: PIAAC (2012) International Report

c There are too few observations or no observation to provide reliable estimates

() Standard errors appear in parentheses

B24d. Interaction of country of birth and language first spoken as a child on literacy levels in all participating countries

	Foreign-born and foreign language									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%		%		%		%		%	
OECD										
National entities										
Australia	10.8	(1.2)	15.9	(1.6)	32.6	(2.2)	30.7	(2.2)	9.7	(1.4)
Austria	12.2	(1.6)	27.0	(2.3)	37.8	(2.6)	19.9	(2.2)	3.1	(0.9)
Canada	10.7	(0.9)	20.3	(1.2)	33.4	(1.6)	28.4	(1.6)	7.0	(0.9)
Czech Republic	c	c	c	c	c	c	c	c	c	c
Denmark	19.3	(1.3)	23.1	(1.7)	31.1	(1.5)	21.8	(1.5)	4.7	(0.7)
Estonia	c	c	c	c	c	c	c	c	c	c
Finland	c	c	c	c	c	c	c	c	c	c
France	23.2	(2.1)	27.3	(2.4)	31.0	(2.3)	16.0	(2.0)	1.9	(0.7)
Germany	10.4	(1.8)	32.5	(2.8)	37.3	(3.7)	16.0	(2.3)	3.8	(1.1)
Republic of Ireland	11.1	(2.0)	16.8	(2.4)	38.5	(3.2)	28.0	(2.9)	4.9	(1.1)
Italy	17.8	(3.6)	30.2	(4.3)	39.3	(4.5)	11.5	(2.6)	1.2	(0.8)
Japan	c	c	c	c	c	c	c	c	c	c
Korea	c	c	c	c	c	c	c	c	c	c
Netherlands	14.4	(2.5)	26.0	(2.7)	29.5	(2.8)	25.4	(3.3)	4.7	(1.7)
Norway	c	c	c	c	c	c	c	c	c	c
Poland	c	c	c	c	c	c	c	c	c	c
Slovak Republic	c	c	c	c	c	c	c	c	c	c
Spain	23.2	(3.1)	29.2	(3.7)	31.5	(3.5)	13.8	(3.0)	2.3	(1.2)
Sweden	20.6	(2.1)	25.9	(2.7)	26.8	(2.4)	21.7	(2.0)	5.0	(0.9)
United States	19.0	(3.0)	27.9	(2.8)	30.0	(3.2)	18.7	(2.1)	4.4	(1.1)
Sub-national entities										
Flanders (Belgium)	22.6	(3.0)	29.7	(4.1)	29.2	(4.1)	15.1	(3.6)	3.4	(1.8)
England (UK)	12.8	(2.5)	21.9	(3.4)	32.0	(4.1)	26.8	(3.5)	6.6	(1.7)
Northern Ireland (UK)	c	c	c	c	c	c	c	c	c	c
England/N. Ireland (UK)	12.8	(2.5)	22.0	(3.4)	32.0	(4.1)	26.7	(3.5)	6.5	(1.7)
Average	16.3	(0.6)	25.3	(0.8)	32.9	(0.8)	21.0	(0.7)	4.5	(0.3)
Partners										
Cyprus	7.3	(2.8)	21.9	(4.5)	39.2	(5.6)	27.4	(4.7)	4.1	(2.2)

Source: PIAAC (2012) International Report

c There are too few observations or no observation to provide reliable estimates

() Standard errors appear in parentheses

B25. Adult skills in numeracy by ethnicity

Ethnicity	Average		Below Level 1		At Level 1		At Level 2		At Level 3		At Level 4		At Level 5	
Asian or Asian British	232	(4.6)	16	(2.7)	26	(3.8)	32	(4.3)	21	(3.5)	5	(1.9)	#	†
Black or Black British	223	(4.6)	18	(4.3)	35	(5.9)	30	(5.9)	13	(4.1)	3	(1.9)	1	(0.7)
Mixed race	251	(7.5)	8	(5.1)	26	(6.3)	34	(8.1)	23	(6.4)	9	(4.2)	#	†
Other ethnic group	238	(8.6)	13	(7.5)	32	(8.1)	29	(6.9)	21	(6.6)	5	(3.1)	#	†
White	266	(1.1)	5	(0.5)	16	(0.9)	34	(1.1)	32	(1.1)	12	(0.8)	1	(0.2)

Source: PIAAC (2012)

† Not applicable

Figure is larger than zero but less than 0.5

() Standard errors appear in parentheses

Appendix C

C2. Literacy scores by frequency of reading at home, in 10-year age bands, for adults in England and the OECD average

England	Lowest to 20%	More than 20% to 40%	More than 40% to 60%	More than 60% to 80%	More than 80%
	Average	Average	Average	Average	Average
16-24 years	240 (5.2)	255 (4.0)	269 (5.8)	278 (4.9)	283 (4.5)
25-34 years	242 (4.4)	269 (3.8)	285 (3.9)	290 (3.7)	298 (4.1)
35-44 years	238 (5.2)	273 (3.9)	281 (4.1)	291 (3.2)	290 (2.7)
45-54 years	239 (4.0)	260 (4.0)	273 (3.4)	284 (3.6)	289 (2.8)
55-65 years	227 (6.9)	255 (3.3)	268 (3.6)	273 (3.4)	288 (3.6)

OECD	Lowest to 20%	More than 20% to 40%	More than 40% to 60%	More than 60% to 80%	More than 80%
	Average	Average	Average	Average	Average
16-24 years	254 (0.9)	271 (0.8)	282 (0.8)	290 (0.7)	294 (0.7)
25-34 years	254 (1.0)	276 (0.7)	291 (0.7)	295 (0.7)	298 (0.8)
35-44 years	248 (1.0)	273 (0.7)	285 (0.7)	292 (0.7)	292 (0.8)
45-54 years	240 (0.9)	263 (0.7)	276 (0.7)	282 (0.7)	285 (0.8)
55-65 years	232 (0.8)	253 (0.7)	264 (0.7)	270 (0.8)	275 (0.9)

Source: PIAAC (2012)

() Standard errors appear in parentheses

Appendix D

D1. Rationale for using a logistic regression

The regression approach has been taken to identify the correlation between a characteristic and low proficiency, holding other characteristics fixed. The regression approach is preferable to a series of tabulations because it estimates the associations between low proficiency and all characteristics simultaneously. Seemingly large differences in some characteristics may be evident in tabulations that are less marked in regression analysis because the difference in a regression is estimated with other factors also taken into account.

Because the dependent variable is dichotomous (i.e. it has only two outcomes: low proficiency or not low proficiency), a logistic regression model is estimated. A linear regression model is computationally more straightforward. However, it is undesirable in this case as it is likely to make predictions of the probability of low proficiency that are less than zero or more than one. Hence, a logistic regression model is estimated here in preference to a linear approach to allow interpretation of the model in terms of the probability of being low proficiency.

D2. Coefficients and significance tests for each category in the logistic regression, for predictors of low proficiency in adults in England

Comparison category	Reference category	Literacy	Numeracy	Problem-solving
		Co-efficient	Co-efficient	Co-efficient
Intercept	N/A	-1.68 (0.3) *	-1.48 (0.3) *	-1.09 (0.34) *
Female	Male	-0.03 (0.14)	0.41 (0.12) *	0.25 (0.15)
Aged 16–24	35–44	0.45 (0.27)	0.25 (0.22)	-0.41 (0.32)
Aged 25–34		0.19 (0.21)	0.25 (0.19)	-0.38 (0.23)
Aged 45–54		0.14 (0.21)	0.18 (0.16)	0.40 (0.16) *
Aged 55–65		0.03 (0.22)	-0.15 (0.16)	0.59 (0.2) *
Less than secondary school	Secondary school	0.99 (0.15) *	0.92 (0.15) *	0.70 (0.21) *
Above secondary school		-0.68 (0.17) *	-0.61 (0.15) *	-0.63 (0.17) *
Education not definable		0.16 (0.53)	-0.23 (0.42)	-0.15 (0.72)
Employment – Retired	Employed or self-employed	-0.73 (0.43)	-0.08 (0.38)	-0.46 (0.44)
Employment – Not employed and looking for work		0.02 (0.43)	0.66 (0.29) *	-0.20 (0.34)
Employment – Student		-0.36 (0.41)	0.03 (0.36)	-1.02 (0.49) *
Employment – Doing unpaid household work		-0.27 (0.43)	0.41 (0.32)	-0.31 (0.39)
Employment – Other		0.15 (0.42)	0.70 (0.36) *	-0.10 (0.39)
English additional language	First language	0.69 (0.47)	0.91 (0.39) *	0.04 (0.67)

Comparison category	Reference category	Literacy	Numeracy	Problem-solving
		Co-efficient	Co-efficient	Co-efficient
Ethnicity Mixed	White	-0.14 (0.55)	0.79 (0.39) *	0.75 (0.54)
Ethnicity Asian		0.60 (0.33)	0.90 (0.31) *	0.55 (0.39)
Ethnicity Black		1.27 (0.28) *	1.47 (0.29) *	0.78 (0.36) *
Ethnicity Other		0.40 (0.57)	0.69 (0.46)	0.90 (0.55)
Ethnicity – missing response		-9.74 (2.62) *	-9.75 (1.59) *	-8.81 (1.65) *
Ethnicity Mixed * English additional language	White*English first language	-0.79 (5.15)	10.59 (1.3) *	5.23 (7.72)
Ethnicity Asian * English additional language		0.61 (0.59)	-0.42 (0.53)	0.83 (0.79)
Ethnicity Black * English additional language		0.00 (0.79)	0.50 (1.04)	1.10 (1.2)
Ethnicity Other * English additional language		0.72 (1.12)	0.87 (1.06)	1.84 (1.51)
Not born in the UK	Born in UK	0.39 (0.2)	0.45 (0.2) *	0.21 (0.32)
Excellent health	Very good	0.40 (0.2) *	0.16 (0.15)	0.14 (0.19)
Good health		0.40 (0.17) *	0.36 (0.14) *	0.19 (0.17)
Fair health		0.45 (0.22) *	0.21 (0.24)	0.24 (0.22)
Poor health		0.84 (0.32) *	0.79 (0.32) *	0.80 (0.33) *
Health – missing response		-6.24 (5.51)	-2.99 (7.77)	-2.55 (9.46)
Disability – activities limited a lot	No disability	-0.05 (0.33)	-0.12 (0.26)	-0.30 (0.31)
Disability – activities limited a little		-0.07 (0.25)	-0.09 (0.19)	0.01 (0.23)
Disability – missing response		-4.54 (7.2)	-1.89 (8.37)	-0.79 (10.48)
Father secondary school	Less than secondary school	-0.29 (0.17)	-0.27 (0.14) *	-0.32 (0.16) *

Comparison category	Reference category	Literacy	Numeracy	Problem-solving
		Co-efficient	Co-efficient	Co-efficient
Father above secondary school		-0.64 (0.29) *	-1.00 (0.21) *	-0.67 (0.25) *
Father schooling – missing response		0.04 (0.19)	0.03 (0.15)	0.09 (0.23)
Mother secondary school		-0.53 (0.21) *	-0.48 (0.14) *	-0.67 (0.18) *
Mother above secondary school		-0.97 (0.37) *	-0.74 (0.25) *	-0.71 (0.31) *
Mother schooling – missing response		0.22 (0.25)	0.16 (0.19)	0.18 (0.2)
No computer experience in everyday life	Computer experience	0.64 (0.2) *	0.94 (0.18) *	1.50 (0.24) *
Computer experience – missing response		0.60 (0.23) *	1.36 (0.24) *	
Have children	Not have children	0.10 (0.14)	0.17 (0.14)	-0.17 (0.16)
Children – missing response		-6.28 (5.18)	-7.90 (1.14) *	-8.02 (1.55) *
Industry – Agriculture, forestry and fishing	Human health and social work	0.75 (0.98)	0.57 (0.72)	0.03 (0.75)
Industry – Mining and quarrying		0.21 (8.95)	-0.43 (9)	-9.04 (5.03)
Industry – Manufacturing		-0.34 (0.34)	-0.27 (0.32)	-0.47 (0.33)
Industry – Electricity, gas, steam and air conditioning supply		-0.70 (6.92)	-2.26 (6.85)	-0.78 (3.12)
Industry – Water supply; sewerage, waste management and remediation activities		-0.13 (0.83)	0.08 (0.67)	0.04 (0.91)
Industry – Construction		-0.34 (0.44)	-0.30 (0.35)	-0.39 (0.41)
Industry – Wholesale and retail trade; repair of motor vehicles and motorcycles		-0.49 (0.28)	-0.13 (0.23)	-0.10 (0.3)
Industry – Transportation and storage		-0.06 (0.38)	0.00 (0.37)	-0.29 (0.38)

Comparison category	Reference category	Literacy	Numeracy	Problem-solving
		Co-efficient	Co-efficient	Co-efficient
Industry – Accommodation and food service activities		-0.30 (0.36)	-0.06 (0.34)	-0.26 (0.48)
Industry – Information and communication		-1.28 (1.05)	-0.87 (0.65)	-1.05 (0.73)
Industry – Financial and insurance activities		-1.93 (6.51)	-0.93 (0.61)	-1.22 (0.79)
Industry – Real estate activities		-1.80 (3.47)	-0.18 (0.81)	-0.49 (0.71)
Industry – Professional, scientific and technical activities		-0.09 (0.47)	-0.31 (0.42)	-0.21 (0.47)
Industry – Administrative and support service activities		-0.42 (0.4)	-0.13 (0.36)	-0.47 (0.51)
Industry – Public administration and defence; compulsory social security		-0.94 (0.39) *	-0.63 (0.37)	-0.86 (0.33) *
Industry – Education		-0.32 (0.44)	-0.02 (0.32)	-0.19 (0.36)
Industry – Arts, entertainment and recreation		-0.69 (0.73)	0.00 (0.55)	-0.55 (0.72)
Industry – Other service activities		-0.06 (0.49)	0.07 (0.46)	-0.35 (0.54)
Industry – Activities of households as employers		-0.13 (1.18)	0.03 (1.05)	-2.05 (7.62)
Industry – No paid work for past 5 years		0.08 (0.45)	-0.22 (0.37)	0.44 (0.46)
Industry – missing response		-0.44 (0.58)	-0.44 (0.57)	-0.15 (0.59)
Occupation – Armed Forces	Services and shop and market sales	-8.11 (3.58) *	-6.46 (5.15)	-4.76 (5.66)
Occupation – Legislators, senior officials and managers		-0.52 (0.33)	-0.69 (0.28) *	-0.70 (0.35) *
Occupation – Professionals		-1.08 (0.35) *	-1.18 (0.32) *	-1.17 (0.36) *

Comparison category	Reference category	Literacy	Numeracy	Problem-solving
		Co-efficient	Co-efficient	Co-efficient
Occupation – Technicians and associate professionals		-0.58 (0.37)	-0.45 (0.25)	-0.48 (0.3)
Occupation – Clerks		-0.56 (0.36)	-0.50 (0.31)	-0.80 (0.31) *
Occupation – Skilled agricultural and fishery workers		-0.79 (0.98)	-1.33 (0.83)	-0.46 (0.84)
Occupation – Craft and related trades workers		-0.31 (0.37)	-0.38 (0.34)	0.00 (0.39)
Occupation – Plant and machine operators and assemblers		-0.14 (0.34)	0.04 (0.31)	0.04 (0.42)
Occupation – Elementary occupations		0.26 (0.26)	0.36 (0.24)	0.31 (0.3)
Occupation – missing response		0.32 (0.66)	0.01 (0.57)	0.17 (0.7)

Source: PIAAC (2012)

* Statistically significant at the 5 per cent level

() Standard errors appear in parentheses

D3. Probabilities and odds ratios for characteristics that are significantly associated with low proficiency for adults in England

Literacy			Coefficient	SE	Sig	Probability	Odds ratio
	INTERCEPT		-1.68	0.30	*	15.7%	
1	SCH1	Less than secondary school (Secondary school)	0.99	0.15	*	33%	2.70
2	SCH3	Above secondary school (Secondary school)	-0.68	0.17	*	9%	0.51
3	ETH4	Ethnicity Black (White)	1.27	0.28	*	40%	3.58
4	ETH_MISS	Ethnicity – missing response (White)	-9.74	2.62	*	0%	0.00
5	HLTH1	Excellent health (Very good)	0.40	0.20	*	22%	1.50
6	HLTH3	Good health (Very good)	0.40	0.17	*	22%	1.49
7	HLTH4	Fair health (Very good)	0.45	0.22	*	23%	1.57
8	HLTH5	Poor health (Very good)	0.84	0.32	*	30%	2.31
9	FAT3	Father above secondary school (Less than secondary school)	-0.64	0.29	*	9%	0.53
10	MOT2	Mother secondary school (Less than secondary school)	-0.53	0.21	*	10%	0.59
11	MOT3	Mother above secondary school (Less than secondary school)	-0.97	0.37	*	7%	0.38
12	COM	No computer experience in everyday life (Computer experience)	0.64	0.20	*	26%	1.90
13	COM_MISS	Computer experience – missing response (Computer experience)	0.60	0.23	*	25%	1.82
14	IND15	Industry – Public administration and defence; compulsory social security (Human health and social work)	-0.94	0.39	*	7%	0.39
15	OCC0	Occupation – Armed Forces (Services and shop and market sales)	-8.11	3.58	*	0%	0.00
16	OCC2	Occupation – Professionals (Services and shop and market sales)	-1.08	0.35	*	6%	0.34

Numeracy							
			Coefficient	SE	Sig	Probability	Odds ratio
	INTERCEPT		-1.48	0.30	*	19%	
1	FEM	Female (Male)	0.41	0.12	*	26%	1.50
2	SCH1	Less than secondary school (Secondary school)	0.92	0.15	*	37%	2.51
3	SCH3	Above secondary school (Secondary school)	-0.61	0.15	*	11%	0.55
4	EMP3	Employment – Not employed and looking for work (Employed or self-employed)	0.66	0.29	*	31%	1.93
5	EMP6	Employment – Other (Employed or self-employed)	0.70	0.36	*	32%	2.02
6	EAL	English additional language (First language)	0.91	0.39	*	36%	2.49
7	ETH2	Ethnicity Mixed (White)	0.79	0.39	*	34%	2.21
8	ETH3	Ethnicity Asian (White)	0.90	0.31	*	36%	2.46
9	ETH4	Ethnicity Black (White)	1.47	0.29	*	50%	4.34
10	ETH_MISS	Ethnicity – missing response (White)	-9.75	1.59	*	0%	0.00
11	ETH2*EAL	Ethnicity Mixed * English additional language (White*English first language)	10.59	1.30	*	100%	39537.31
12	MIG	Not born in the UK (Born in UK)	0.45	0.20	*	26%	1.56
13	HLTH3	Good health (Very good)	0.36	0.14	*	25%	1.43
14	HLTH5	Poor health (Very good)	0.79	0.32	*	33%	2.20
15	FAT2	Father secondary school (Less than secondary school)	-0.27	0.14	*	15%	0.76
16	FAT3	Father above secondary school (Less than secondary school)	-1.00	0.21	*	8%	0.37
17	MOT2	Mother secondary school (Less than secondary school)	-0.48	0.14	*	12%	0.62
18	MOT3	Mother above secondary school (Less than secondary school)	-0.74	0.25	*	10%	0.48
19	COM	No computer experience in everyday life (Computer experience)	0.94	0.18	*	37%	2.55
20	COM_MISS	Computer experience – missing response (Computer experience)	1.36	0.24	*	47%	3.88
21	DEP_MISS	Children – missing response (Not have children)	-7.90	1.14	*	0%	0.00
22	OCC1	Occupation – Legislators, senior officials and managers (Services and shop	-0.69	0.28	*	10%	0.50

		and market sales)					
23	OCC2	Occupation – Professionals (Services and shop and market sales)	-1.18	0.32	*	7%	0.31
Problem solving							
			Coefficient	SE	Sig	Probability	Odds ratio
	INTERCEPT		-1.09	0.34	*	25%	
1	AGE4	Aged 45–54 (35–44)	0.40	0.16	*	34%	1.49
2	AGE5	Aged 55–65 (35–44)	0.59	0.20	*	38%	1.81
3	SCH1	Less than secondary school (Secondary school)	0.70	0.21	*	40%	2.01
4	SCH3	Above secondary school (Secondary school)	-0.63	0.17	*	15%	0.53
5	EMP4	Employment – Student (Employed or self-employed)	-1.02	0.49	*	11%	0.36
6	ETH4	Ethnicity Black (White)	0.78	0.36	*	42%	2.17
7	ETH_MISS	Ethnicity – missing response (White)	-8.81	1.65	*	0%	0.00
8	HLTH5	Poor health (Very good)	0.80	0.33	*	43%	2.22
9	FAT2	Father secondary school (Less than secondary school)	-0.32	0.16	*	20%	0.72
10	FAT3	Father above secondary school (Less than secondary school)	-0.67	0.25	*	15%	0.51
11	MOT2	Mother secondary school (Less than secondary school)	-0.67	0.18	*	15%	0.51
12	MOT3	Mother above secondary school (Less than secondary school)	-0.71	0.31	*	14%	0.49
13	COM	No computer experience in everyday life (Computer experience)	1.50	0.24	*	60%	4.49
14	DEP_MISS	Children – missing response (Not have children)	-8.02	1.55	*	0%	0.00
15	IND15	Industry – Public administration and defence; compulsory social security (Human health and social work)	-0.86	0.33	*	12%	0.42
16	OCC1	Occupation – Legislators, senior officials and managers (Services and shop and market sales)	-0.70	0.35	*	14%	0.50
17	OCC2	Occupation – Professionals (Services and shop and market sales)	-1.17	0.36	*	10%	0.31
18	OCC4	Occupation – Clerks (Services and shop and market sales)	-0.80	0.31	*	13%	0.45

Source: PIAAC (2012)

* Statistically significant at the 5 per cent level (Sig) SE Standard error

Appendix E

E1 Participants and scores by age band

Participants by age band	Proportions (%)		Literacy score	
	International Survey of Adult Skills	IALS	International Survey of Adult Skills	IALS
Age 16–24	18 (0.1)	18 (0.5)	265 (2.4)	273 (3.8)
Age 25–34	20 (0.1)	22 (1.1)	280 (2.1)	277 (2.8)
Age 35–44	21 (0.1)	23 (1.1)	279 (1.6)	277 (2.9)
Age 45–54	21 (0.1)	20 (1.5)	271 (1.8)	265 (4.3)
Age 55–65	19* (0.1)	17 (0.7)	265* (2.0)	235 (3.8)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E2 Participants and scores by gender

Participants by gender	Proportions (%)		Literacy score	
	International Survey of Adult Skills	IALS	International Survey of Adult Skills	IALS
Male	50 (0.1)	50 (1.4)	274 (1.4)	270 (2.5)
Female	50 (0.1)	50 (1.4)	271* (1.3)	263 (2.6)
(Test male vs female)			ns	ns

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E3 Employment status

Participants by employment status	Proportions (%)		Literacy score	
	International Survey of Adult Skills	IALS	International Survey of Adult Skills	IALS
Employed or self-employed	67 (0.3)	67 (1.3)	279 (1.1)	280 (1.6)
Retired	6* (0.2)	5 (0.4)	272* (3.0)	239 (7.1)
Not working and looking for work	7* (0.3)	9 (0.8)	251 (3.1)	247 (5.0)
Student	8* (0.4)	3 (0.6)	272* (3.9)	293 (8.6)
Doing unpaid household work	6 (0.3)	7 (0.7)	257* (3.4)	238 (7.5)
Other	5* (0.3)	8 (0.6)	240* (3.6)	215 (7.3)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E4 Immigration status

	Proportions (%)		Literacy score	
	International Survey of Adult Skills	IALS	International Survey of Adult Skills	IALS
Born in the UK	85* (0.6)	91 (0.9)	276* (1.0)	270 (1.7)
Not born in the UK	15* (0.6)	9 (0.9)	255* (3.4)	234 (9.0)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E5 Education level

Education level	Proportions (%)		Literacy score	
	International Survey of Adult Skills	IALS	International Survey of Adult Skills	IALS
Three years or less of secondary education	10* (0.3)	61 (1.7)	224* (2.6)	249 (2.6)
Full secondary education	52* (0.6)	20 (2.1)	268* (1.3)	282 (3.2)
University or equivalent	36* (0.6)	19 (0.5)	294* (1.5)	308 (2.0)
Not definable	2 (0.2)		230 (9.6)	

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E6 Education level by age – proportions*

International Survey of Adult Skills					
Literacy levels	Age 16–24	Age 25–34	Age 35–44	Age 45–54	Age 55–65
Three years or less of secondary education	8 (0.6)	6 (0.6)	7 (0.5)	11 (0.5)	20 (0.7)
Full secondary education	70 (1.1)	43 (1.1)	46 (1.4)	53 (1.4)	48 (1.4)
University or equivalent	20 (1.1)	49 (1.1)	44 (1.4)	35 (1.3)	31 (1.3)
Not definable	2 (0.7)	3 (0.6)	2 (0.5)	1 (0.3)	1 (0.4)

IALS					
Literacy levels	Age 16–24	Age 25–34	Age 35–44	Age 45–54	Age 55–65
Three years or less of secondary education	61 (0.9)	54 (1.4)	54 (1.4)	65 (6.3)	76 (3.2)
Full secondary education	30 (1.0)	23 (1.2)	20 (1.2)	13 (8.5)	10 (3.7)
University or equivalent	9 (0.5)	23 (1.2)	25 (1.3)	22 (2.5)	14 (1.4)

* All categories in this table are significant at the 5 per cent level when the two surveys are compared.

() Standard errors appear in parentheses

E7 Education level by age – average scores

Literacy levels	International Survey of Adult Skills									
	Age 16–24		Age 25–34		Age 35–44		Age 45–54		Age 55–65	
Three years or less of secondary education	213*	(8.6)	224*	(7.2)	218*	(6.4)	230*	(5.5)	228	(4.0)
Full secondary education	268*	(2.5)	273*	(3.1)	270	(2.4)	265*	(2.4)	267	(2.5)
University or equivalent	284*	(4.1)	296*	(2.8)	301*	(1.9)	294*	(2.9)	289	(3.2)
Not definable	219	(23.3)	222	(11.1)	244	(12.8)	295	(13.9)	177	(40.0)

Literacy levels	IALS									
	Age 16–24		Age 25–34		Age 35–44		Age 45–54		Age 55–65	
Three years or less of secondary education	263	(4.7)	258	(4.2)	258	(3.9)	247	(5.3)	223	(4.7)
Full secondary education	284	(6.8)	290	(5.5)	280	(5.0)	287	(6.4)	257	(6.3)
University or equivalent	301	(7.5)	312	(3.8)	316	(3.3)	306	(4.4)	288	(4.5)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E8 Proficiency levels

Literacy levels	Proportions (%)	
	International Survey of Adult Skills	IALS
Below Level 1	3* (0.4)	8 (0.9)
Level 1	13 (0.7)	14 (0.9)
Level 2	34* (1.0)	29 (1.3)
Level 3	36 (1.0)	34 (1.3)
Level 4	13 (0.7)	14 (1.0)
Level 5	1 (0.2)	1 (0.3)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

E9 Proficiency levels by age – proportions

International Survey of Adult Skills					
Literacy levels	Age 16–24	Age 25–34	Age 35–44	Age 45–54	Age 55–65
Below Level 1	3.8 (1.1)	3.1 (0.7)	2.7* (0.6)	3.2* (0.7)	4.1* (0.8)
Level 1	15.1 (2.3)	11.2 (1.4)	11.3 (1.4)	14.5 (1.6)	14.5* (1.4)
Level 2	37.2* (2.8)	29.5 (2.2)	30.2 (1.7)	33.5 (2.0)	38.4 (2.0)
Level 3	35.5 (2.9)	38.3 (1.9)	38.4 (2.1)	36.2 (2.2)	33.5* (2.1)
Level 4	8.1* (1.4)	16.6 (1.4)	16.3 (1.6)	11.9 (1.3)	9.0* (1.4)
Level 5	0.3 (0.4)	1.3 (0.7)	1.0 (0.4)	0.7 (0.4)	0.4 0.27

IALS					
Literacy levels	Age 16–24	Age 25–34	Age 35–44	Age 45–54	Age 55–65
Below Level 1	6.3 (1.5)	5.4 (1.2)	5.3 (1.1)	8.3 (2.2)	15.0 (2.1)
Level 1	12.3 (2.6)	10.4 (1.7)	11.9 (2.0)	13.4 (2.4)	22.5 (2.4)
Level 2	28.2 (3.5)	26.4 (2.3)	26.9 (2.5)	29.6 (2.8)	36.7 (2.8)
Level 3	37.7 (3.8)	39.1 (2.8)	36.4 (2.7)	35.1 (3.1)	21.6 (2.8)
Level 4	14.8 (2.4)	17.3 (1.9)	18.0 (2.0)	12.6 (1.7)	4.1 (1.5)
Level 5	0.8 (0.7)	1.4 (0.7)	1.5 (0.7)	1.0 (0.7)	0.1 (0.2)

* Significant at 5 per cent level compared with IALS

() Standard errors appear in parentheses

Appendix F – Background Questionnaire

[CI_Lead]	I need to check a few pieces of information:																							
[CI_Name]	Your First Name																							
Responses <i>[Min Length = 1 Max Length = 250 layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="528 775 624 842">00</td> <td data-bbox="632 775 1391 842">Respondent first name:[FTE]</td> </tr> </table>		00	Respondent first name:[FTE]																				
00	Respondent first name:[FTE]																							
[CI_Gender]	Your gender																							
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="528 1010 624 1077">01</td> <td data-bbox="632 1010 1391 1077">Male</td> </tr> <tr> <td data-bbox="528 1088 624 1155">02</td> <td data-bbox="632 1088 1391 1155">Female</td> </tr> </table>		01	Male	02	Female																		
01	Male																							
02	Female																							
[CI_Month]	The month of your birth																							
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="528 1245 624 1312">01</td> <td data-bbox="632 1245 1391 1312">January</td> </tr> <tr> <td data-bbox="528 1323 624 1391">02</td> <td data-bbox="632 1323 1391 1391">February</td> </tr> <tr> <td data-bbox="528 1402 624 1469">03</td> <td data-bbox="632 1402 1391 1469">March</td> </tr> <tr> <td data-bbox="528 1480 624 1547">04</td> <td data-bbox="632 1480 1391 1547">April</td> </tr> <tr> <td data-bbox="528 1559 624 1626">05</td> <td data-bbox="632 1559 1391 1626">May</td> </tr> <tr> <td data-bbox="528 1637 624 1704">06</td> <td data-bbox="632 1637 1391 1704">June</td> </tr> <tr> <td data-bbox="528 1715 624 1783">07</td> <td data-bbox="632 1715 1391 1783">July</td> </tr> <tr> <td data-bbox="528 1794 624 1861">08</td> <td data-bbox="632 1794 1391 1861">August</td> </tr> <tr> <td data-bbox="528 1872 624 1939">09</td> <td data-bbox="632 1872 1391 1939">September</td> </tr> <tr> <td data-bbox="528 1951 624 2018">10</td> <td data-bbox="632 1951 1391 2018">October</td> </tr> <tr> <td data-bbox="528 2029 624 2096">11</td> <td data-bbox="632 2029 1391 2096">November</td> </tr> </table>		01	January	02	February	03	March	04	April	05	May	06	June	07	July	08	August	09	September	10	October	11	November
01	January																							
02	February																							
03	March																							
04	April																							
05	May																							
06	June																							
07	July																							
08	August																							
09	September																							
10	October																							
11	November																							

	<table border="1"> <tr> <td>12</td> <td>December</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	12	December	DK		RF	
12	December						
DK							
RF							
[CI_Year]	The year of your birth						
Responses [Min = 1945 Max = 1996 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Year:[FTE]</td> </tr> </table>	00	Year:[FTE]				
00	Year:[FTE]						
[CI_Age]	Your age						
Responses [Min = 0 Max = 110 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Respondent age:[FTE]</td> </tr> </table>	00	Respondent age:[FTE]				
00	Respondent age:[FTE]						
[CI_Telephone]	Your telephone number						
Interviewer Instruction							
Do not enter the country code, enter the area code and the full number in a continuous sequence							
Responses [Min Length = 1 Max Length = 20 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Respondent telephone number:[FTE] [Size = 20]</td> </tr> </table>	00	Respondent telephone number:[FTE] [Size = 20]				
00	Respondent telephone number:[FTE] [Size = 20]						
[CI_Address]	Your address						
Interviewer Instruction							
Enter the respondent address in the following way: Number, Street, Post Code, Locality							
Responses [Min Length = 1 Max Length = 150 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Address:[FTE] [Size = 150]</td> </tr> </table>	00	Address:[FTE] [Size = 150]				
00	Address:[FTE] [Size = 150]						
Group [id = DC_CI_automaticAssignment response condition = All Hidden layout = list]							
[DC_CI_automaticAssignment]							

inference rule

```
[before]
IF ( "TRUE" = "TRUE" ) THEN ^DISP_CI = "01"
Group
[ id = DC_CI_automatic | response condition = All | Hidden | layout = list ]
```

[DC_CI_automatic]

```
routing
IF (^DISP_CI = "01" ) THEN Goto StateBQ
ELSE Goto DC\_CI\_manual
Group
[ id = DC_CI_manual | response condition = All | layout = list ]
```

[DISP_CI]

Interviewer Instruction
Select the appropriate disposition code for this part of the survey.

Responses <i>[layout = radioButton]</i>	03	Partial complete/breakoff
	04	Refusal - Sample person
	05	Refusal - other
	07	Language problem
	08	Reading and writing difficulty
	09	Learning/mental disability
	12	Hearing impairment
	13	Blindness/visual impairment
	14	Speech impairment
	15	Physical disability
	16	Other disability
	17	Other (unspecified), such as sickness or unusual circumstances
	18	Death
	21	Maximum number of calls

	25	Ineligible (for designs without a screener)
	27	Duplication - already interviewed
	90	Technical problem

routing

IF (^DISP_CI = "25") THEN Goto [DISP_CI_IN](#)
 ELSE Goto [ENDING](#)

inference rule

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = ^DISP_CI
 ELSE ^GLOBALDISPCODE = ^DISP_CI

Group

[id = DISP_CI_IN | response condition = All | layout = list]

[DISP_CI_IN]

Interviewer Instruction

Enter the reason for ineligibility

Responses

[layout = radioButton]

00

[Size = 200]

routing

IF ("TRUE" = "TRUE") THEN Goto [ENDING](#)
 ELSE Goto [ENDING](#)

Group

[id = StateBQ | response condition = All | Hidden | layout = list]

[StateBQ]

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "BQ"
 ELSE ^Active_Section = "BQ"

Group

[id = BQINTRO | response condition = All | layout = list]

[BQINTRO]

Now I would like to ask you some questions about your background, including questions about your country of birth, language experience, education, work, and other activities. Please try to answer each question as

accurately and as completely as possible. I will be recording your answers in the computer.

Group

[id = testIfskipBQlang | response condition = All | Hidden | layout = list]

[testIfskipBQlang]

routing

[id = testIfskipBQlang_routing]

IF (^skipBQLang = "01") THEN Goto [BQ_STARTH](#)

ELSE Goto [A_START](#)

inference rule

IF (^CI_Gender = "01") THEN ^[A_N01](#) = "01"

ELSE ^[A_N01](#) = "02"

Group

[id = A_START | response condition = All | layout = list]

[BQLANG]

In which language would you like me to ask these questions?

Responses

[layout = radioButton]

01	English
02	German
03	Turkish
04	Serbian/Croatian/Bosnian
05	Dutch
06	Spanish
07	French
08	Greek
09	Czech
10	Danish
11	Estonian
12	Russian
13	Finnish

	14	Swedish (MS ONLY)
	15	German
	16	Hungarian
	17	Italian
	18	Japanese
	19	Korean
	20	Dutch
	21	Norwegian (Bokmål)
	22	Polish
	23	Portuguese
	24	Russian
	25	Hungarian
	26	Slovak
	27	Slovenian
	28	Basque
	29	Catalan
	30	Galician
	31	Valencian
	32	Swedish
	33	Welsh

Group

[id = BQ_STARTH | response condition = All | Hidden | layout = list]

[BQ_STARTH]

Group

[id = A_D01a1 | response condition = All | Hidden | layout = list]

[A_D01a1]

Group

[id = A_D01a2 | response condition = All | Hidden | layout = list]

[A_D01a2]	
Group [id = A_D01a3 response condition = All Hidden layout = list]	
[A_D01a3]	
Group [id = A_D01a4 response condition = All Hidden layout = list]	
[A_D01a4]	

inference rule

```
[id = A_D01a4_1 | after]
IF (^A_D01a1 = "1" ) THEN ^MonthYear = "January " .^A_D01a2
ELSE
IF (^A_D01a1 = "2" ) THEN ^MonthYear = "February " .^A_D01a2
ELSE
IF (^A_D01a1 = "3" ) THEN ^MonthYear = "March " .^A_D01a2
ELSE
IF (^A_D01a1 = "4" ) THEN ^MonthYear = "April " .^A_D01a2
ELSE
IF (^A_D01a1 = "5" ) THEN ^MonthYear = "May " .^A_D01a2
ELSE
IF (^A_D01a1 = "6" ) THEN ^MonthYear = "June " .^A_D01a2
ELSE
IF (^A_D01a1 = "7" ) THEN ^MonthYear = "July " .^A_D01a2
ELSE
IF (^A_D01a1 = "8" ) THEN ^MonthYear = "August " .^A_D01a2
ELSE
IF (^A_D01a1 = "9" ) THEN ^MonthYear = "September " .^A_D01a2
ELSE
IF (^A_D01a1 = "10" ) THEN ^MonthYear = "October " .^A_D01a2
ELSE
IF (^A_D01a1 = "11" ) THEN ^MonthYear = "November " .^A_D01a2
ELSE
IF (^A_D01a1 = "12" ) THEN ^MonthYear = "December " .^A_D01a2
Group
[ id = A_N01UKX | response condition = All | layout = list ]
```

[A_N01UKX]	In which country is this interview conducted?	
Responses [layout = radioButton]	01	England
	02	Wales
	03	Scotland
	04	Northern Ireland

Group

[id = A_Q01a | response condition = All | layout = list]

[A_Q01a]

I would like to start with some general questions. Can you please tell me in which year you were born?

Interviewer Instruction

1. This question is crucial for the routing. Don't knows or refusals are to be minimised. Please probe for an answer. 2. If the year of birth is out of range (for interviews conducted in 2011, this range is lower than 1945 or higher than 1995; for interviews conducted in 2012, this range is lower than 1946 or higher than 1996), please check the eligibility of the respondent. If the respondent is not eligible, you should break off the interview and set disposition code to <25> in the DISP_BQ screen.

Responses

[Min = 1945 | Max = 1996 | layout = radioButton]

00

Year: [FTE]

DK

RF

Group

[id = A_Q01b | response condition = All | layout = list]

[A_Q01b]

And in which month were you born?

Responses

[layout = radioButton]

01

January

02

February

03

March

04

April

05

May

06

June

07

July

08

August

09

September

10

October

11

November

	DK	
	RF	

Group
 [id = A_D01b | response condition = Exactly One | Hidden | layout = list]

[A_D01b]

inference rule

[id = A_D01b_1 | after]
 IF (^A_D01a1 ≤ ^A_Q01b) THEN ^AgeEdu = (^A_D01a3 - ^A_Q01a) - "1"
 ELSE ^AgeEdu = (^A_D01a3 - ^A_Q01a)

Group
 [id = A_N01 | response condition = All | layout = list]

[A_N01] Is the respondent male or female?

Interviewer Instruction
 Ask only if uncertain.

Responses [layout = radioButton]	01	Male
	02	Female
	DK	
	RF	

Group
 [id = A_END | response condition = All | Hidden | layout = list]

[A_END]

routing

[id = A_END_1]
 IF ("true" = "true") THEN Goto [B_START](#)

Group
 [id = B_START | response condition = All | Hidden | layout = list]

[B_START]

Group
 [id = B_R01a | response condition = All | layout = list]

[B_R01a] I would now like to ask you some questions about your education.

Interviewer Instruction
 1. Hand show card 1. 2. Press <Next key> to continue.

Group

[id = B_Q00UKX | response condition = All | layout = list]

[B_Q00UKX]

I would like to ask you about your educational qualifications. Which qualifications do (you think) you have, starting with the highest qualifications?

Interviewer Instruction

1. Mark all that apply. 2. If the respondent answers 27 "Any other professional/vocational qualifications/ apprenticeship", stress that only formal educational qualifications should be reported here.

Responses

[layout = checkBox]

01	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher
02	Diploma in higher education
03	HNC/HND
04	ONC/OND
05	BTEC, BEC, TEC or EdExcel
06	SCOTVEC, SCOTEC or SCOTBEC (Scotland)
07	Teaching qualification (excluding PGCE)
08	Nursing or other medical qualification not yet mentioned
09	Other Higher Education qualification below degree level
10	A Level/ Vocational A Level or equivalent
11	Highers (Scotland)
12	NVQ/ SVQ
13	GNVQ/ GSVQ
14	AS level/ Vocational AS level or equivalent
15	Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)
16	Access to HE
17	O Level/GCSE/Vocational GCSE/CSE or equivalent

	18	Intermediate 1 or 2 NQs (Scotland)
	19	Standard Grade or O Grade (Scotland)
	20	National Qualifications (including SGA) (Scotland)
	21	RSA/ OCR
	22	City and Guilds
	23	YT Certificate/ YTP
	24	Key Skills/ Basic Skills/ Essential Skills
	25	Entry Level Qualifications
	26	Foreign qualifications
	27	Any other professional/ vocational qualifications/ apprenticeship
	28	No formal qualifications
	DK	
	RF	

routing

[id = B_Q00UKX_1]

IF (^B_Q00UKX = "28") THEN Goto [B_D01d](#)

ELSE Goto [B_Q01aUK1](#)

Group

[id = B_Q01aUK1 | response condition = All | layout = list]

[B_Q01aUK1]

And which of these was the highest qualification you have obtained?

Interviewer Instruction

If the respondent is currently enrolled in an educational programme, emphasize that the question refers to education that has been completed, and that current education will be addressed in a later question.

Responses [layout = radioButton]	01	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher
	02	Diploma in higher education

	03	HNC/HND
	04	ONC/OND
	05	BTEC, BEC, TEC or EdExcel
	06	SCOTVEC, SCOTEC or SCOTBEC (Scotland)
	07	Teaching qualification (excluding PGCE)
	08	Nursing or other medical qualification not yet mentioned
	09	Other Higher Education qualification below degree level
	10	A Level/ Vocational A Level or equivalent
	11	Highers (Scotland)
	12	NVQ/ SVQ
	13	GNVQ/ GSVQ
	14	AS level/ Vocational AS level or equivalent
	15	Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)
	16	Access to HE
	17	O Level/GCSE/Vocational GCSE/CSE or equivalent
	18	Intermediate 1 or 2 NQs (Scotland)
	19	Standard Grade or O Grade (Scotland)
	20	National Qualifications (including SGA) (Scotland)
	21	RSA/ OCR
	22	City and Guilds
	23	YT Certificate/ YTP
	24	Key Skills/ Basic Skills/ Essential Skills
	25	Entry Level Qualifications

	26	Foreign qualifications
	27	Any other professional/ vocational qualifications/ apprenticeship
	28	No formal qualifications
	DK	
	RF	

routing

```
[id = B_Q01aUK1_1 ]
IF (^B_Q01aUK1 = "12" ) THEN Goto B_Q01aUK2
ELSE
IF (^B_Q01aUK1 = "10" ) THEN Goto B_Q01aUK3
ELSE
IF (^B_Q01aUK1 = "11" ) THEN Goto B_Q01aUK4
ELSE
IF (^B_Q01aUK1 = "14" ) THEN Goto B_Q01aUK5
ELSE
IF ( ( (^B_Q01aUK1 = "17" ) OR (^B_Q01aUK1 = "18" ) ) OR (^B_Q01aUK1 = "19" )
) THEN Goto B_Q01aUK6
ELSE
IF (^B_Q01aUK1 = "5" ) THEN Goto B_Q01aUK9
ELSE
IF (^B_Q01aUK1 = "6" ) THEN Goto B_Q01aUK10
ELSE
IF (^B_Q01aUK1 = "13" ) THEN Goto B_Q01aUK11
ELSE
IF (^B_Q01aUK1 = "21" ) THEN Goto B_Q01aUK12
ELSE
IF (^B_Q01aUK1 = "22" ) THEN Goto B_Q01aUK13
ELSE Goto B_D01aUK
```

Group
[id = B_Q01aUK2 | response condition = All | layout = list]

[B_Q01aUK2]	What is the highest level of full NVQ/SVQ that you hold?	
Responses [layout = radioButton]	01	Level 1
	02	Level 2
	03	Level 3
	04	Level 4

	05	Level 5
	DK	
	RF	

routing

[id = B_Q01aUK2_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK3 | response condition = All | layout = list]

[B_Q01aUK3]	You mentioned you have A levels. Do you have...	
Responses <i>[layout = radioButton]</i>	01	one A level (or equivalent)
	02	or more than one?
	DK	
	RF	

routing

[id = B_Q01aUK3_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK4 | response condition = All | layout = list]

[B_Q01aUK4]	You mentioned you have SCE Highers. Do you have...	
Responses <i>[layout = radioButton]</i>	01	three or more Highers
	02	or fewer than three Highers?
	DK	
	RF	

routing

[id = B_Q01aUK4_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK5 | response condition = All | layout = list]

[B_Q01aUK5]	You mentioned you have AS levels. Do you have...	
Responses [layout = radioButton]	01	one AS level
	02	two or three AS levels
	03	or four or more?
	DK	
	RF	

routing

[id = B_Q01aUK5_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK6 | response condition = All | layout = list]

[B_Q01aUK6]	You mentioned you have O levels/GCSEs/CSEs/Standards/O Grades/Intermediate. Do you have any of the following?	
Responses [layout = checkBox]	01	GCSEs Grade C or above
	02	O levels Grade C or above
	03	CSEs Grade 1
	04	Standards Grade 3 or above/O Grades C or above
	05	Intermediate 1 Grade A
	06	Intermediate 2 Grade D or above
	07	None of these
	DK	
	RF	

routing

[id = B_Q01aUK6_1]

IF (^[B_Q01aUK6](#) = "7") THEN Goto [B_D01aUK](#)

ELSE Goto [B_Q01aUK7](#)

Group

[id = B_Q01aUK7 | response condition = All | layout = list]

[B_Q01aUK7]

You mentioned that you have passes at (GCSE Grade C or above) (O Level Grade C or above) (CSE Grade 1) (Standard Grade 3 or above / O Grade C or above) (Intermediate 1 Grade A) (Intermediate 2 Grade D or above). Do you have...

Interviewer Instruction

Please read out only the qualifications in brackets which the respondent has obtained.

Responses [layout = radioButton]	01	Fewer than five
	02	five or more
	DK	
	RF	

routing

[id = B_Q01aUK7_1]

IF ("true" = "true") THEN Goto [B_Q01aUK8](#)

Group

[id = B_Q01aUK8 | response condition = All | layout = list]

[B_Q01aUK8]

Do you have any (GCSEs at Grade C or above) (O Levels at Grade C or above) (CSEs at Grade 1) (Standard Grades at 3 or above / O Grades at C or above) (Intermediate 1at Grade A) (Intermediate 2 at Grade D or above) in English or Mathematics?

Interviewer Instruction

Please read out only the qualifications in brackets which the respondent has obtained.

Responses [layout = radioButton]	01	English
	02	Maths
	03	Both
	04	Neither
	DK	
	RF	

routing

[id = B_Q01aUK8_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK9 | response condition = All | layout = list]

[B_Q01aUK9]	Is your highest BTEC/BEC/TEC/EdExcel qualification...	
Responses [layout = radioButton]	01	at higher level (level 4 or higher)
	02	at National Certificate or National Diploma level (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	DK	
	RF	

routing

[id = B_Q01aUK9_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK10 | response condition = All | layout = list]

[B_Q01aUK10]	Is your highest SCOTVEC/SCOTEC/SCOTBEC qualification...	
Responses [layout = radioButton]	01	higher level (Level 4)?
	02	full National Certificate (level 3)?
	03	a first diploma or general diploma (level2)?
	04	a first certificate or general certificate (below level 2)?
	05	modules towards a National Certificate?
	DK	
	RF	

routing

[id = B_Q01aUK10_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK11 | response condition = All | layout = list]

[B_Q01aUK11]	Is your highest GNVQ/GSVQ at...	
Responses [layout = radioButton]	01	advanced level
	02	full intermediate level
	03	part one intermediate level
	04	full foundation level
	05	part one foundation level
	DK	
	RF	

routing

[id = B_Q01aUK11_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK12 | response condition = All | layout = list]

[B_Q01aUK12]	Is your highest RSA/OCR...	
Responses [layout = radioButton]	01	a higher diploma
	02	an advanced diploma or advanced certificate
	03	a diploma
	04	or some other RSA (including Stage I, II & III)
	DK	
	RF	

routing

[id = B_Q01aUK12_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_Q01aUK13 | response condition = All | layout = list]

[B_Q01aUK13]	Is your highest City and Guilds qualification...
Responses <i>[layout = radioButton]</i>	01 advanced craft/part 3
	02 craft/part 2
	03 foundation/part 1
	DK
	RF

routing

[id = B_Q01aUK13_1]

IF ("true" = "true") THEN Goto [B_D01aUK](#)

Group

[id = B_D01aUK | response condition = Exactly One | Hidden | layout = list]

[B_D01aUK]

inference rule

[id = B_D01aUK_1 | after]

IF ((^B_Q01aUK9 = "4") OR (^B_Q01aUK10 = "4") OR (^B_Q01aUK10 = "5") OR (^B_Q01aUK2 = "1") OR (^B_Q01aUK11 = "4") OR (^B_Q01aUK11 = "5") OR (^B_Q01aUK6 = "7") OR (^B_Q01aUK7 = "1") OR (^B_Q01aUK12 = "4") OR (^B_Q01aUK13 = "3") OR (^B_Q01aUK1 = "23") OR (^B_Q01aUK1 = "24") OR (^B_Q01aUK1 = "25") OR (^B_Q01aUK1 = "28"))))))))) THEN ^EDLEVEL3 = "1"

ELSE

IF ((^B_Q01aUK1 = "1") OR (^B_Q01aUK1 = "2") OR (^B_Q01aUK1 = "3") OR (^B_Q01aUK9 = "1") OR (^B_Q01aUK10 = "1") OR (^B_Q01aUK1 = "7") OR (^B_Q01aUK1 = "8") OR (^B_Q01aUK1 = "9") OR (^B_Q01aUK2 = "4") OR (^B_Q01aUK2 = "5") OR (^B_Q01aUK12 = "1"))))))) THEN ^EDLEVEL3 = "3"

ELSE ^EDLEVEL3 = "2"

Group

[id = B_C01aUK | response condition = Exactly One | Hidden | layout = list]

[B_C01aUK]

routing

[id = B_C01aUK_1]

IF ((^B_Q01aUK1 = "24") OR (^B_Q01aUK1 = "25")) THEN Goto [B_Q01c1](#)

ELSE

```
IF ( (^B_Q01aUK1 = "26" ) OR (^B_Q01aUK1 = "27" ) ) THEN Goto B_S01a1
ELSE
IF (^B_Q01aUK1 = "28" ) THEN Goto B_D01d
ELSE Goto B_Q01bUK
```

Group

```
[ id = B_S01a1 | response condition = All | layout = list ]
```

[B_S01a1]	What is the name of this qualification?	
Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

Group

```
[ id = B_C01a1UKX | response condition = All | Hidden | layout = list ]
```

[B_C01a1UKX]	
---------------------	--

routing

```
[ id = B_C01a1UKX_1 ]
```

```
IF (^B_Q01aUK1 = "26" ) THEN Goto B_Q01a2UK
ELSE Goto B_D01a3UK
```

Group

```
[ id = B_Q01a2UK | response condition = All | layout = list ]
```

[B_Q01a2UK]	In which country did you gain this qualification?
--------------------	--

Interviewer Instruction

Please specify the **CURRENT** name of the country.

Responses [layout = radioButton]	01	India
	02	Poland
	03	Pakistan
	04	Germany
	05	South Africa
	06	Bangladesh
	07	Nigeria
	08	Kenya
	09	United States

	10	Philippines
	11	France
	12	Australia
	13	Other country
	DK	
	RF	

routing

[id = B_Q01a2UK_1]

IF (^[B_Q01a2UK](#) = "13") THEN Goto [B_S01a2](#)

ELSE Goto [B_Q01a3UK](#)

Group

[id = B_S01a2 | response condition = All | layout = list]

[B_S01a2]	What country was that?
------------------	-------------------------------

Responses <i>[Min Length = 1 Max Length = 250 layout = radioButton]</i>	00	
	DK	
	RF	

Group

[id = B_Q01a3UK | response condition = All | layout = list]

[B_Q01a3UK]	Can you indicate which level in our national education system corresponds most closely with the level of this qualification?
--------------------	---

Interviewer Instruction

Hand show card 19.

Responses <i>[layout = radioButton]</i>	01	No qualifications
	02	Key Skills, Basic Skills, Essential Skills or equivalent
	03	O levels, GCSEs or equivalent
	04	NVQ level 2, City & Guilds craft or equivalent
	05	A levels or equivalent

	06	Trade apprenticeship
	07	NVQ level 3, City & Guilds Advanced Craft, ONC/OND or equivalent
	08	Degree or higher degree
	09	NVQ level 4 or 5, HNC/HND or equivalent
	DK	
	RF	

Group

[*id* = *B_D01a3UK* | *response condition* = *Exactly One* | *Hidden* | *layout* = *list*]

[[B_D01a3UK](#)]

inference rule

[*id* = *B_D01a3UK_1* | *after*]

IF ((^[B_Q01aUK9](#) = "4") OR ((^[B_Q01aUK10](#) = "4") OR ((^[B_Q01aUK10](#) = "5") OR ((^[B_Q01aUK2](#) = "1") OR ((^[B_Q01aUK11](#) = "4") OR ((^[B_Q01aUK11](#) = "5") OR ((^[B_Q01aUK6](#) = "7") OR ((^[B_Q01aUK7](#) = "1") OR ((^[B_Q01aUK12](#) = "4") OR ((^[B_Q01aUK13](#) = "3") OR ((^[B_Q01aUK1](#) = "23") OR ((^[B_Q01aUK1](#) = "24") OR ((^[B_Q01aUK1](#) = "25") OR ((^[B_Q01aUK1](#) = "28") OR ((^[B_Q01a3UK](#) = "1") OR ((^[B_Q01a3UK](#) = "2") THEN ^EDLEVEL3 = "1"
ELSE

IF ((^[B_Q01aUK1](#) = "1") OR ((^[B_Q01aUK1](#) = "2") OR ((^[B_Q01aUK1](#) = "3") OR ((^[B_Q01aUK9](#) = "1") OR ((^[B_Q01aUK10](#) = "1") OR ((^[B_Q01aUK1](#) = "7") OR ((^[B_Q01aUK1](#) = "8") OR ((^[B_Q01aUK1](#) = "9") OR ((^[B_Q01aUK2](#) = "4") OR ((^[B_Q01aUK2](#) = "5") OR ((^[B_Q01aUK12](#) = "1") OR ((^[B_Q01a3UK](#) = "8") OR ((^[B_Q01a3UK](#) = "9")))))))))))))))) THEN ^EDLEVEL3 = "3"
ELSE ^EDLEVEL3 = "2"

Group

[*id* = *B_C01a3UK* | *response condition* = *Exactly One* | *Hidden* | *layout* = *list*]

[[B_C01a3UK](#)]

routing

[*id* = *B_C01a3UK_1*]

IF (((^[B_Q01a3UK](#) = "1") OR ((^[B_Q01a3UK](#) = "DK")) OR ((^[B_Q01a3UK](#) = "RF"))) THEN Goto [B_D01d](#)
ELSE

IF ((^[B_Q01a3UK](#) = "2")) THEN Goto [B_Q01c1](#)

ELSE Goto [B_Q01bUK](#)

Group

[*id* = *B_Q01bUK* | *response condition* = *All* | *layout* = *list*]

[B_Q01bUK]	What is the main subject area of your highest qualification?
-------------------	---

Interviewer Instruction

1. Hand show card 2. 2. If there was more than one area of study associated with the one qualification, this refers to the most important. 3. If there was more than one qualification at this level, this question refers to the area of study for the most recent.

Responses <i>[layout = radioButton]</i>	01	General programmes
	02	Medicine
	03	Medical Related Subjects
	04	Biological Sciences
	05	Agricultural Sciences
	06	Physical/Environmental Sciences
	07	Mathematical Sciences and computing
	08	Engineering
	09	Technology
	10	Architecture and related subjects
	11	Social Sciences (including Law)
	12	Business and Financial Studies
	13	Librarianship and Information Studies
	14	Linguistics, English, Celtic
	15	European Languages
	16	Other Languages
	17	Humanities
	18	Arts
	19	Education
	DK	
RF		

Group							
<i>[id = B_Q01c1 response condition = Exactly One layout = list]</i>							
[B_Q01c1]	When you completed this qualification, how old were you, or what year was it?						
Interviewer Instruction							
1. Enter age OR year. 2. If there was more than one qualification at this level, this refers to the most recent.							
Responses <i>[Min = 6 Max = 65 layout = radioButton]</i>	<table border="1"> <tr> <td style="background-color: #ffcc99;">00</td> <td>Age [FTE]</td> </tr> <tr> <td style="background-color: #ffcc99;">DK</td> <td></td> </tr> <tr> <td style="background-color: #ffcc99;">RF</td> <td></td> </tr> </table>	00	Age [FTE]	DK		RF	
00	Age [FTE]						
DK							
RF							
[B_Q01c2]							
Responses <i>[Min = 1951 Max = 2012 layout = radioButton]</i>	<table border="1"> <tr> <td style="background-color: #ffcc99;">00</td> <td>Year [FTE]</td> </tr> <tr> <td style="background-color: #ffcc99;">DK</td> <td></td> </tr> <tr> <td style="background-color: #ffcc99;">RF</td> <td></td> </tr> </table>	00	Year [FTE]	DK		RF	
00	Year [FTE]						
DK							
RF							

routing
<i>[id = B_Q01c1_1]</i> IF ((^A_D01a3 - ^B_Q01c2) < "2") THEN Goto B_Q01d ELSE Goto B_D01d
inference rule
<i>[id = B_Q01c1_AgeYear_CRP after]</i> IF ((((^B_Q01c1 ≠ "DK") AND (^B_Q01c1 ≠ "RF")) AND (^B_Q01c1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^B_Q01c2 = (^A_Q01a + ^B_Q01c1) ELSE IF ((((^B_Q01c2 ≠ "DK") AND (^B_Q01c2 ≠ "RF")) AND (^B_Q01c2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^B_Q01c1 = (^B_Q01c2 - ^A_Q01a)
consistencyCheck
<i>[id = B_Q01c1_2 Soft]</i> IF ((((^B_Q01c2 - ^A_Q01a) < "10") OR ((^B_Q01c2 - ^A_Q01a) > "50")) OR ((^B_Q01c1 + ^A_Q01a) > ^A_D01a3)) Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of completing qualification (B_Q01c2).

Group [id = B_Q01d response condition = All layout = list]	
[B_Q01d]	And in which month was that?
Responses [layout = radioButton]	01 January
	02 February
	03 March
	04 April
	05 May
	06 June
	07 July
	08 August
	09 September
	10 October
	11 November
	12 December
	DK
	RF
Group [id = B_D01d response condition = All Hidden layout = list]	
[B_D01d]	

inference rule

[id = B_D01d_1 | after]

IF (((((((^B_Q00UKX = "28") OR (^B_Q01aUK1 = "28")) OR (^B_Q01aUK1 = "DK")) OR (^B_Q01aUK1 = "RF")) OR (^B_Q01a3UK = "1")) OR (^B_Q01a3UK = "DK")) OR (^B_Q01a3UK = "RF")) THEN ^B_D01d = "999"

ELSE

IF ((^B_Q01c2 = "DK") OR (^B_Q01c2 = "RF")) THEN ^B_D01d = "999"

ELSE

IF (((^B_Q01d = "DK") OR (^B_Q01d = "RF")) AND (^B_Q01c2 = ^A_D01a3)) THEN ^B_D01d = "12"

ELSE

IF ((^B_Q01d = "DK") OR (^B_Q01d = "RF")) THEN ^B_D01d = "999"
 ELSE ^B_D01d = (((^A_D01a3 x "12") + ^A_D01a1) - ((^B_Q01c2 x "12") +
 ^B_Q01d))

Group

[id = B_Q01dUKX | response condition = All | layout = list]

[B_Q01dUKX]	Have you completed a recognised apprenticeship, including trade, advanced and foundation modern apprenticeships?	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Group

[id = B_D02aUK | response condition = Exactly One | Hidden | layout = list]

[B_D02aUK]

inference rule

[id = B_D02aUK_1 | before]

IF (^B_Q00UKX = "28") THEN ^EDLEVEL3 = "1"

Group

[id = B_Q02a | response condition = All | layout = list]

[B_Q02a]	Are you currently studying for any qualifications?	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

1. If the respondent is unsure what is meant by 'formal qualification', explain that this question refers to the same concept as referred to in the preceding questions. 2. If the respondent is still in doubt, hand over the SHOW CARD 3 intended for question B_Q02bUK1, asking 'Are you currently pursuing any of the degrees or certificates listed on this card?'. 3. If the respondent replies by mentioning one of the degrees or certificates on the list, mark the answer "yes", and then mark the appropriate programme on the next screen.

routing

[id = B_Q02a_1]

IF (^B_Q02a = "1") THEN Goto [B_Q02bUK1](#)

ELSE Goto [B_Q03a](#)

Group

[id = B_Q02bUK1 | response condition = All | layout = list]

[B_Q02bUK1]

What qualification are you studying?

Interviewer Instruction

1. Hand show card 3. 2. In the case of a foreign qualification, ask the respondent to indicate the level using the national categories.

Responses [layout = checkBox]	01	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher
	02	Diploma in higher education
	03	HNC/HND
	04	ONC/OND
	05	BTEC/ EdExcel/ LQL
	06	SCOTVEC (Scotland)
	07	Teaching qualification (excluding PGCE)
	08	Nursing or other medical qualification not yet mentioned
	09	Other Higher Education qualification below degree level
	10	A Level/ Vocational A Level or equivalent
	11	NVQ/ SVQ
	12	AS level/ Vocational AS level or equivalent
	13	Access to HE
	14	Advanced Highers (Scotland)
	15	Highers (Scotland)
	16	Intermediate 2 NQs (Scotland)
	17	Intermediate 1 NQs (Scotland)
	18	Access level (Scotland)

	19	National Qualifications (including SGA) (Scotland)
	20	GCSE/ Vocational GCSE
	21	RSA/ OCR
	22	City and Guilds
	23	Key Skills/ Basic Skills/ Essential Skills
	24	Entry Level Qualifications
	25	Any other professional/ vocational qualifications/ apprenticeship
	DK	
	RF	

routing

```
[id = B_Q02bUK1_1 ]
IF (^B_Q02bUK1 = "11" ) THEN Goto B_Q02bUK2
ELSE
IF (^B_Q02bUK1 = "5" ) THEN Goto B_Q02bUK3
ELSE
IF (^B_Q02bUK1 = "6" ) THEN Goto B_Q02bUK4
ELSE
IF (^B_Q02bUK1 = "19" ) THEN Goto B_Q02bUK5
ELSE
IF (^B_Q02bUK1 = "21" ) THEN Goto B_Q02bUK6
ELSE
IF (^B_Q02bUK1 = "22" ) THEN Goto B_Q02bUK7
ELSE Goto B_Q02cUK
```

Group

```
[ id = B_Q02bUK2 | response condition = All | layout = list ]
```

[B_Q02bUK2]	What is the highest level of NVQ/SVQ that you are working towards?	
Responses [layout = radioButton]	01	Level 1
	02	Level 2
	03	Level 3
	04	Level 4

	05	Level 5
	DK	
	RF	

routing

[id = B_Q02bUK2_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK3 | response condition = All | layout = list]

[B_Q02bUK3]	What level BTEC/EdExcel/LQL are you studying for?	
Responses <i>[layout = radioButton]</i>	01	at higher level (level 4 or higher)
	02	at National Certificate or National Diploma level (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	DK	
	RF	

routing

[id = B_Q02bUK3_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK4 | response condition = All | layout = list]

[B_Q02bUK4]	What level SCOTVEC are you studying for?	
Responses <i>[layout = radioButton]</i>	01	higher level (Level 4)
	02	full National Certificate (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	05	modules towards a National Certificate

	DK	
	RF	

routing

[id = B_Q02bUK4_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK5 | response condition = All | layout = list]

[B_Q02bUK5]	Are you studying for a National Qualification at...	
Responses <i>[layout = radioButton]</i>	01	Access level
	02	Intermediate 1
	03	Intermediate 2
	04	Higher
	05	Advanced Higher
	DK	
	RF	

routing

[id = B_Q02bUK5_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK6 | response condition = All | layout = list]

[B_Q02bUK6]	Are you studying for an RSA at...	
Responses <i>[layout = radioButton]</i>	01	a higher diploma
	02	an advanced diploma or advanced certificate
	03	a diploma
	04	or some other RSA (including Stage I, II & III)

	RF	
--	----	--

routing

[id = B_Q02bUK6_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK7 | response condition = All | layout = list]

[B_Q02bUK7]	Are you studying for a City & Guilds qualification at...	
Responses <i>[layout = radioButton]</i>	01	advanced craft/part 3
	02	craft/part 2
	03	foundation/part 1
	DK	
	RF	

routing

[id = B_Q02bUK7_1]
 IF ("true" = "true") THEN Goto [B_Q02bUK8](#)

Group
[id = B_Q02bUK8 | response condition = All | layout = list]

[B_Q02bUK8]	Are you doing a recognised apprenticeship, including trade, advanced and foundation modern apprenticeships?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

routing

[id = B_Q02bUK8_1]
 IF ("true" = "true") THEN Goto [B_Q02cUK](#)

Group
[id = B_Q02cUK | response condition = All | layout = list]

[B_Q02cUK]	What is the main subject area of study for this qualification? If there is more than one, please choose the one you consider most important.
-------------------	---

Interviewer Instruction

Hand show card 2.

Responses <i>[layout = radioButton]</i>	01	General programmes
	02	Medicine
	03	Medical Related Subjects
	04	Biological Sciences
	05	Agricultural Sciences
	06	Physical/Environmental Sciences
	07	Mathematical Sciences and computing
	08	Engineering
	09	Technology
	10	Architecture and related subjects
	11	Social Sciences (including Law)
	12	Business and Financial Studies
	13	Librarianship and Information Studies
	14	Linguistics, English, Celtic
	15	European Languages
	16	Other Languages
	17	Humanities
	18	Arts
	19	Education
	DK	
RF		

[id = B_Q02cUK_1]

IF ("true" = "true") THEN Goto [B_C05bUK](#)

Group

[id = B_Q03a | response condition = All | layout = list]

[B_Q03a]

Did you ever start studying for any formal qualification, but leave before completing it?

Interviewer Instruction

1. This question refers to programmes as a whole (for example a bachelors programme at university). 2. If the respondent had a temporary break, but continued the programme later, this should not be counted as 'leaving before completing'.

Responses

[layout = radioButton]

01	Yes
02	No
DK	
RF	

routing

[id = B_Q03a_1]

IF (^[B_Q03a](#) = "1") THEN Goto [B_Q03bUK1](#)

ELSE Goto [B_D03d](#)

Group

[id = B_Q03bUK1 | response condition = All | layout = list]

[B_Q03bUK1]

What was the qualification you started studying towards? If there was more than one qualification you left before completion, please report the one with the highest level.

Interviewer Instruction

1. Hand show card 4. 2. In the case of a foreign qualification, ask the respondent to indicate the level using the national categories.

Responses

[layout = radioButton]

01	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher
02	Diploma in higher education
03	HNC/HND
04	ONC/OND
05	BTEC, BEC, TEC, EdExcel or LQL

06	SCOTVEC, SCOTEC or SCOTBEC (Scotland)
07	Teaching qualification (excluding PGCE)
08	Nursing or other medical qualification not yet mentioned
09	Other Higher Education qualification below degree level
10	A Level/ Vocational A Level or equivalent
11	Highers (Scotland)
12	NVQ/ SVQ
13	GNVQ/ GSVQ
14	AS level/ Vocational AS level or equivalent
15	Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)
16	Access to HE
17	O Level/GCSE/Vocational GCSE/CSE or equivalent
18	Intermediate 1 or 2 NQs (Scotland)
19	Standard Grade or O Grade (Scotland)
20	National Qualifications (including SGA) (Scotland)
21	RSA/ OCR
22	City and Guilds
23	YT Certificate/ YTP
24	Key Skills/ Basic Skills/ Essential Skills
25	Entry Level Qualifications
26	Any other professional/ vocational qualifications/ apprenticeship
DK	
RF	

routing		
<pre>[id = B_Q03bUK1_1] IF (^B_Q03bUK1 = "12") THEN Goto B_Q03bUK2 ELSE IF (^B_Q03bUK1 = "5") THEN Goto B_Q03bUK3 ELSE IF (^B_Q03bUK1 = "6") THEN Goto B_Q03bUK4 ELSE IF (^B_Q03bUK1 = "20") THEN Goto B_Q03bUK5 ELSE IF (^B_Q03bUK1 = "21") THEN Goto B_Q03bUK6 ELSE IF (^B_Q03bUK1 = "22") THEN Goto B_Q03bUK7 ELSE IF (^B_Q03bUK1 = "26") THEN Goto B_Q03bUK8 ELSE Goto B_Q03c1</pre>		
Group <pre>[id = B_Q03bUK2 response condition = All layout = list]</pre>		
[B_Q03bUK2]	What was the highest level of NVQ/SVQ that you started working towards?	
Responses <i>[layout = radioButton]</i>	01	Level 1
	02	Level 2
	03	Level 3
	04	Level 4
	05	Level 5
	DK	
	RF	

routing		
<pre>[id = B_Q03bUK2_1] IF ("true" = "true") THEN Goto B_Q03c1</pre>		
Group <pre>[id = B_Q03bUK3 response condition = All layout = list]</pre>		
[B_Q03bUK3]	What level BTEC/BEC/TEC/EdExcel/LQL were you studying for?	
Responses <i>[layout = </i>	01	at higher level (level 4 or higher)

<i>radioButton]</i>	02	at National Certificate or National Diploma level (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	DK	
	RF	

routing		
<i>[id = B_Q03bUK3_1]</i>		
IF ("true" = "true") THEN Goto B_Q03c1		
Group		
<i>[id = B_Q03bUK4 response condition = All layout = list]</i>		
[B_Q03bUK4]	What level SCOTVEC/SCOTEC/SCOTBEC were you studying for?	
Responses <i>[layout = radioButton]</i>	01	higher level (Level 4)
	02	full National Certificate (level 3)
	03	a first diploma or general diploma (level2)
	04	a first certificate or general certificate (below level 2)
	05	modules towards a National Certificate
	DK	
	RF	

routing		
<i>[id = B_Q03bUK4_1]</i>		
IF ("true" = "true") THEN Goto B_Q03c1		
Group		
<i>[id = B_Q03bUK5 response condition = All layout = list]</i>		
[B_Q03bUK5]	Were you studying for a National Qualification at..	
Responses <i>[layout = radioButton]</i>	01	Access level

	02	Intermediate 1
	03	Intermediate 2
	04	Higher
	05	Advanced Higher
	DK	
	RF	

routing

[id = B_Q03bUK5_1]

IF ("true" = "true") THEN Goto [B_Q03c1](#)

Group

[id = B_Q03bUK6 | response condition = All | layout = list]

[B_Q03bUK6]	Were you studying for an RSA at...	
Responses <i>[layout = radioButton]</i>	01	a higher diploma
	02	an advanced diploma or advanced certificate
	03	a diploma
	04	or some other RSA (including Stage I, II & III)
	DK	
	RF	

routing

[id = B_Q03bUK6_1]

IF ("true" = "true") THEN Goto [B_Q03c1](#)

Group

[id = B_Q03bUK7 | response condition = All | layout = list]

[B_Q03bUK7]	Were you studying for a City & Guilds qualification at...	
Responses <i>[layout = radioButton]</i>	01	advanced craft/part 3

	03	foundation/part 1
	DK	
	RF	

routing

[id = B_Q03bUK7_1]

IF ("true" = "true") THEN Goto [B_Q03c1](#)

Group

[id = B_Q03bUK8 | response condition = All | layout = list]

[B_Q03bUK8]	Were you doing a recognised apprenticeship, including trade, advanced and foundation modern apprenticeships?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

routing

[id = B_Q03bUK8_1]

IF ("true" = "true") THEN Goto [B_Q03c1](#)

Group

[id = B_Q03c1 | response condition = Exactly One | layout = list]

[B_Q03c1]	When you stopped studying for this qualification, how old were you or what year was it?	
------------------	--	--

Interviewer Instruction

Enter age OR year.

Responses <i>[Min = 6 Max = 65 layout = radioButton]</i>	00	Age [FTE]
	DK	
	RF	
[B_Q03c2]		

Responses <i>[Min = 1951 Max = 2012 layout = radioButton]</i>	00	Year [FTE]
	DK	
	RF	

inference rule

```
[id = B_Q03c1_AgeYear_CRP | after]
IF ( ( ( ( (^B_Q03c1 ≠ "DK" ) AND (^B_Q03c1 ≠ "RF" ) ) AND (^B_Q03c1 ≠ "NULL" ) ) AND (^A_Q01a ≠ "DK" ) ) AND (^A_Q01a ≠ "RF" ) ) THEN ^B_Q03c2 = (^A_Q01a + ^B_Q03c1)
ELSE
IF ( ( ( ( (^B_Q03c2 ≠ "DK" ) AND (^B_Q03c2 ≠ "RF" ) ) AND (^B_Q03c2 ≠ "NULL" ) ) AND (^A_Q01a ≠ "DK" ) ) AND (^A_Q01a ≠ "RF" ) ) THEN ^B_Q03c1 = (^B_Q03c2 - ^A_Q01a)
```

consistencyCheck

```
[id = B_Q03c1_1 | Soft ]
IF ( ( ( (^B_Q03c2 - ^A_Q01a) < "10" ) OR ( (^B_Q03c2 - ^A_Q01a) > "50" ) ) OR ( (^B_Q03c1 + ^A_Q01a) > ^A_D01a3 ) )
Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of leaving education without completing programme (B_Q03c2).
```

Group
[id = B_C03c2 | response condition = All | Hidden | layout = list]

[B_C03c2]	
------------------	--

routing

```
[id = B_C03c2_1 ]
IF ( (^A_D01a3 - ^B_Q03c2) < "2" ) THEN Goto B_Q03d
ELSE Goto B_D03d
```

Group
[id = B_Q03d | response condition = All | layout = list]

[B_Q03d]	And in which month was that?
Responses <i>[layout = radioButton]</i>	01 January
	02 February
	03 March
	04 April

	05	May
	06	June
	07	July
	08	August
	09	September
	10	October
	11	November
	12	December
	DK	
	RF	
Group [id = B_D03d response condition = All Hidden layout = list]		
[B_D03d]		

inference rule

```
[id = B_D03d_1 | after]
IF ( ( (^B_Q03a = "2" ) OR (^B_Q03a = "DK" ) ) OR (^B_Q03a = "RF" ) ) THEN
^B_D03d = "999"
ELSE
IF ( (^B_Q03c2 = "DK" ) OR (^B_Q03c2 = "RF" ) ) THEN ^B_D03d = "999"
ELSE
IF ( ( (^B_Q03d = "DK" ) OR (^B_Q03d = "RF" ) ) AND (^B_Q03c2 = ^A_D01a3) )
THEN ^B_D03d = "12"
ELSE
IF ( (^B_Q03d = "DK" ) OR (^B_Q03d = "RF" ) ) THEN ^B_D03d = "999"
ELSE ^B_D03d = ( ( (^A_D01a3 x "12" ) + ^A_D01a1) - ( (^B_Q03c2 x "12" ) +
^B_Q03d) )
```

Group
[id = B_C03d | response condition = All | Hidden | layout = list]

[B_C03d]

routing

```
[id = B_C03d_1 ]
IF ( (^B_D01d ≤ "12" ) OR (^B_D03d ≤ "12" ) ) THEN Goto B_R05a
ELSE Goto B_Q04a
```

Group

[id = B_Q04a | response condition = All | layout = list]

[B_Q04a]

During the last 12 months, that is since ^MonthYear, have you studied for any formal qualification, either full-time or part-time?

Interviewer Instruction

This question refers to all participation in formal education in the last 12 months, including education that the respondent left before completion.

Responses

[layout = radioButton]

01

Yes

02

No

DK

RF

Help

1. If the respondent is unsure what is meant by 'formal qualification', explain that this question refers to studies that, when completed, result in formal qualifications at primary, secondary, university or post-secondary level. 2. If the respondent is still in doubt, hand over the SHOW CARD 3 intended for question B_Q05aUK, asking 'During the last 12 months have you participated in any of the programmes listed on this card?'

routing

[id = B_Q04a_1]

IF (^B_Q04a = "1") THEN Goto [B_Q04b](#)

ELSE Goto [B_R12](#)

Group

[id = B_Q04b | response condition = All | layout = list]

[B_Q04b]

How many qualifications have you studied for during the last 12 months?

Interviewer Instruction

The number of qualifications refers to programmes as a whole (for example a bachelors degree at university), not to separate blocks or modules that may make up such programmes.

Responses

[Min = 1 | Max = 9 | layout = radioButton]

00

[FTE] qualifications

DK

RF

Group

[id = B_R05a | response condition = All | layout = list]

<p>[B_R05a]</p>	<p>[TU-EN-Question-B_R05a-1] I am now going to ask some more questions about the highest qualification you ever completed.</p> <p>[TU-EN-Question-B_R05a-2] I am now going to ask some more questions about this qualification.</p> <p>[TU-EN-Question-B_R05a-3] I am now going to ask some more questions about the last qualification you studied for.</p>
-----------------	--

Interviewer Instruction
Press <Next key> to continue

inference rule

[id = B_R05a_1 | before]

IF (((((^B_Q03a = "2") OR (^B_Q03a = "DK")) OR (^B_Q03a = "RF")) OR (^B_D03d ≥ ^B_D01d)) AND (^B_D01d ≤ "12")) THEN ^ThisQualification = "the highest qualification you ever completed."

ELSE

IF (((^B_D03d < ^B_D01d) AND (^B_D03d ≤ "12")) OR (^B_Q04b = "1")) THEN ^ThisQualification = "this qualification."

ELSE ^ThisQualification = "the last qualification you studied for."

Group

[id = B_C05a | response condition = All | Hidden | layout = list]

<p>[B_C05a]</p>	
-----------------	--

routing

[id = B_C05a_1]

IF ((^B_D01d ≤ "12") AND (^B_D01d ≤ ^B_D03d)) THEN Goto B_Q05c

ELSE

IF (^B_D03d ≤ "12") THEN Goto B_Q05bUK

ELSE Goto B_Q05aUK1

Group

[id = B_Q05aUK1 | response condition = All | layout = list]

<p>[B_Q05aUK1]</p>	<p>What was the level of this qualification?</p>
--------------------	--

Interviewer Instruction

1. Hand show card 3. 2. In the case of a foreign qualification, ask the respondent to indicate the level using the national categories.

<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td data-bbox="523 1895 624 2007"> <p>01</p> </td> <td data-bbox="624 1895 1394 2007"> <p>Degree level qualification including foundation degrees, graduate membership of a professional</p> </td> </tr> </table>	<p>01</p>	<p>Degree level qualification including foundation degrees, graduate membership of a professional</p>
<p>01</p>	<p>Degree level qualification including foundation degrees, graduate membership of a professional</p>		

		institute or PGCE, or higher
	02	Diploma in higher education
	03	HNC/HND
	04	ONC/OND
	05	EdExcel/ LQL
	06	SCOTVEC (Scotland)
	07	Teaching qualification (excluding PGCE)
	08	Nursing or other medical qualification not yet mentioned
	09	Other Higher Education qualification below degree level
	10	A Level/ Vocational A Level or equivalent
	11	NVQ/ SVQ
	12	AS level/ Vocational AS level or equivalent
	13	Access to HE
	14	Advanced Highers (Scotland)
	15	Highers (Scotland)
	16	Intermediate 2 NQs (Scotland)
	17	Intermediate 1 NQs (Scotland)
	18	Access level (Scotland)
	19	National Qualifications (including SGA) (Scotland)
	20	GCSE/ Vocational GCSE
	21	RSA/ OCR
	22	City and Guilds
	23	Key Skills/ Basic Skills/ Essential Skills
	24	Entry Level Qualifications

	25	Any other professional/ vocational qualifications/ apprenticeship
	DK	
	RF	

routing

```
[id = B_Q05aUK1_1 ]
IF (^B_Q05aUK1 = "11" ) THEN Goto B_Q05aUK2
ELSE
IF (^B_Q05aUK1 = "5" ) THEN Goto B_Q05aUK3
ELSE
IF (^B_Q05aUK1 = "6" ) THEN Goto B_Q05aUK4
ELSE
IF (^B_Q05aUK1 = "19" ) THEN Goto B_Q05aUK5
ELSE
IF (^B_Q05aUK1 = "21" ) THEN Goto B_Q05aUK6
ELSE
IF (^B_Q05aUK1 = "22" ) THEN Goto B_Q05aUK7
ELSE
IF (^B_Q05aUK1 = "25" ) THEN Goto B_Q05aUK8
ELSE Goto B_Q05bUK
```

Group

```
[ id = B_Q05aUK2 | response condition = All | layout = list ]
```

[B_Q05aUK2]	What is the level of this NVQ/SVQ?	
Responses [layout = radioButton]	01	Level 1
	02	Level 2
	03	Level 3
	04	Level 4
	05	Level 5
	DK	
	RF	

routing

```
[id = B_Q05aUK2_1 ]
IF ( "true" = "true" ) THEN Goto B_Q05bUK
```

Group
 [id = B_Q05aUK3 | response condition = All | layout = list]

[B_Q05aUK3]	What was the level of the EdExcel/LQL?	
Responses [layout = radioButton]	01	at higher level (level 4 or higher)
	02	at National Certificate or National Diploma level (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	DK	
	RF	

routing

[id = B_Q05aUK3_1]
 IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group
 [id = B_Q05aUK4 | response condition = All | layout = list]

[B_Q05aUK4]	What was the level of SCOTVEC?	
Responses [layout = radioButton]	01	higher level (Level 4)
	02	full National Certificate (level 3)
	03	a first diploma or general diploma (level2)
	04	a first certificate or general certificate (below level 2)
	05	modules towards a National Certificate
	DK	
	RF	

routing

[id = B_Q05aUK4_1]
 IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group
 [id = B_Q05aUK5 | response condition = All | layout = list]

[B_Q05aUK5]	What type of National Qualification was that...
Responses [layout = radioButton]	01 Access level
	02 Intermediate 1
	03 Intermediate 2
	04 Higher
	05 Advanced Higher
	DK
	RF

routing

[id = B_Q05aUK5_1]
 IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group
 [id = B_Q05aUK6 | response condition = All | layout = list]

[B_Q05aUK6]	What level RSA/OCR was that...
Responses [layout = radioButton]	01 a higher diploma
	02 an advanced diploma or advanced certificate
	03 a diploma
	04 or some other RSA (including Stage I, II & III)
	DK
	RF

routing

[id = B_Q05aUK6_1]
 IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group
 [id = B_Q05aUK7 | response condition = All | layout = list]

[B_Q05aUK7]	What level City & Guilds qualification was that...
--------------------	---

Responses [layout = radioButton]	01	advanced craft/part 3
	02	craft/part 2
	03	foundation/part 1
	DK	
	RF	

routing

[id = B_Q05aUK7_1]

IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group

[id = B_Q05aUK8 | response condition = All | layout = list]

[B_Q05aUK8]	Was that a recognised apprenticeship, including trade, advanced and foundation modern apprenticeships?	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

[id = B_Q05aUK8_1]

IF ("true" = "true") THEN Goto [B_Q05bUK](#)

Group

[id = B_Q05bUK | response condition = All | layout = list]

[B_Q05bUK]	What was the main subject area of study? If there is more than one, please choose the one you consider most important.	
-------------------	---	--

Interviewer Instruction

Hand show card 2.

Responses [layout = radioButton]	01	General programmes
	02	Medicine
	03	Medical Related Subjects

04	Biological Sciences
05	Agricultural Sciences
06	Physical/Environmental Sciences
07	Mathematical Sciences and computing
08	Engineering
09	Technology
10	Architecture and related subjects
11	Social Sciences (including Law)
12	Business and Financial Studies
13	Librarianship and Information Studies
14	Linguistics, English, Celtic
15	European Languages
16	Other Languages
17	Humanities
18	Arts
19	Education
DK	
RF	

Group

[id = B_C05bUK | response condition = Exactly One | Hidden | layout = list]

[B_C05bUK]

inference rule

[id = B_C05bUK_1 | after]

IF ((^B_Q02bUK1 = "1") OR ((^B_Q02bUK1 = "2") OR ((^B_Q02bUK1 = "3") OR ((^B_Q02bUK1 = "7") OR ((^B_Q02bUK1 = "8") OR ((^B_Q02bUK1 = "9") OR ((^B_Q02bUK1 = "13") OR ((^B_Q02bUK2 = "4") OR ((^B_Q02bUK2 = "5") OR ((^B_Q02bUK3 = "1") OR ((^B_Q02bUK4 = "1") OR ((^B_Q02bUK6 = "1"))))))))))))))

```

) ) ) THEN ^ISCED4UK = "1"
ELSE
IF ( (^B_Q02bUK1 = "DK" ) OR (^B_Q02bUK1 = "RF" ) ) THEN ^ISCED4UK = "3"
ELSE ^ISCED4UK = "2"

```

Group

[id = B_C05b | response condition = Exactly One | Hidden | layout = list]

[B_C05b]

routing

[id = B_C05b_1]

```

IF ( ( ( ( (^AgeEdu = "15" ) OR (^AgeEdu = "16" ) ) OR (^AgeEdu = "17" ) ) OR
(^AgeEdu = "18" ) ) OR (^AgeEdu = "19" ) ) AND (^ISCED4UK = "2" ) ) THEN Goto
B_END
ELSE Goto B_Q05c

```

Group

[id = B_Q05c | response condition = All | layout = list]

[B_Q05c]

Were the main reasons for choosing to study for this qualification job related?

Interviewer Instruction

'Job related' does not necessarily refer to one specific job, but could also refer to improving employment chances in general.

Responses

[layout = radioButton]

01	Yes
02	No
DK	
RF	

Group

[id = B_Q10a | response condition = All | layout = list]

[B_Q10a]

In the last 12 months, while studying for this qualification, were you employed at any time, either full-time or part-time?

Interviewer Instruction

If the respondent was self-employed at that time code 'yes'.

Responses

[layout = radioButton]

01	Yes
02	No
DK	
RF	

Group

[id = B_C10a | response condition = All | Hidden | layout = list]

[B_C10a]

routing

[id = B_C10a_1]

IF (^B_Q10a = "1") THEN Goto [B_Q10b](#)

ELSE Goto [B_Q11](#)

Group

[id = B_Q10b | response condition = All | layout = list]

[B_Q10b]

Did this study take place ...

Interviewer Instruction

Read categories to respondent.

Responses

[layout = radioButton]

01	Only during working hours
02	Mostly during working hours
03	Mostly outside working hours
04	Only outside working hours
DK	
RF	

Help

1. This question refers to the degree that the study takes place during working hours, meaning that the working hours are used to study for the qualification rather than for actually working. It also includes the case where a number of working hours are being replaced by study even if the studying itself takes place outside normal working time of the respondent. 2. If the study takes place outside working time and the respondent has received payment for the hours or additional leisure hours, the study should be coded as 'during working hours'. The answer should only reflect the participation in classes, tutorials etc. and not homework.

Group

[id = B_Q10c | response condition = All | layout = list]

[B_Q10c]

How useful were your studies for this qualification for the job or business you had at that time? Would you say they were ...

Interviewer Instruction

Read categories to respondent.

Responses

[layout = radioButton]

01	Not useful at all
----	-------------------

	02	Somewhat useful
	03	Moderately useful
	04	Very useful
	DK	
	RF	

Group

[id = B_Q11 | response condition = All | layout = list]

[B_Q11]

Did an employer or prospective employer pay for tuition or registration, exam fees, expenses for books or other costs associated with your studying for this qualification? Would that be ...

Interviewer Instruction

1. Read categories to respondent. 2. Other costs include travel and accommodation. 3. If self-employed paid for own expenses, code 'yes, totally' or 'yes, partly'.

Responses [layout = radioButton]	01	Yes, totally
	02	Yes, partly
	03	No, not at all
	04	There were no such costs
	05	No employer or prospective employer at that time
	DK	
	RF	

Group

[id = B_R12 | response condition = All | layout = list]

[B_R12]

**[TU-EN-Question-B_R12-1]
We would now like to turn to other organised learning activities you may have taken part in during the last 12 months, including both work and non-work related activities. We will distinguish between courses mentioned on this show card. When answering the next questions, please exclude any activity you engaged in as part of the study you already reported on.**

[TU-EN-Question-B_R12-2]
We would now like to turn to other organised learning activities you may have taken part in during the last 12 months, including both work and non-work related activities. We will distinguish between courses mentioned on this show card.

Interviewer Instruction

1. Hand show card 14 and ask the respondent to hold onto it until instructed to hand it back. 2. Include activities that have not (yet) been completed. All activities should be counted even if the duration was only one hour. 3. Press <Next key> to continue.

inference rule

[id = B_R12_1 | before]

IF ((((^B_Q02a = "1") OR (^B_D01d ≤ "12")) OR (^B_D03d ≤ "12")) OR (^B_Q04a = "1")) THEN ^ExcludeStudy = "When answering the next questions, please exclude any activity you engaged in as part of the study you already reported on."
 ELSE ^ExcludeStudy = " "

Group

[id = B_Q12a | response condition = All | layout = list]

[B_Q12a]	During the last 12 months, have you taken part in courses conducted through open or distance education?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Help

This covers courses which are similar to face-to-face courses, but take place via postal correspondence or electronic media, linking instructors/teachers/tutors or students who are not together in a classroom.

routing

[id = B_Q12a_1]

IF (^B_Q12a = "1") THEN Goto [B_Q12b](#)
 ELSE Goto [B_Q12c](#)

Group

[id = B_Q12b | response condition = All | layout = list]

[B_Q12b] **How many of these activities did you take part in?**

Interviewer Instruction

Count related learning activities held on different days as a single episode

Responses <i>[Min = 0 Max = 50 layout = radioButton]</i>	00	
	DK	
	RF	

inference rule

[id = B_Q12b_1 | before]

IF (^[B_Q12a](#) = "2") THEN ^[B_Q12b](#) = "0"

Group

[id = B_Q12c | response condition = All | layout = list]

[B_Q12c]	During the last 12 months, have you attended any organised sessions for on-the-job training or training by supervisors or colleagues?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Help

1. This type of training is characterised by planned periods of training, instruction or practical experience, using normal tools of work. 2. It is usually organised by the employer to facilitate adaptation of (new) staff. 3. It may include general training about the company as well as specific job-related instructions (safety and health hazards, working practices). 4. It includes for instance organised training or instructions by management, supervisors or colleagues to help the respondent to do his/her job better or to introduce him/her to new tasks, but can also take place in the presence of a tutor.

routing

[id = B_Q12c_1]

IF (^[B_Q12c](#) = "1") THEN Goto [B_Q12d](#)

ELSE Goto [B_Q12e](#)

Group

[id = B_Q12d | response condition = All | layout = list]

[B_Q12d]	How many of these activities did you take part in?
-----------------	---

Interviewer Instruction

Count related learning activities held on different days as a single episode

Responses <i>[Min = 0 Max = 50 layout = radioButton]</i>	00	
	DK	
	RF	

inference rule

[id = B_Q12d_1 | before]

IF (^B_Q12c = "2") THEN ^B_Q12d = "0"

Group

[id = B_Q12e | response condition = All | layout = list]

[B_Q12e]	During the last 12 months, have you taken part in seminars or workshops?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

routing

[id = B_Q12e_1]

IF (^B_Q12e = "1") THEN Goto [B_Q12f](#)

ELSE Goto [B_Q12g](#)

Group

[id = B_Q12f | response condition = All | layout = list]

[B_Q12f]	How many of these activities did you take part in?	
<u>Interviewer Instruction</u>		
Count related learning activities held on different days as a single episode		
Responses <i>[Min = 0 Max = 50 layout = radioButton]</i>	00	
	DK	
	RF	

inference rule

[id = B_Q12f_1 | before]

IF (^B_Q12e = "2") THEN ^B_Q12f = "0"

Group

[id = B_Q12g | response condition = All | layout = list]

[B_Q12g]

During the last 12 months, have you taken part in courses or private lessons, not already reported?

Interviewer Instruction

This can refer to any course, regardless of the purpose (work or non-work).

Responses

[layout = radioButton]

01	Yes
02	No
DK	
RF	

Help

1. Courses are typically subject oriented and taught by persons specialised in the field(s) concerned. They can take the form of classroom instruction (sometimes in combination with practice in real or simulated situations) or lectures. 2. If the person delivering private lessons has a teacher-student relationship with the respondent this question should be coded as 'yes'. If the provider/tutor is assisting the learner as a friend, family member or other social relationship it should be coded as 'no'.

routing

[id = B_Q12g_1]

IF (^B_Q12g = "1") THEN Goto [B_Q12h](#)
ELSE Goto [B_D12h1](#)

Group

[id = B_Q12h | response condition = All | layout = list]

[B_Q12h]

How many of these activities did you take part in?

Interviewer Instruction

Count related learning activities held on different days as a single episode

Responses

[Min = 0 | Max = 50
| layout = radioButton]

00	
DK	
RF	

inference rule

[id = B_Q12h_1 | before]

IF (^B_Q12g = "2") THEN ^B_Q12h = "0"

Group

[id = B_D12h1 | response condition = Exactly One | Hidden | layout = list]

[B_D12h1]

inference rule

[id = B_D12h1_1 | after]

IF (^B_Q12b = "NULL") THEN ^B_Q12bNumeric = "0"

ELSE ^B_Q12bNumeric = ^B_Q12b

Group

[id = B_D12h2 | response condition = Exactly One | Hidden | layout = list]

[B_D12h2]

inference rule

[id = B_D12h2_1 | after]

IF (^B_Q12d = "NULL") THEN ^B_Q12dNumeric = "0"

ELSE ^B_Q12dNumeric = ^B_Q12d

Group

[id = B_D12h3 | response condition = Exactly One | Hidden | layout = list]

[B_D12h3]

inference rule

[id = B_D12h3_1 | after]

IF (^B_Q12f = "NULL") THEN ^B_Q12fNumeric = "0"

ELSE ^B_Q12fNumeric = ^B_Q12f

Group

[id = B_D12h4 | response condition = Exactly One | Hidden | layout = list]

[B_D12h4]

inference rule

[id = B_D12h4_1 | after]

IF (^B_Q12h = "NULL") THEN ^B_Q12hNumeric = "0"

ELSE ^B_Q12hNumeric = ^B_Q12h

Group

[id = B_D12h | response condition = All | Hidden | layout = list]

[B_D12h]

routing

[id = B_D12h_1]

IF ((^B_D12h = "3") OR (^B_D12h = "5")) THEN Goto B_Q26a

ELSE Goto B_R13

inference rule

[id = B_D12h_2 | after]

```
IF ( (^B_Q12bNumeric + (^B_Q12dNumeric + (^B_Q12fNumeric +
^B_Q12hNumeric) ) ) = "1" ) THEN ^B_D12h = "1"
ELSE
IF ( (^B_Q12bNumeric + (^B_Q12dNumeric + (^B_Q12fNumeric +
^B_Q12hNumeric) ) ) > "1" ) THEN ^B_D12h = "2"
ELSE
IF ( (^B_Q12a = "2" ) AND ( (^B_Q12c = "2" ) AND ( (^B_Q12e = "2" ) AND
(^B_Q12g = "2" ) ) ) ) THEN ^B_D12h = "3"
ELSE
IF ( (^B_Q12a = "1" ) OR ( (^B_Q12c = "1" ) OR ( (^B_Q12e = "1" ) OR (^B_Q12g =
"1" ) ) ) ) THEN ^B_D12h = "4"
ELSE ^B_D12h = "5"
```

Group

[id = B_R13 | response condition = All | layout = list]

[B_R13]

[TU-EN-Question-B_R13-1]

I am going to ask some questions about your participation in open or distance education.

[TU-EN-Question-B_R13-2]

I am going to ask some questions about your participation in organised sessions for on-the-job training or training by supervisors or colleagues.

[TU-EN-Question-B_R13-3]

I am going to ask some questions about your participation in seminars or workshops.

[TU-EN-Question-B_R13-4]

I am going to ask some questions about your participation in courses or private lessons.

[TU-EN-Question-B_R13-5]

I am going to ask some questions about the activities you just reported on. I will start with some questions on the last of these activities that you participated in.

Interviewer Instruction

Press <Next key> to continue.

inference rule

[id = B_R13_1 | before]

```
IF ( (^B_D12h = "1" ) AND (^B_Q12a = "1" ) ) THEN ^CurrentLast = "your
participation in open or distance education."
ELSE
```

```
IF ( (^B_D12h = "1" ) AND (^B_Q12c = "1" ) ) THEN ^CurrentLast = "your participation in organised sessions for on-the-job training or training by supervisors or co-workers."
ELSE
IF ( (^B_D12h = "1" ) AND (^B_Q12e = "1" ) ) THEN ^CurrentLast = "your participation in seminars or workshops."
ELSE
IF ( (^B_D12h = "1" ) AND (^B_Q12g = "1" ) ) THEN ^CurrentLast = "your participation in courses or private lessons."
ELSE
IF ( (^B_D12h = "2" ) OR (^B_D12h = "4" ) ) THEN ^CurrentLast = "the activities you just reported on. I will start with some questions on the last of these activities that you participated in."
```

Group

[id = B_C13 | response condition = All | Hidden | layout = list]

[B_C13]

routing

[id = B_C13_1]

```
IF ( (^B_D12h = "1" ) AND (^B_Q12c = "1" ) ) THEN Goto B_Q14b
ELSE
IF ( (^B_D12h = "1" ) AND ( ( (^B_Q12c = "2" ) OR (^B_Q12c = "DK" ) ) OR (^B_Q12c = "RF" ) ) ) THEN Goto B_Q14a
ELSE Goto B_Q13
```

Group

[id = B_Q13 | response condition = All | layout = list]

[B_Q13]

What kind of activity listed on this card was this?

Interviewer Instruction

After the respondent has answered, take back show card 14.

Responses

[layout = radioButton]

01	A course conducted through open or distance education
02	An organised session for on-the-job training or training by supervisors or colleagues
03	A seminar or workshop
04	Other kind of course or private lesson
DK	
RF	

Help

1. Open or distance courses are similar to face-to-face courses, but take place via postal correspondence or electronic media, linking instructors/teachers/tutors or

students who are not together in a classroom. 2. Organised sessions for on-the-job training or training by supervisors or colleagues is characterised by planned periods of training, instruction or practical experience, using normal tools of work, It is usually organised by the employer to facilitate adaptation of (new) staff. It may include general training about the company as well as specific job-related instructions (safety and health hazards, working practices). This includes for instance organised training or instructions by management, supervisors or colleagues to help the respondent to do his/her job better or to introduce him/her to new tasks, but can also take place in the presence of a tutor. 3. Courses are typically subject oriented and taught by persons specialised in the field(s) concerned. They can take the form of classroom instruction (sometimes in combination with practice in real or simulated situations) or lectures. If the person delivering private lessons has a teacher-student relationship with the respondent this question should be coded as 'yes'. If the provider/tutor is assisting the learner as a friend, family member or other social relationship it should be coded as 'no'.

routing

[id = B_Q13_1]

IF (^B_Q13 = "2") THEN Goto [B_Q14b](#)

ELSE Goto [B_Q14a](#)

Group

[id = B_Q14a | response condition = All | layout = list]

[B_Q14a]

Was this activity mainly job related?

Interviewer Instruction

'Job related' does not necessarily refer to one specific job, but could also refer to improving employment chances in general.

Responses

[layout = radioButton]

01	Yes
02	No
DK	
RF	

routing

[id = B_Q14a_1]

IF (^B_Q14a = "1") THEN Goto [B_Q14b](#)

ELSE Goto [B_C14](#)

Group

[id = B_Q14b | response condition = All | layout = list]

[B_Q14b]

Could you please specify more precisely the main reason for taking part in this activity?

Interviewer Instruction

1. Hand show card 6. 2. Mark only one answer. 3. If you feel that the respondent has a problem in reading the show card, read the answer categories to the respondent.

Responses [layout = radioButton]	01	To do my job better and/or improve career prospects
	02	To be less likely to lose my job
	03	To increase my possibilities of getting a job, or changing a job or profession
	04	To start my own business
	05	I was obliged to take part
	06	To increase my knowledge or skills on a subject that interests me
	07	To obtain a certificate
	08	Other
	DK	
	RF	

Group
[id = B_C14 | response condition = All | Hidden | layout = list]

[B_C14]

routing

[id = B_C14_1]
IF ((^B_Q13 = "2") OR ((^B_D12h = "1") AND (^B_Q12c = "1"))) THEN Goto [B_Q15b](#)
ELSE Goto [B_Q15a](#)

Group
[id = B_Q15a | response condition = All | layout = list]

[B_Q15a]

Were you employed, either full-time or part-time, at any time while taking part in this activity?

Interviewer Instruction

If the respondent was self-employed at that time code 'yes'.

Responses [layout = radioButton]	01	Yes
	02	No

	DK	
	RF	

routing

[id = B_Q15a_1]
 IF (^[B_Q15a](#) = "1") THEN Goto [B_Q15b](#)
 ELSE Goto [B_Q16](#)

Group
[id = B_Q15b | response condition = All | layout = list]

[B_Q15b] **Did this activity take place ...**

Interviewer Instruction
Read categories to respondent.

Responses <i>[layout = radioButton]</i>	01	Only during working hours
	02	Mostly during working hours
	03	Mostly outside working hours
	04	Only outside working hours
	DK	
	RF	

Help

1. This question refers to the degree that the activity takes place during working hours meaning that the working hours are used to attend the activity instead of working. 2. It also includes the case where a number of working hours are being replaced by the learning activity even if the activity itself takes place outside normal working time of the respondent. 3. If the learning activity takes place outside working time and the respondent has received payment for the hours or additional leisure hours, the activity should be coded as during working hours. 4. The answer should only reflect the participation in the course itself and not homework.

Group
[id = B_Q15c | response condition = All | layout = list]

[B_Q15c] **How useful was this training for the job or business you had at that time or still have? Would you say it was ...**

Interviewer Instruction
Read categories to respondent.

Responses <i>[layout = radioButton]</i>	01	Not useful at all
--	----	-------------------

	02	Somewhat useful
	03	Moderately useful
	04	Very useful
	DK	
	RF	

Group

[id = B_Q16 | response condition = All | layout = list]

[B_Q16]

Did an employer or prospective employer pay for tuition or registration, exam fees, expenses for books or other costs resulting from your participation in this activity? Would that be ...

Interviewer Instruction

1. Read categories to respondent. 2. Other costs include costs for travel and accommodation. 3. If self-employed and paid for own expenses, code 'yes, totally' or 'yes, partly'.

Responses [layout = radioButton]	01	Yes, totally
	02	Yes, partly
	03	No, not at all
	04	There were no such costs
	05	No employer or prospective employer at that time
	DK	
	RF	

Group

[id = B_Q17 | response condition = All | layout = list]

[B_Q17]

Now let's look at the total amount of time you have spent in the past 12 months on all types of courses, training, private lessons, seminars or workshops. What is the easiest way to describe the total time you spent on all these activities: would that be in WHOLE weeks, in WHOLE days or in hours? Exclude time spent on homework or travel.

Responses [layout =	01	Weeks
-------------------------	----	-------

<i>radioButton]</i>	02	Days
	03	Hours
	DK	
	RF	

routing

```
[id = B_Q17_1 ]
IF ( ^B_Q17 = "1" ) THEN Goto B_Q18a
ELSE
IF ( ^B_Q17 = "2" ) THEN Goto B_Q19a
ELSE
IF ( ( ^B_Q17 = "3" ) OR ( ^B_Q17 = "DK" ) ) THEN Goto B_Q20a
ELSE Goto B_Q26a
```

Group
[id = B_Q18a | response condition = All | layout = list]

[B_Q18a]	From ^MonthYear until now, how many WHOLE weeks did you spend in these activities?
-----------------	---

Responses <i>[Min = 1 Max = 52 layout = radioButton]</i>	00	[FTE] weeks
	DK	
	RF	

routing

```
[id = B_Q18a_1 ]
IF ( "true" = "true" ) THEN Goto B_C20b
```

Group
[id = B_Q19a | response condition = All | layout = list]

[B_Q19a]	From ^MonthYear until now, how many WHOLE days did you spend in these activities?
-----------------	--

Responses <i>[Min = 1 Max = 365 layout = radioButton]</i>	00	[FTE] days
	DK	
	RF	

routing

[id = B_Q19a_1]

IF ("true" = "true") THEN Goto [B_C20b](#)

Group

[id = B_Q20a | response condition = All | layout = list]

[B_Q20a]

From ^MonthYear until now, how many hours did you spend in these activities? Exclude hours spent travelling to and from the places at which these activities took place.

Responses

[Min = 1 | Max = 2500 | layout = radioButton]

00

[FTE] hours

DK

RF

Group

[id = B_C20b | response condition = Exactly One | Hidden | layout = list]

[B_C20b]

routing

[id = B_C20b_1]

IF (^B_D12h = "2") THEN Goto [B_Q20b](#)

ELSE Goto [B_Q26a](#)

Group

[id = B_Q20b | response condition = All | layout = list]

[B_Q20b]

About how much of this time was spent on activities that were job-related?

Interviewer Instruction

Hand show card 5.

Responses

[layout = radioButton]

01

None of the time

02

Up to a quarter of the time

03

Up to half of the time

04

More than half of the time

05

All of the time

DK

RF

Group

[id = B_Q26a | response condition = All | layout = list]

<p>[B_Q26a]</p>	<p>[TU-EN-Question-B_Q26a-1] In the last 12 months, were there more learning activities you wanted to take part in but did not? Include both learning activities that lead to formal qualifications and other organised learning activities.</p> <p>[TU-EN-Question-B_Q26a-2] In the last 12 months, were there any learning activities you wanted to take part in but did not? Include both learning activities that lead to formal qualifications and other organised learning activities.</p>								
<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									

routing

[id = B_Q26a_1]
 IF (^B_Q26a = "1") THEN Goto [B_Q26b](#)
 ELSE Goto [B_END](#)

inference rule

[id = B_Q26a_2 | before]
 IF (((((((^B_D01d ≤ "12") OR (^B_D03d ≤ "12")) OR (^B_Q02a = "1")) OR (^B_Q04a = "1")) OR (^B_D12h = "1")) OR (^B_D12h = "2")) OR (^B_D12h = "4")) THEN ^MoreAny = "more"
 ELSE ^MoreAny = "any"

Group
[id = B_Q26b | response condition = All | layout = list]

<p>[B_Q26b]</p>	<p>Which of the following reasons prevented you from taking part in education and training? Please indicate the most important reason.</p>
------------------------	---

Interviewer Instruction
 1. Hand show card 7. 2. If you feel that the respondent has a problem in reading the show card, read the answer categories to the respondent.

<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td>01</td> <td>I did not have the prerequisites</td> </tr> <tr> <td>02</td> <td>Education or training was too expensive/I could not</td> </tr> </table>	01	I did not have the prerequisites	02	Education or training was too expensive/I could not
01	I did not have the prerequisites				
02	Education or training was too expensive/I could not				

		afford it
	03	Lack of employer's support
	04	I was too busy at work
	05	The course or programme was offered at an inconvenient time or place
	06	I did not have time because of child care or family responsibilities
	07	Something unexpected came up that prevented me from taking education or training
	08	Other
	DK	
	RF	

Group
[id = B_END | response condition = All | Hidden | layout = list]

[B_END]

routing

[id = B_END_1]
 IF ("true" = "true") THEN Goto [C_START](#)

Group
[id = C_START | response condition = All | Hidden | layout = list]

[C_START]

Group
[id = C_R01 | response condition = All | layout = list]

[C_R01] **I would now like to ask some questions about your activities last week, that is, the 7 days ending last Sunday.**

Interviewer Instruction
Press <Next key> to continue

Group
[id = C_Q01a | response condition = All | layout = list]

[C_Q01a] **In the last week, did you do any PAID work for at least one hour, either as an employee or as self-employed?**

Interviewer Instruction

1. This question is crucial for the routing. Don't knows or refusals are to be minimised. Please probe for an answer. 2. Unpaid work for family business should be excluded here and reported in C_Q01c.

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

1. Paid work means any work for pay or profit during the reference week, even for as little as one hour. Pay includes cash payments or "payment in kind" (payment in goods or services rather than money), whether payment was received in the week the work was done or not. Also counted as working for pay is anyone who receives wages for on-the-job training that involves the production of goods or services. 2. Self-employed: a person who works directly for himself/herself. A self-employed person may or may not have personnel.

routing

[id = C_Q01a_1]

IF (^C_Q01a = "1") THEN Goto [C_D05](#)

ELSE Goto [C_Q01b](#)

Group

[id = C_Q01b | response condition = All | layout = list]

[C_Q01b]

Last week, were you away from a job or business that you plan to return to?

Interviewer Instruction

This question is crucial for the routing. Don't knows or refusals are to be minimised. Please probe for an answer.

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

1. People who are temporarily away from their job because of holiday, sickness, maternity leave, sabbatical etc should be coded 'yes'. 2. People who have been temporarily laid off, but receive at least 50% of their wage or salary from their employer or expect to return to their former job within 3 months, should also be coded 'yes'.

routing	
[id = C_Q01b_1] IF (^C_Q01b = "1") THEN Goto C_D05 ELSE Goto C_Q01c	
Group [id = C_Q01c response condition = All layout = list]	
[C_Q01c]	Last week, did you do any UNPAID work for at least one hour for a business that you own or a relative owns?

Interviewer Instruction
This question is crucial for the routing. Don't knows or refusals are to be minimised. Please probe for an answer.

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help
 1. Unpaid work for a business that you own or a relative owns means that the respondent does not receive any pay or profit from the work during the reference week. The respondent should not have received or expect to receive cash payments or "payment in kind" (payment in goods or services rather than money) for work done at a business s/he or a relative owns. 2. Unpaid family work is any task directly contributing to the operation of the family farm or business.

routing	
[id = C_Q01c_1] IF (^C_Q01c = "1") THEN Goto C_D05 ELSE Goto C_Q02a	
Group [id = C_Q02a response condition = All layout = list]	

[C_Q02a]	In the 4 weeks ending last Sunday, were you looking for paid work at any time?	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing									
<p><i>[id = C_Q02a_1]</i> IF (^C_Q02a = "1") THEN Goto C_S03 ELSE Goto C_Q02aUK2</p>									
<p>Group <i>[id = C_Q02aUK2 response condition = All layout = list]</i></p>									
[C_Q02aUK2]	... or were you looking in those 4 weeks for a place on a government scheme?								
Responses <i>[layout = radioButton]</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; background-color: #f4cccc;">01</td> <td>Yes</td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">02</td> <td>No</td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">DK</td> <td></td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
	01	Yes							
	02	No							
	DK								
RF									

routing									
<p><i>[id = C_Q02aUK2_1]</i> IF (^C_Q02aUK2 = "1") THEN Goto C_S03 ELSE Goto C_Q02b</p>									
<p>Group <i>[id = C_Q02b response condition = All layout = list]</i></p>									
[C_Q02b]	In these 4 weeks, were you waiting to start a job for which you had already been hired?								
Responses <i>[layout = radioButton]</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; background-color: #f4cccc;">01</td> <td>Yes</td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">02</td> <td>No</td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">DK</td> <td></td> </tr> <tr> <td style="text-align: center; background-color: #f4cccc;">RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
	01	Yes							
	02	No							
	DK								
RF									

routing	
<p><i>[id = C_Q02b_1]</i> IF (^C_Q02b = "1") THEN Goto C_Q02c ELSE Goto C_Q03</p>	
<p>Group <i>[id = C_Q02c response condition = All layout = list]</i></p>	
[C_Q02c]	Will you be starting that job within three months, or in more than three months?

Responses [layout = radioButton]	01	within three months
	02	in more than three months
	DK	
	RF	

routing

[id = C_Q02c_1]

IF ("true" = "true") THEN Goto [C_S03](#)

Group

[id = C_Q03 | response condition = All | layout = list]

[C_Q03]

In the last 4 weeks, for which of the following reasons did you not look for work?

Interviewer Instruction

1. Hand show card 8. 2. If you feel that the respondent has a problem in reading the show card, read the answer categories to the respondent. 3. Mark all that apply.

Responses [layout = checkBox]	01	I was waiting for the results of an application for a job or was being assessed by a training agent
	02	I was a student
	03	I was looking after the family or home
	04	I was temporarily sick or injured
	05	I have a long-term illness or disability
	06	I did not believe any jobs were available
	07	I did not get around to looking yet
	08	I did not need employment
	09	I retired from paid work
	10	Other reason
	DK	
RF		

routing	
[id = C_Q03_1] IF ("true" = "true") THEN Goto C_D05	
Group [id = C_S03 response condition = All layout = list]	
[C_S03]	How many months in total have/had you been looking for paid work?

Interviewer Instruction

1. If the respondent answers in years this must be recorded as the equivalent number of months. 2. The respondent should be prompted to report the exact number of months if the time spent looking for work is less than two years. 3. Replies of less than a month should be entered as zero.

Responses [Min = 0 Max = 99 layout = radioButton]	<table border="1"> <tr> <td style="background-color: #f4cccc;">00</td> <td>[FTE] months</td> </tr> <tr> <td style="background-color: #f4cccc;">DK</td> <td></td> </tr> <tr> <td style="background-color: #f4cccc;">RF</td> <td></td> </tr> </table>	00	[FTE] months	DK		RF	
00	[FTE] months						
DK							
RF							

routing									
[id = C_S03_1] IF (^C_Q02a = "1") THEN Goto C_Q04aUK1 ELSE IF (^C_Q02c = "1") THEN Goto C_Q05 ELSE Goto C_D05									
Group [id = C_Q04aUK1 response condition = All layout = table]									
[C_Q04aUK1_lead]	In the four weeks ending last Sunday, did you do any of these things ...								
[C_Q04aUK1]	visit a Jobcentre (GB) or Jobs & Benefits Office (NI)?								
Responses [layout = radioButton]	<table border="1"> <tr> <td style="background-color: #f4cccc;">01</td> <td>Yes</td> </tr> <tr> <td style="background-color: #f4cccc;">02</td> <td>No</td> </tr> <tr> <td style="background-color: #f4cccc;">DK</td> <td></td> </tr> <tr> <td style="background-color: #f4cccc;">RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04aUK2]	visit a Careers Office?								
Responses [layout =	<table border="1"> <tr> <td style="background-color: #f4cccc;">01</td> <td>Yes</td> </tr> </table>	01	Yes						
01	Yes								

<i>radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 241 625 322">02</td> <td data-bbox="625 241 1393 322">No</td> </tr> <tr> <td data-bbox="529 322 625 389">DK</td> <td data-bbox="625 322 1393 389"></td> </tr> <tr> <td data-bbox="529 389 625 456">RF</td> <td data-bbox="625 389 1393 456"></td> </tr> </table>	02	No	DK		RF			
02	No								
DK									
RF									
[C_Q04aUK3]	visit a Jobclub?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 555 625 636">01</td> <td data-bbox="625 555 1393 636">Yes</td> </tr> <tr> <td data-bbox="529 636 625 703">02</td> <td data-bbox="625 636 1393 703">No</td> </tr> <tr> <td data-bbox="529 703 625 770">DK</td> <td data-bbox="625 703 1393 770"></td> </tr> <tr> <td data-bbox="529 770 625 837">RF</td> <td data-bbox="625 770 1393 837"></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04b]	have your name on the books of a private employment agency?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 981 625 1061">01</td> <td data-bbox="625 981 1393 1061">Yes</td> </tr> <tr> <td data-bbox="529 1061 625 1128">02</td> <td data-bbox="625 1061 1393 1128">No</td> </tr> <tr> <td data-bbox="529 1128 625 1196">DK</td> <td data-bbox="625 1128 1393 1196"></td> </tr> <tr> <td data-bbox="529 1196 625 1263">RF</td> <td data-bbox="625 1196 1393 1263"></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04c]	apply directly to employers?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 1361 625 1442">01</td> <td data-bbox="625 1361 1393 1442">Yes</td> </tr> <tr> <td data-bbox="529 1442 625 1509">02</td> <td data-bbox="625 1442 1393 1509">No</td> </tr> <tr> <td data-bbox="529 1509 625 1576">DK</td> <td data-bbox="625 1509 1393 1576"></td> </tr> <tr> <td data-bbox="529 1576 625 1644">RF</td> <td data-bbox="625 1576 1393 1644"></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04d]	ask friends, relatives, colleagues or trade unions about jobs?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 1787 625 1868">01</td> <td data-bbox="625 1787 1393 1868">Yes</td> </tr> <tr> <td data-bbox="529 1868 625 1935">02</td> <td data-bbox="625 1868 1393 1935">No</td> </tr> <tr> <td data-bbox="529 1935 625 2002">DK</td> <td data-bbox="625 1935 1393 2002"></td> </tr> </table>	01	Yes	02	No	DK			
01	Yes								
02	No								
DK									

	RF	
[C_Q04e]	advertise for jobs in newspapers, journals or on the internet?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	
[C_Q04eUK2]	answer advertisements in newspapers, journals or on the internet?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	
Group <i>[id = C_Q04f response condition = All layout = table]</i>		
[C_Q04f_lead]	In the four weeks ending last Sunday, did you do any of these things ...	
[C_Q04f]	study situations vacant columns in newspapers, journals or on the internet?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	
[C_Q04g]	take a recruitment test or examination or undergo an interview?	
Responses <i>[layout = radioButton]</i>	01	Yes

	<table border="1"> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	02	No	DK		RF			
02	No								
DK									
RF									
[C_Q04h]	look for land, premises or equipment for work?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04i]	apply for permits, licences or financial resources for work?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									
[C_Q04j]	do anything else to find work?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									

routing

[id = C_Q04f_1]

IF (^C_Q04j = "1") THEN Goto [C_S04j](#)

ELSE Goto [C_D04](#)

Group

[id = C_S04j | response condition = All | layout = list]

[C_S04j]	Could you please specify what else you did to find work?
-----------------	---

Responses [<i>Min Length = 1 Max Length = 99 layout = radioButton</i>]	00	
	DK	
	RF	
Group [<i>id = C_D04 response condition = All Hidden layout = list</i>]		
[C_D04]		

inference rule

[*id = C_D04_1 | after*]

IF (((((((((((^C_Q04aUK1 = "1") OR (^C_Q04aUK2 = "1")) OR (^C_Q04aUK3 = "1")) OR (^C_Q04b = "1")) OR (^C_Q04c = "1")) OR (^C_Q04d = "1")) OR (^C_Q04e = "1")) OR (^C_Q04eUK2 = "1")) OR (^C_Q04g = "1")) OR (^C_Q04h = "1")) OR (^C_Q04i = "1")) THEN ^C_D04 = "1"

ELSE

IF (((((((((((^C_Q04aUK1 = "2") AND (^C_Q04aUK2 = "2")) AND (^C_Q04aUK3 = "2")) AND (^C_Q04b = "2")) AND (^C_Q04c = "2")) AND (^C_Q04d = "2")) AND (^C_Q04e = "2")) AND (^C_Q04eUK2 = "2")) AND (^C_Q04g = "2")) AND (^C_Q04h = "2")) AND (^C_Q04i = "2")) THEN ^C_D04 = "2"

ELSE ^C_D04 = "3"

Group
 [*id = C_Q05 | response condition = All | layout = list*]

[C_Q05]	If a job or place on a government scheme had been available in the week ending last Sunday, would you have been able to start in the next 2 weeks?	
Responses [<i>layout = radioButton</i>]	01	Yes
	02	No
	DK	
	RF	

Group
 [*id = C_D05 | response condition = All | Hidden | layout = list*]

[C_D05]	
---------	--

routing

[*id = C_D05_1*]

IF ((^C_Q01a = "1") OR (^C_Q01b = "1")) THEN Goto C_Q06
 ELSE Goto C_D06

inference rule

[id = C_D05_2 | after]

IF ((^C_Q01a = "1") OR ((^C_Q01b = "1") OR (^C_Q01c = "1"))) THEN ^C_D05 = "1"

ELSE

IF (((^C_Q02a = "1") OR (^C_Q02aUK2 = "1")) AND ((^C_D04 = "1") AND (^C_Q05 = "1"))) THEN ^C_D05 = "2"

ELSE

IF ((^C_Q02c = "1") AND (^C_Q05 = "1")) THEN ^C_D05 = "2"

ELSE

IF ((((^C_Q01a = "2") AND (^C_Q01b = "2")) AND (^C_Q01c = "2")) AND ((((^C_Q02a = "2") AND (^C_Q02aUK2 = "2")) OR (^C_Q02b = "2")) OR (^C_Q02c = "2")))) THEN ^C_D05 = "3"

ELSE

IF (((^C_D04 = "2") AND (^C_Q02a = "1")) OR (^C_Q05 = "2")) THEN ^C_D05 = "3"

ELSE ^C_D05 = "4"

Group

[id = C_Q06 | response condition = All | layout = list]

[C_Q06]

In the last week, did you have one job or one business or was there more than one? Please only consider paid work.

Interviewer Instruction

1. This includes work from which the respondent was temporarily away. 2. If the respondent had one job AND one business, this should be marked as 'More than one job or business'.

Responses

[layout = radioButton]

01	One job or business
02	More than one job or business
DK	
RF	

Group

[id = C_D06 | response condition = All | Hidden | layout = list]

[C_D06]

inference rule

[id = C_D06_1 | after]

```

IF ( ( (^C_Q01a = "1" ) OR (^C_Q01b = "1" ) ) AND (^C_Q06 = "1" ) ) THEN ^C_D06
= "1"
ELSE
IF ( ( (^C_Q01a = "1" ) OR (^C_Q01b = "1" ) ) AND ( ( (^C_Q06 = "2" ) OR (^C_Q06
= "DK" ) ) OR (^C_Q06 = "RF" ) ) ) THEN ^C_D06 = "2"
ELSE
IF (^C_Q01c = "1" ) THEN ^C_D06 = "3"
ELSE
IF ( ( (^C_Q01a = "2" ) AND (^C_Q01b = "2" ) ) AND (^C_Q01c = "2" ) ) THEN
^C_D06 = "4"
ELSE ^C_D06 = "5"
    
```

Group

[id = C_Q07 | response condition = All | layout = list]

[C_Q07]

Please look at this card and tell me which ONE of the statements best describes your current situation. If more than one statement applies to you, please indicate the statement that best describes how you see yourself.

Interviewer Instruction

1. Hand show card 9. 2. Mark only one answer.

Responses [layout = radioButton]	01	Full-time employed (self-employed, employee)
	02	Part-time employed (self-employed, employee)
	03	Unemployed
	04	Pupil, student
	05	Apprentice, internship
	06	In retirement or early retirement
	07	Permanently disabled
	08	In compulsory military or community service
	09	Fulfilling domestic tasks or looking after children/family
	10	Other
	DK	
RF		

Group

[id = C_C08 | response condition = All | Hidden | layout = list]

[C_C08]

routing

[id = C_C08_1]
 IF ((^C_D06 = "1") OR (^C_D06 = "2")) THEN Goto [C_Q09](#)
 ELSE Goto [C_Q08a](#)

Group
[id = C_Q08a | response condition = All | layout = list]

[C_Q08a]	Have you ever had paid work? Please include self-employment.
-----------------	---

Interviewer Instruction
Unpaid work for family business should be excluded.

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Help
 1. Paid work means any work for pay or profit, even for as little as one hour. Pay includes cash payments or "payment in kind" (payment in goods or services rather than money). Also counted as working for pay is anyone who receives wages for on-the-job training that involves the production of goods or services. 2. Self-employed: a person who works directly for himself/herself. A self-employed person may or may not have personnel.

routing

[id = C_Q08a_1]
 IF (^C_Q08a = "1") THEN Goto [C_Q08b](#)
 ELSE Goto [C_D09](#)

Group
[id = C_Q08b | response condition = All | layout = list]

[C_Q08b]	During the last 12 months, that is since ^MonthYear , did you have any paid work? Please include self-employment.
-----------------	--

Interviewer Instruction
Unpaid work for family business should be excluded.

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No

	RF	
--	----	--

Help

1. Paid work means any work for pay or profit, even for as little as one hour. Pay includes cash payments or "payment in kind" (payment in goods or services rather than money). Also counted as working for pay is anyone who receives wages for on-the-job training that involves the production of goods or services. 2. Self-employed: a person who works directly for himself/herself. A self-employed person may or may not have personnel.

routing

[id = C_Q08b_1]

IF (^C_Q08b = "2") THEN Goto [C_Q08c1](#)

ELSE Goto [C_Q09](#)

Group

[id = C_Q08c1 | response condition = Exactly One | layout = list]

[C_Q08c1]

When you stopped working in your last paid job, how old were you or what year was it?

Interviewer Instruction

Enter age OR year.

Responses [Min = 6 Max = 65 layout = radioButton]	00	Age [FTE]
	DK	
	RF	
[C_Q08c2]		
Responses [Min = 1951 Max = 2012 layout = radioButton]	00	Year [FTE]
	DK	
	RF	

inference rule

[after]

IF (((^A_D01a3 - ^C_Q08c2) < "6") THEN ^C_D08c = "1"

ELSE ^C_D08c = "2"

[id = C_Q08c1_AgeYear_CRP | after]

IF (((((^C_Q08c1 ≠ "DK") AND (^C_Q08c1 ≠ "RF")) AND (^C_Q08c1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^C_Q08c2 = (^A_Q01a + ^C_Q08c1)

ELSE

IF (((((^C_Q08c2 ≠ "DK") AND (^C_Q08c2 ≠ "RF")) AND (^C_Q08c2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^C_Q08c1 = (^C_Q08c2 - ^A_Q01a)

consistencyCheck

[id = C_Q08c1_1 | Soft]

IF ((((^C_Q08c2 - ^A_Q01a) < "15") OR ((^C_Q08c2 - ^A_Q01a) > "65")) OR ((^C_Q08c1 + ^A_Q01a) > ^A_D01a3))

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year leaving last paid job (C_Q08c2).

Group

[id = C_D08c | response condition = Exactly One | Hidden | layout = list]

[C_D08c]

inference rule

[id = C_D08c_1]

IF ((^A_D01a3 - ^C_Q08c2) < "6") THEN ^C_D08c = "1"

ELSE ^C_D08c = "2"

Group

[id = C_Q09 | response condition = All | layout = list]

[C_Q09]

In total, approximately how many years have you had paid work? Only include those years where 6 months or more was spent in either full-time or part-time work.

Interviewer Instruction

1. Count each year whether full-time or part-time (see example in HELP). 2. Include periods of self-employment and paid internships. 3. Do not include in this total any years where more than 6 months was spent away from work due to for example unemployment, education, childcare or long-term sickness. 4. Unpaid work for family business should be excluded. 5. If necessary, round answers off to the nearest full year.

Responses

[Min = 0 | Max = 55
| layout = radioButton]

00

Approximately [FTE] years

DK

RF

Help

1. Paid work means any work for pay or profit, even for as little as one hour. Pay includes cash payments or "payment in kind" (payment in goods or services rather than money). Also counted as working for pay is anyone who receives wages for on-the-job training that involves the production of goods or services. 2. Self-employed: a person who works directly for himself/herself. A self-employed person may or may not have personnel. 3. Example: someone who worked 2 years part-time (for more than 6 months) and 2 years fulltime, would have 4 years of work experience).

Group

[id = C_D09 | response condition = All | Hidden | layout = list]

[C_D09]

inference rule

[id = C_D09_1 | after]

IF (((^C_Q01a = "1") OR (^C_Q01b = "1")) OR (^C_Q01c = "1")) THEN ^C_D09 = "1"

ELSE

IF ((^C_Q08a = "1") AND (^C_Q08b = "1")) THEN ^C_D09 = "2"

ELSE

IF ((^C_Q08a = "1") AND (^C_Q08b = "2")) THEN ^C_D09 = "3"

ELSE

IF (^C_Q08a = "2") THEN ^C_D09 = "4"

ELSE ^C_D09 = "5"

Group

[id = C_C09 | response condition = All | Hidden | layout = list]

[C_C09]

routing

[id = C_C09_1]

IF (((^C_D09 = "1") OR (^C_D09 = "2")) OR (^C_D08c = "1")) THEN Goto C_Q10a

ELSE Goto C_END

Group

[id = C_Q10a | response condition = All | layout = list]

[C_Q10a]

In the last 5 years, for how many different firms or organisations did you work? Include your own business or businesses in the case of self-employment.

Interviewer Instruction

In the case that the formal status of an organisation changed while the respondent was working there, for example as a result of a merger or reorganisation, respondents should report the full period of time he/she has been working for the organisation or part thereof as a single firm or organisation.

Responses

[Min = 1 | Max = 90
| layout = radioButton]

00

[FTE] firms or organisations

DK

RF

Help

1. All jobs should be counted, even short-term jobs and jobs involving only a few hours of work per week. 2. An unbroken spell of employment with the same temporary work agency should be counted as having worked for one firm, irrespective of how many different firms the person worked in during that period. Similarly, an unbroken spell of employment as a consultant or freelance worker should be counted as having worked for one firm, irrespective of how many different firms the person worked in during that period. 3. 'Business' refers to more or less continuous and coherent settings within which one works for oneself. It could refer to an actual business enterprise like a farm or a factory, but also in the case of freelancers to a line of work whereby one provides a similar set of products or services to one or more clients. Short periods in which the respondent is idle because no orders have been received, but is available to perform the same kind of work, should be counted as part of the same 'business'. If the respondent returns to the same kind of work after a significant period in which he or she has not been available, this should be counted as a different 'business'.

Group

[id = C_END | response condition = All | Hidden | layout = list]

[C_END]

routing

[id = C_END_1]

IF (^C_D09 = "1") THEN Goto [D_START](#)

ELSE

IF ((^C_D09 = "2") OR (^C_D08c = "1")) THEN Goto [E_START](#)

ELSE Goto [H_START](#)

Group

[id = D_START | response condition = All | Hidden | layout = list]

[D_START]

Group

[id = D_R01a | response condition = All | layout = list]

[D_R01a]

[TU-EN-Question-D_R01a-1]

The next questions are about the job or business where you worked during the last week. We will refer to this as 'your current job' or 'your current business'.

[TU-EN-Question-D_R01a-2]

The next questions are about the job or business where you worked **THE MOST HOURS** in the last week. If you had two jobs or businesses where you worked the same amount of time, choose the job or business where you earned most. We will refer to this as 'your current job' or 'your current business'.

Interviewer Instruction

1. If the respondent did not work last week, this refers to the job or business he or she usually works in. 2. If the respondent worked for a temporary employment agency, the questions refer to the firm or organisation where he or she actually carried out the work. 3. Press <Next key> to continue.

Help

For external consultants brought in to advise a firm or organisation on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she is a freelance consultant).

inference rule

[id = D_R01a_1 | before]

IF ((^C_D06 = "1") OR (^C_D06 = "3")) THEN ^DuringLastWeek = "during the last week."

ELSE

IF (^C_D06 = "2") THEN ^DuringLastWeek = "THE MOST HOURS in the last week.

If you had two jobs or businesses where you worked the same amount of time, choose the job or business where you earned most."

Group

[id = D_Q01a | response condition = All | layout = list]

[D_Q01a]

What was your (main) job (in the week ending Sunday)?

Interviewer Instruction

1. Avoid vague occupational titles such as manager, clerk, or farmer. 2.

Descriptions must always reflect the respondent's most important duties. For example, accountant would be certified industrial accountant, clerk would be sales clerk, farmer would be dairy farmer, and manager would be regional sales manager.

Responses

[Min Length = 1 |
Max Length = 250 |
layout = radioButton
]

00

DK

RF

Group

[id = D_Q01b | response condition = All | layout = list]

[D_Q01b]

What did you mainly do in your job?

Interviewer Instruction

Check special qualifications/training needed to do the job.

Responses

[Min Length = 1 |
Max Length = 250 |
layout = radioButton
]

00

DK

RF

Group

[id = D_Q02a | response condition = All | layout = list]

[D_Q02a]	What did the firm/organisation you worked for mainly make or do (at the place where you worked)?
-----------------	---

Interviewer Instruction

Describe fully 'probe manufacturing or processing, or distributing etc. and main goods produced, materials used, wholesale or retail etc.'

Responses <i>[Min Length = 1 Max Length = 250 layout = radioButton]</i>	00	
	DK	
	RF	

Help

For external consultants brought in to advise a firm or organization on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she is a freelance consultant).

Group

[id = D_Q03 | response condition = All | layout = list]

[D_Q03]	In which sector of the economy do you work? Is it ...
----------------	--

Interviewer Instruction

1. Read categories to respondent. 2. If the respondent works for a temporary employment agency the questions refer to the firm or organisation where he/she actually carried out his/her work. 3. Private companies in which the government is minority shareholder should be classified as belonging to the private sector.

Responses <i>[layout = radioButton]</i>	01	The private sector (for example a company)
	02	The public sector (for example the local government or a state school)
	03	A non-profit organisation (for example a charity, professional association or religious organisation)
	DK	
	RF	

Help

1. The private sector includes all companies and organisations that are not in public ownership. 2. The public sector includes: all parts of the public administration at the national, regional or local levels; public services provided by the state or from state funds (including publicly run schools, hospitals, universities, etc.); and publicly-owned companies. 3. The non-profit sector includes all organisations that are not publicly funded but whose principle aim is not to generate a profit and would include charities, many NGOs, etc. 4. For external consultants brought in to advise a firm or organization on specific aspects of its operations the questions refer to the firm

providing the consultancy services (including the respondent if he/she is a freelance consultant).

Group

[id = D_C03 | response condition = All | Hidden | layout = list]

[D_C03]

routing

[id = D_C03_1]

IF (^C_D06 = "3") THEN Goto [D_Q05a1](#)

ELSE Goto [D_Q04](#)

Group

[id = D_Q04 | response condition = All | layout = list]

[D_Q04]

In this job, are you working as an employee or are you self-employed?

Interviewer Instruction

1. Note that this refers to the job in which the respondent is working most hours per week. 2. Someone who works as an employee for his or her own business should be coded as self-employed.

Responses

[layout = radioButton]

01	Employee
02	Self-employed
DK	
RF	

Help

1. By employee we mean someone who gets a salary or wage from an employer or a temporary employment agency. 2. Self-employed includes people who have their own business or are partners in a business as well as freelancers. A self-employed person may or may not have personnel.

routing

[id = D_Q04_1]

IF (^D_Q04 = "2") THEN Goto [D_Q05b1](#)

ELSE Goto [D_Q05a1](#)

Group

[id = D_Q05a1 | response condition = Exactly One | layout = list]

[D_Q05a1]

At what age or in which year did you start working for your current employer?

Interviewer Instruction

Enter age OR year.

Responses <i>[Min = 6 Max = 65 layout = radioButton]</i>	00	Age [FTE]
	DK	
	RF	

Help

1. In the case that the respondent has returned to working for an employer after a period in which he/she did not work for that employer, only the current episode should be counted, except in the following cases: * When people were temporarily away from their job because of holiday, sickness, maternity leave, sabbatical etc. * When people were temporarily laid off, but received at least 50% of their wage or salary from their employer. In these latter two cases the start of the episode before the temporary break should be indicated. 2. In the case that the formal status of the organisation has changed since the respondent started working there, for example as a result of a merger or reorganisation, the respondent should report the full period of time he/she has been working for the organisation or part thereof.

[D_Q05a2]		
Responses <i>[Min = 1951 Max = 2012 layout = radioButton]</i>	00	Year [FTE]
	DK	
	RF	

routing

[id = D_Q05a1_1]
 IF ((((^A_D01a3 - ^D_Q05a2) < "2")) THEN Goto [D_Q05a3](#)
 ELSE Goto [D_C05b](#)

inference rule

[id = D_Q05a1_AgeYear_CRP | after]
 IF (((((^D_Q05a1 ≠ "DK") AND (^D_Q05a1 ≠ "RF")) AND (^D_Q05a1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^D_Q05a2 = (^A_Q01a + ^D_Q05a1)
 ELSE
 IF (((((^D_Q05a2 ≠ "DK") AND (^D_Q05a2 ≠ "RF")) AND (^D_Q05a2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^D_Q05a1 = (^D_Q05a2 - ^A_Q01a)

consistencyCheck

[id = D_Q05a1_2 | Soft]

IF ((((^D_Q05a2 - ^A_Q01a) < "10") OR ((^D_Q05a2 - ^A_Q01a) > "65")) OR ((^D_Q05a1 + ^A_Q01a) > ^A_D01a3))

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of starting work for current employer (D_Q05a1).

Group

[id = D_Q05a3 | response condition = All | layout = list]

[D_Q05a3]	And in which month was that?	
Responses [layout = radioButton]	01	January
	02	February
	03	March
	04	April
	05	May
	06	June
	07	July
	08	August
	09	September
	10	October
	11	November
	12	December
	DK	
RF		

Group

[id = D_C05b | response condition = All | Hidden | layout = list]

[D_C05b]	
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routing

[id = D_C05b_1]

IF ((((^D_Q04 = "1") OR (^D_Q04 = "DK")) OR (^D_Q04 = "RF")) OR (^C_D06 = "3")) THEN Goto [D_Q06a](#)

ELSE Goto [D_Q05b1](#)

Group

[id = D_Q05b1 | response condition = Exactly One | layout = list]

[D_Q05b1]

At what age or in which year did you start working in your current business?

Interviewer Instruction

Enter age OR year.

Responses

[Min = 6 | Max = 65
| layout =
radioButton]

00

Age [FTE]

DK

RF

Help

1. In the case that the respondent has returned to running a business after a period in which he/she did not run that business, only the current episode should be counted, except when people were temporarily away from their business because of holiday, sickness, maternity leave, sabbatical etc. 2. In the case that the formal status of the business has changed since the respondent started running this, for example as a result of a merger or reorganisation, the respondent should report the full period of time he/she has been working in this business or part thereof.

[D_Q05b2]

Responses

[Min = 1951 | Max =
2012 | layout =
radioButton]

00

Year [FTE]

DK

RF

routing

[id = D_Q05b1_1]

IF (((^A_D01a3 - ^D_Q05b2) < "2") THEN Goto [D_Q05b3](#)

ELSE Goto [D_C06](#)

inference rule

[id = D_Q05b1_AgeYear_CRP | after]

IF (((((^D_Q05b1 ≠ "DK") AND (^D_Q05b1 ≠ "RF")) AND (^D_Q05b1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^D_Q05b2 = (^A_Q01a + ^D_Q05b1)

ELSE

IF (((((^D_Q05b2 ≠ "DK") AND (^D_Q05b2 ≠ "RF")) AND (^D_Q05b2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^D_Q05b1 = (^D_Q05b2 - ^A_Q01a)

consistencyCheck

[id = D_Q05b1_2 | Soft]

IF (((^D_Q05b2 - ^A_Q01a) < "10") OR ((^D_Q05b2 - ^A_Q01a) > "65")) OR ((^D_Q05b1 + ^A_Q01a) > ^A_D01a3))

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of starting work for your current business (D_Q05b1).

Group

[id = D_Q05b3 | response condition = All | layout = list]

[D_Q05b3]	And in which month was that?	
Responses [layout = radioButton]	01	January
	02	February
	03	March
	04	April
	05	May
	06	June
	07	July
	08	August
	09	September
	10	October
	11	November
	12	December
	DK	
	RF	

Group

[id = D_C06 | response condition = All | Hidden | layout = list]

[D_C06]	
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routing

[id = D_C06_1]

IF (^D_Q04 = "2") THEN Goto [D_Q07a](#)

ELSE Goto [D_Q06a](#)

Group

[id = D_Q06a | response condition = All | layout = list]

[D_Q06a]

How many people work for your employer at the place where you work? Would that be ...

Interviewer Instruction

1. Read categories to respondent. 2. This question refers to the geographical location where the job is mainly carried out or based. 3. If the respondent works for a temporary employment agency the questions refer to the firm or organisation where he/she actually carries out his/her work.

Responses [layout = radioButton]	01	1 to 10 people
	02	11 to 50 people
	03	51 to 250 people
	04	251 to 1000 people
	05	more than 1000 people
	DK	
	RF	

Help

For external consultants brought in to advise a firm or organisation on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she is a freelance consultant).

Group

[id = D_Q06b | response condition = All | layout = list]

[D_Q06b]

Over the last 12 months, has the number of people working at the place where you work ...

Interviewer Instruction

Read categories to respondent.

Responses [layout = radioButton]	01	Increased
	02	Decreased
	03	Stayed more or less the same
	DK	
	RF	

Group

[id = D_Q06c | response condition = All | layout = list]

[D_Q06c]

Is the place where you work part of a larger firm or

	organisation?	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

This can refer to a parent company or to other branches, agencies etc of a firm that is not related to a single location, e.g. a chain of stores, a university with separate departments or faculties.

routing

[id = D_Q06c_1]

IF ("true" = "true") THEN Goto [D_Q08a](#)

Group

[id = D_Q07a | response condition = All | layout = list]

[D_Q07a]	Do you have employees working for you? Please include family members working paid or unpaid in the business.	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

[id = D_Q07a_1]

IF (^[D_Q07a](#) = "1") THEN Goto [D_Q07b](#)

ELSE Goto [D_Q10](#)

Group

[id = D_Q07b | response condition = All | layout = list]

[D_Q07b]	How many people do you employ? Would that be ...	
-----------------	---	--

Interviewer Instruction

1. Read categories to respondent. 2. This question refers to the geographical location where the work is mainly carried out or based.

Responses [layout =	01	1 to 10 people
-------------------------	----	----------------

<i>radioButton]</i>	02	11 to 50 people
	03	51 to 250 people
	04	251 to 1000 people
	05	more than 1000 people
	DK	
	RF	

routing

[id = D_Q07b_1]

IF ("true" = "true") THEN Goto [D_Q10](#)

Group

[id = D_Q08a | response condition = All | layout = list]

[D_Q08a]	Do you manage or supervise other employees?	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Help

1. By managing or supervising other employees, we mean that a person is in some way responsible for how other employees do their work. 2. This may be either direct, for example overseeing subordinates, assigning tasks or evaluating performance, or indirect, for example designing work schedules or directing the work of lower level managers.

routing

[id = D_Q08a_1]

IF (^[D_Q08a](#) = "1") THEN Goto [D_Q08b](#)

ELSE Goto [D_C09](#)

Group

[id = D_Q08b | response condition = All | layout = list]

[D_Q08b]	How many employees do you supervise or manage directly or indirectly? Would that be ...
-----------------	--

Interviewer Instruction

Read categories to respondent.

Responses [layout = radioButton]	01	1 to 5 people
	02	6 to 10 people
	03	11 to 24 people
	04	25 to 99 people
	05	100 or more people
	DK	
	RF	

Help

1. 'Directly' refers to a situation in which employees are directly accountable to the respondent. For example, a general manager of a firm may supervise three managers directly, giving them orders or instructions, and checking to see whether these have been followed. 2. 'Indirectly' refers to a situation in which employees are not directly accountable to the respondent, but are accountable to another person who falls under the chain of command of the respondent. For example, if each of the three managers directly supervised by the general manager supervises 10 people, the general manager will supervise 3 people directly plus 30 people indirectly. In this case, the correct answer would be 33 people (25 to 99 people). If the 10 people supervised by the managers each supervise 10 people, 300 people would be added to the total, which would become 333 (100 or more people).

Group

[id = D_C09 | response condition = All | Hidden | layout = list]

[D_C09]

routing

[id = D_C09_1]

IF (^C_D06 = "3") THEN Goto [D_Q10](#)

ELSE Goto [D_Q09](#)

Group

[id = D_Q09 | response condition = All | layout = list]

[D_Q09]

What kind of employment contract do you have? Is that ...

Interviewer Instruction

Read categories to respondent

Responses [layout = radioButton]	01	An indefinite contract
	02	A fixed term contract

	03	A temporary employment agency contract
	04	An apprenticeship or other training scheme
	05	No contract
	06	Other
	DK	
	RF	

routing

[id = D_Q09_1]
 IF (^D_Q09 = "6") THEN Goto [D_S09](#)
 ELSE Goto [D_Q10](#)

Group
[id = D_S09 | response condition = All | layout = list]

[D_S09] **Could you please specify what kind of contract you have?**

Responses <i>[Min Length = 1 Max Length = 250 layout = radioButton]</i>	00	
	DK	
	RF	

Group
[id = D_Q10 | response condition = All | layout = list]

[D_Q10] **How many hours do you usually work per week in this job? Include any usual paid or unpaid overtime, but exclude lunch breaks or other breaks.**

Interviewer Instruction
 1. If the respondent's hours of work vary, the respondent should be prompted to give an estimated average over the past month. 2. In the case of an apprenticeship, time spent at school should be excluded.

Responses <i>[Min = 1 Max = 125 layout = radioButton]</i>	00	[FTE] hours per week
	DK	
	RF	

Group
[id = D_E10 | response condition = All | Hidden | layout = list]

[D_E10]		
consistencyCheck		
<p><i>[id = D_E10_1 Soft]</i> IF (^D_Q10 > "80") Unlikely answer has been entered. Please confirm.</p>		
<p>Group <i>[id = D_R11 response condition = All layout = list]</i></p>		
[D_R11]	<p>The next few questions are about the amount of flexibility you have in deciding how you do your job.</p>	
<p><u>Interviewer Instruction</u> 1. Hand show card 10 and ask the respondent to hold onto it until instructed to hand it back. 2. Press <Next key> to continue.</p>		
<p>Group <i>[id = D_Q11a response condition = All layout = table]</i></p>		
[D_Q11a_lead]	<p>To what extent can you choose or change ...</p>	
[D_Q11a]	<p>the sequence of your tasks?</p>	
<p>Responses <i>[layout = radioButton]</i></p>	01	Not at all
	02	Very little
	03	To some extent
	04	To a high extent
	05	To a very high extent
	DK	
	RF	
[D_Q11b]	<p>how you do your work?</p>	
<p>Responses <i>[layout = radioButton]</i></p>	01	Not at all
	02	Very little
	03	To some extent
	04	To a high extent
	05	To a very high extent

	<table border="1"> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	DK		RF											
DK															
RF															
[D_Q11c]	the speed or rate at which you work?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Not at all</td> </tr> <tr> <td>02</td> <td>Very little</td> </tr> <tr> <td>03</td> <td>To some extent</td> </tr> <tr> <td>04</td> <td>To a high extent</td> </tr> <tr> <td>05</td> <td>To a very high extent</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Not at all	02	Very little	03	To some extent	04	To a high extent	05	To a very high extent	DK		RF	
01	Not at all														
02	Very little														
03	To some extent														
04	To a high extent														
05	To a very high extent														
DK															
RF															
[D_Q11d]	your working hours?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Not at all</td> </tr> <tr> <td>02</td> <td>Very little</td> </tr> <tr> <td>03</td> <td>To some extent</td> </tr> <tr> <td>04</td> <td>To a high extent</td> </tr> <tr> <td>05</td> <td>To a very high extent</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Not at all	02	Very little	03	To some extent	04	To a high extent	05	To a very high extent	DK		RF	
01	Not at all														
02	Very little														
03	To some extent														
04	To a high extent														
05	To a very high extent														
DK															
RF															
Group [id = D_N11d response condition = All layout = list]															
[D_N11d]															
<u>Interviewer Instruction</u> 1. Take back show card 10 from the respondent. 2. Press <Next key> to continue.															
Group [id = D_C12 response condition = All Hidden layout = list]															
[D_C12]															

```

routing
[id = D_C12_1 ]
IF (^D_Q04 = "2" ) THEN Goto D_C13
ELSE Goto D_Q12aUK1
Group
[id = D_Q12aUK1 | response condition = All | layout = list ]
    
```

[D_Q12aUK1] **Still talking about your current job: If applying today, what would be the usual educational achievements or qualifications, if any, that someone would need to GET this type of job?**

Interviewer Instruction
Hand show card 11.

Responses <i>[layout = radioButton]</i>	01	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher
	02	Diploma in higher education
	03	HNC/HND
	04	ONC/OND
	05	BTEC, BEC, TEC, EdExcel or LQL
	06	SCOTVEC, SCOTEC or SCOTBEC (Scotland)
	07	Teaching qualification (excluding PGCE)
	08	Nursing or other medical qualification not yet mentioned
	09	Other Higher Education qualification below degree level
	10	A Level/ Vocational A Level or equivalent
	11	Highers (Scotland)
	12	NVQ/ SVQ
	13	GNVQ/ GSVQ
	14	AS level/ Vocational AS level or equivalent
	15	Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)

	16	Access to HE
	17	O Level/GCSE/Vocational GCSE/CSE or equivalent
	18	Intermediate 1 or 2 NQs (Scotland)
	19	Standard Grade or O Grade (Scotland)
	20	National Qualifications (including SGA) (Scotland)
	21	RSA/ OCR
	22	City and Guilds
	23	YT Certificate/ YTP
	24	Key Skills/ Basic Skills/ Essential Skills
	25	Entry Level Qualifications
	26	Any other professional/ vocational qualifications/ apprenticeship
	27	No qualifications required for current job
	DK	
	RF	

routing

[id = D_Q12aUK1_1]

IF (^D_Q12aUK1 = "12") THEN Goto [D_Q12aUK2](#)

ELSE

IF (^D_Q12aUK1 = "5") THEN Goto [D_Q12aUK3](#)

ELSE

IF (^D_Q12aUK1 = "6") THEN Goto [D_Q12aUK4](#)

ELSE

IF (^D_Q12aUK1 = "13") THEN Goto [D_Q12aUK5](#)

ELSE

IF (^D_Q12aUK1 = "20") THEN Goto [D_Q12aUK6](#)

ELSE

IF (^D_Q12aUK1 = "21") THEN Goto [D_Q12aUK7](#)

ELSE

IF (^D_Q12aUK1 = "22") THEN Goto [D_Q12aUK8](#)

ELSE

IF (^D_Q12aUK1 = "26") THEN Goto [D_Q12aUKApp1](#)

ELSE

IF (^[D_Q12aUK1](#) = "27") THEN Goto [D_Q12c](#)
 ELSE Goto [D_Q12b](#)

Group

[*id = D_Q12aUKApp1 | response condition = All | layout = list*]

[D_Q12aUKApp1]	Would your job require a recognised apprenticeship, including trade, advanced and foundation modern apprenticeships?	
Responses [<i>layout = radioButton</i>]	01	Yes
	02	No, it would require another kind of professional or vocational qualification
	DK	
	RF	

routing

[*id = D_Q12aUKApp1_1*]

IF (^[D_Q12aUKApp1](#) = "2") THEN Goto [D_S12aUK1](#)
 ELSE Goto [D_Q12b](#)

Group

[*id = D_S12aUK1 | response condition = All | layout = list*]

[D_S12aUK1]	Please specify	
Responses [<i>Min Length = 1 Max Length = 250 layout = radioButton</i>]	00	
	DK	
	RF	

routing

[*id = D_S12aUK1_1*]

IF ("true" = "true") THEN Goto [D_Q12b](#)

Group

[*id = D_Q12aUK2 | response condition = All | layout = list*]

[D_Q12aUK2]	Which level of NVQ/SVQ is that?	
Responses [<i>layout = radioButton</i>]	01	Level 1
	02	Level 2

	03	Level 3
	04	Level 4
	05	Level 5
	DK	
	RF	

routing

[id = D_Q12aUK2_1]

IF ("true" = "true") THEN Goto [D_Q12b](#)

Group

[id = D_Q12aUK3 | response condition = All | layout = list]

[D_Q12aUK3]	What level BTEC/ BEC/ TEC/ EdExcel/ LQL is that?	
Responses [layout = radioButton]	01	at higher level (level 4 or higher)
	02	at National Certificate or National Diploma level (level 3)
	03	a first diploma or general diploma (level 2)
	04	a first certificate or general certificate (below level 2)
	DK	
	RF	

routing

[id = D_Q12aUK3_1]

IF ("true" = "true") THEN Goto [D_Q12b](#)

Group

[id = D_Q12aUK4 | response condition = All | layout = list]

[D_Q12aUK4]	What level SCOTVEC/SCOTEC/SCOTBEC is that?	
Responses [layout = radioButton]	01	higher level (Level 4)
	02	full National Certificate (level 3)
	03	a first diploma or general diploma (level 2)

	04	a first certificate or general certificate (below level 2)
	05	modules towards a National Certificate
	DK	
	RF	

routing

[id = D_Q12aUK4_1]
 IF ("true" = "true") THEN Goto [D_Q12b](#)

Group
[id = D_Q12aUK5 | response condition = All | layout = list]

[D_Q12aUK5]	Which level GNVQ/GSVQ is that...	
Responses <i>[layout = radioButton]</i>	01	advanced level
	02	full intermediate level
	03	part one intermediate level
	04	full foundation level
	05	part one foundation level
	DK	
	RF	

routing

[id = D_Q12aUK5_1]
 IF ("true" = "true") THEN Goto [D_Q12b](#)

Group
[id = D_Q12aUK6 | response condition = All | layout = list]

[D_Q12aUK6]	Which National Qualification is that..	
Responses <i>[layout = radioButton]</i>	01	Access level
	02	Intermediate 1

	04	Higher
	05	Advanced Higher
	DK	
	RF	

routing

[id = D_Q12aUK6_1]
 IF ("true" = "true") THEN Goto [D_Q12b](#)

Group
[id = D_Q12aUK7 | response condition = All | layout = list]

[D_Q12aUK7]	What level RSA/OCR is that...	
Responses <i>[layout = radioButton]</i>	01	a higher diploma
	02	an advanced diploma or advanced certificate
	03	a diploma
	04	or some other RSA (including Stage I, II & III)
	DK	
	RF	

routing

[id = D_Q12aUK7_1]
 IF ("true" = "true") THEN Goto [D_Q12b](#)

Group
[id = D_Q12aUK8 | response condition = All | layout = list]

[D_Q12aUK8]	What level City & Guilds is that...	
Responses <i>[layout = radioButton]</i>	01	advanced craft/ part 3
	02	craft/ part 2
	03	foundation/ part 1

	RF	
--	----	--

routing

[id = D_Q12aUK8_1]

IF ("true" = "true") THEN Goto [D_Q12b](#)

Group

[id = D_Q12b | response condition = All | layout = list]

[D_Q12b]	Thinking about whether this qualification is necessary for doing your job satisfactorily, which of the following statements would be most true?
-----------------	--

Interviewer Instruction

Read categories to respondent.

Responses <i>[layout = radioButton]</i>	01	This level is necessary
	02	A lower level would be sufficient
	03	A higher level would be needed
	DK	
	RF	

Group

[id = D_Q12c | response condition = All | layout = list]

[D_Q12c]	Supposing that someone with this level of qualification were applying today, how much related work experience would they need to GET this job? Would that be ...
-----------------	---

Interviewer Instruction

1. Read categories to respondent. 2. Exclude internships or work placements that are considered part of formal education.

Responses <i>[layout = radioButton]</i>	01	None
	02	Less than 1 month
	03	1 to 6 months
	04	7 to 11 months
	05	1 or 2 years
	06	3 years or more

	DK	
	RF	

Group
 [id = D_C13 | response condition = Exactly One | Hidden | layout = list]

[D_C13]

routing

[id = D_C13_1]
 IF ((^D_Q04 = "2") AND (^D_Q07a = "2")) THEN Goto [D_Q13b](#)
 ELSE Goto [D_Q13a](#)

Group
 [id = D_Q13a | response condition = All | layout = list]

[D_Q13a]

In your own job, how often do you learn new work-related things from colleagues or supervisors?

Interviewer Instruction

1. Hand show card 12 and ask the respondent to hold onto it while answering the next three questions. 2. If the respondent has no colleagues or supervisors, the answer should be 'never'.

Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
 [id = D_Q13b | response condition = All | layout = list]

[D_Q13b]

How often does your job involve learning-by-doing from the tasks you perform?

Responses [layout = radioButton]	01	Never
	02	Less than once a month

	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
[id = D_Q13c | response condition = All | layout = list]

[D_Q13c] **How often does your job involve keeping up to date with new products or services?**

Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
[id = D_N13c | response condition = All | layout = list]

[D_N13c]

Interviewer Instruction

1. Take back show card 12 from the respondent. 2. Press <Next key> to continue.

Group
[id = D_Q14 | response condition = All | layout = list]

[D_Q14] **All things considered, how satisfied are you with your current job? Would you say you are ...**

Interviewer Instruction

Read categories to respondent.

Responses <i>[layout = radioButton]</i>	01	Extremely satisfied
	02	Satisfied

	03	Neither satisfied nor dissatisfied
	04	Dissatisfied
	05	Extremely dissatisfied
	DK	
	RF	

Group

[id = D_C16 | response condition = All | Hidden | layout = list]

[D_C16]

routing

[id = D_C16_1]

IF (^D_Q04 = "2") THEN Goto [D_Q18a](#)

ELSE

IF (^C_D06 = "3") THEN Goto [D_END](#)

ELSE Goto [D_Q16a](#)

Group

[id = D_Q16a | response condition = All | layout = list]

[D_Q16a]

What is the easiest way for you to tell us your usual gross wage or salary for your current job? Would it be ...

Interviewer Instruction

1. Read answer categories to respondent. 2. Make sure that this is expressed in time units. 3. When people get paid per piece, ask them how long it takes on average to finish a piece of work and specify this in hours. 4. Code 8 'I get no salary or wage at all' could e.g. refer to apprentices who only receive training.

Responses [layout = radioButton]	01	Per hour
	02	Per day
	03	Per week
	04	Per two weeks
	05	Per month
	06	Per year
	07	Piece rate
	08	I get no salary or wage at all

	DK	
	RF	

routing

```
[id = D_Q16a_1 ]
IF ( ^D_Q16a = "7" ) THEN Goto D_S16a
ELSE
IF ( ( ^D_Q16a = "DK" ) OR ( ^D_Q16a = "RF" ) OR ( ^D_Q16a = "8" ) ) THEN Goto D_END
ELSE Goto D_D16a
```

Group

```
[ id = D_S16a | response condition = All | layout = list ]
```

[D_S16a]

Could you please specify how many hours on average it takes to produce one piece?

Interviewer Instruction

1. If finishing a piece takes less than 2 hours, you may enter decimals to specify the minutes as well. 2. For easy reference: 0.5 is half hour; 0.25 is 15 minutes; 0.10 is approximately 5 minutes; and 0.02 is approximately one minute.

Responses
[Min = 0 | Max = 9999 | layout = radioButton]

00 [FTE] hours

DK

RF

Group

```
[ id = D_D16a | response condition = All | Hidden | layout = list ]
```

[D_D16a]

inference rule

```
[id = D_D16a_1 | after]
IF ( ( ^D_Q16a = "1" ) AND ( ( ( ^D_Q10 = "0" ) OR ( ^D_Q10 = "DK" ) ) OR ( ^D_Q10 = "RF" ) ) ) THEN ^D_D16a = "1"
ELSE
IF ( ^D_Q16a = "1" ) THEN ^D_D16a = ( "40" / ^D_Q10 )
ELSE
IF ( ^D_Q16a = "2" ) THEN ^D_D16a = "8"
ELSE
IF ( ^D_Q16a = "3" ) THEN ^D_D16a = "40"
ELSE
```

```

IF (^D_Q16a = "4" ) THEN ^D_D16a = "80"
ELSE
IF (^D_Q16a = "5" ) THEN ^D_D16a = "173"
ELSE
IF (^D_Q16a = "6" ) THEN ^D_D16a = "2080"
ELSE
IF (^D_Q16a = "7" ) THEN ^D_D16a = ^D_S16a
    
```

Group

[id = D_Q16b | response condition = All | layout = list]

[D_Q16b]

[TU-EN-Question-D_Q16b-1]

What is your usual gross pay per hour? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.

[TU-EN-Question-D_Q16b-2]

What is your usual gross pay per day? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.

[TU-EN-Question-D_Q16b-3]

What is your usual gross pay per week? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.

[TU-EN-Question-D_Q16b-4]

What is your usual gross pay per two weeks? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.

[TU-EN-Question-D_Q16b-5]

What is your usual gross pay per month? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include

	<p>annual bonuses such as 13th month.</p> <p>[TU-EN-Question-D_Q16b-6] What is your usual gross pay per year? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.</p> <p>[TU-EN-Question-D_Q16b-7] What is your usual gross pay per piece? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.</p> <p>[TU-EN-Question-D_Q16b-8] What is your usual gross pay? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month.</p>
--	--

Interviewer Instruction

1. If necessary you can enter 2 decimals. Please use '.' as a decimal separator (e.g. 4.50). 2. You may also use ',' to separate thousands (e.g. 33,500 instead of 33500).

<p>Responses <i>[Min = 0 Max = 10000000 layout = radioButton]</i></p>	00	Approximately [FTE] £
	DK	
	RF	

Help

Holiday pay refers to any pay that is received for annual holidays in addition to usual earnings received when working.

routing

```
[id = D_Q16b_1 ]
IF (^D_Q16b = "DK" ) THEN Goto D\_C16d
ELSE
IF (^D_Q16b = "RF" ) THEN Goto D\_Q16c
ELSE Goto D\_D16c1
```

inference rule	
<p><i>[id = D_Q16b_2 before]</i> IF (^D_Q16a = "1") THEN ^PerHourDayEtc = "per hour" ELSE IF (^D_Q16a = "2") THEN ^PerHourDayEtc = "per day" ELSE IF (^D_Q16a = "3") THEN ^PerHourDayEtc = "per week" ELSE IF (^D_Q16a = "4") THEN ^PerHourDayEtc = "per two weeks" ELSE IF (^D_Q16a = "5") THEN ^PerHourDayEtc = "per month" ELSE IF (^D_Q16a = "6") THEN ^PerHourDayEtc = "per year" ELSE IF (^D_Q16a = "7") THEN ^PerHourDayEtc = "per piece" ELSE ^PerHourDayEtc = ""</p>	
<p>Group <i>[id = D_D16c1 response condition = All Hidden layout = list]</i></p>	
[D_D16c1]	

inference rule	
<p><i>[id = D_D16c1_1 after]</i> IF ("true" = "true") THEN ^rule16b1 = "5"</p>	
<p>Group <i>[id = D_D16c2 response condition = All Hidden layout = list]</i></p>	
[D_D16c2]	

inference rule	
<p><i>[id = D_D16c2_1 after]</i> IF ("true" = "true") THEN ^rule16b2 = "100"</p>	
<p>Group <i>[id = D_E16b response condition = All Hidden layout = list]</i></p>	
[D_E16b]	

consistencyCheck	
<p><i>[id = D_E16b_1 Soft]</i> IF ((((^D_Q16b / ^D_D16a) x ("40" / ^D_Q10)) < ^rule16b1) OR (((^D_Q16b / ^D_D16a) x ("40" / ^D_Q10)) > ^rule16b2)) Unlikely answer has been entered. Please confirm gross pay or change answer in D_Q16b or usually worked hours (D_Q10).</p>	
<p>Group <i>[id = D_C16c response condition = All Hidden layout = list]</i></p>	

[D_C16c]	
-----------------	--

routing

```
[id = D_C16c_1 ]
IF (^D_Q16b = "RF" ) THEN Goto D_Q16c
ELSE
IF (^D_Q16b = "DK" ) THEN Goto D_C16d
ELSE Goto D_Q17a
```

Group
 [id = D_Q16c | response condition = All | layout = list]

[D_Q16c]	Would you be prepared to answer this question if we ask it in broad categories?
-----------------	--

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

```
[id = D_Q16c_1 ]
IF (^D_Q16c = "1" ) THEN Goto D_C16d
ELSE Goto D_Q17a
```

Group
 [id = D_C16d | response condition = All | Hidden | layout = list]

[D_C16d]	
-----------------	--

routing

```
[id = D_C16d_1 ]
IF (^D_Q16a = "1" ) THEN Goto D_Q16d1
ELSE
IF (^D_Q16a = "2" ) THEN Goto D_Q16d2
ELSE
IF (^D_Q16a = "3" ) THEN Goto D_Q16d3
ELSE
IF (^D_Q16a = "4" ) THEN Goto D_Q16d4
ELSE
IF (^D_Q16a = "5" ) THEN Goto D_Q16d5
ELSE
```

IF (^D_Q16a = "6") THEN Goto [D_Q16d6](#)
 ELSE
 IF ((^D_Q16a = "7") AND ((^D_Q16b = "DK") OR (^D_Q16b = "RF"))) THEN
 Goto [D_Q16d5](#)
 ELSE Goto [D_Q17a](#)

Group
 [id = D_Q16d1 | response condition = All | layout = list]

[D_Q16d1] **How much would you estimate your usual gross pay per hour is?**

Interviewer Instruction
Hand show card 19a to respondent.

Responses [layout = radioButton]	01	Up to £5.49
	02	Between £5.50 and £6.99
	03	Between £7.00 and £9.99
	04	Between £10.00 and £14.99
	05	Between £15.00 and £20.99
	06	Above £21.00
	DK	
	RF	

routing

[id = D_Q16d1_1]
 IF ("true" = "true") THEN Goto [D_Q17a](#)

Group
 [id = D_Q16d2 | response condition = All | layout = list]

[D_Q16d2] **How much would you estimate your usual gross pay per day is?**

Interviewer Instruction
Hand show card 19b to respondent.

Responses [layout = radioButton]	01	Up to £32
	02	Between £33 and £49
	03	Between £50 and £74
	04	Between £75 and £114

	05	Between £115 and £159
	06	Above £160
	DK	
	RF	

routing

[id = D_Q16d2_1]

IF ("true" = "true") THEN Goto [D_Q17a](#)

Group

[id = D_Q16d3 | response condition = All | layout = list]

[D_Q16d3]

How much would you estimate your usual gross pay per week is?

Interviewer Instruction

Hand show card 19c to respondent.

Responses [layout = radioButton]	01	Up to £109
	02	Between £110 and £229
	03	Between £230 and £369
	04	Between £370 and £579
	05	Between £580 and £809
	06	Above £810
	DK	
	RF	

routing

[id = D_Q16d3_1]

IF ("true" = "true") THEN Goto [D_Q17a](#)

Group

[id = D_Q16d4 | response condition = All | layout = list]

[D_Q16d4]

How much would you estimate your usual gross pay per two weeks is?

Interviewer Instruction

Hand show card 19d to respondent.

Responses [layout = radioButton]	01	Up to £219
	02	Between £220 and £459
	03	Between £460 and £739
	04	Between £740 and £1,159
	05	Between £1,160 and £1,619
	06	Above £1,620
	DK	
	RF	

routing

[id = D_Q16d4_1]

IF ("true" = "true") THEN Goto [D_Q17a](#)

Group

[id = D_Q16d5 | response condition = All | layout = list]

[D_Q16d5]

How much would you estimate your usual gross pay per month is?

Interviewer Instruction

Hand show card 19e to respondent.

Responses [layout = radioButton]	01	Up to £499
	02	Between £500 and £999
	03	Between £1,000 and £1,599
	04	Between £1,600 and £2,499
	05	Between £2,500 and £3,499
	06	Above £3,500
	DK	
	RF	

routing

[id = D_Q16d5_1]

IF ("true" = "true") THEN Goto [D_Q17a](#)

Group

[id = D_Q16d6 | response condition = All | layout = list]

[D_Q16d6]

How much would you estimate your usual gross pay per year is?

Interviewer Instruction

Hand show card 19f to respondent.

Responses [layout = radioButton]	01	Up to £5,999
	02	Between £6,000 and £11,999
	03	Between £12,000 and £18,999
	04	Between £19,000 and £29,999
	05	Between £30,000 and £41,999
	06	Above £42,000
	DK	
	RF	

Group

[id = D_Q17a | response condition = All | layout = list]

[D_Q17a]

In addition to your usual pay, do you receive any other payments related to this job, such as annual bonuses e.g.a 13th month?

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

[id = D_Q17a_1]

IF (^D_Q17a = "1") THEN Goto [D_Q17b](#)

ELSE Goto [D_END](#)

Group

[id = D_Q17b | response condition = All | layout = list]

[D_Q17b]

In total, how much were these additional payments last

	year? Please think in terms of gross payments.
--	---

Interviewer Instruction

1. If the respondent started the job this year, ask about the expected additional payments. 2. You may use ',' to separate thousands (e.g. 33,500 instead of 33500).

Responses <i>[Min = 0 Max = 10000000 layout = radioButton]</i>	00	Approximately [FTE] £
	DK	
	RF	

routing

[id = D_Q17b_1]
 IF (^D_Q17b = "DK") THEN Goto [D_Q17d](#)
 ELSE
 IF (^D_Q17b = "RF") THEN Goto [D_Q17c](#)
 ELSE Goto [D_END](#)

Group
[id = D_Q17c | response condition = All | layout = list]

[D_Q17c]	Would you be prepared to answer this question if we ask it in broad categories?
-----------------	--

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

routing

[id = D_Q17c_1]
 IF (^D_Q17c = "1") THEN Goto [D_Q17d](#)
 ELSE Goto [D_END](#)

Group
[id = D_Q17d | response condition = All | layout = list]

[D_Q17d]	How much would you estimate these additional payments were last year? Please think in terms of gross payments. Were they ...
-----------------	---

Interviewer Instruction

Read categories to respondent.

Responses <i>[layout = radioButton]</i>	01	Less than £950
	02	Between £950 and £1,900
	03	More than £1,900
	DK	
	RF	

routing

[id = D_Q17d_1]

IF ("true" = "true") THEN Goto [D_END](#)

Group

[id = D_Q18a | response condition = All | layout = list]

[D_Q18a]

[TU-EN-Question-D_Q18a-1]
What were your total earnings last month from your current business after deducting all business expenses, but before deducting income taxes, social security contributions, and the like?

[TU-EN-Question-D_Q18a-2]
What were your total earnings last year from your current business after deducting all business expenses, but before deducting income taxes, social security contributions, and the like?

Interviewer Instruction

1. You may use ',' to separate thousands (e.g. 33,500 instead of 33500). 2. In the case of negative earnings, code 0. No check will be performed on this variable.

Responses <i>[Min = 0 Max = 10000000 layout = radioButton]</i>	00	Approximately [FTE] £
	DK	
	RF	

routing

[id = D_Q18a_1]

IF (^[D_Q18a](#) = "DK") THEN Goto [D_C18c](#)

ELSE

IF (^[D_Q18a](#) = "RF") THEN Goto [D_Q18b](#)

ELSE Goto [D_END](#)

inference rule									
<p><i>[id = D_Q18a_2 before]</i> IF ((((^A_D01a3 x "12") + ^A_D01a1) - ((^D_Q05b2 x "12") + ^D_Q05b3)) < "12") THEN ^YearMonth = "month" ELSE ^YearMonth = "year"</p>									
<p>Group <i>[id = D_Q18b response condition = All layout = list]</i></p>									
[D_Q18b]	Would you be prepared to answer this question if we ask it in broad categories?								
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td style="background-color: #f4cccc;">01</td> <td>Yes</td> </tr> <tr> <td style="background-color: #f4cccc;">02</td> <td>No</td> </tr> <tr> <td style="background-color: #f4cccc;">DK</td> <td></td> </tr> <tr> <td style="background-color: #f4cccc;">RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									

routing	
<p><i>[id = D_Q18b_1]</i> IF (^D_Q18b = "1") THEN Goto D_C18c ELSE Goto D_END</p>	
<p>Group <i>[id = D_C18c response condition = All Hidden layout = list]</i></p>	
[D_C18c]	

routing					
<p><i>[id = D_C18c_1]</i> IF ((((^A_D01a3 x "12") + ^A_D01a1) - ((^D_Q05b2 x "12") + ^D_Q05b3)) < "12") THEN Goto D_Q18c1 ELSE Goto D_Q18c2</p>					
<p>Group <i>[id = D_Q18c1 response condition = All layout = list]</i></p>					
[D_Q18c1]	How much would you estimate your earnings last month were?				
<p><u>Interviewer Instruction</u> Hand show card 19e to respondent.</p>					
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td style="background-color: #f4cccc;">01</td> <td>Up to £499</td> </tr> <tr> <td style="background-color: #f4cccc;">02</td> <td>Between £500 and £999</td> </tr> </table>	01	Up to £499	02	Between £500 and £999
01	Up to £499				
02	Between £500 and £999				

	03	Between £1,000 and £1,599
	04	Between £1,600 and £2,499
	05	Between £2,500 and £3,499
	06	Above £3,500
	DK	
	RF	

routing

[id = D_Q18c1_1]

IF ("true" = "true") THEN Goto [D_END](#)

Group

[id = D_Q18c2 | response condition = All | layout = list]

[D_Q18c2]

How much would you estimate your earnings last year were?

Interviewer Instruction

Hand show card 19f to respondent.

Responses <i>[layout = radioButton]</i>	01	Up to £5,999
	02	Between £6,000 and £11,999
	03	Between £12,000 and £18,999
	04	Between £19,000 and £29,999
	05	Between £30,000 and £41,999
	06	Above £42,000
	DK	
	RF	

Group

[id = D_END | response condition = All | Hidden | layout = list]

[D_END]

routing

[id = D_END_1]

IF ("true" = "true") THEN Goto [F_START](#)

Group

[id = E_START | response condition = All | Hidden | layout = list]

[E_START]

Group

[id = E_D01a | response condition = All | Hidden | layout = list]

[E_D01a]

inference rule

[id = E_D01a_1 | after]

IF (^C_Q08b = "1") THEN ^LastYearEarlier = "in the last 12 months"

ELSE

IF ((^C_Q08c2 = "DK") OR (^C_Q08c2 = "RF")) THEN ^LastYearEarlier = "before you last stopped working"

ELSE ^LastYearEarlier = "in " . ^C_Q08c2

Group

[id = E_R01a | response condition = All | layout = list]

[E_R01a]

[TU-EN-Question-E_R01a-1]

The next questions are about the last job or business you held. This is the job or business you had in the last 12 months.

[TU-EN-Question-E_R01a-2]

The next questions are about the last job or business you held. This is the job or business you had before you last stopped working.

[TU-EN-Question-E_R01a-3]

The next questions are about the last job or business you held. This is the job or business you had in ^C_Q08c2.

Interviewer Instruction

1. If the respondent worked for a temporary employment agency, the questions refer to the firm or organisation where he or she actually carried out the work.

2. Press <Next key> to continue.

Help

For external consultants brought in to advise a firm or organisation on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she was a freelance consultant).

Group

[id = E_Q01a | response condition = All | layout = list]

[E_Q01a]

What was your job title?

Interviewer Instruction

1. Avoid vague occupational titles such as manager, clerk, or farmer. 2. Descriptions must always reflect the respondent's most important duties. For example, accountant would be certified industrial accountant, clerk would be sales clerk, farmer would be dairy farmer, and manager would be regional sales manager.

Responses [<i>Min Length = 1</i> <i>Max Length = 250</i> <i>layout = radioButton</i>]	00	
	DK	
	RF	

Group
 [*id = E_Q01b* | *response condition = All* | *layout = list*]

[E_Q01b] **What did you mainly do in your job?**

Interviewer Instruction

1. Check special qualifications/training needed to do the job. 2. Descriptions must always reflect the respondent's most important activities or duties. For example, stocking shelves, keeping track of costs and payments, looking after sick animals, caring for sick people, fixing sore teeth, building roads and bridges.

Responses [<i>Min Length = 1</i> <i>Max Length = 250</i> <i>layout = radioButton</i>]	00	
	DK	
	RF	

Group
 [*id = E_Q02a* | *response condition = All* | *layout = list*]

[E_Q02a] **What did the firm/organisation you worked for mainly make or do (at the place where you worked)?**

Interviewer Instruction

Describe fully, probe manufacturing or processing, or distributing etc. and main goods produced, materials used, wholesale or retail etc.

Responses [<i>Min Length = 1</i> <i>Max Length = 250</i> <i>layout = radioButton</i>]	00	
	DK	
	RF	

Help

For external consultants brought in to advise a firm or organisation on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she was a freelance consultant).

Group
 [*id = E_Q03* | *response condition = All* | *layout = list*]

[E_Q03]	In which sector of the economy did you work? Was it ...
----------------	--

Interviewer Instruction

1. Read categories to respondent. 2. If the respondent worked for a temporary employment agency the questions refer to the firm or organisation where he/she actually carried out his/her work. 3. Private companies in which the government is minority shareholder should be classified as belonging to the private sector.

Responses <i>[layout = radioButton]</i>	01	The private sector (for example a company)
	02	The public sector (for example the local government or a state school)
	03	A non-profit organisation (for example a charity, professional association or religious organisation)
	DK	
	RF	

Help

1. The private sector includes all companies and organisations that are not in public ownership. 2. The public sector includes all parts of the public administration at national, regional or local level as well as public services provided by the state or from state funds (including publicly run schools, hospitals, universities, etc.). 3. The non-profit sector includes all organisations that are not publicly funded but whose principle aim is not to generate a profit and would include charities, many NGOs, etc. 4. For external consultants brought in to advise a firm or organization on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she was a freelance consultant).

Group

[id = E_Q04 | response condition = All | layout = list]

[E_Q04]	In this job, were you working as an employee or were you self-employed?
----------------	--

Interviewer Instruction

Someone who worked as an employee for his or her own business should be coded as self-employed.

Responses <i>[layout = radioButton]</i>	01	Employee
	02	Self-employed
	DK	
	RF	

Help

1. By employee we mean someone who gets a salary or wage from an employer or a temporary employment agency. 2. Self-employed includes people who have their own business or are partners in a business as well as freelancers. A self-employed person may or may not have personnel.

routing

[id = E_Q04_1]

IF (^E_Q04 = "2") THEN Goto E_Q05b1

ELSE Goto E_Q05a1

Group

[id = E_Q05a1 | response condition = Exactly One | layout = list]

[E_Q05a1]

[TU-EN-Question-E_Q05a1-1]

Still talking about the job you left in the last 12 months: At what age or in which year did you start working for your former employer?

[TU-EN-Question-E_Q05a1-2]

Still talking about the job you left before you last stopped working: At what age or in which year did you start working for your former employer?

[TU-EN-Question-E_Q05a1-3]

Still talking about the job you left in ^C_Q08c2: At what age or in which year did you start working for your former employer?

Interviewer Instruction

Enter age OR year.

Responses

[Min = 6 | Max = 65
| layout =
radioButton]

00	Age [FTE]
DK	
RF	

Help

1. In the case that the respondent has returned to working for an employer after a period in which he/she did not work for that employer, only the last episode should be counted, except in the following cases: * When people were temporarily away from their job because of holiday, sickness, maternity leave, sabbatical etc. * When people were temporarily laid off, but received at least 50% of their wage or salary from their employer. In these latter two cases the start of the episode before the temporary break should be indicated. 2. In the case that the formal status of the organisation has changed since the respondent started working there, for example as a result of a merger or reorganisation, the respondent should report the full period of time he/she has been working for the organisation or part thereof.

[E_Q05a2]							
Responses [Min = 1951 Max = 2012 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Year [FTE]</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	00	Year [FTE]	DK		RF	
00	Year [FTE]						
DK							
RF							

inference rule

[id = E_Q05a1_AgeYear_CRP | after]

IF (((((^E_Q05a1 ≠ "DK") AND (^E_Q05a1 ≠ "RF")) AND (^E_Q05a1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^E_Q05a2 = (^A_Q01a + ^E_Q05a1)

ELSE

IF (((((^E_Q05a2 ≠ "DK") AND (^E_Q05a2 ≠ "RF")) AND (^E_Q05a2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^E_Q05a1 = (^E_Q05a2 - ^A_Q01a)

consistencyCheck

[id = E_Q05a1_1 | Soft]

IF (((((^E_Q05a2 - ^A_Q01a) < "10") OR ((^E_Q05a2 - ^A_Q01a) > "65")) OR ((^C_Q08b = "2") AND ((^C_Q08c2 - ^E_Q05a2) < "0"))) OR ((^E_Q05a1 + ^A_Q01a) > ^A_D01a3))

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of starting work for former employer (E_Q05a2) or year leaving last employer (C_Q08c2).

Group

[id = E_C05b | response condition = All | Hidden | layout = list]

[E_C05b]	
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routing

[id = E_C05b_1]

IF ("true" = "true") THEN Goto [E_C06](#)

Group

[id = E_Q05b1 | response condition = Exactly One | layout = list]

[E_Q05b1]	<p>[TU-EN-Question-E_Q05b1-1] Still talking about the business you left in the last 12 months: At what age or in which year did you start working in your former business?</p> <p>[TU-EN-Question-E_Q05b1-2]</p>
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	<p>Still talking about the business you left before you last stopped working: At what age or in which year did you start working in your former business?</p> <p>[TU-EN-Question-E_Q05b1-3] Still talking about the business you left in ^C_Q08c2: At what age or in which year did you start working in your former business?</p>
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Interviewer Instruction
Enter age OR year.

<p>Responses [Min = 6 Max = 65 layout = radioButton]</p>	<table border="1"> <tr> <td style="width: 10%; text-align: center;">00</td> <td>Age [FTE]</td> </tr> <tr> <td style="text-align: center;">DK</td> <td></td> </tr> <tr> <td style="text-align: center;">RF</td> <td></td> </tr> </table>	00	Age [FTE]	DK		RF	
00	Age [FTE]						
DK							
RF							

Help

1. In the case that the respondent has returned to running a business after a period in which he/she did not run that business, only the last episode should be counted, except when people were temporarily away from their business because of holiday, sickness, maternity leave, sabbatical etc. 2. In the case that the formal status of the business has changed since the respondent started running this, for example as a result of a merger or reorganisation, the respondent should report the full period of time he/she has been working in this business or part thereof.

[E_Q05b2]							
<p>Responses [Min = 1951 Max = 2012 layout = radioButton]</p>	<table border="1"> <tr> <td style="width: 10%; text-align: center;">00</td> <td>Year [FTE]</td> </tr> <tr> <td style="text-align: center;">DK</td> <td></td> </tr> <tr> <td style="text-align: center;">RF</td> <td></td> </tr> </table>	00	Year [FTE]	DK		RF	
00	Year [FTE]						
DK							
RF							

inference rule

[id = E_Q05b1_AgeYear_CRP | after]

IF (((((^E_Q05b1 ≠ "DK") AND (^E_Q05b1 ≠ "RF")) AND (^E_Q05b1 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^E_Q05b2 = (^A_Q01a + ^E_Q05b1)

ELSE

IF (((((^E_Q05b2 ≠ "DK") AND (^E_Q05b2 ≠ "RF")) AND (^E_Q05b2 ≠ "NULL")) AND (^A_Q01a ≠ "DK")) AND (^A_Q01a ≠ "RF")) THEN ^E_Q05b1 = (^E_Q05b2 - ^A_Q01a)

consistencyCheck

[id = E_Q05b1_1 | Soft]

IF ((((^E_Q05b2 - ^A_Q01a) < "10") OR (^E_Q05b2 - ^A_Q01a) > "65")) OR (^C_Q08b = "2") AND (^C_Q08c2 - ^E_Q05b2) < "0")) OR ((^E_Q05b1 + ^A_Q01a) > ^A_D01a3))

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of starting work for your former business (E_Q05b2) or year leaving last employer (C_Q08c2).

Group

[id = E_C06 | response condition = All | Hidden | layout = list]

[E_C06]

routing

[id = E_C06_1]

IF (^E_Q04 = "2") THEN Goto [E_Q07a](#)

ELSE Goto [E_Q06](#)

Group

[id = E_Q06 | response condition = All | layout = list]

[E_Q06]

How many people worked for your employer at the place where you worked? Would that be ...

Interviewer Instruction

1. Read categories to respondent. 2. This question refers to the geographical location where the job was mainly carried out or based. 3. If the respondent worked for a temporary work agency the questions refer to the firm or organisation where he/she actually carried out his/her work.

Responses

[layout = radioButton]

01	1 to 10 people
02	11 to 50 people
03	51 to 250 people
04	251 to 1000 people
05	more than 1000 people
DK	
RF	

Help

For external consultants brought in to advise a firm or organisation on specific aspects of its operations the questions refer to the firm providing the consultancy services (including the respondent if he/she was a freelance consultant).

routing

[id = E_Q06_1]

IF ("true" = "true") THEN Goto [E_Q08](#)

Group
 [id = E_Q07a | response condition = All | layout = list]

[E_Q07a]	Did you have employees working for you? Please include family members who worked paid or unpaid in the business.	
Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

[id = E_Q07a_1]
 IF (^E_Q07a = "1") THEN Goto [E_Q07b](#)
 ELSE Goto [E_Q09](#)

Group
 [id = E_Q07b | response condition = All | layout = list]

[E_Q07b]	How many people did you employ at the place where you worked? Would that be ...	
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Interviewer Instruction
 1. Read categories to respondent. 2. This question refers to the geographical location where the work was mainly carried out or based.

Responses [layout = radioButton]	01	1 to 10 people
	02	11 to 50 people
	03	51 to 250 people
	04	251 to 1000 people
	05	more than 1000 people
	DK	
	RF	

routing

[id = E_Q07b_1]
 IF ("true" = "true") THEN Goto [E_Q09](#)

Group

[id = E_Q08 | response condition = All | layout = list]

[E_Q08] What kind of employment contract did you have? Was that ...

Interviewer Instruction

Read categories to respondent.

Responses [layout = radioButton]	01	An indefinite contract
	02	A fixed term contract
	03	A temporary employment agency contract
	04	An apprenticeship or other training scheme
	05	No contract
	06	Other
	DK	
	RF	

routing

[id = E_Q08_1]

IF (^E_Q08 = "6") THEN Goto E_S08

ELSE Goto E_Q09

Group

[id = E_S08 | response condition = All | layout = list]

[E_S08] Could you please specify what kind of contract you had?

Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

Group

[id = E_Q09 | response condition = All | layout = list]

[E_Q09] How many hours did you usually work per week in this job? Include any usual paid or unpaid overtime, but exclude lunch breaks or other breaks.

Interviewer Instruction

1. If there is variation in the number of hours, the respondent should make an estimated average. 2. In the case of an apprenticeship, time spent at school should be excluded.

Responses [Min = 1 Max = 125 layout = radioButton]	00	[FTE] hours per week
	DK	
	RF	
Group [id = E_E09 response condition = All Hidden layout = list]		
[E_E09]		

consistencyCheck	
[id = E_E09_1 Soft] IF (^E_Q09 > "80") Unlikely answer has been entered. Please confirm.	
Group [id = E_C10 response condition = All Hidden layout = list]	
[E_C10]	

routing	
[id = E_C10_1] IF (^E_Q04 = "2") THEN Goto E_END ELSE Goto E_Q10	
Group [id = E_Q10 response condition = All layout = list]	
[E_Q10]	Could you tell me the main reason you stopped working in your last job?

Interviewer Instruction
1. Hand show card 13. 2. If you feel that the respondent has a problem in reading the show card, read the answer categories to the respondent.

Responses [layout = radioButton]	01	I was dismissed
	02	I was made redundant or took voluntary redundancy
	03	It was a temporary job which came to an end
	04	I resigned
	05	I gave up work for health reasons
	06	I took early retirement
	07	I retired (at or after State Pension age)

	08	I gave up work because of family responsibilities or child care
	09	I gave up work in order to study
	10	I left for some other reason
	DK	
	RF	

Group
[id = E_END | response condition = All | Hidden | layout = list]

[E_END]

routing

[id = E_END_1]
 IF (^C_D09 = "2") THEN Goto [F_START](#)
 ELSE Goto [H_START](#)

Group
[id = F_START | response condition = All | Hidden | layout = list]

[F_START]

Group
[id = F_D01a | response condition = All | Hidden | layout = list]

[F_D01a]

inference rule

[id = F_D01a_1 | after]
 IF (^C_D09 = "1") THEN ^DoDid = "do"
 ELSE
 IF (^C_D09 = "2") THEN ^DoDid = "did"

Group
[id = F_D01a2 | response condition = Exactly One | Hidden | layout = list]

[F_D01a2]

inference rule

[id = F_D01a2_1 | after]
 IF (^C_D09 = "1") THEN ^DoiDid = "Do"
 ELSE
 IF (^C_D09 = "2") THEN ^DoiDid = "Did"

Group
[id = F_D01b | response condition = All | Hidden | layout = list]

[F_D01b]	
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inference rule

[id = F_D01b_1 | after]
 IF (^C_D09 = "1") THEN ^DoesDid = "does"
 ELSE
 IF (^C_D09 = "2") THEN ^DoesDid = "did"
Group
[id = F_D01c | response condition = All | Hidden | layout = list]

[F_D01c]	
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inference rule

[id = F_D01c_1 | after]
 IF (^C_D09 = "1") THEN ^JobLastjob = "current job"
 ELSE
 IF (^C_D09 = "2") THEN ^JobLastjob = "last job"
Group
[id = F_C01 | response condition = All | Hidden | layout = list]

[F_C01]	
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routing

[id = F_C01_1]
 IF (((^D_Q04 = "2") AND (^D_Q07a = "2")) OR ((^E_Q04 = "2") AND (^E_Q07a = "2"))) THEN Goto [F_N01b](#)
 ELSE Goto [F_R01](#)
Group
[id = F_R01 | response condition = All | layout = list]

[F_R01]	<p>[TU-EN-Question-F_R01-1] I am now going to ask you about activities in your current job.</p> <p>[TU-EN-Question-F_R01-2] I am now going to ask you about activities in your last job.</p>
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Interviewer Instruction
1. Hand show card 5 and ask the respondent to hold onto it while answering the next question. 2. Press <Next key> to continue.
Group
[id = F_Q01b | response condition = All | layout = table]

[F_Q01b_lead]	
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	<p>[TU-EN-Question-F_Q01b_lead-1] In your current job what proportion of your time do you usually spend ...</p> <p>[TU-EN-Question-F_Q01b_lead-2] In your last job what proportion of your time did you usually spend ...</p>
[F_Q01b]	cooperating or collaborating with colleagues?

Interviewer Instruction

If the respondent has no colleagues, the answer should be 'none of the time'.

Responses [layout = radioButton]	01	None of the time
	02	Up to a quarter of the time
	03	Up to half of the time
	04	More than half of the time
	05	All the time
	DK	
	RF	

Group

[id = F_N01b | response condition = All | layout = list]

[F_N01b]

Interviewer Instruction

1. Hand show card 12 and ask the respondent to hold onto it until instructed to hand it back. 2. Press <Next key> to continue.

Group

[id = F_Q02a | response condition = All | layout = table]

[F_Q02a_lead]	<p>[TU-EN-Question-F_Q02a_lead-1] How often does your current job usually involve ...</p> <p>[TU-EN-Question-F_Q02a_lead-2] How often did your last job usually involve ...</p>
[F_Q02a]	sharing work-related information with colleagues?

Interviewer Instruction

If the respondent has no colleagues, the answer should be 'never'.

Responses [layout =	01	Never
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<i>radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 241 625 322">02</td> <td data-bbox="625 241 1394 322">Less than once a month</td> </tr> <tr> <td data-bbox="529 322 625 389">03</td> <td data-bbox="625 322 1394 389">Less than once a week but at least once a month</td> </tr> <tr> <td data-bbox="529 389 625 456">04</td> <td data-bbox="625 389 1394 456">At least once a week but not every day</td> </tr> <tr> <td data-bbox="529 456 625 524">05</td> <td data-bbox="625 456 1394 524">Every day</td> </tr> <tr> <td data-bbox="529 524 625 591">DK</td> <td data-bbox="625 524 1394 591"></td> </tr> <tr> <td data-bbox="529 591 625 658">RF</td> <td data-bbox="625 591 1394 658"></td> </tr> </table>	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF			
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[F_Q02b]	instructing, training or teaching people, individually or in groups?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 810 625 878">01</td> <td data-bbox="625 810 1394 878">Never</td> </tr> <tr> <td data-bbox="529 878 625 945">02</td> <td data-bbox="625 878 1394 945">Less than once a month</td> </tr> <tr> <td data-bbox="529 945 625 1012">03</td> <td data-bbox="625 945 1394 1012">Less than once a week but at least once a month</td> </tr> <tr> <td data-bbox="529 1012 625 1079">04</td> <td data-bbox="625 1012 1394 1079">At least once a week but not every day</td> </tr> <tr> <td data-bbox="529 1079 625 1146">05</td> <td data-bbox="625 1079 1394 1146">Every day</td> </tr> <tr> <td data-bbox="529 1146 625 1214">DK</td> <td data-bbox="625 1146 1394 1214"></td> </tr> <tr> <td data-bbox="529 1214 625 1281">RF</td> <td data-bbox="625 1214 1394 1281"></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[F_Q02c]	making speeches or giving presentations in front of five or more people?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="529 1447 625 1514">01</td> <td data-bbox="625 1447 1394 1514">Never</td> </tr> <tr> <td data-bbox="529 1514 625 1581">02</td> <td data-bbox="625 1514 1394 1581">Less than once a month</td> </tr> <tr> <td data-bbox="529 1581 625 1648">03</td> <td data-bbox="625 1581 1394 1648">Less than once a week but at least once a month</td> </tr> <tr> <td data-bbox="529 1648 625 1715">04</td> <td data-bbox="625 1648 1394 1715">At least once a week but not every day</td> </tr> <tr> <td data-bbox="529 1715 625 1783">05</td> <td data-bbox="625 1715 1394 1783">Every day</td> </tr> <tr> <td data-bbox="529 1783 625 1850">DK</td> <td data-bbox="625 1783 1394 1850"></td> </tr> <tr> <td data-bbox="529 1850 625 1917">RF</td> <td data-bbox="625 1850 1394 1917"></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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04	At least once a week but not every day														
05	Every day														
DK															
RF															
[F_Q02d]	selling a product or selling a service?														

Responses <i>[layout = radioButton]</i>	<table border="1"> <tr><td>01</td><td>Never</td></tr> <tr><td>02</td><td>Less than once a month</td></tr> <tr><td>03</td><td>Less than once a week but at least once a month</td></tr> <tr><td>04</td><td>At least once a week but not every day</td></tr> <tr><td>05</td><td>Every day</td></tr> <tr><td>DK</td><td></td></tr> <tr><td>RF</td><td></td></tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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05	Every day														
DK															
RF															
[F_Q02e]	advising people?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr><td>01</td><td>Never</td></tr> <tr><td>02</td><td>Less than once a month</td></tr> <tr><td>03</td><td>Less than once a week but at least once a month</td></tr> <tr><td>04</td><td>At least once a week but not every day</td></tr> <tr><td>05</td><td>Every day</td></tr> <tr><td>DK</td><td></td></tr> <tr><td>RF</td><td></td></tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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RF															
Group <i>[id = F_Q03a response condition = All layout = table]</i>															
[F_Q03a_lead]	<p>[TU-EN-Question-F_Q03a_lead-1] How often does your current job usually involve ...</p> <p>[TU-EN-Question-F_Q03a_lead-2] How often did your last job usually involve ...</p>														
[F_Q03a]	planning your own activities?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr><td>01</td><td>Never</td></tr> <tr><td>02</td><td>Less than once a month</td></tr> <tr><td>03</td><td>Less than once a week but at least once a month</td></tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month								
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05	Every day														
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RF															
[F_Q03b]	planning the activities of others?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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04	At least once a week but not every day														
05	Every day														
DK															
RF															
[F_Q03c]	organising your own time?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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05	Every day														
DK															
RF															
Group [id = F_Q04a response condition = All layout = table]															
[F_Q04a_lead]	<p>[TU-EN-Question-F_Q04a_lead-1] How often does your current job usually involve ...</p> <p>[TU-EN-Question-F_Q04a_lead-2]</p>														

	How often did your last job usually involve ...
[F_Q04a]	persuading or influencing people?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
[F_Q04b]	negotiating with people either inside or outside your firm or organisation?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF

inference rule

```
[id = F_Q04a_1 | after]
IF (^C_D09 = "1" ) THEN ^AreWere = "are"
ELSE
IF (^C_D09 = "2" ) THEN ^AreWere = "were"
[id = F_Q04a_2 | after]
IF (^C_D09 = "1" ) THEN ^TakeTook = "take"
ELSE
IF (^C_D09 = "2" ) THEN ^TakeTook = "took"
```

Group

```
[ id = F_Q05a | response condition = All | layout = list ]
```

<p>[F_Q05a]</p>	<p>[TU-EN-Question-F_Q05a-1] The next question is about "problem solving" tasks you do in your current job. Think of "problem solving" as what happens when you are faced with a new or difficult situation which requires you to think for a while about what to do next. How often are you usually faced by relatively simple problems that take no more than 5 minutes to find a good solution?</p> <p>[TU-EN-Question-F_Q05a-2] The next question is about "problem solving" tasks you did in your last job. Think of "problem solving" as what happens when you are faced with a new or difficult situation which requires you to think for a while about what to do next. How often were you usually faced by relatively simple problems that took no more than 5 minutes to find a good solution?</p>														
<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
<p>[F_Q05b]</p>	<p>[TU-EN-Question-F_Q05b-1] And how often are you usually confronted with more complex problems that take at least 30 minutes to find a good solution? The 30 minutes only refers to the time needed to THINK of a solution, not the time needed to carry it out.</p> <p>[TU-EN-Question-F_Q05b-2] And how often were you usually confronted with more complex problems that took at least 30 minutes to find a good solution? The 30 minutes only refers to the time needed to THINK of a solution, not the time needed to carry it out.</p>														

Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
Group [id = F_Q06b response condition = All layout = table]		
[F_Q06b_lead]	<p>[TU-EN-Question-F_Q06b_lead-1] How often does your current job usually involve ...</p> <p>[TU-EN-Question-F_Q06b_lead-2] How often did your last job usually involve ...</p>	
[F_Q06b]	working physically for a long period?	
Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[F_Q06c]	using skill or accuracy with your hands or fingers?	
Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month

	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
 [id = F_N06c | response condition = All | layout = list]

[F_N06c]

Interviewer Instruction

1. Take back show card 12 from the respondent. 2. Press <Next key> to continue.

Group
 [id = F_C07 | response condition = All | Hidden | layout = list]

[F_C07]

routing

[id = F_C07_1]
 IF (^C_D09 = "1") THEN Goto [F_Q07a](#)
 ELSE Goto [F_END](#)

Group
 [id = F_Q07a | response condition = All | layout = list]

[F_Q07a]

Do you feel that you have the skills to cope with more demanding duties than those you are required to perform in your current job?

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

By 'more demanding duties' we mean tasks and responsibilities that would require more knowledge and skills than are required to carry out the tasks and responsibilities that are typical of the respondent's current job.

Group
 [id = F_Q07b | response condition = All | layout = list]

[F_Q07b]

Do you feel that you need further training in order to cope well with your present duties?

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Group
[id = F_END | response condition = All | Hidden | layout = list]

[F_END]

routing

[id = F_END_1]

IF ("true" = "true") THEN Goto [G_START](#)

Group
[id = G_START | response condition = All | Hidden | layout = list]

[G_START]

Group
[id = G_D01a | response condition = All | Hidden | layout = list]

[G_D01a]

inference rule

[id = G_D01a_1 | after]

IF (^C_D09 = "1") THEN ^UndertakeUndertook = "undertake"

ELSE

IF (^C_D09 = "2") THEN ^UndertakeUndertook = "undertook"

Group
[id = G_D01b | response condition = All | Hidden | layout = list]

[G_D01b]

inference rule

[id = G_D01b_1 | after]

IF (^C_D09 = "1") THEN ^IsWas = "is"

ELSE

IF (^C_D09 = "2") THEN ^IsWas = "was"

Group
[id = G_R01 | response condition = All | layout = list]

[G_R01]

[TU-EN-Question-G_R01-1]
The following questions are about reading activities that

	<p>you undertake as part of your current job. Please only report reading that is part of your current job, not reading you do in your non-work time. Include any reading you might do on computer screens or other electronic displays.</p> <p>[TU-EN-Question-G_R01-2] The following questions are about reading activities that you undertook as part of your last job. Please only report reading that was part of your last job, not reading you did in your non-work time. Include any reading you might do on computer screens or other electronic displays.</p>
--	---

Interviewer Instruction

1. Hand show card 12 and ask the respondent to hold onto it until instructed to hand it back. 2. Press <Next key> to continue.

Group

[id = G_Q01a | response condition = All | layout = table]

[G_Q01a_lead]	<p>[TU-EN-Question-G_Q01a_lead-1] In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q01a_lead-2] In your last job, how often did you usually ...</p>
[G_Q01a]	read directions or instructions?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
[G_Q01b]	read letters, memos or e-mails?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month

	<table border="1"> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF					
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q01c]	read articles in newspapers, magazines or newsletters?														
<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q01d]	read articles in professional journals or scholarly publications?														
<p>Responses [layout = radioButton]</p>	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
<p>Group [id = G_Q01e response condition = All layout = table]</p>															
[G_Q01e_lead]	[TU-EN-Question-G_Q01e_lead-1]														

	<p>In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q01e_lead-2]</p> <p>In your last job, how often did you usually ...</p>														
[G_Q01e]	read books?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q01f]	read manuals or reference materials?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q01g]	read bills, invoices, bank statements or other financial statements?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day						
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														

	<table border="1"> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	05	Every day	DK		RF									
05	Every day														
DK															
RF															
[G_Q01h]	read diagrams, maps or schematics?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = G_R02 response condition = All layout = list]															
[G_R02]	<p>[TU-EN-Question-G_R02-1] The following questions are about writing activities that you undertake as part of your current job. Include any writing you might do on computers or other electronic devices.</p> <p>[TU-EN-Question-G_R02-2] The following questions are about writing activities that you undertook as part of your last job. Include any writing you might do on computers or other electronic devices.</p>														
Interviewer Instruction Press <Next key> to continue.															
Group [id = G_Q02a response condition = All layout = table]															
[G_Q02a_lead]	<p>[TU-EN-Question-G_Q02a_lead-1] In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q02a_lead-2] In your last job, how often did you usually ...</p>														

[G_Q02a]	write letters, memos or e-mails?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[G_Q02b]	write articles for newspapers, magazines or newsletters?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[G_Q02c]	write reports?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

[G_Q02d]	fill in forms?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="523 322 624 394">01</td> <td data-bbox="624 322 1399 394">Never</td> </tr> <tr> <td data-bbox="523 394 624 465">02</td> <td data-bbox="624 394 1399 465">Less than once a month</td> </tr> <tr> <td data-bbox="523 465 624 537">03</td> <td data-bbox="624 465 1399 537">Less than once a week but at least once a month</td> </tr> <tr> <td data-bbox="523 537 624 609">04</td> <td data-bbox="624 537 1399 609">At least once a week but not every day</td> </tr> <tr> <td data-bbox="523 609 624 680">05</td> <td data-bbox="624 609 1399 680">Every day</td> </tr> <tr> <td data-bbox="523 680 624 752">DK</td> <td data-bbox="624 680 1399 752"></td> </tr> <tr> <td data-bbox="523 752 624 824">RF</td> <td data-bbox="624 752 1399 824"></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group <i>[id = G_R03 response condition = All layout = list]</i>															
[G_R03]	<p>[TU-EN-Question-G_R03-1] The following questions are about activities that you undertake as part of your current job and that involve numbers, quantities, numerical information, statistics or mathematics.</p> <p>[TU-EN-Question-G_R03-2] The following questions are about activities that you undertook as part of your last job and that involve numbers, quantities, numerical information, statistics or mathematics.</p>														
Interviewer Instruction Press <Next key> to continue.															
Group <i>[id = G_Q03b response condition = All layout = table]</i>															
[G_Q03b_lead]	<p>[TU-EN-Question-G_Q03b_lead-1] In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q03b_lead-2] In your last job, how often did you usually ...</p>														
[G_Q03b]	calculate prices, costs or budgets?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tr> <td data-bbox="523 1872 624 1944">01</td> <td data-bbox="624 1872 1399 1944">Never</td> </tr> <tr> <td data-bbox="523 1944 624 2016">02</td> <td data-bbox="624 1944 1399 2016">Less than once a month</td> </tr> </table>	01	Never	02	Less than once a month										
01	Never														
02	Less than once a month														

	<table border="1"> <tbody> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF					
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q03c]	use or calculate fractions, decimals or percentages?														
Responses [layout = radioButton]	<table border="1"> <tbody> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[G_Q03d]	use a calculator - either hand-held or computer based?														
Responses [layout = radioButton]	<table border="1"> <tbody> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = G_Q03f response condition = All layout = table]															
[G_Q03f_lead]	[TU-EN-Question-G_Q03f_lead-1] In your current job, how often do you usually ...														

	[TU-EN-Question-G_Q03f_lead-2] In your last job, how often did you usually ...
[G_Q03f]	prepare charts, graphs or tables?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
[G_Q03g]	use simple algebra or formulas?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
<u>Help</u> By simple algebra or formula, we mean a mathematical rule that enables us to find an unknown number or quantity, for example a rule for finding an area when knowing length and width, or for working out how much more time is needed to travel a certain distance if speed is reduced.	
[G_Q03h]	use more advanced maths or statistics such as calculus, complex algebra, trigonometry or use of regression techniques?
Responses <i>[layout =</i>	01 Never

<i>radioButton]</i>	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
[id = G_Q04 | response condition = All | layout = list]

[G_Q04]	<p>[TU-EN-Question-G_Q04-1] Do you use a computer in your current job?</p> <p>[TU-EN-Question-G_Q04-2] Did you use a computer in your last job?</p>
----------------	---

Interviewer Instruction
This includes mobile phones and other hand-held electronic devices that are used to connect to the internet, check e-mails etc.

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Help
 By computer we mean a mainframe, desktop or laptop computer, or any other device that can be used to do such things as sending or receiving e-mail messages, processing data or text, or finding things on the internet.

routing

[id = G_Q04_1]
 IF (^G_Q04 = "1") THEN Goto [G_R05](#)
 ELSE Goto [G_END](#)

Group
[id = G_R05 | response condition = All | layout = list]

[G_R05]	<p>[TU-EN-Question-G_R05-1] The following questions are about the use of computers</p>
----------------	---

	<p>or internet as part of your current job. They do not refer to the use of computers or internet in any jobs you may have held prior to your current job.</p> <p>[TU-EN-Question-G_R05-2] The following questions are about the use of computers or internet as part of your last job. They do not refer to the use of computers or internet in any jobs you may have held prior to your last job.</p>
--	--

Interviewer Instruction
Press <Next key> to continue.

Group
[id = G_Q05a | response condition = All | layout = table]

[G_Q05a_lead]	<p>[TU-EN-Question-G_Q05a_lead-1] In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q05a_lead-2] In your last job, how often did you usually ...</p>
----------------------	---

[G_Q05a]	use email?
-----------------	------------

Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

[G_Q05c]	use the internet in order to better understand issues related to your work?
-----------------	---

Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day

	<table border="1"> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	05	Every day	DK		RF									
05	Every day														
DK															
RF															
[G_Q05d]	conduct transactions on the internet, for example buying or selling products or services, or banking?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = G_Q05e response condition = All layout = table]															
[G_Q05e_lead]	<p>[TU-EN-Question-G_Q05e_lead-1] In your current job, how often do you usually ...</p> <p>[TU-EN-Question-G_Q05e_lead-2] In your last job, how often did you usually ...</p>														
[G_Q05e]	use spreadsheet software, for example Excel?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															

[G_Q05f]	use a word processor, for example Word?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[G_Q05g]	use a programming language to program or write computer code?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[G_Q05h]	take part in real-time discussions on the internet, for example online conferences, or chat groups?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	

	RF	
--	----	--

Group
[id = G_N05h | response condition = All | layout = list]

[G_N05h]

Interviewer Instruction
1. Take back show card 12 from the respondent. 2. Press <Next key> to continue.

Group
[id = G_Q06 | response condition = All | layout = list]

[G_Q06]	<p>[TU-EN-Question-G_Q06-1] What level of computer use is needed to perform your current job?</p> <p>[TU-EN-Question-G_Q06-2] What level of computer use was needed to perform your last job?</p>
----------------	---

Interviewer Instruction
Hand show card 15.

Responses <i>[layout = radioButton]</i>	01	STRAIGHTFORWARD, for example using a computer for straightforward routine tasks such as data entry or sending and receiving e-mails
	02	MODERATE, for example word-processing, spreadsheets or database management
	03	COMPLEX, for example developing software or modifying computer games, programming using languages like java, sql, php or perl, or maintaining a computer network
	DK	
	RF	

Group
[id = G_D07a | response condition = All | Hidden | layout = list]

[G_D07a]

inference rule

[id = G_D07a_1 | after]
IF (^C_D09 = "1") THEN ^HaveHad = "have"
ELSE

IF (^C_D09 = "2") THEN ^HaveHad = "had"

Group

[id = G_D07b | response condition = All | Hidden | layout = list]

[G_D07b]

inference rule

[id = G_D07b_1 | after]

IF (^C_D09 = "1") THEN ^NeedNeeded = "need"

ELSE

IF (^C_D09 = "2") THEN ^NeedNeeded = "needed"

Group

[id = G_Q07 | response condition = All | layout = list]

[G_Q07]

[TU-EN-Question-G_Q07-1]

Do you think you have the computer skills you need to do your current job well?

[TU-EN-Question-G_Q07-2]

Do you think you had the computer skills you needed to do your last job well?

Responses

[layout = radioButton]

01 Yes

02 No

DK

RF

Group

[id = G_Q08 | response condition = All | layout = list]

[G_Q08]

Has a lack of computer skills affected your chances of being hired for a job or getting a promotion or pay raise?

Responses

[layout = radioButton]

01 Yes

02 No

DK

RF

Group

[id = G_END | response condition = All | Hidden | layout = list]

[G_END]

routing	
[id = G_END_1]	
IF ("true" = "true") THEN Goto H_START	
Group	
[id = H_START response condition = All Hidden layout = list]	
[H_START]	
Group	
[id = H_D01a response condition = All Hidden layout = list]	
[H_D01a]	

inference rule	
[id = H_D01a_1 after]	
IF (^C_D09 = "1") THEN ^Ineverydaylife = "Outside your work"	
ELSE ^Ineverydaylife = "In everyday life"	
Group	
[id = H_R01 response condition = All layout = list]	
[H_R01]	<p>[TU-EN-Question-H_R01-1] Until now we talked about your activities at work. I would now like to talk about your reading activities outside work. Include any reading you might do on computer screens or other electronic displays.</p> <p>[TU-EN-Question-H_R01-2] Until now we talked about your activities at work. I would now like to talk about your reading activities outside work, including any reading you do as part of your studies. Include any reading you might do on computer screens or other electronic displays.</p> <p>[TU-EN-Question-H_R01-3] Until now we talked about your activities in your last job. I would now like to talk about your reading activities in everyday life. Exclude any reading you did as part of your last job. Include any reading you might do on computer screens or other electronic displays.</p> <p>[TU-EN-Question-H_R01-4] Until now we talked about your activities in your last job. I would now like to talk about your reading activities in everyday life. Exclude any reading you did as part of your last job, but include any reading you do as part of your studies. Include any reading you might do on computer screens or other electronic displays.</p>

	<p>[TU-EN-Question-H_R01-5] I would now like to talk about your reading activities in everyday life. Include any reading you might do on computer screens or other electronic displays.</p>
--	--

Interviewer Instruction

1. Hand show card 12 and ask the respondent to hold onto it until instructed to hand it back. 2. Press <Next key> to continue.

inference rule

[id = H_R01_1 | before]

IF (^C_D09 = "1") THEN ^TalkedAboutWork = "Until now we talked about your activities at work."

ELSE

IF (^C_D09 = "2") THEN ^TalkedAboutWork = "Until now we talked about your activities in your last job."

ELSE ^TalkedAboutWork = " "

[id = H_R01_2 | before]

IF ((^C_D09 = "1") AND ((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayReading = "outside work."

ELSE

IF ((^C_D09 = "1") AND (^B_Q02a = "1")) THEN ^EverydayReading = "outside work, including any reading you do as part of your studies."

ELSE

IF ((^C_D09 = "2") AND ((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayReading = "in everyday life. Exclude any reading you did as part of your last job."

ELSE

IF ((^C_D09 = "2") AND (^B_Q02a = "1")) THEN ^EverydayReading = "in everyday life. Exclude any reading you did as part of your last job, but include any reading you do as part of your studies."

ELSE ^EverydayReading = "in everyday life."

Group

[id = H_Q01a | response condition = All | layout = table]

[H_Q01a_lead]	<p>[TU-EN-Question-H_Q01a_lead-1] Outside your work, how often do you usually ...</p> <p>[TU-EN-Question-H_Q01a_lead-2] In everyday life, how often do you usually ...</p>		
[H_Q01a]	read directions or instructions?		
Responses <i>[layout = radioButton]</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">01</td> <td>Never</td> </tr> </table>	01	Never
01	Never		

	<table border="1"> <tbody> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF			
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q01b]	read letters, memos or e-mails?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tbody> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
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03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q01c]	read articles in newspapers, magazines or newsletters?														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tbody> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q01d]	read articles in professional journals or scholarly publications?														

Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
Group [id = H_Q01e response condition = All layout = table]		
[H_Q01e_lead]	<p>[TU-EN-Question-H_Q01e_lead-1] Outside your work, how often do you usually ...</p> <p>[TU-EN-Question-H_Q01e_lead-2] In everyday life, how often do you usually ...</p>	
[H_Q01e]	read books, fiction or non-fiction?	
Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[H_Q01f]	read manuals or reference materials?	
Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month

	<table border="1"> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	04	At least once a week but not every day	05	Every day	DK		RF							
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q01g]	read bills, invoices, bank statements or other financial statements?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q01h]	read diagrams, maps, or schematics?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = H_R02 response condition = All layout = list]															
[H_R02]	[TU-EN-Question-H_R02-1] The following questions are about your writing activities outside work. Include any writing you might do on														

	<p>computers or other electronic devices.</p> <p>[TU-EN-Question-H_R02-2] The following questions are about your writing activities outside work, including any writing you do as part of your studies. Include any writing you might do on computers or other electronic devices.</p> <p>[TU-EN-Question-H_R02-3] The following questions are about your writing activities in everyday life. Exclude any writing you did as part of your last job. Include any writing you might do on computers or other electronic devices.</p> <p>[TU-EN-Question-H_R02-4] The following questions are about your writing activities in everyday life. Exclude any writing you did as part of your last job, but include any writing you do as part of your studies. Include any writing you might do on computers or other electronic devices.</p> <p>[TU-EN-Question-H_R02-5] The following questions are about the writing activities that you do in everyday life, including any writing you do as part of your studies. Include any writing you might do on computers or other electronic devices.</p> <p>[TU-EN-Question-H_R02-6] The following questions are about your writing activities in everyday life. Include any writing you might do on computers or other electronic devices.</p>
--	--

Interviewer Instruction

Press <Next key> to continue.

inference rule

[id = H_R02_1 | before]

IF ((^C_D09 = "1") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayWriting = "outside work."

ELSE

IF ((^C_D09 = "1") AND (^B_Q02a = "1")) THEN ^EverydayWriting = "outside work, including any writing you do as part of your studies."

ELSE

IF ((^C_D09 = "2") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayWriting = "in everyday life. Exclude any writing you did as part of your last job."

ELSE

```
IF ( (^C_D09 = "2" ) AND (^B_Q02a = "1" ) ) THEN ^EverydayWriting = "in everyday life. Exclude any writing you did as part of your last job, but include any writing you do as part of your studies."
ELSE
IF ( ( (^C_D09 = "3" ) OR (^C_D09 = "4" ) ) AND (^B_Q02a = "1" ) ) THEN
^EverydayWriting = "that you do in everyday life, including any writing you do as part of your studies."
ELSE ^EverydayWriting = "in everyday life."
```

Group

[id = H_Q02a | response condition = All | layout = table]

<p>[H_Q02a_lead]</p>	<p>[TU-EN-Question-H_Q02a_lead-1] Outside your work, how often do you usually ...</p> <p>[TU-EN-Question-H_Q02a_lead-2] In everyday life, how often do you usually ...</p>	
<p>[H_Q02a]</p>	<p>write letters, memos or e-mails?</p>	
<p>Responses [layout = radioButton]</p>	<p>01 02 03 04 05 DK RF</p>	<p>Never</p> <p>Less than once a month</p> <p>Less than once a week but at least once a month</p> <p>At least once a week but not every day</p> <p>Every day</p>
<p>[H_Q02b]</p>	<p>write articles for newspapers, magazines or newsletters?</p>	
<p>Responses [layout = radioButton]</p>	<p>01 02 03 04 05</p>	<p>Never</p> <p>Less than once a month</p> <p>Less than once a week but at least once a month</p> <p>At least once a week but not every day</p> <p>Every day</p>

	RF	
[H_Q02c]	write reports?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
[H_Q02d]	fill in forms?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	
Group <i>[id = H_R03 response condition = All layout = list]</i>		
[H_R03]	<p>[TU-EN-Question-H_R03-1] The following questions are about activities that you undertake outside work that involve numbers, quantities, numerical information, statistics or mathematics.</p> <p>[TU-EN-Question-H_R03-2] The following questions are about activities that you undertake outside work that involve numbers, quantities, numerical information, statistics or mathematics,</p>	

	<p>including any such activities you undertake as part of your studies.</p> <p>[TU-EN-Question-H_R03-3] The following questions are about activities that you undertake in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Exclude any such activities you undertook as part of your last job.</p> <p>[TU-EN-Question-H_R03-4] The following questions are about activities that you undertake in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Exclude any such activities you undertook as part of your last job, but include any such activities you undertake as part of your studies.</p> <p>[TU-EN-Question-H_R03-5] The following questions are about activities that you undertake in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Include any such activities you undertake as part of your studies.</p> <p>[TU-EN-Question-H_R03-6] The following questions are about activities that you undertake in everyday life that involve numbers, quantities, numerical information, statistics or mathematics.</p>
--	---

Interviewer Instruction
Press <Next key> to continue.

inference rule

[id = H_R03_1 | before]

IF ((^C_D09 = "1") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayNumbers = "outside work that involve numbers, quantities, numerical information, statistics or mathematics."

ELSE

IF ((^C_D09 = "1") AND (^B_Q02a = "1")) THEN ^EverydayNumbers = "outside work that involve numbers, quantities, numerical information, statistics or mathematics, including any such activities you undertake as part of your studies."

ELSE

IF ((^C_D09 = "2") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayNumbers = "in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Exclude any such

activities you undertook as part of your last job."
 ELSE
 IF ((^C_D09 = "2") AND (^B_Q02a = "1")) THEN ^EverydayNumbers = "in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Exclude any such activities you undertook as part of your last job, but include any such activities you undertake as part of your studies."
 ELSE
 IF ((^C_D09 = "3") OR (^C_D09 = "4")) AND (^B_Q02a = "1")) THEN
 ^EverydayNumbers = "in everyday life that involve numbers, quantities, numerical information, statistics or mathematics. Include any such activities you undertake as part of your studies."
 ELSE ^EverydayNumbers = "in everyday life that involve numbers, quantities, numerical information, statistics or mathematics."

Group

[id = H_Q03b | response condition = All | layout = table]

<p>[H_Q03b_lead]</p>	<p>[TU-EN-Question-H_Q03b_lead-1] Outside your work, how often do you usually ...</p> <p>[TU-EN-Question-H_Q03b_lead-2] In everyday life, how often do you usually ...</p>	
<p>[H_Q03b]</p>	<p>calculate prices, costs or budgets?</p>	
<p>Responses [layout = radioButton]</p>	<p>01 02 03 04 05 DK RF</p>	<p>Never</p> <p>Less than once a month</p> <p>Less than once a week but at least once a month</p> <p>At least once a week but not every day</p> <p>Every day</p>
<p>[H_Q03c]</p>	<p>use or calculate fractions, decimals or percentages?</p>	
<p>Responses [layout = radioButton]</p>	<p>01 02 03 04</p>	<p>Never</p> <p>Less than once a month</p> <p>Less than once a week but at least once a month</p> <p>At least once a week but not every day</p>

	<table border="1"> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	05	Every day	DK		RF									
05	Every day														
DK															
RF															
[H_Q03d]	use a calculator - either hand-held or computer based?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
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02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = H_Q03f response condition = All layout = table]															
[H_Q03f_lead]	<p>[TU-EN-Question-H_Q03f_lead-1] Outside your work, how often do you usually ...</p> <p>[TU-EN-Question-H_Q03f_lead-2] In everyday life, how often do you usually ...</p>														
[H_Q03f]	prepare charts, graphs or tables?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															

[H_Q03g]	use simple algebra or formulas?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Help

By simple algebra or formula, we mean a mathematical rule that enables us to find an unknown number or quantity, for example a rule for finding an area when knowing length and width, or for working out how much more time is needed to travel a certain distance if speed is reduced.

[H_Q03h]	use more advanced maths or statistics such as calculus, complex algebra, trigonometry or use of regression techniques?	
Responses <i>[layout = radioButton]</i>	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group

[id = H_C04a | response condition = All | Hidden | layout = list]

[H_C04a]	
-----------------	--

routing

[id = H_C04a_1]

IF (^G_Q04 = "1") THEN Goto [H_Q04b](#)
 ELSE Goto [H_Q04a](#)

Group

[id = H_Q04a | response condition = All | layout = list]

[H_Q04a]

Have you ever used a computer?

Interviewer Instruction

This includes mobile phones and other hand-held electronic devices that are used to connect to the internet, check e-mails etc.

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

Help

By computer we mean a mainframe, desktop or laptop computer, or any other device that can be used to do such things as sending or receiving e-mail messages, processing data or text, or finding things on the internet.

routing

[id = H_Q04a_1]

IF (^H_Q04a = "1") THEN Goto [H_Q04b](#)
 ELSE Goto [H_END](#)

Group

[id = H_Q04b | response condition = All | layout = list]

[H_Q04b]

[TU-EN-Question-H_Q04b-1]
 Do you use a computer in your everyday life now outside work?

[TU-EN-Question-H_Q04b-2]
 Do you use a computer in your everyday life now?

Responses [layout = radioButton]	01	Yes
	02	No
	DK	
	RF	

routing

```
[id = H_Q04b_1 ]
IF (^H_Q04b = "1" ) THEN Goto H_R05
ELSE Goto H_END
```

inference rule

```
[id = H_Q04b_2 | before]
IF (^C_D09 = "1" ) THEN ^OutsideWork = "outside work"
ELSE ^OutsideWork = " "
```

Group

```
[ id = H_R05 | response condition = All | layout = list ]
```

[H_R05]

[TU-EN-Question-H_R05-1]

The following questions are about the use of computers or the internet outside work. This could be at home or in other places that offer internet services, like internet cafes or libraries.

[TU-EN-Question-H_R05-2]

The following questions are about the use of computers or the internet outside work, including any such activities you undertake as part of your studies. This could be at home or in other places that offer internet services, like internet cafes or libraries.

[TU-EN-Question-H_R05-3]

The following questions are about the use of computers or the internet in everyday life. Exclude any such activities you undertook as part of your last job. This could be at home or in other places that offer internet services, like internet cafes or libraries.

[TU-EN-Question-H_R05-4]

The following questions are about the use of computers or the internet in everyday life. Exclude any such activities you undertook as part of your last job, but include any such activities you undertake as part of your studies. This could be at home or in other places that offer internet services, like internet cafes or libraries.

[TU-EN-Question-H_R05-5]

The following questions are about the use of computers or the internet in everyday life, including any such activities you undertake as part of your studies. This could be at home or in other places that offer internet services, like internet cafes or libraries.

[TU-EN-Question-H_R05-6]

The following questions are about the use of computers or the internet in everyday life. This could be at home or in other places that offer internet services, like internet cafes or libraries.

Interviewer Instruction

Press <Next key> to continue.

inference rule

[id = H_R05_1 | before]

IF ((^C_D09 = "1") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayComputers = "outside work."

ELSE

IF ((^C_D09 = "1") AND (^B_Q02a = "1")) THEN ^EverydayComputers = "outside work, including any such activities you undertake as part of your studies."

ELSE

IF ((^C_D09 = "2") AND (((^B_Q02a = "2") OR (^B_Q02a = "DK")) OR (^B_Q02a = "RF"))) THEN ^EverydayComputers = "in everyday life. Exclude any such activities you undertook as part of your last job."

ELSE

IF ((^C_D09 = "2") AND (^B_Q02a = "1")) THEN ^EverydayComputers = "in everyday life. Exclude any such activities you undertook as part of your last job, but include any such activities you undertake as part of your studies."

ELSE

IF (((^C_D09 = "3") OR (^C_D09 = "4")) AND (^B_Q02a = "1")) THEN ^EverydayComputers = "in everyday life, including any such activities you undertake as part of your studies."

ELSE ^EverydayComputers = "in everyday life."

Group

[id = H_Q05a | response condition = All | layout = table]

[H_Q05a_lead]

[TU-EN-Question-H_Q05a_lead-1]

Outside your work, how often do you usually ...

[TU-EN-Question-H_Q05a_lead-2]

In everyday life, how often do you usually ...

[H_Q05a]

use email?

Responses

[layout = radioButton]

01	Never
02	Less than once a month
03	Less than once a week but at least once a month
04	At least once a week but not every day

	<table border="1"> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	05	Every day	DK		RF									
05	Every day														
DK															
RF															
[H_Q05c]	use the internet in order to better understand issues related to, for example, your health or illnesses, financial matters, or environmental issues?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
[H_Q05d]	conduct transactions on the internet, for example buying or selling products or services, or banking?														
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Never</td> </tr> <tr> <td>02</td> <td>Less than once a month</td> </tr> <tr> <td>03</td> <td>Less than once a week but at least once a month</td> </tr> <tr> <td>04</td> <td>At least once a week but not every day</td> </tr> <tr> <td>05</td> <td>Every day</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Never	02	Less than once a month	03	Less than once a week but at least once a month	04	At least once a week but not every day	05	Every day	DK		RF	
01	Never														
02	Less than once a month														
03	Less than once a week but at least once a month														
04	At least once a week but not every day														
05	Every day														
DK															
RF															
Group [id = H_Q05e response condition = All layout = table]															
[H_Q05e_lead]	[TU-EN-Question-H_Q05e_lead-1] Outside your work, how often do you usually ...														

	[TU-EN-Question-H_Q05e_lead-2] In everyday life, how often do you usually ...
[H_Q05e]	use spreadsheet software, for example Excel?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
[H_Q05f]	use a word processor, for example Word?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day
	DK
	RF
[H_Q05g]	use a programming language to program or write computer code?
Responses <i>[layout = radioButton]</i>	01 Never
	02 Less than once a month
	03 Less than once a week but at least once a month
	04 At least once a week but not every day
	05 Every day

	DK	
	RF	
[H_Q05h]	take part in real-time discussions on the internet, for example online conferences or chat groups?	
Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
[id = H_N05h | response condition = All | layout = list]

[H_N05h]

Interviewer Instruction

1. Take back show card 12 from the respondent. 2. Press <Next key> to continue.

Group
[id = H_END | response condition = All | Hidden | layout = list]

[H_END]

routing

[id = H_END_1]
IF ("true" = "true") THEN Goto [I_START](#)

Group
[id = I_START | response condition = All | Hidden | layout = list]

[I_START]

Group
[id = I_R01 | response condition = All | layout = list]

[I_R01]

Interviewer Instruction

1. Hand show card 10 and ask the respondent to hold onto it until instructed to hand it back. 2. Press <Next key> to continue.

Group	
<i>[id = I_Q04b response condition = All layout = table]</i>	
[I_Q04b_lead]	I would now like to ask you some questions about how you deal with problems and tasks you encounter. To what extent do the following statements apply to you?
[I_Q04b]	When I hear or read about new ideas, I try to relate them to real life situations to which they might apply
Responses <i>[layout = radioButton]</i>	01 Not at all
	02 Very little
	03 To some extent
	04 To a high extent
	05 To a very high extent
	DK
	RF
[I_Q04d]	I like learning new things
Responses <i>[layout = radioButton]</i>	01 Not at all
	02 Very little
	03 To some extent
	04 To a high extent
	05 To a very high extent
	DK
	RF
[I_Q04h]	When I come across something new, I try to relate it to what I already know
Responses <i>[layout = radioButton]</i>	01 Not at all
	02 Very little
	03 To some extent

	<table border="1"> <tbody> <tr> <td>04</td> <td>To a high extent</td> </tr> <tr> <td>05</td> <td>To a very high extent</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	04	To a high extent	05	To a very high extent	DK		RF							
04	To a high extent														
05	To a very high extent														
DK															
RF															
Group <i>[id = I_Q04j response condition = All layout = table]</i>															
[I_Q04j_lead]	To what extent do the following statements apply to you?														
[I_Q04j]	I like to get to the bottom of difficult things														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tbody> <tr> <td>01</td> <td>Not at all</td> </tr> <tr> <td>02</td> <td>Very little</td> </tr> <tr> <td>03</td> <td>To some extent</td> </tr> <tr> <td>04</td> <td>To a high extent</td> </tr> <tr> <td>05</td> <td>To a very high extent</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Not at all	02	Very little	03	To some extent	04	To a high extent	05	To a very high extent	DK		RF	
01	Not at all														
02	Very little														
03	To some extent														
04	To a high extent														
05	To a very high extent														
DK															
RF															
[I_Q04l]	I like to figure out how different ideas fit together														
Responses <i>[layout = radioButton]</i>	<table border="1"> <tbody> <tr> <td>01</td> <td>Not at all</td> </tr> <tr> <td>02</td> <td>Very little</td> </tr> <tr> <td>03</td> <td>To some extent</td> </tr> <tr> <td>04</td> <td>To a high extent</td> </tr> <tr> <td>05</td> <td>To a very high extent</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </tbody> </table>	01	Not at all	02	Very little	03	To some extent	04	To a high extent	05	To a very high extent	DK		RF	
01	Not at all														
02	Very little														
03	To some extent														
04	To a high extent														
05	To a very high extent														
DK															
RF															
[I_Q04m]	If I don't understand something, I look for additional information to make it clearer														

Responses [layout = radioButton]	01	Not at all
	02	Very little
	03	To some extent
	04	To a high extent
	05	To a very high extent
	DK	
	RF	

Group
[id = I_N04m | response condition = All | layout = list]

[I_N04m]

Interviewer Instruction

1. Take back show card 10 from the respondent and hand show card 12. 2. Press <Next key> to continue.

Group
[id = I_Q05f | response condition = Exactly One | layout = list]

[I_Q05f]

In the last 12 months, how often, if at all, did you do voluntary work, including unpaid work for a charity, political party, trade union or other non-profit organisation?

Responses [layout = radioButton]	01	Never
	02	Less than once a month
	03	Less than once a week but at least once a month
	04	At least once a week but not every day
	05	Every day
	DK	
	RF	

Group
[id = I_N05h | response condition = All | layout = list]

[I_N05h]

Interviewer Instruction

1. Take back show card 12 from the respondent and hand show card 16. Ask the respondent to hold onto it until requested to hand it back. 2. Press <Next key> to continue.

Group

[id = I_Q06a | response condition = All | layout = table]

[I_Q06a_lead]	To what extent do you agree or disagree with the following statements?	
[I_Q06a]	People like me don't have any say about what the government does	
Responses <i>[layout = radioButton]</i>	01	Strongly agree
	02	Agree
	03	Neither agree nor disagree
	04	Disagree
	05	Strongly disagree
	DK	
	RF	
[I_Q07a]	There are only a few people you can trust completely	
Responses <i>[layout = radioButton]</i>	01	Strongly agree
	02	Agree
	03	Neither agree nor disagree
	04	Disagree
	05	Strongly disagree
	DK	
	RF	
[I_Q07b]	If you are not careful, other people will take advantage of you	
Responses <i>[layout = radioButton]</i>	01	Strongly agree
	02	Agree

	03	Neither agree nor disagree
	04	Disagree
	05	Strongly disagree
	DK	
	RF	

Group

[id = I_N07d | response condition = All | layout = list]

[I_N07d]

Interviewer Instruction

1. Take back show card 16 from the respondent. 2. Press <Next key> to continue.

Group

[id = I_Q08 | response condition = All | layout = list]

[I_Q08]

The next questions are about your health. In general, would you say your health is excellent, very good, good, fair, or poor?

Interviewer Instruction

Health can include both physical and mental health.

Responses [layout = radioButton]	01	Excellent
	02	Very good
	03	Good
	04	Fair
	05	Poor
	DK	
	RF	

Group

[id = I_Q10UKX | response condition = All | layout = list]

[I_Q10UKX]

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?

Responses [layout =	01	Yes, limited a lot
-------------------------	----	--------------------

<i>radioButton]</i>	02	Yes, limited a little
	03	No
	DK	
	RF	

Group

[id = I_END | response condition = All | Hidden | layout = list]

[I_END]

routing

[id = I_END_1]

IF ("true" = "true") THEN Goto [J_START](#)

Group

[id = J_START | response condition = All | Hidden | layout = list]

[J_START]

Group

[id = J_Q01 | response condition = All | layout = list]

[J_Q01]

Now I would like to ask you some general questions. Including yourself, how many people usually live in your household? Please include people who are temporarily living elsewhere.

Interviewer Instruction

1. Household membership is defined by the existence of SHARED EXPENSES (including benefiting from expenses as well contributing to expenses) and the place of usual residence. 2. A person shall be considered 'usually resident' if he/she spends most of his/her daily rest at this household evaluated over the last one year.

Responses

[Min = 1 | Max = 90 | layout = radioButton]

00	[FTE] people
DK	
RF	

Help

1. Boarders and lodgers are only considered as members of the household IF they share in the household expenses. 2. Students sharing a dwelling can only be considered as members of one household IF they share in the household expenses. 3. People absent for a long period due to work, but continuing to have a clear financial relation with the household, are considered members of the household (e.g. head of household working abroad). 4. Children who are educated away from home

should be considered members of the household if they have no private address and continue to maintain close relations (e.g. come home every weekend).

Group

[id = J_C01 | response condition = All | Hidden | layout = list]

[J_C01]

Group

[id = J_Q02aUK | response condition = All | layout = list]

[J_Q02aUK]

Are you...

Interviewer Instruction

1. Read categories 1 to 7 to respondent. 2. If respondent spontaneously reports category 8, 9 or 10, mark appropriate category.

Responses [layout = radioButton]	01	single, that is never married
	02	married and living with husband/wife
	03	living with someone in this household as a couple
	04	a civil partner in a legally recognised civil partnership
	05	married and separated from husband/wife
	06	divorced
	07	widowed
	08	Spontaneous only - In a legally recognised Civil Partnership and separated from his/her civil partner
	09	Spontaneous only - Formerly a civil partner, the Civil Partnership now legally dissolved
	10	Spontaneous only - A surviving civil partner: his/her partner having since died
	DK	
	RF	

routing

IF ((^J_Q02aUK = "2") OR (^J_Q02aUK = "3")) OR (^J_Q02aUK = "4")) THEN
Goto [J_Q02c](#)
ELSE Goto [J_Q03a](#)

Group

[id = J_Q02c | response condition = All | layout = list]

[J_Q02c]	Please look at this card and tell me which of the statements best describes the current situation of your spouse or partner.
-----------------	---

Interviewer Instruction

Hand show card 9.

Responses <i>[layout = radioButton]</i>	01	Full-time employed (self-employed, employee)
	02	Part-time employed (self-employed, employee)
	03	Unemployed
	04	Pupil, student
	05	Apprentice, internship
	06	In retirement or early retirement
	07	Permanently disabled
	08	In compulsory military or community service
	09	Fulfilling domestic tasks or looking after children/family
	10	Other
	DK	
	RF	

Group

[id = J_Q03a | response condition = All | layout = list]

[J_Q03a]	Do you have children? Please include stepchildren and children not living in your household.	
Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

routing

[id = J_Q03a_1]

IF (^J_Q03a = "1") THEN Goto [J_Q03b](#)
 ELSE Goto [J_Q04a](#)

Group
 [id = J_Q03b | response condition = All | layout = list]

[J_Q03b]

How many children do you have?

Responses

[Min = 1 | Max = 25
 | layout =
 radioButton]

00 [FTE] children

DK

RF

routing

[id = J_Q03b_1]

IF (^J_Q03b = "1") THEN Goto [J_Q03c](#)

ELSE

IF ((^J_Q03b = "DK") OR (^J_Q03b = "RF")) THEN Goto [J_Q04a](#)

ELSE Goto [J_Q03d1](#)

Group

[id = J_Q03c | response condition = All | layout = list]

[J_Q03c]

How old is this child?

Responses

[Min = 0 | Max = 55
 | layout =
 radioButton]

00 [FTE] years of age

DK

RF

routing

[id = J_Q03c_1]

IF ("true" = "true") THEN Goto [J_Q04a](#)

Group

[id = J_Q03d1 | response condition = All | layout = list]

[J_Q03d1]

How old is your youngest child?

Responses

[Min = 0 | Max = 55
 | layout =
 radioButton]

00 Youngest [FTE] Years of age

DK

RF

Group

[id = J_Q03d2 | response condition = All | layout = list]

[J_Q03d2]	And how old is your oldest child?						
Responses [Min = 0 Max = 55 layout = radioButton]	<table border="1"> <tr> <td>00</td> <td>Oldest [FTE] Years of age</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	00	Oldest [FTE] Years of age	DK		RF	
00	Oldest [FTE] Years of age						
DK							
RF							

Group
[id = J_E03 | response condition = All | Hidden | layout = list]

[J_E03]	
----------------	--

consistencyCheck

[id = J_E03_1 | Soft]
IF ((^J_Q03d2 - ^J_Q03d1) < "0")
Unlikely answer has been entered. Please confirm age of youngest and oldest child and change age of youngest child (J_Q03d1) or age of oldest child (J_Q03d2).

Group
[id = J_Q03UKX | response condition = All | layout = list]

[J_Q03UKX]	Is there anyone living with you who you look after or give special help to because they are elderly, or have a long-standing illness or disability?								
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									

Group
[id = J_Q04a | response condition = All | layout = list]

[J_Q04a]	Now I have some questions on your background. Were you born in the UK, that is in England, Scotland, Wales or Northern Ireland?								
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF	
01	Yes								
02	No								
DK									
RF									

routing

[id = J_Q04a_1]
 IF (^[J_Q04a](#) = "2") THEN Goto [J_Q04bUK](#)
 ELSE Goto [J_Q04UKX1](#)

Group
[id = J_Q04bUK | response condition = All | layout = list]

[J_Q04bUK]	In what country were you born?
-------------------	---------------------------------------

Interviewer Instruction
 Please specify the name of the country as it is **CURRENTLY** called.

Responses <i>[layout = radioButton]</i>	01	India
	02	Poland
	03	Pakistan
	04	Germany
	05	South Africa
	06	Bangladesh
	07	Nigeria
	08	Kenya
	09	United States
	10	Philippines
	11	France
	12	Australia
	13	Republic of Ireland
	14	Other
DK		
RF		

routing

[id = J_Q04bUK_1]
 IF (^[J_Q04bUK](#) = "14") THEN Goto [J_S04b](#)
 ELSE Goto [J_Q04c1](#)

Group
 [id = J_S04b | response condition = All | layout = list]

[J_S04b] **What country was that?**

Interviewer Instruction
 Please specify the name of the country as it is CURRENTLY called.

Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

Group
 [id = J_Q04c1 | response condition = Exactly One | layout = list]

[J_Q04c1] **At what age, or in which year did you arrive in this country?**

Interviewer Instruction
 Enter age OR year.

Responses [Min = 0 Max = 65 layout = radioButton]	00	Age [FTE]
	DK	
	RF	

[J_Q04c2]

Responses [Min = 1945 Max = 2012 layout = radioButton]	00	Year [FTE]
	DK	
	RF	

inference rule

```
[id = J_Q04c1_AgeYear_CRP | after]
IF ( ( ( ( (^J_Q04c1 ≠ "DK" ) AND ( ^J_Q04c1 ≠ "RF" ) ) AND ( ^J_Q04c1 ≠ "NULL" ) )
AND ( ^A_Q01a ≠ "DK" ) ) AND ( ^A_Q01a ≠ "RF" ) ) THEN ^J_Q04c2 = ( ^A_Q01a +
^J_Q04c1 )
ELSE
IF ( ( ( ( (^J_Q04c2 ≠ "DK" ) AND ( ^J_Q04c2 ≠ "RF" ) ) AND ( ^J_Q04c2 ≠ "NULL" ) )
AND ( ^A_Q01a ≠ "DK" ) ) AND ( ^A_Q01a ≠ "RF" ) ) THEN ^J_Q04c1 = ( ^J_Q04c2 -
^A_Q01a )
```

consistencyCheck

[id = J_Q04c1_1 | Soft]

IF ((^J_Q04c2 - ^A_Q01a) < "0")

Unlikely answer has been entered. Please confirm age or year entered in the last question or change year of birth (A_Q01a) or year of immigration (J_Q04c2).

Group

[id = J_Q04UKX1 | response condition = All | layout = list]

[J_Q04UKX1]

To which of these ethnic groups do you consider you belong?

Interviewer Instruction

HAND SHOW CARD 21 to respondent.

Responses

[layout = radioButton]

- | | |
|----|------------------------|
| 01 | White |
| 02 | Mixed Race |
| 03 | Asian or Asian British |
| 04 | Black or Black British |
| 05 | Other ethnic group |
| DK | |
| RF | |

Group

[id = J_C04UKX1 | response condition = All | Hidden | layout = list]

[J_C04UKX1]

routing

[id = J_C04UKX1_1]

IF ((^A_N01UKX = "1") AND (^J_Q04UKX1 = "1")) THEN Goto J_Q04UKX2

ELSE

IF ((^A_N01UKX = "2") AND (^J_Q04UKX1 = "1")) THEN Goto J_Q04UKX3

ELSE

IF ((^A_N01UKX = "4") AND (^J_Q04UKX1 = "1")) THEN Goto J_Q04UKX4

ELSE

IF ((^A_N01UKX = "3") AND (^J_Q04UKX1 = "1")) THEN Goto J_Q04UKX5

ELSE

IF (^J_Q04UKX1 = "2") THEN Goto J_Q04UKX6

ELSE

IF (^J_Q04UKX1 = "3") THEN Goto J_Q04UKX7

ELSE

IF (^J_Q04UKX1 = "4") THEN Goto J_Q04UKX8

ELSE

```
IF ( ( ( (^A_N01UKX = "1" ) OR (^A_N01UKX = "2" ) ) OR (^A_N01UKX = "4" ) ) AND
(^J_Q04UKX1 = "5" ) ) THEN Goto J\_Q04UKX9
ELSE
IF ( (^A_N01UKX = "3" ) AND (^J_Q04UKX1 = "5" ) ) THEN Goto J\_Q04UKX10
ELSE Goto J\_Q05a1UK
```

Group
[id = J_Q04UKX2 | response condition = All | layout = list]

[J_Q04UKX2]	And to which of these ethnic groups do you consider you belong?	
Responses <i>[layout = radioButton]</i>	01	English
	02	Scottish
	03	Welsh
	04	Northern Irish
	05	Other British
	06	Irish
	07	Another white background?
	DK	
	RF	

routing

```
[id = J_Q04UKX2_1 ]
IF ( "true" = "true" ) THEN Goto J\_Q05a1UK
```

Group
[id = J_Q04UKX3 | response condition = All | layout = list]

[J_Q04UKX3]	And to which of these ethnic groups do you consider you belong?	
Responses <i>[layout = radioButton]</i>	01	Welsh
	02	English
	03	Scottish
	04	Northern Irish
	05	Other British

	06	Irish
	07	Another white background?
	DK	
	RF	

routing

[id = J_Q04UKX3_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX4 | response condition = All | layout = list]

[J_Q04UKX4]	And to which of these ethnic groups do you consider you belong?	
Responses <i>[layout = radioButton]</i>	01	Northern Irish
	02	English
	03	Scottish
	04	Welsh
	05	Other British
	06	Irish
	07	Another white background?
	DK	
	RF	

routing

[id = J_Q04UKX4_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX5 | response condition = All | layout = list]

[J_Q04UKX5]	And to which of these ethnic groups do you consider you belong?	
--------------------	--	--

Responses <i>[layout = radioButton]</i>	01	Scottish
	02	English
	03	Welsh
	04	Northern Irish
	05	British
	06	Irish
	07	Gypsy / Traveller
	08	Polish
	09	Another white background
	DK	
	RF	

routing

[id = J_Q04UKX5_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX6 | response condition = All | layout = list]

[J_Q04UKX6]	And to which of these ethnic groups do you consider you belong?	
Responses <i>[layout = radioButton]</i>	01	White + Black Caribbean
	02	White + Black African
	03	White + Asian
	04	Another mixed background
	DK	
	RF	

routing

[id = J_Q04UKX6_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX7 | response condition = All | layout = list]

[J_Q04UKX7]	And to which of these ethnic groups do you consider you belong?	
Responses [layout = radioButton]	01	Indian
	02	Pakistani
	03	Bangladeshi
	04	Chinese
	05	Another Asian background
	DK	
	RF	

routing

[id = J_Q04UKX7_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX8 | response condition = All | layout = list]

[J_Q04UKX8]	And to which of these ethnic groups do you consider you belong?	
Responses [layout = radioButton]	01	Caribbean
	02	African
	03	Another Black background
	DK	
	RF	

routing

[id = J_Q04UKX8_1]

IF ("true" = "true") THEN Goto [J_Q05a1UK](#)

Group

[id = J_Q04UKX9 | response condition = All | layout = list]

[J_Q04UKX9]	Please can you describe your ethnic group
Responses <i>[layout = radioButton]</i>	01 Arab
	02 Gypsy / Romany / Irish Traveller
	03 Any other
	DK
	RF

routing
<i>[id = J_Q04UKX9_1]</i> IF ("true" = "true") THEN Goto J_Q05a1UK
Group <i>[id = J_Q04UKX10 response condition = All layout = list]</i>

[J_Q04UKX10]	Please can you describe your ethnic group
Responses <i>[layout = radioButton]</i>	01 Arab
	02 Any other
	DK
	RF

routing
<i>[id = J_Q04UKX10_1]</i> IF ("true" = "true") THEN Goto J_Q05a1UK
Group <i>[id = J_Q05a1UK response condition = All layout = list]</i>

[J_Q05a1UK]	What is the language that you first learned at home in childhood AND STILL UNDERSTAND?
--------------------	---

Interviewer Instruction

1. Mark only one. 2. If the respondent spontaneously mentions TWO languages, you can enter the second language in J_Q05a2UK.

Responses <i>[layout = radioButton]</i>	01 English
	02 Welsh

	03	Irish
	04	Scottish Gaelic
	05	Ulster Scots / Ullans
	06	Hindi
	07	Urdu
	08	Punjabi
	09	Polish
	10	Other
	DK	
	RF	

routing

[id = J_Q05a1UK_1]

IF (^J_Q05a1UK = "10") THEN Goto [J_S05a1](#)

ELSE Goto [J_N05a2](#)

Group

[id = J_S05a1 | response condition = All | layout = list]

[J_S05a1]	What language was that?	
Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

Group

[id = J_N05a2 | response condition = All | layout = list]

[J_N05a2]	Did the respondent mention more than 1 language?	
Responses [layout = radioButton]	01	Yes
	02	No

routing

[id = J_N05a2_1]

IF (^J_N05a2 = "1") THEN Goto [J_Q05a2UK](#)

ELSE Goto [J_Q05bUK](#)

Group

[id = J_Q05a2UK | response condition = All | layout = list]

[J_Q05a2UK]

What is the second language that you first learned at home in childhood AND STILL UNDERSTAND?

Interviewer Instruction

Mark only one.

Responses [layout = radioButton]	01	English
	02	Welsh
	03	Irish
	04	Scottish Gaelic
	05	Ulster Scots / Ullans
	06	Hindi
	07	Urdu
	08	Punjabi
	09	Polish
	10	Other
	DK	
	RF	

routing

[id = J_Q05a2UK_1]

IF (^J_Q05a2UK = "10") THEN Goto [J_S05a2](#)

ELSE Goto [J_Q05bUK](#)

Group

[id = J_S05a2 | response condition = All | layout = list]

[J_S05a2]

What language was that?

Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	

]	RF	
---	----	--

Group
[id = J_Q05bUK | response condition = All | layout = list]

[J_Q05bUK]	What language do you speak most often at home?
-------------------	---

Interviewer Instruction
Mark only one.

Responses <i>[layout = radioButton]</i>	01	English
	02	Welsh
	03	Irish
	04	Scottish Gaelic
	05	Ulster Scots / Ullans
	06	Hindi
	07	Urdu
	08	Punjabi
	09	Polish
	10	Other
	DK	
	RF	

Help
 1. This question refers to the language spoken most often by the respondent. 2. It should not be interpreted to mean the language spoken most often by the family as a whole. It is quite possible that different family members speak different languages (e.g., Chinese children may speak English most often while the parents speak mostly Chinese). 3. If the respondent lives alone, report the language that is used on a daily basis.

routing

[id = J_Q05bUK_1]
 IF (^[J_Q05bUK](#) = "10") THEN Goto [J_S05b](#)
 ELSE Goto [J_Q06a](#)

Group
[id = J_S05b | response condition = All | layout = list]

[J_S05b]	What language was that?												
Responses [<i>Min Length = 1 Max Length = 250 layout = radioButton</i>]	<table border="1"> <tr> <td>00</td> <td></td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	00		DK		RF							
00													
DK													
RF													
Group [<i>id = J_Q06a response condition = All layout = list</i>]													
[J_Q06a]	The next few questions are about your mother or female guardian. Was your mother or female guardian born in the UK, that is in England, Scotland, Wales or Northern Ireland?												
<u>Interviewer Instruction</u> If there was more than one person, these questions refer to the one who was present for the longest time during childhood (0-16 years).													
Responses [<i>layout = radioButton</i>]	<table border="1"> <tr> <td>01</td> <td>Yes</td> </tr> <tr> <td>02</td> <td>No</td> </tr> <tr> <td>DK</td> <td></td> </tr> <tr> <td>RF</td> <td></td> </tr> </table>	01	Yes	02	No	DK		RF					
01	Yes												
02	No												
DK													
RF													
Group [<i>id = J_Q06bUK response condition = All layout = list</i>]													
[J_Q06bUK]	What was the highest level qualifications your mother or female guardian ever completed?												
<u>Interviewer Instruction</u> 1. Hand show card 17. 2. If the mother or female guardian did not attain any qualification, this should be coded as the lowest category '1'.													
Responses [<i>layout = radioButton</i>]	<table border="1"> <tr> <td>01</td> <td>No qualifications</td> </tr> <tr> <td>02</td> <td>Key Skills, Basic Skills, Essential Skills or equivalent</td> </tr> <tr> <td>03</td> <td>O levels, GCSEs or equivalent</td> </tr> <tr> <td>04</td> <td>NVQ level 2, City & Guilds craft or equivalent</td> </tr> <tr> <td>05</td> <td>A levels or equivalent</td> </tr> <tr> <td>06</td> <td>Trade apprenticeship</td> </tr> </table>	01	No qualifications	02	Key Skills, Basic Skills, Essential Skills or equivalent	03	O levels, GCSEs or equivalent	04	NVQ level 2, City & Guilds craft or equivalent	05	A levels or equivalent	06	Trade apprenticeship
01	No qualifications												
02	Key Skills, Basic Skills, Essential Skills or equivalent												
03	O levels, GCSEs or equivalent												
04	NVQ level 2, City & Guilds craft or equivalent												
05	A levels or equivalent												
06	Trade apprenticeship												

	07	NVQ level 3, City & Guilds Advanced Craft, ONC/OND or equivalent
	08	Degree or higher degree
	09	NVQ level 4 or 5, HNC/HND or equivalent
	DK	
	RF	

Group
 [id = J_D06c1 | response condition = All | Hidden | layout = list]

[J_D06c1]

inference rule

[id = J_D06c1_1 | after]
 IF (^AgeEdu = "16") THEN ^DidDoes = "Does"
 ELSE ^DidDoes = "Did"

Group
 [id = J_D06c2 | response condition = All | Hidden | layout = list]

[J_D06c2]

inference rule

[id = J_D06c2_1 | after]
 IF (^AgeEdu = "16") THEN ^When = ""
 ELSE ^When = "when you were 16 years old"

Group
 [id = J_D06c3 | response condition = All | Hidden | layout = list]

[J_D06c3]

inference rule

[id = J_D06c3_1 | after]
 IF (^AgeEdu = "16") THEN ^WasIs = "is"
 ELSE ^WasIs = "was"

Group
 [id = J_D06c4 | response condition = All | Hidden | layout = list]

[J_D06c4]

inference rule

[id = J_D06c4_1 | after]

IF (^AgeEdu = "16") THEN ^AreWere2 = "are"
ELSE ^AreWere2 = "were"

Group

[id = J_D06c5 | response condition = Exactly One | Hidden | layout = list]

[J_D06c5]

inference rule

[id = J_D06c5_1 | after]

IF (^AgeEdu = "16") THEN ^DidiDoes = "does"
ELSE ^DidiDoes = "did"

Group

[id = J_Q06c | response condition = All | layout = list]

[J_Q06c]

[TU-EN-Question-J_Q06c-1]
Does your mother or female guardian hold a paying job?

[TU-EN-Question-J_Q06c-2]
Did your mother or female guardian hold a paying job when you were 16 years old?

Interviewer Instruction

Note that this question refers to the same person as the previous two questions even if this person was no longer present at the time.

Responses

[layout = radioButton]

01 Yes

02 No

03 Not applicable, mother or female guardian deceased at that time

DK

RF

routing

[id = J_Q06c_1]

IF (^J_Q06c = "1") THEN Goto [J_Q06d](#)
ELSE Goto [J_Q07a](#)

Group

[id = J_Q06d | response condition = All | layout = list]

[J_Q06d]

[TU-EN-Question-J_Q06d-1]

	<p>What is your mother's or female guardian's main job? Please provide the job title and indicate whether this refers to self-employment or not.</p> <p>[TU-EN-Question-J_Q06d-2] What was your mother's or female guardian's main job when you were 16 years old? Please provide the job title and indicate whether this refers to self-employment or not.</p>
--	---

Interviewer Instruction

1. Avoid vague occupational titles such as manager, clerk, or farmer. 2. Descriptions must always reflect the respondent's mother's most important duties. For example, accountant would be certified industrial accountant, clerk would be sales clerk, farmer would be dairy farmer, and manager would be regional sales manager.

<p>Responses <i>[Min Length = 1 Max Length = 250 layout = radioButton]</i></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">00</td> <td style="width: 90%;"></td> </tr> <tr> <td style="text-align: center;">DK</td> <td></td> </tr> <tr> <td style="text-align: center;">RF</td> <td></td> </tr> </table>	00		DK		RF	
00							
DK							
RF							

routing

[id = J_Q06d_1]
IF ((^J_Q06d = "DK") OR (^J_Q06d = "RF")) THEN Goto J_Q07a

Group
[id = J_Q06e | response condition = All | layout = list]

<p>[J_Q06e]</p>	<p>[TU-EN-Question-J_Q06e-1] What does your mother or female guardian do in her main job? Please describe the kind of work she does in that job.</p> <p>[TU-EN-Question-J_Q06e-2] What did your mother or female guardian do in her main job? Please describe the kind of work she did in that job.</p>
------------------------	---

Interviewer Instruction

Descriptions must always reflect the respondent's mother's most important activities or duties. For example, stocking shelves, keeping track of costs and payments, looking after sick animals, caring for sick people, fixing sore teeth, building roads and bridges.

<p>Responses <i>[Min Length = 1 Max Length = 250]</i></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">00</td> <td style="width: 90%;"></td> </tr> <tr> <td style="text-align: center;">DK</td> <td></td> </tr> </table>	00		DK	
00					
DK					

<i>layout = radioButton]</i>	RF	
-------------------------------	----	--

Group
[id = J_Q07a | response condition = All | layout = list]

[J_Q07a]	The next few questions are about your father or male guardian. Was your father or male guardian born in the UK, that is in England, Scotland, Wales or Northern Ireland?
-----------------	---

Interviewer Instruction
If there was more than one person, these questions refer to the one who was present for the longest time during childhood (0-16 years).

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	DK	
	RF	

Group
[id = J_Q07bUK | response condition = All | layout = list]

[J_Q07bUK]	What was the highest level qualifications your father or male guardian ever completed?
-------------------	---

Interviewer Instruction
1. Hand show card 17. 2. If the father or male guardian did not attain any qualification, this should be coded as the lowest category '1'.

Responses <i>[layout = radioButton]</i>	01	No qualifications
	02	Key Skills, Basic Skills, Essential Skills or equivalent
	03	O levels, GCSEs or equivalent
	04	NVQ level 2, City & Guilds craft or equivalent
	05	A levels or equivalent
	06	Trade apprenticeship
	07	NVQ level 3, City & Guilds Advanced Craft, ONC/OND or equivalent
	08	Degree or higher degree

	09	NVQ level 4 or 5, HNC/HND or equivalent
	DK	
	RF	

Group
[id = J_Q07c | response condition = All | layout = list]

[J_Q07c]	<p>[TU-EN-Question-J_Q07c-1] Does your father or male guardian hold a paying job?</p> <p>[TU-EN-Question-J_Q07c-2] Did your father or male guardian hold a paying job when you were 16 years old?</p>
-----------------	---

Interviewer Instruction
Note that this question refers to the same person as the previous two questions even if this person was no longer present at the time.

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No
	03	Not applicable, father or male guardian deceased at that time
	DK	
	RF	

routing

[id = J_Q07c_1]
 IF (^[J_Q07c](#) = "1") THEN Goto [J_Q07d](#)
 ELSE Goto [J_C08](#)

Group
[id = J_Q07d | response condition = All | layout = list]

[J_Q07d]	<p>[TU-EN-Question-J_Q07d-1] What is your father's or male guardian's main job? Please provide the job title and indicate whether this refers to self-employment or not.</p> <p>[TU-EN-Question-J_Q07d-2] What was your father's or male guardian's main job when you were 16 years old? Please provide the job title and</p>
-----------------	---

	indicate whether this refers to self-employment or not.
--	---

Interviewer Instruction

1. Avoid vague occupational titles such as manager, clerk, or farmer. 2. Descriptions must always reflect the respondent's father's most important duties. For example, accountant would be certified industrial accountant, clerk would be sales clerk, farmer would be dairy farmer, and manager would be regional sales manager.

Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

routing

[id = J_Q07d_1]
 IF ((^J_Q07d = "DK") OR (^J_Q07d = "RF")) THEN Goto [J_C08](#)

Group
 [id = J_Q07e | response condition = All | layout = list]

[J_Q07e]	<p>[TU-EN-Question-J_Q07e-1] What does your father or male guardian do in his main job? Please describe the kind of work he does in that job.</p> <p>[TU-EN-Question-J_Q07e-2] What did your father or male guardian do in his main job? Please describe the kind of work he did in that job.</p>
-----------------	---

Interviewer Instruction

Descriptions must always reflect the respondent's father's most important activities or duties. For example, stocking shelves, keeping track of costs and payments, looking after sick animals, caring for sick people, fixing sore teeth, building roads and bridges.

Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00	
	DK	
	RF	

Group
 [id = J_C08 | response condition = All | Hidden | layout = list]

[J_C08]	
----------------	--

routing

```
[id = J_C08_1 ]
IF ( (^J_Q06c = "3" ) AND ( ^J_Q07c = "3" ) ) THEN Goto J_C10UKX1
ELSE Goto J_Q08
```

Group

```
[ id = J_Q08 | response condition = All | layout = list ]
```

[J_Q08]

[TU-EN-Question-J_Q08-1]
About how many books are there in your home? Do not include magazines, newspapers or schoolbooks. To give an estimation, one metre of shelving is about 40 books.

[TU-EN-Question-J_Q08-2]
About how many books were there in your home when you were 16 years old? Do not include magazines, newspapers or schoolbooks. To give an estimation, one metre of shelving is about 40 books.

Interviewer Instruction

Hand show card 18.

Responses <i>[layout = radioButton]</i>	01	10 books or less
	02	11 to 25 books
	03	26 to 100 books
	04	101 to 200 books
	05	201 to 500 books
	06	More than 500 books
	DK	
	RF	

Group

```
[ id = J_C10UKX1 | response condition = All | Hidden | layout = list ]
```

[J_C10UKX1]

routing

```
[id = J_C10UKX1_1 ]
IF ( ^A_N01UKX = "3" ) THEN Goto J_Q10UKX1
ELSE
IF ( ^A_N01UKX = "4" ) THEN Goto J_Q10UKX2
ELSE
IF ( ( ^A_N01UKX = "1" ) OR ( ^A_N01UKX = "2" ) ) THEN Goto J_Q10UKX3
ELSE Goto J_END
```

Group [id = J_Q10UKX1 response condition = All layout = list]	
[J_Q10UKX1]	What religion, religious denomination or body do you belong to?
Responses [layout = radioButton]	01 None
	02 Church of Scotland
	03 Roman Catholic
	04 Other Christian
	05 Muslim
	06 Buddhist
	07 Sikh
	08 Jewish
	09 Hindu
	10 Pagan
	11 Another Religion
	DK
	RF

routing	
[id = J_Q10UKX1_1] IF (^J_Q10UKX1 = "11") THEN Goto J_S10UKX1 ELSE Goto J_END	
Group [id = J_S10UKX1 response condition = All layout = list]	
[J_S10UKX1]	Please specify
Responses [Min Length = 1 Max Length = 250 layout = radioButton]	00
	DK
	RF

routing																																							
[id = J_S10UKX1_1] IF ("true" = "true") THEN Goto J_END																																							
Group [id = J_Q10UKX2 response condition = All layout = list]																																							
[J_Q10UKX2]	I would like to ask you now about religion. What is your religion, even if you are not currently practising?																																						
Responses [layout = radioButton]	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td style="text-align: center;">01</td><td>Catholic</td></tr> <tr><td style="text-align: center;">02</td><td>Presbyterian</td></tr> <tr><td style="text-align: center;">03</td><td>Church of Ireland</td></tr> <tr><td style="text-align: center;">04</td><td>Methodist</td></tr> <tr><td style="text-align: center;">05</td><td>Baptist</td></tr> <tr><td style="text-align: center;">06</td><td>Free Presbyterian</td></tr> <tr><td style="text-align: center;">07</td><td>Brethren</td></tr> <tr><td style="text-align: center;">08</td><td>Protestant - not specified</td></tr> <tr><td style="text-align: center;">09</td><td>Other Christian</td></tr> <tr><td style="text-align: center;">10</td><td>Buddhist</td></tr> <tr><td style="text-align: center;">11</td><td>Hindu</td></tr> <tr><td style="text-align: center;">12</td><td>Jewish</td></tr> <tr><td style="text-align: center;">13</td><td>Muslim</td></tr> <tr><td style="text-align: center;">14</td><td>Sikh</td></tr> <tr><td style="text-align: center;">15</td><td>Other Religion</td></tr> <tr><td style="text-align: center;">16</td><td>Unwilling to answer</td></tr> <tr><td style="text-align: center;">17</td><td>No religion</td></tr> <tr><td style="text-align: center;">DK</td><td></td></tr> <tr><td style="text-align: center;">RF</td><td></td></tr> </tbody> </table>	01	Catholic	02	Presbyterian	03	Church of Ireland	04	Methodist	05	Baptist	06	Free Presbyterian	07	Brethren	08	Protestant - not specified	09	Other Christian	10	Buddhist	11	Hindu	12	Jewish	13	Muslim	14	Sikh	15	Other Religion	16	Unwilling to answer	17	No religion	DK		RF	
01	Catholic																																						
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12	Jewish																																						
13	Muslim																																						
14	Sikh																																						
15	Other Religion																																						
16	Unwilling to answer																																						
17	No religion																																						
DK																																							
RF																																							
routing																																							

[id = J_Q10UKX2_1]

IF ("true" = "true") THEN Goto [J_END](#)

Group

[id = J_Q10UKX3 | response condition = All | layout = list]

[J_Q10UKX3]

I would like to ask you now about religion. What is your religion, even if you are not currently practising?

Responses

[layout = radioButton]

01	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
02	Buddhist
03	Hindu
04	Jewish
05	Muslim
06	Sikh
07	Other Religion
08	Unwilling to answer
09	No religion
DK	
RF	

Group

[id = J_END | response condition = All | Hidden | layout = list]

[J_END]

Group

[id = COMPUTEREXPERIENCE | response condition = All | Hidden | layout = list]

[COMPUTEREXPERIENCE]

Responses

[layout = radioButton]

01	
02	

inference rule

[id = COMPUTEREXPERIENCE_1]

```
IF ( (^G_Q04 = "01" ) OR (^H_Q04a = "01" ) ) THEN ^COMPUTEREXPERIENCE = "01"
ELSE ^COMPUTEREXPERIENCE = "02"
```

Group

[id = NativeSpeaker | response condition = All | Hidden | layout = list]

[NativeSpeaker]

Interviewer Instruction

Responses

[layout = radioButton]

01

02

inference rule

```
IF (^J_Q05a1UK = "01" ) THEN ^NativeSpeaker = "01"
ELSE ^NativeSpeaker = "02"
```

Group

[id = COMPUTEREXPERIENCE | response condition = All | Hidden | layout = list]

[COMPUTEREXPERIENCE]

Interviewer Instruction

Responses

[layout = radioButton]

01

02

Group

[id = DC_BQ_automaticAssignment | response condition = All | Hidden | layout = list]

[DC_BQ_automaticAssignment]

inference rule

[before]

```
IF ( "TRUE" = "TRUE" ) THEN ^DISP_BQ = "01"
```

Group

[id = DC_BQ_automatic | response condition = All | Hidden | layout = list]

[DC_BQ_automatic]

routing

```
IF (^DISP_BQ = "01" ) THEN Goto testIfskipCllang
ELSE Goto DC\_BQ\_manual
```

Group

[id = DC_BQ_manual | response condition = All | layout = list]

[DISP_BQ]

Interviewer Instruction

Select the appropriate disposition code for this part of the survey.

Responses [layout = radioButton]	03	Partial complete/breakoff
	04	Refusal - Sample person
	05	Refusal - other
	07	Language problem
	08	Reading and writing difficulty
	09	Learning/mental disability
	12	Hearing impairment
	13	Blindness/visual impairment
	14	Speech impairment
	15	Physical disability
	16	Other disability
	17	Other (unspecified), such as sickness or unusual circumstances
	18	Death
	21	Maximum number of calls
	24	Temporarily absent/unavailable during field period
	25	Ineligible (for designs without a screener)
	27	Duplication - already interviewed
90	Technical problem	

routing

IF (^DISP_BQ = "25") THEN Goto [DISP_BQ_IN](#)
ELSE Goto [EXIT_START](#)

inference rule

[after]

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = ^DISP_BQ
 ELSE ^GLOBALDISPCODE = ^DISP_BQ

Group

[id = DISP_BQ_IN | response condition = All | layout = list]

[DISP_BQ_IN]

Interviewer Instruction

Enter the reason for ineligibility

Responses

[layout = radioButton]

00

[Size = 200]

routing

IF ("TRUE" = "TRUE") THEN Goto [EXIT_START](#)
 ELSE Goto [EXIT_START](#)

Group

[id = testIfskipCllang | response condition = All | Hidden | layout = list]

[testIfskipCllang]

routing

[id = testIfskipCllang_routing]

IF (^skipCILang = "01") THEN Goto [Comp_Experience](#)
 ELSE Goto [CILangChoice](#)

Group

[id = CILangChoice | response condition = All | layout = list]

[CILANG]

Now I will give you the computer to do the next part of the survey. What language would you like to use when working on the computer?

Interviewer Instruction

Responses

[layout = radioButton]

01

English

02

German

03

Dutch

04

Spanish

05

French

06

Greek

07

Czech

08	Danish
09	Estonian
10	Russian
11	Finnish
12	Swedish (MS ONLY)
13	German
14	Hungarian
15	Italian
16	Japanese
17	Korean
18	Dutch
19	Norwegian (Bokmål)
20	Polish
21	Portuguese
22	Russian
23	Slovak
24	Slovenian
25	Basque
26	Catalan
27	Spanish
28	Galician
29	Valencian
30	Swedish
31	Welsh

Group

[id = Comp_Experience | response condition = All | Hidden | layout = list]

[Comp_Experience]

routing

[id = Comp_Experience_routing]

IF (^COMPUTEREXPERIENCE = "01") THEN Goto [CBA_Start](#)
 ELSE Goto [PPC](#)

Group

[id = CBA_Start | response condition = All | layout = list]

[CBA_Start]

In this next portion of the survey, you will be asked to do a series of tasks using the computer. In completing these tasks, you will be asked to read and answer questions about different topics that involve real-life situations. You may find some questions easy and others more difficult. It is all right if you can't do all of them, but it is important that you try each one. Before asking you to read and answer any questions you will receive a brief introduction to this part of the survey. I will now give you the computer. Do you have any questions?

Interviewer Instruction

If the respondent does not have any questions or concerns, select '01 continue to computer based exercise', press <Next key> and give the computer, the numeracy kit, and the photo to the respondent. If the respondent states they do not want to complete the exercise on the computer, select '02 continue to paper based exercise' press <Next key> and proceed to administer the paper based exercise

Responses

[layout = radioButton]

01	Continue to computer based exercise
02	Continue to paper based exercise

routing

IF (^CBA_Start = "01") THEN Goto [CBA_Core_Stage1](#)
 ELSE Goto [DC_CORE_automaticAssignment](#)

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "CORE"
 ELSE ^Active_Section = "CORE"

Group

[id = CBA_Core_Stage1 | response condition = Exactly One | layout = list]

Service

ID	CBA_Core_Stage1
url	../../../../piaac/workFlow/CBAServices/Core/CoreStage1.php?SUBJECT=^var_interviewee&F%2fstatement.wsdI

Group
 [id = CBA_Core_Stage1_Score | response condition = All | Hidden | layout = list]

[CBA_Core_Stage1_Score] <html:span class="demo"> </html:span>

Interviewer Instruction

Responses

[Min = 0 | Max = 6 | layout = radioButton]

00 ICT CORE score: stage 2[FTE] [Size = 1]

Group
 [id = CBA_Core_Stage1_End | response condition = Exactly One | Hidden | layout = list]

[CBA_Core_Stage1_End]

routing

IF (^CBA_Core_Stage1_Score < "4") THEN Goto [DC_CORE_automaticAssignment](#)
 ELSE Goto [CBA_Core_Stage2](#)

Group
 [id = CBA_Core_Stage2 | response condition = Exactly One | layout = list]

Service

ID	CBA_Core_Stage2
url	../../../../piaac/workFlow/CBAServices/Core/CoreStage2.php?SUBJECT=^var_interviewee&F

Group
 [id = CBA_Core_Stage2_Score | response condition = All | Hidden | layout = list]

[CBA_Core_Stage2_Score]

Interviewer Instruction

Responses

[Min = 0 | Max = 6 | layout = radioButton]

00 ICT CORE score stage 2 [FTE] [Size = 1]

Group
 [id = CBA_Core_Stage2_End | response condition = Exactly One | Hidden | layout = list]

[CBA_Core_Stage2_End]

routing

IF ("TRUE" = "TRUE") THEN Goto [DC CORE automaticAssignment](#)
 ELSE Goto [DC CORE automaticAssignment](#)

Group

[id = DC_CORE_automaticAssignment | response condition = All | Hidden | layout = list]

[DC_CORE_automaticAssignment]

inference rule

[before]

IF (^CBA_Start = "02") THEN ^DISP_CORE = "04"
 ELSE ^DISP_CORE = "01"

Group

[id = DC_CORE_automatic | response condition = All | Hidden | layout = list]

[DC_CORE_automatic]

routing

IF (^DISP_CORE = "01") THEN Goto [CBA Core Routing](#)
 ELSE
 IF (^DISP_CORE = "04") THEN Goto [PPC](#)
 ELSE Goto [DC CORE manual](#)

Group

[id = DC_CORE_manual | response condition = All | layout = list]

[DISP_CORE]

Interviewer Instruction

Select the appropriate disposition code for this part of the survey.

Responses

[layout = radioButton]

03	Partial complete/breakoff
04	Refusal - Sample person

Group

[id = CBA_Core_Routing | response condition = All | Hidden | layout = list]

[CBA_Core_Routing]

routing

IF (^CORESTAGE1_PASS = "29") THEN Goto [PPC COMP RETURN](#)
 ELSE
 IF (^CORESTAGE2_PASS = "29") THEN Goto [PRC COMP RETURN](#)
 ELSE Goto [CBA GeneralOrientation](#)

inference rule

[before]
 IF ((^CBA_Core_Stage1_Score ≥ "4") AND (^DISP_CORE = "01")) THEN
 ^CORESTAGE1_PASS = "01"
 ELSE ^CORESTAGE1_PASS = "29"

[before]
 IF ((^CBA_Core_Stage2_Score ≥ "3") AND (^DISP_CORE = "01")) THEN
 ^CORESTAGE2_PASS = "01"
 ELSE ^CORESTAGE2_PASS = "29"

Group
[id = CBA_GeneralOrientation | response condition = Exactly One | layout = list]

Service

ID	CBA_GeneralOrientation
url	../../../../piaac/workFlow/CBAServices/Orientation/view_CBAOrientation.php?PROCESSURI=

inference rule

[before]
 IF ("TRUE" = "TRUE") THEN ^Active_Section = "CBA"
 ELSE ^Active_Section = "CBA"

Group
[id = RANDOM_CBA_MODULE1 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE1]

Interviewer Instruction

Responses <i>[Min = 0 Max = 1 layout = radioButton]</i>	00	<input type="text"/>
--	----	----------------------

Group
[id = RANDOM_CBA_MODULE2 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE2]

Interviewer Instruction

Responses <i>[Min = 0 Max = 1 layout = radioButton]</i>	00	<input type="text"/>
--	----	----------------------

Group

[id = RANDOM_CBA_MODULE1_STAGE1 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE1_STAGE1]

Interviewer Instruction

Responses

[Min = 0 | Max = 1 | layout = radioButton]

00

Group

[id = RANDOM_CBA_MODULE1_STAGE2 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE1_STAGE2]

Interviewer Instruction

Responses

[Min = 0 | Max = 1 | layout = radioButton]

00

Group

[id = RANDOM_CBA_MODULE2_STAGE1 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE2_STAGE1]

Interviewer Instruction

Responses

[Min = 0 | Max = 1 | layout = radioButton]

00

Group

[id = RANDOM_CBA_MODULE2_STAGE2 | response condition = All | Hidden | layout = list]

[RANDOM_CBA_MODULE2_STAGE2]

Interviewer Instruction

Responses

[Min = 0 | Max = 1 | layout = radioButton]

00

Group

[id = MODULE1PSSELECTION | response condition = All | Hidden | layout = list]

[MODULE1PSSELECTION]

routing

[id = MODULE1PSSELECTION_routing]

IF (^skipPS = "01") THEN Goto [MODULE1NOPSSSELECTION](#)
 ELSE Goto [MODULE1SELECTION](#)

Group

[id = MODULE1NOPSSSELECTION | response condition = Exactly One | Hidden | layout =]

[MODULE1NOPSSSELECTION]

routing

IF (^RANDOM_CBA_MODULE1 < "0.5") THEN Goto [CBA_Lit_M1](#)
 ELSE Goto [CBA_Num_M1](#)

Group

[id = MODULE1SELECTION | response condition = Exactly One | Hidden | layout =]

[MODULE1SELECTION]

routing

IF (^RANDOM_CBA_MODULE1 < "0.3333333") THEN Goto [CBA_Lit_M1](#)
 ELSE
 IF (^RANDOM_CBA_MODULE1 < "0.6666666") THEN Goto [CBA_Num_M1](#)
 ELSE Goto [CBA_PS_M1](#)

Group

[id = CBA_Lit_M1 | response condition = All | layout =]

Service

ID	CBA_Lit_M1
url	../..../piaac/workFlow/CBAServices/LitNum/LNstage1.php?DOMAIN=L&MODULE=1&TRE Core_Stage2_Score&PROCESSURI=^PROCESSURI&CILANG=^CILANG&CI_PERSID=^CI

routing

IF (^skipPS = "01") THEN Goto [CBA_Num_M2](#)
 ELSE Goto [CBA_Lit_M1_PS](#)

Group

[id = CBA_Lit_M1_PS | response condition = Exactly One | Hidden | layout =]

[CBA_Lit_M1_PS]

routing

IF (^RANDOM_CBA_MODULE2 < "0.75") THEN Goto [CBA_Num_M2](#)
 ELSE Goto [CBA_PS_M2_ORIENTATION](#)

Group [id = CBA_Num_M1 response condition = All layout =]
Service

ID	CBA_Num_M1
url	../../../../piaac/workFlow/CBAServices/LitNum/LNstage1.php?DOMAIN=N&MODULE=1&TRE Core_Stage2_Score&PROCESSURI=^PROCESSURI&CILANG=^CILANG&CI_PERSID=^CI

routing
IF (^skipPS = "01") THEN Goto CBA Lit M2 ELSE Goto CBA Num M1 PS
Group [id = CBA_Num_M1_PS response condition = Exactly One Hidden layout =]
[CBA_Num_M1_PS]

routing
IF (^RANDOM_CBA_MODULE2 < "0.75") THEN Goto CBA Lit M2 ELSE Goto CBA PS M2 ORIENTATION
Group [id = CBA_PS_M1 response condition = All layout =]
Service

ID	CBA_PS_M1
url	../../../../piaac/workFlow/CBAServices/PS/PS.php?ORIENTATION=1&MODULE=1&PROCES

routing
IF (^RANDOM_CBA_MODULE2 < "0.25") THEN Goto CBA Lit M2 ELSE IF (^RANDOM_CBA_MODULE2 < "0.5") THEN Goto CBA Num M2 ELSE Goto CBA PS M2
Group [id = CBA_Lit_M2 response condition = All layout =]
Service

ID	CBA_Lit_M2
----	------------

url	../../../../piaac/workFlow/CBAServices/LitNum/LNstage1.php?DOMAIN=L&MODULE=2&TRE Core_Stage2_Score&PROCESSURI=^PROCESSURI&CILANG=^CILANG&CI_PERSID=^CI
-----	---

routing
IF ("TRUE" = "TRUE") THEN Goto CBA_END ELSE Goto CBA_END
Group [id = CBA_Num_M2 response condition = All layout =]
Service

ID	CBA_Num_M2
url	../../../../piaac/workFlow/CBAServices/LitNum/LNstage1.php?DOMAIN=N&MODULE=2&TRE Core_Stage2_Score&PROCESSURI=^PROCESSURI&CILANG=^CILANG&CI_PERSID=^CI

routing
IF ("TRUE" = "TRUE") THEN Goto CBA_END ELSE Goto CBA_END
Group [id = CBA_PS_M2_ORIENTATION response condition = All layout =]
Service

ID	CBA_PS_M2_ORIENTATION
url	../../../../piaac/workFlow/CBAServices/PS/PS.php?ORIENTATION=1&MODULE=2&PROCES

routing
IF ("TRUE" = "TRUE") THEN Goto CBA_END ELSE Goto CBA_END
Group [id = CBA_PS_M2 response condition = All layout =]
Service

ID	CBA_PS_M2
url	../../../../piaac/workFlow/CBAServices/PS/PS.php?ORIENTATION=0&MODULE=2&PROCES

routing

```
IF ( "TRUE" = "TRUE" ) THEN Goto CBA\_END
ELSE Goto CBA\_END
```

```
Group
[ id = CBA_END | response condition = All | layout = list ]
```

Service

ID	CBA_END
url	/piaac/workFlow/returnService/start.php?PROCESSURI=^PROCESSURI&CILANG=^CILANG

```
Group
[ id = DC_CBA_automaticAssignment | response condition = All | Hidden | layout = list ]
```

[DC_CBA_automaticAssignment]

inference rule

```
[before]
IF ( "TRUE" = "TRUE" ) THEN ^DISP_CBA = "01"
```

```
Group
[ id = DC_CBA_automatic | response condition = All | Hidden | layout = list ]
```

[DC_CBA_automatic]

routing

```
IF ( ^DISP_CBA = "01" ) THEN Goto EXIT\_START
ELSE Goto DC\_CBA\_manual
```

```
Group
[ id = DC_CBA_manual | response condition = All | layout = list ]
```

[DISP_CBA]

Interviewer Instruction

Select the appropriate disposition code for this part of the survey.

Responses [layout = radioButton]	03	Partial complete/breakoff
	04	Refusal - Sample person
	05	Refusal - other
	07	Language problem
	08	Reading and writing difficulty
	09	Learning/mental disability

	12	Hearing impairment
	13	Blindness/visual impairment
	14	Speech impairment
	15	Physical disability
	16	Other disability
	17	Other (unspecified), such as sickness or unusual circumstances
	18	Death
	21	Maximum number of calls
	24	Temporarily absent/unavailable during field period
	25	Ineligible (for designs without a screener)
	27	Duplication - already interviewed
	90	Technical problem

routing

IF (^DISP_CBA = "25") THEN Goto [DISP_CBA_IN](#)
 ELSE Goto [EXIT_START](#)

inference rule

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = ^DISP_CBA
 ELSE ^GLOBALDISPCODE = ^DISP_CBA

Group

[id = DISP_CBA_IN | response condition = All | layout = list]

[\[DISP_CBA_IN\]](#)

Interviewer Instruction

Enter the reason for ineligibility

Responses

[layout = radioButton]

00

[Size = 200]

routing

IF ("TRUE" = "TRUE") THEN Goto [EXIT_START](#)
 ELSE Goto [EXIT_START](#)

Group

[id = PPC_COMP_RETURN | response condition = All | layout = list]

Service

ID	PPC_COMP_RETURN
url	/piaac/workFlow/returnService/start.php?PROCESSURI=^PROCESSURI&CILANG=^CILANG

Group

[id = PPC | response condition = All | layout = list]

[PPC]

The next part of the survey contains exercises for you to complete. Each booklet requires you to read and answer questions about different topics that involve real-life situations.

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "PPC"
 ELSE ^Active_Section = "PPC"

Group

[id = BookID_PPC | response condition = All | layout = list]

[BookID_PPC]

Interviewer Instruction

Select Core booklet. Enter the 8-digit booklet ID number. For reference, the current respondent's ID is ^CI_PERSID. Attach label or complete Respondent ID on the Core booklet cover. Make sure this ID shown on the screen matches the Respondent ID in the booklet. Hand the respondent the exercise booklet and the numeracy kit.

Responses

[Min Length = 1 |
 Max Length = 8 |
 layout = radioButton
]

00

[Size = 8]

Help

Enter the serial ID of the booklet.

routing

IF (^CI_PERSID = ^BookID_PPC) THEN Goto [PPC_BookIDCheck](#)
 ELSE Goto [PPC_Start](#)

Group

[id = PPC_BookIDCheck | response condition = All | layout = list]

[PPC_BookIDCheck]							
<u>Interviewer Instruction</u> The booklet ID matches the respondent ID. This is not permitted. Please go back and correct this error.							
routing							
IF ("TRUE" = "TRUE") THEN Goto BookID_PPC ELSE Goto BookID_PPC							
Group [id = PPC_Start response condition = All layout = list]							
[PPC_Start]	This booklet contains 8 questions for you to complete. Follow the written directions for each set of questions.						
Group [id = RANDOM_PP response condition = All Hidden layout = list]							
[RANDOM_PP]							
<u>Interviewer Instruction</u>							
Responses [Min = 0 Max = 1 layout = radioButton]	00						
Group [id = PPC_U301 response condition = layout = list]							
[PPC_U301]	Turn to page 1 and do question 1.						
<u>Interviewer Instruction</u> Respondent should be on Unit 301 - SGIH Score as correct [01] if respondent: • Marks ANY part of "Tel: (020) 73138200" or • Writes a response that includes, at a minimum, "73138200". May include complementary information such as "(020) 73138200", "Tel: (020) 73138200", "The telephone number is (020) 73138200". Score as incorrect [07] if any numbers in the address are included in the response or if any other incorrect response is provided Score as no response [00] only if respondent makes no marks on the page							
Responses [layout = radioButton]	<table border="1"> <tr> <td>01</td> <td>Correct response</td> </tr> <tr> <td>07</td> <td>Incorrect response</td> </tr> <tr> <td>00</td> <td>No response</td> </tr> </table>	01	Correct response	07	Incorrect response	00	No response
01	Correct response						
07	Incorrect response						
00	No response						
<u>Help</u> If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.							

Group

[id = PPC_U330a | response condition = layout = list]

[PPC_U330a]

Turn to pages 2 and 3 and do question 2.

Interviewer Instruction

Respondent should be on Unit 330 - GUADELOUPE Score as correct [01] if respondent: • Marks "Basse", "Basse-Terre" or "Basse-Terre Island" or ANY part of the last sentence or • Writes "Basse", "Basse-Terre" or "Basse-Terre Island" Score as incorrect [07] if "Grande-Terre" is included in the response or if any other incorrect response is provided Score as no response [00] only if respondent makes no marks on either page

Responses

[layout = radioButton]

01	Correct response
07	Incorrect response
00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U302 | response condition = layout = list]

[PPC_U302]

Turn to pages 4 and 5 and do questions 3 and 4.

Interviewer Instruction

Respondent should be on Unit 302 - ELECTION RESULTS Score question 3 as correct [01] if respondent marks or writes "Reynolds". May include complementary information such as "G. F." or "29 votes". Score any other response as incorrect [07] Score as no response [00] only if respondent makes no marks on either page

Responses

[layout = radioButton]

01	Correct response
07	Incorrect response
00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U600 | response condition = layout = list]

[PPC_U600]

Interviewer Instruction

Respondent should be on Unit - 302 ELECTION RESULTS Score question 4 as correct [01] if respondent writes "229" Score any other response as incorrect [07] Score as no response [00] only if respondent makes no marks on either page

Responses <i>[layout = radioButton]</i>	01	Correct response
	07	Incorrect response
	00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U300 | response condition = layout = list]

[PPC_U300]	Turn to page 6 and do question 5.
-------------------	--

Interviewer Instruction

Respondent should be on Unit 300 - EMPLOYMENT ADVERTISEMENT Score as correct [01] if respondent: • Marks "20" or ANY part of the first sentence or • Writes "20". May include complementary information such as "20 employees" or "Company seeks 20 additional employees". Score as incorrect [07] if any part of the telephone number is included in the response or if any other incorrect response is provided Score as no response [00] only if respondent makes no marks on the page

Responses <i>[layout = radioButton]</i>	01	Correct response
	07	Incorrect response
	00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U601 | response condition = layout = list]

[PPC_U601]	Turn to page 7 and do question 6.
-------------------	--

Interviewer Instruction

Respondent should be on Unit 601 - BOTTLES Score as correct [01] if respondent writes "48" Score any other response as incorrect [07] Score as no response [00] only if respondent makes no marks on the page

Responses [layout = radioButton]	01	Correct response
	07	Incorrect response
	00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U614 | response condition = layout = list]

[PPC_U614]

Turn to pages 8 and 9 and do question 7.

Interviewer Instruction

Respondent should be on Unit - 614 WATCH ADVERTISEMENT Score as correct [01] if respondent writes (£) 90 or (£) 90.00 or (£)90. or (£)90.- or (£)90- or (£) 90,00 or (£)90, or (£)90,- Score any other response as incorrect [07] Score as no response [00] only if respondent makes no marks on either page.

Responses [layout = radioButton]	01	Correct response
	07	Incorrect response
	00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_U645 | response condition = layout = list]

[PPC_U645]

Turn to page 10 and do question 8.

Interviewer Instruction

Respondent should be on Unit - 645 AIRPORT TIMETABLE Score as correct [01] if respondent writes "0 hours and 50 minutes" or "50 Minutes" or "50 min" or "50 mins" or "50" or "fifty". Score any other response as incorrect [07] Score as no response [00] only if respondent makes no marks on either page

Responses [layout = radioButton]	01	Correct response
	07	Incorrect response
	00	No response

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise." TO SCORE, SELECT 1, 7, OR 0 AND PRESS ENTER TO MOVE ON TO THE NEXT PAGE.

Group

[id = PPC_Scoring | response condition = All | layout = list]

[PPC_Scoring]

Interviewer Instruction

If you have not completed scoring all the core questions, take the booklet from the respondent and go back to complete entering all scores.

Group

[id = PPC_CheckScores | response condition = All | Hidden | layout = list]

[PPC_CheckScores]

routing

IF ((((^PPC_U301 ≠ "NULL") AND (^PPC_U330a ≠ "NULL")) AND ((^PPC_U302 ≠ "NULL") AND (^PPC_U600 ≠ "NULL"))) AND (((^PPC_U300 ≠ "NULL") AND (^PPC_U601 ≠ "NULL")) AND ((^PPC_U614 ≠ "NULL") AND (^PPC_U645 ≠ "NULL")))) THEN Goto [PPC_Routing](#)
ELSE Goto [PPC_MissingScores](#)

Group

[id = PPC_MissingScores | response condition = All | layout = list]

[PPC_MissingScores]

Interviewer Instruction

A score has not been entered for one or more of the previous questions. Press <Next key> to go back to an unscored question. Please enter the missing score.

routing

IF (^PPC_U301 = "NULL") THEN Goto [PPC_U301](#)
ELSE
IF (^PPC_U330a = "NULL") THEN Goto [PPC_U330a](#)
ELSE
IF (^PPC_U302 = "NULL") THEN Goto [PPC_U302](#)
ELSE
IF (^PPC_U600 = "NULL") THEN Goto [PPC_U600](#)
ELSE
IF (^PPC_U300 = "NULL") THEN Goto [PPC_U300](#)
ELSE
IF (^PPC_U601 = "NULL") THEN Goto [PPC_U601](#)
ELSE
IF (^PPC_U614 = "NULL") THEN Goto [PPC_U614](#)
ELSE

IF (^PPC_U645 = "NULL") THEN Goto [PPC U645](#)
 ELSE Goto [PPC Routing](#)

Group

[id = PPC_Routing | response condition = All | Hidden | layout = list]

[PPC_Routing]

routing

IF (^PPC_Score < "4") THEN Goto [DC_PP1_automaticAssignment](#)
 ELSE
 IF (^RANDOM_PP < "0.5") THEN Goto [BookID_PP1](#)
 ELSE Goto [BookID_PP2](#)

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^PPC_Score = "0"

[before]

IF (^PPC_U301 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U330a = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U302 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U600 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U300 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U601 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U614 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

[before]

IF (^PPC_U645 = "01") THEN ^PPC_Score = (^PPC_Score + "1")

Group

[id = BookID_PP1 | response condition = All | layout = list]

[BookID_PP1]

Interviewer Instruction

Select Exercise Booklet 1 Enter the 8-digit booklet ID number. Attach label or complete Respondent ID on the Booklet 1 cover. For reference, the current respondent's ID is ^CI_PERSID. Make sure this ID shown on the screen matches the Respondent ID in the booklet. Hand the respondent the exercise booklet.

Responses

[Min Length = 1 |
 Max Length = 8 |
 layout = radioButton

00

[Size = 8]

]	
<p><u>Help</u> Enter the serial ID of the booklet.</p>	
<p>routing</p>	
<p>IF (^BookID_PP1 = ^CI_PERSID) THEN Goto PP1_BookIDCheck ELSE Goto PP1</p>	
<p>inference rule</p>	
<p>[before] IF ("TRUE" = "TRUE") THEN ^Active_Section = "PP1" ELSE ^Active_Section = "PP1"</p>	
<p>Group [id = PP1_BookIDCheck response condition = All layout =]</p>	
<p>[PP1_BookIDCheck]</p>	
<p><u>Interviewer Instruction</u> The booklet ID matches the respondent ID. This is not permitted. Please go back and correct this error.</p>	
<p>Group [id = PP1 response condition = All layout = list]</p>	
<p>[PP1]</p>	<p>Please open the exercise booklet and follow the General Instructions as I read them aloud. "The next part of the survey is an exercise booklet containing 20 questions for you to complete. Use the information provided about each topic to answer the question or questions in the exercise booklet. Please provide your answer in the exercise booklet on the lines that are provided or according to the instructions that are given for each question. The answer to a question may take different forms. You may be asked to: write your answer in the space provided, circle information, or underline information. You should complete the questions in the order they appear. If you can't manage a particular question, just move on to the next one. You do not need to know the answer to a question in order to answer the next one. You may find some questions easy and some more difficult. It's all right if you can't do all of them, but it's important that you try each one."</p>
<p>Group [id = PP1_U306 response condition = layout = list]</p>	
<p>[PP1_U306]</p>	<p>Turn to pages 2 and 3 and do questions 1 through 2.</p>
<p><u>Interviewer Instruction</u> Respondent should be on Unit - 306 CANCO</p>	

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U313 | response condition = layout = list]

[PP1_U313]

Turn to pages 4 and 5 and do questions 3 through 7.

Interviewer Instruction

Respondent should be on Unit - 313 INTERNATIONAL CALLS

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U324 | response condition = layout = list]

[PP1_U324]

Turn to pages 6 and 7 and do questions 8 through 9.

Interviewer Instruction

Respondent should be on Unit - 324 MILK

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U305 | response condition = layout = list]

[PP1_U305]

Turn to pages 8 and 9 and do questions 10 through 11.

Interviewer Instruction

Respondent should be on Unit - 305 TMN ANTI-THEFT

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U317 | response condition = layout = list]

[PP1_U317]

Turn to pages 10 and 11 and do questions 12 through 14.

Interviewer Instruction

Respondent should be on Unit - 317 APPLES

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U310 | response condition = layout = list]

[PP1_U310]

Turn to pages 12 and 13 and do questions 15 through 16.

Interviewer Instruction

Respondent should be on Unit - 310 MEMORY TRAINING

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_U309 | response condition = layout = list]

[PP1_U309]

Turn to pages 14 and 15 and do questions 17 through 20.

Interviewer Instruction

Respondent should be on Unit - 309 GENERIC MEDICINES

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP1_End | response condition = All | layout =]

[PP1_End]

Thank you for completing this exercise booklet.

Interviewer Instruction

Collect the booklet from the respondent. Place the booklet in the case folder. Proceed to Components exercise booklet introduction. Hand respondent Exercise Booklet RC.

Group

[id = DC_PP1_automaticAssignment | response condition = All | Hidden | layout = list]

[DC_PP1_automaticAssignment]

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^DISP_PP = "01"

Group

[id = DC_PP1_automatic | response condition = All | Hidden | layout = list]

[DC_PP1_automatic]

routing

IF (^DISP_PP = "01") THEN Goto [PRC Routing](#)

ELSE Goto [DC PP manual](#)

Group

[id = DC_PP_manual | response condition = All | layout = list]

[DISP_PP]

Interviewer Instruction

Select the appropriate disposition code for this part of the survey.

Responses [<i>layout = radioButton</i>]	03	Partial complete/breakoff
	04	Refusal - Sample person
	05	Refusal - other
	07	Language problem
	08	Reading and writing difficulty
	09	Learning/mental disability
	12	Hearing impairment
	13	Blindness/visual impairment
	14	Speech impairment
	15	Physical disability
	16	Other disability
	17	Other (unspecified), such as sickness or unusual circumstances
	18	Death
	21	Maximum number of calls
	24	Temporarily absent/unavailable during field period
	25	Ineligible (for designs without a screener)
	27	Duplication - already interviewed
90	Technical problem	

routing

IF (^DISP_PP = "25") THEN Goto [DISP_PP_IN](#)
ELSE Goto [EXIT_START](#)

inference rule

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = ^DISP_PP
ELSE ^GLOBALDISPCODE = ^DISP_PP

Group

[*id = DISP_PP_IN | response condition = All | layout = list*]

[DISP_PP_IN]

Interviewer Instruction

Enter the reason for ineligibility

Responses

[layout = radioButton]

00

[Size = 200]

routing

IF ("TRUE" = "TRUE") THEN Goto [EXIT_START](#)
ELSE Goto [EXIT_START](#)

Group

[id = BookID_PP2 | response condition = All | layout = list]

[BookID_PP2]

Interviewer Instruction

Select Exercise Booklet 2. Enter the 8-digit booklet ID number. Attach label or complete Respondent ID on the Booklet 2 cover. For reference, the current respondent's ID is ^CI_PERSID. Make sure this ID shown on the screen matches the Respondent ID in the booklet. Hand the respondent the exercise booklet.

Responses

[Min Length = 1 |
Max Length = 8 |
layout = radioButton
]

00

[Size = 8]

Help

Enter the serial ID of the booklet.

routing

IF (^BookID_PP2 = ^CI_PERSID) THEN Goto [PP2_BookIDCheck](#)
ELSE Goto [PP2](#)

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "PP2"
ELSE ^Active_Section = "PP2"

Group

[id = PP2_BookIDCheck | response condition = All | layout =]

[PP2_BookIDCheck]

Interviewer Instruction

The booklet ID matches the respondent ID. This is not permitted. Please go back and correct this error.

Group

[id = PP2 | response condition = All | layout = list]

[PP2]

Please open the exercise booklet and follow the General Instructions as I read them aloud. “The next part of the survey is an exercise booklet containing 20 questions for you to complete. Use the information provided about each topic to answer the question or questions in the exercise booklet. There might be some questions for which you have the choice of using a calculator or a ruler to find the answer. PLACE THE RULER AND CALCULATOR WHERE THE RESPONDENT CAN REACH THEM IF THEY CHOOSE TO USE THESE MATERIALS. If a question requires a numerical answer, you should estimate or round your answer using the same level of accuracy as you would in real life. You may do calculations in the open space anywhere on the page. Please provide your answer in the exercise booklet on the lines that are provided or according to the instructions that are given for each question. The answer to a question may take different forms. You may be asked to: write your answer in the space provided, circle information, or underline information. You should complete the questions in the order they appear. If you can't manage a particular question, just move on to the next one. You do not need to know the answer to a question in order to answer the next one. You may find some questions easy and some more difficult. It's all right if you can't do all of them, but it's important that you try each one.”

Group

[id = PP2_U615 | response condition = layout =]

[PP2_U615]

Turn to pages 2 and 3 and do questions 1 through 2.

Interviewer Instruction

Respondent should be on Unit - 615 CANDLES

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U640 | response condition = layout =]

[PP2_U640]

Turn to pages 4 and 5 and do question 3.

Interviewer Instruction

Respondent should be on Unit - 640 ODOMETER

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U620 | response condition = layout =]

[PP2_U620]

Turn to pages 6 and 7 and do questions 4 through 5.

Interviewer Instruction

Respondent should be on Unit - 620 INFLATION

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U666 | response condition = layout =]

[PP2_U666]

Turn to pages 8 and 9 and do question 6.

Interviewer Instruction

Respondent should be on Unit - 666 ROPE

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U623 | response condition = layout =]

[PP2_U623]

Turn to pages 10 and 11 and do questions 7 through 9.

Interviewer Instruction

Respondent should be on Unit - 623 WINE

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U624 | response condition = layout =]

[PP2_U624]

Turn to pages 12 and 13 and do questions 10 through 11.

Interviewer Instruction

Respondent should be on Unit - 624 BMI

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U618 | response condition = layout =]

[PP2_U618]

Turn to pages 14 and 15 and do questions 12 through 13.

Interviewer Instruction

Respondent should be on Unit - 618 SIX PACK

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U604 | response condition = layout =]

[PP2_U604]

Turn to pages 16 and 17 and do question 14.

Interviewer Instruction

Respondent should be on Unit - 604 GAS GAUGE

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U610 | response condition = layout =]

[PP2_U610]

Turn to pages 18 and 19 and do question 15.

Interviewer Instruction

Respondent should be on Unit - 610 COMPOUND INTEREST

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U664 | response condition = layout =]

[PP2_U664]

Turn to pages 20 and 21 and do question 16.

Interviewer Instruction

Respondent should be on Unit - 664 ORCHESTRA TICKETS

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U602 | response condition = layout =]

[PP2_U602]

Turn to pages 22 and 23 and do questions 17 through 19.

Interviewer Instruction

Respondent should be on Unit - 602 PRICE TAGS

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_U655 | response condition = layout =]

[PP2_U655]

Turn to pages 24 and 25 and do question 20.

Interviewer Instruction

Respondent should be on Unit - 655 PATH

Help

If the respondent asks for help (e.g. asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

Group

[id = PP2_End | response condition = All | layout =]

[PP2_End]

Thank you for completing this exercise booklet.

Interviewer Instruction

Collect the booklet, ruler and calculator from the respondent. Place the booklet in the case folder. Proceed to Components exercise booklet introduction. Hand respondent Exercise Booklet RC.

Group

[id = DC_PP2_automaticAssignment | response condition = All | Hidden | layout = list]

[DC_PP2_automaticAssignment]

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^DISP_PP = "01"

Group

[id = DC_PP2_automatic | response condition = All | Hidden | layout = list]

[DC_PP2_automatic]

routing

IF (^DISP_PP = "01") THEN Goto [PRC Routing](#)

ELSE Goto [DC PP manual](#)

Group

[id = PRC_COMP_RETURN | response condition = All | layout = list]

Service

ID	PRC_COMP_RETURN
----	-----------------

url	/piaac/workFlow/returnService/start.php?PROCESSURI=^PROCESSURI&CILANG=^CILANG
-----	---

routing

IF (^skipPRC = "01") THEN Goto [EXIT START](#)

ELSE Goto [PRC Routing](#)

Group

[id = PRC_Routing | response condition = All | Hidden | layout = list]

[PRC_Routing]

routing

IF (^skipPRC = "01") THEN Goto [EXIT_START](#)
 ELSE Goto [PRC](#)

Group

[id = PRC | response condition = All | layout = list]

[BookID_PRC]

Interviewer Instruction

Select Exercise Booklet RC. Enter the 8-digit booklet ID number. Attach label or complete Respondent ID on the Booklet 1 cover. For reference, the current respondent's ID is ^CI_PERSID. Make sure this ID shown on the screen matches the Respondent ID in the booklet. Hand the respondent the reading component booklet.

Responses

[Min Length = 1 |
 Max Length = 8 |
 layout = radioButton
]

00

[Size = 8]

Help

Enter the serial ID of the booklet.

routing

IF (^BookID_PRC = ^CI_PERSID) THEN Goto [PRC_BookIDCheck](#)
 ELSE Goto [PRC_START](#)

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "PRC"
 ELSE ^Active_Section = "PRC"

Group

[id = PRC_BookIDCheck | response condition = All | layout =]

[PRC_BookIDCheck]

Interviewer Instruction

The booklet ID matches the respondent ID. This is not permitted. Please go back and correct this error.

Group

[id = PRC_START | response condition = All | layout =]

[PRC_START]

Please open the exercise booklet to the first page. Please read along while I read the instructions aloud. "The next part of the survey is a booklet containing three short

sections of exercises using words, sentences, and articles. What do you have to do? Look at drawings to identify the words they are matched with and read a set of sentences and articles. Provide your answers in the exercise booklet by circling your answers. You should complete the questions in the order they appear. If you can't manage a particular question, just move on to the next one. You do not need to know the answer to a question in order to answer the next one. You may find some questions easy and some more difficult. It's all right if you can't do all of them, but it's important that you try each one. Work as quickly as you can, but keep in mind that it is better to get the right answer than to rush through the exercise. Please turn to the next page."

Group

[id = PR-PV-Q1 | response condition = All | layout =]

[PR-PV-Q1]

<html:span class="inLineInstructions">MAKE SURE THE RESPONDENT IS LOOKING AT PAGE 1 OF THE BOOKLET</html:span> In this part, you will circle the word that matches the picture you see. Here is an example. <html:span class="inLineInstructions">POINT TO THE DRAWING OF THE "HEART" IN THE PARTICIPANT BOOKLET.</html:span> The word "heart" matches the picture, so you would circle it. <html:span class="inLineInstructions">POINT TO THE WORD "HEART"</html:span> Please work on all pictures until you come to the word STOP at the bottom of the page. When you come to the word STOP, let me know. Are you ready? <html:span class="inLineInstructions">PAUSE</html:span> Please go to the next page and begin.

Interviewer Instruction

* Click the **START VOCABULARY TIMER** button as soon as the respondent goes to the next page. * Monitor the respondent to ensure she/he circles one word only underneath each drawing. * If the respondent circles more than one word from the four choices presented underneath the drawing, stop the respondent and say: 'In this exercise, please circle the one word that matches the picture you see.' Demonstrate the correct procedure using the example item (heart) if further clarification is needed. * When the respondent finishes the final print vocabulary item and indicates that he/she has finished, click the **END VOCABULARY TIMER** button.

Responses

[layout = timer]

01

VOCABULARY TIMER

Help

If the respondent asks for assistance (e.g. asks, "Is this an xxxx?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each drawing." If

the respondent asks about the timer (i.e. "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

Group

[id = PR-SP-Q1 | response condition = All | layout =]

[PR-SP-Q1]

<html:span class="inLineInstructions">MAKE SURE THE RESPONDENT IS LOOKING AT PAGE 19 OF THE BOOKLET.</html:span> In this part, please read each sentence, then circle YES if the sentence makes sense, or circle NO if the sentence does not make sense. Read the examples to yourself. <html:span class="inLineInstructions">POINT TO THE EXAMPLES AND PAUSE FOR THE RESPONDENT TO READ EACH.</html:span> Please work on all the sentences in this part until you come to the word STOP at the bottom of the page. When you come to the word STOP, let me know. Are you ready? <html:span class="inLineInstructions">PAUSE</html:span> Go to the next page and begin.

Interviewer Instruction

* Click the START SENTENCE TIMER button as soon as the respondent goes to the next page. * Monitor the respondent to ensure she/he circles either YES or NO for each sentence. * If the respondent circles both YES and NO or another word or words in the sentence itself, stop the respondent and say: 'In this exercise, please circle either YES or NO to give your response.' Demonstrate the correct procedure using the three example sentences if further clarification is needed. * When the respondent finishes the final sentence item and indicates that he/she has finished, click the END SENTENCE TIMER button.

Responses

[layout = timer]

01

SENTENCE TIMER

Help

If the respondent asks for reading help with a sentence item (e.g. asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each sentence." If the respondent asks for help understanding the exercise (e.g. asks, "What do I need to do here?"), say, "Read each sentence and decide if it makes sense or not. If it does, circle YES. If it doesn't, circle NO. You may look back at the examples to help you." If the respondent asks about the timer (i.e. "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

Group

[id = PR-PF-Q1 | response condition = All | layout =]

[PR-PF-Q1]

<html:span class="inLineInstructions">MAKE SURE THE RESPONDENT IS LOOKING AT PAGE 22 OF THE BOOKLET.</html:span> In this part, you will read some articles. When you come to two words that have been underlined, circle the one word that makes the sentence

	<p>make sense. Read the examples to yourself. POINT TO THE PARAGRAPH AND PAUSE FOR THE RESPONDENT TO READ IT. When you finish working on Article 1, please STOP and let me know that you have finished. Are you ready? PAUSE Go to the next page and begin.</p>
--	--

Interviewer Instruction

* Click the **START ARTICLE 1 TIMER** button as soon as the respondent goes to the next page to work on the first article. * Monitor the respondent to ensure she/he circles one word for each sentence in which there is an underlined pair. * If the respondent circles both words in the underlined pair or one or more words that are not underlined in the sentence, stop the respondent and say: 'In this exercise, please circle the one word of the two that are underlined to give your response.' Demonstrate the correct procedure using the example passage if further clarification is needed. * When the respondent indicates that he/she has finished Article 1 (has completed all items in the article, including going back and making changes to any items) , click the **END ARTICLE 1 TIMER** button.

Responses
[layout = timer]

01	ARTICLE 1 TIMER
----	-----------------

Help

If the respondent asks for reading help with the article (e.g. asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article." If the respondent asks for help understanding the exercise (e.g. asks, "What do I need to do here?"), say, "Read the article silently, and each time you come to an underlined pair of words, circle the one word that makes sense in the sentence." If the respondent asks about the timer (i.e. "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

Group

[id = PR-PF-Q2 | response condition = All | layout =]

[PR-PF-Q2]

Go to the next page and do the same thing with Article 2. Please let me know when you have finished Article 2.

Interviewer Instruction

* Click the **START ARTICLE 2 TIMER** button as soon as the respondent goes to the next page to work on the second article. * Monitor the respondent to ensure she/he circles one word for each sentence in which there is an underlined pair. * If the respondent circles both words in the underlined pair or one or more words that are not underlined in the sentence, stop the respondent and say: 'In this exercise, please circle the one word of the two that are underlined to give your response.' Demonstrate the correct procedure using the example passage if further clarification is needed. * When the respondent indicates that he/she has finished Article 2 (has completed all

items in the article, including going back and making changes to any items), click the **END ARTICLE 2 TIMER** button.

Responses
[layout = timer]

01 ARTICLE 2 TIMER

Help

If the respondent asks for reading help with the article (e.g. asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article." If the respondent asks for help understanding the exercise (e.g. asks, "What do I need to do here?"), say, "Read the article silently, and each time you come to an underlined pair of words, circle the one word that makes sense in the sentence." If the respondent asks about the timer (i.e. "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

Group

[id = PR-PF-Q3 | response condition = All | layout =]

[PR-PF-Q3]

Go to the next page and do the same thing with Article 3 and Article 4. Please let me know when you have finished Article 3 and Article 4.

Interviewer Instruction

*** Click the START ARTICLE 3 TIMER button as soon as the respondent goes to the next page to work on the third article. * Monitor the respondent to ensure she/he circles one word for each sentence in which there is an underlined pair. * If the respondent circles both words in the underlined pair or one or more words that are not underlined in the sentence, stop the respondent and say: 'In this exercise, please circle the one word of the two that are underlined to give your response.' Demonstrate the correct procedure using the example passage if further clarification is needed. * When the respondent indicates that he/she has finished both articles (has completed all items in both articles, including going back and making changes to any items), click the END ARTICLE 4 TIMER button.**

Responses
[layout = timer]

01 ARTICLE 3 TIMER

Help

If the respondent asks for reading help with the article (e.g. asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article." If the respondent asks for help understanding the exercise (e.g. asks, "What do I need to do here?"), say, "Read the article silently, and each time you come to an underlined pair of words, circle the one word that makes sense in the sentence." If the respondent asks about the timer (i.e. "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

routing

IF ("TRUE" = "TRUE") THEN Goto [DC_PRC_automaticAssignment](#)
ELSE Goto [DC_PRC_automaticAssignment](#)

Group
 [id = DC_PRC_automaticAssignment | response condition = All | Hidden | layout = list]

[DC_PRC_automaticAssignment]

inference rule

[before]
 IF ("TRUE" = "TRUE") THEN ^DISP_PRC = "01"

Group
 [id = DC_PRC_automatic | response condition = All | Hidden | layout = list]

[DC_PRC_automatic]

routing

IF (^DISP_PRC = "01") THEN Goto [EXIT_START](#)
 ELSE Goto [DC_PRC_manual](#)

Group
 [id = DC_PRC_manual | response condition = All | layout = list]

[DISP_PRC]

Interviewer Instruction

Select the appropriate disposition code for this part of the survey.

Responses [layout = radioButton]	03	Partial complete/breakoff
	04	Refusal - Sample person
	05	Refusal - other
	07	Language problem
	08	Reading and writing difficulty
	09	Learning/mental disability
	12	Hearing impairment
	13	Blindness/visual impairment
	14	Speech impairment
	15	Physical disability
	16	Other disability
	17	Other (unspecified), such as sickness or unusual

		circumstances
18		Death
21		Maximum number of calls
24		Temporarily absent/unavailable during field period
25		Ineligible (for designs without a screener)
27		Duplication - already interviewed
90		Technical problem

routing

IF (^DISP_PRC = "25") THEN Goto [DISP_PRC_IN](#)
 ELSE Goto [EXIT_START](#)

inference rule

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = ^DISP_PRC
 ELSE ^GLOBALDISPCODE = ^DISP_PRC

Group

[id = DISP_PRC_IN | response condition = All | layout = list]

[DISP_PRC_IN]

Interviewer Instruction

Enter the reason for ineligibility

Responses

[layout = radioButton]

00

[Size = 200]

routing

IF ("TRUE" = "TRUE") THEN Goto [EXIT_START](#)
 ELSE Goto [EXIT_START](#)

Group

[id = EXIT_START | response condition = All | layout = list]

[EXIT_START]

We have completed the interview. Thank you for your time and cooperation. Just to let you know, a few interviews on any survey are checked by my office - either by phone or by letter - to make sure that people are satisfied with the way the interview was carried out.

Interviewer Instruction

Please ensure phone number has been recorded on the front page of your...
NATCEN/NISRA: Address Record Form KANTAR OPERATIONS: Address Contact Sheet. Press the "Pause" button above to temporarily stop the system. Leave the household. After leaving the interview, you will need to return to the system to respond to some questions about the interview and finalise the case. Distribute any incentive that may apply to your country.

routing

IF (^skipZZsection = "01") THEN Goto [PIAAC_BEFORE_END](#)
 ELSE Goto [ZZ1a](#)

inference rule

[before]

IF ("TRUE" = "TRUE") THEN ^Active_Section = "CF"
 ELSE ^Active_Section = "CF"

Group

[id = ZZ1a | response condition = All | layout = list]

[ZZ1a]

Interviewer Instruction

The following questions are for you to answer about this case. Besides the respondent, was anyone else present during the interview?

Responses
 [layout = radioButton]

01	Yes
02	No

routing

[id = ZZ1a_routing]

IF (^ZZ1a = "01") THEN Goto [ZZ1b](#)
 ELSE Goto [ZZ2](#)

Group

[id = ZZ1b | response condition = layout = list]

[ZZ1b]

Interviewer Instruction

Did this/these person(s) assist the respondent in answering any of the following? (Select all that apply)

Responses
 [layout = checkBox]

01	The background questionnaire
02	The skills assessment

Group

[id = ZZ2 | response condition = All | layout = list]

[ZZ2]**Interviewer Instruction****Overall, did you feel that the respondent understood the questions in the interview?**

Responses <i>[layout = radioButton]</i>	01	Never
	02	Almost never
	03	Now and then
	04	Often
	05	Very Often

Group*[id = ZZ3 | response condition = All | layout = list]***[ZZ3]****Interviewer Instruction****Did the respondent ask for clarification on any questions while undertaking the interview?**

Responses <i>[layout = radioButton]</i>	01	Yes
	02	No

Group*[id = ZZ4 | response condition = layout = list]***[ZZ4]****Interviewer Instruction****Did any of the following events occur during the interview? Check all that apply.**

Responses <i>[layout = checkBox]</i>	01	The respondent held a conversation with someone else in the household besides the interviewer.
	02	The respondent answered a phone call, text message or e-mail.
	03	The respondent was looking after children.
	04	The respondent was undertaking domestic tasks such as cooking or washing.
	05	A television set, radio, game console or music player was in use in the immediate vicinity of the

		respondent.
	06	The respondent was interrupted by some other activity, task or event.

Group

[id = ZZ5 | response condition = All | layout = list]

[ZZ5]

Interviewer Instruction

Did the respondent complain that the interview was taking too long or taking too much time?

Responses [layout = radioButton]	01	Yes
	02	No

Group

[id = ZZ6 | response condition = All | layout = list]

[ZZ6]

Interviewer Instruction

In which room did the assessment mainly take place?

Responses [layout = radioButton]	01	Living/dining room
	02	Kitchen
	03	Bedroom
	04	Entrance
	05	Hallway or corridor
	06	Office
	07	Other space in the household
	08	Other space outside of the household (i.e., library, community centre, etc)

Group

[id = ZZ7 | response condition = layout = list]

[ZZ7]

Interviewer Instruction

If you have any additional comments on the interview, please write them in the space below.

Responses [layout = radioButton]	00 [Size = 1000]
Group [id = ENDING response condition = All layout = list]	
[ENDING]	
<u>Interviewer Instruction</u> This case is now finished. Press the "Next" button to finalise the case. Follow the instructions you received to save and export the data.	
routing	
IF ("TRUE" = "TRUE") THEN Goto PIAAC BEFORE END	
Group [id = BreakOffRouting response condition = All Hidden layout = list]	
[BreakOffRouting]	

routing
IF (^DISP_CI ≠ "1") THEN Goto DC CI manual ELSE IF ((^DISP_CI = "1") AND (^DISP_BQ ≠ "1")) THEN Goto DC BQ manual ELSE IF ((((^DISP_CORE ≠ "1") AND ((^DISP_CORE ≠ "3") AND (^DISP_CORE ≠ "4")))) AND (^COMPUTEREXPERIENCE = "1")) AND ((^CBA_Core_Stage1_Score = "NULL") OR (^CBA_Core_Stage2_Score = "NULL"))) THEN Goto DC CORE manual ELSE IF ((((^DISP_CORE = "1") AND (^CBA_Core_Stage1_Score > "3")) AND (^CBA_Core_Stage2_Score > "2")) AND (^DISP_CBA ≠ "1")) THEN Goto DC CBA manual ELSE IF (((^COMPUTEREXPERIENCE = "2") AND (^DISP_PP ≠ "1")) OR ((^COMPUTEREXPERIENCE = "1") AND (((^DISP_CORE = "3") OR (^DISP_CORE = "4")) OR (^CBA_Core_Stage1_Score ≤ "3"))) AND (^DISP_PP ≠ "1"))) THEN Goto DC PP manual ELSE IF ((((((^COMPUTEREXPERIENCE = "2") AND (^DISP_PP = "1")) AND (^DISP_PRC ≠ "1")) OR (((^COMPUTEREXPERIENCE = "1") AND ((^DISP_CORE = "3") OR (^DISP_CORE = "4"))) AND (^DISP_PP = "1")) AND (^DISP_PRC ≠ "1"))) OR ((((^COMPUTEREXPERIENCE = "1") AND (^DISP_CORE = "1")) AND (^CBA_Core_Stage1_Score ≤ "3")) AND (^DISP_PP = "1")) AND (^DISP_PRC ≠ "1"))) OR ((((^COMPUTEREXPERIENCE = "1") AND (^CBA_Core_Stage1_Score > "3")) AND (^CBA_Core_Stage2_Score ≤ "2")) AND (^DISP_PRC ≠ "1"))) OR ((((^COMPUTEREXPERIENCE = "1") AND (^CBA_Start = "2")) AND (^DISP_PP = "1")) AND (^DISP_PRC ≠ "1")))) THEN

Goto [DC_PRC_manual](#)
 ELSE Goto [BreakOffError](#)

Group
[id = BreakOffError | response condition = All | layout = list]

[breakoffError]

Group
[id = PIAAC_BEFORE_END | response condition = All | Hidden | layout = list]

[PIAAC_BEFORE_END]

routing

IF ("TRUE" = "TRUE") THEN Goto [PIAAC_END](#)

inference rule

IF ("TRUE" = "TRUE") THEN ^GLOBALDISPCODE = "01"
 IF ((^DISP_CI ≠ "01") AND (^DISP_CI ≠ "NULL")) THEN ^GLOBALDISPCODE =
 ^DISP_CI
 IF ((^DISP_BQ ≠ "01") AND (^DISP_BQ ≠ "NULL")) THEN ^GLOBALDISPCODE
 = ^DISP_BQ
 IF ((^DISP_CBA ≠ "01") AND (^DISP_CBA ≠ "NULL")) THEN
 ^GLOBALDISPCODE = ^DISP_CBA
 IF ((^DISP_PP ≠ "01") AND (^DISP_PP ≠ "NULL")) THEN ^GLOBALDISPCODE =
 ^DISP_PP
 IF ((^DISP_PRC ≠ "01") AND (^DISP_PRC ≠ "NULL")) THEN
 ^GLOBALDISPCODE = ^DISP_PRC
 IF (^GLOBALDISPCODE = "00") THEN ^GLOBALDISPCODE = "01"

Group
[id = PIAAC_END | response condition = All | Hidden | layout = list]

[PIAAC_END]

Appendix G: Comparison of the 2011 Skills for Life survey with the International Survey of Adult Skills

NFER was commissioned by BIS to compare the 2011 Skills for Life survey (SfL2011) and the International Survey of Adult Skills. The comparison falls in two main parts: a desk review of the two surveys and a calibration between the two surveys.

G1 Purposes and aims

Both surveys measure literacy and numeracy in adults aged between 16 and 65 in England and the interviews and assessments are carried out in adults' homes. The International Survey of Adult Skills also measures problem solving in technology-rich environments and SfL2011 measures Information and Communication Technology (ICT) skills.

The surveys were carried out close in time. SfL2011 ran between May 2010 and February 2011 and the International Survey of Adult Skills ran between August 2011 and March 2012.

SfL2011 has a particular focus on measuring skills over time, as it is a repeat of a survey carried out in 2003. The International Survey of Adult Skills also aims to be able to make comparisons over time, as it has some linking questions with previous international surveys. The International Survey of Adult Skills has a particular focus on measuring skills in real-world situations, whereas the focus on SfL2011 is to measure 'functional skills' and was based on the Key Skills and Skills for Life curricula.

The two assessments stem from very different aims. SfL2011 is a check of whether adults in England are reaching certain standards in literacy, numeracy and ICT, so much of the emphasis of the assessment is on lower order skills. The International Survey of Adult Skills aims to assess a much broader range of ability to find out more about the skills of adults with higher level skills as well as those with skills at a lower level.

G2 Assessment design and methodological differences

The surveys follow similar procedures for sampling, administration and weighting. Like most population level surveys they both use a multi-stage sampling design. Both surveys include a background questionnaire and a cognitive assessment and both are conducted in the respondent's home at

least in part by Computer-Assisted Personal Interviewing (CAPI). The surveys were also carried out close together in time, and so it can be assumed that there were little changes in population characteristics or experiences in the intervening time that might impact on the responses to the survey. Differences include:

A paper based assessment in the International Survey of Adult Skills for those who are unable to carry out the assessment on computer compared with only computer based assessments in SfL2011. It could be suggested that the different modes of assessment may have an impact on the comparability of the results. However, this issue was explored during the International Survey of Adult Skills field test and no significant mode effects were found. As the interviewer inputs the answers for the respondent and so no computer skills are required, the lack of a paper based assessment for SfL2011 is not an issue, although the presence of the interviewer as the inputter may affect, for instance, behaviour of respondents when faced with a difficult question and the amount of time they are willing to spend answering it.

The adaptive nature of the assessments. Both tests are adaptive in that respondents are presented with items appropriate to their skill level based on other information in the survey. In SfL2011 this is based on performance on preceding items; in the International Survey of Adult Skills this is additionally based on background characteristics. In SfL2011, all respondents see the most basic questions and are presented with more difficult questions based on their response to these. The International Survey of Adult Skills includes a reading components assessment which aims to provide additional information on the literacy skills of lower-ability respondents, but only some adults are routed to this part of the assessment (based on their responses to the background questionnaire and the more straightforward literacy and numeracy items).

The imputation of scores. Plausible values¹³ are used as the imputation method for the International Survey of Adult Skills. Scores are imputed in SfL2011 for those adults that were unable to carry out the ICT assessment because of lack of computer experience. The International Survey of Adult Skills does not impute problem solving scores for those adults with no computer experience, whereas scores are imputed for those unable to complete the ICT component in SfL2011. This means that the problem solving scores in the International Survey of Adult Skills refer to a subset of the population who have a basic level of IT skills and are willing to

¹³ Plausible values are random numbers that could be reasonably assigned to an individual based on their responses to the cognitive items and other aspects of the survey, for instance demographic information and other background variables. For further details, please see the OECD (2013c, forthcoming). *Technical Report of the Survey of Adult Skills (PIAAC)*. Paris: OECD Publishing.

complete an assessment on a computer whereas for SfL2011 ICT scores refer to the entire target population. This means that, over and above the differences in the purposes of the two assessments, the problem solving and ICT measures are not comparable in terms of population.

In terms of the assessment designs, for literacy and numeracy, there is no reason that the surveys cannot be compared. However, due to the differences between the surveys in the way that scores are assigned for problem solving and ICT, there are issues for comparability as the International Survey of Adult Skills problem solving scores exist for only a subset of the population.

G3 Assessment constructs

The International Survey of Adult Skills requires respondents to demonstrate a broader range of skills than is required by SfL2011. This is because the focus of SfL2011 is whether adults have the basic level of skills identified by the Leitch Review¹⁴ to function in work and their daily lives whereas the International Survey of Adult Skills has much broader aims to examine the full range of literacy, numeracy and problem solving skills in the population. For instance, the International Survey of Adult Skills requires participants to respond to a variety of text types including navigating digital texts; make inferences; perform multi-step operations; deal with competing information; synthesise information from multiple sources and evaluate the reliability of sources or mathematical solutions. These tasks are not required in SfL2011, or are assessed in a comparatively limited way. The SfL2011 assessments are not designed to cover higher level skills that are assessed by the International Survey of Adult Skills, and so this is part of the reason for these differences. This is shown in detail in the level descriptors for the assessments in Tables 2 and 3 below.

Key differences are in the level descriptors for the International Survey of Adult Skills at levels 4 and 5 which show that for literacy, the International Survey of Adult Skills contains items where it is not clear how the answer should be found, where respondents can be lead down a wrong path, where respondents have to carry out multi-step operations across multiple and complex texts in order to find an answer, and where higher level skills, such as inference must be used. Additionally in numeracy, respondents are required to understand and give arguments and explanations for solutions to communicate their reasoning, to critically reflect upon solutions or choices, and to integrate mathematical information from multiple sources in order to draw inferences.

¹⁴ HM Treasury (2006). *Leitch Review of Skills. Prosperity for All in the Global Economy - World Class Skills. Final Report*. London: HM Treasury [online]. Available: http://webarchive.nationalarchives.gov.uk/20130129110402/http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf [30 September, 2013].

The problem solving assessment is almost entirely different from the SfL2011 ICT assessment. It explicitly states that it is not designed to assess functional skills with computer applications, which is the express aim of the SfL2011 ICT assessment. Its purpose is to assess respondents' ability to solve problems using multiple sources of information. Therefore a table comparing problem solving and ICT is not included below.

Numeracy is the domain with the most similar framework and assessments between the two surveys. Although many of the International Survey of Adult Skills assessment items measure higher order skills that are not measured by SfL2011, many of the lower level tasks are similar. The item types are very different as many of the International Survey of Adult Skills items are open response whereas all of the SfL2011 items are closed response and mainly require the respondent to click on the correct answer where four options are presented.

There are big differences in the types of skills that are assessed in literacy in SfL2011 compared with the International Survey of Adult Skills, as mentioned above. Furthermore, the majority of items in the International Survey of Adult Skills had more demanding stimuli and the tasks were more complex. Many of these skills assessed in SfL2011 are assessed to some extent in the International Survey of Adult Skills reading components booklet, but this was taken by a subset of the sample and so results are not directly comparable. This subsample contained the three per cent of adults that were routed directly to reading components as they had failed either the paper based or computer based core literacy and numeracy questions, in addition to all other adults directed to the paper based materials due to insufficient experience of computers or because they did not wish to complete the assessment on a computer (see Figure 1.1 in Chapter 1 for details). There are therefore concerns with making comparisons between literacy in the International Survey of Adult Skills and SfL2011 due to the differences in assessment items and the areas of assessment in these two surveys.

There are very large differences between the International Survey of Adult Skills problem solving and SfL2011 ICT items, as mentioned above. In problem solving, the technology is used as an environment in which the tasks are solved, whereas in the ICT assessment, ability to use the environment is what is being assessed. In addition, the assessments also look very different – SfL2011 contains a multiple choice assessment of knowledge about aspects of technology followed by tasks within a word processor, email and spreadsheet application. The International Survey of Adult Skills problem solving contains open response items. This makes it very difficult to draw comparisons between these two assessments.

Comparing other aspects of the assessment, the background questionnaires for each survey have many similarities; in fact changes to the SfL2011 survey following the SfL2003 survey were made with consideration of the International Survey of Adult Skills background questionnaire. (Harding *et al.*, 2012b). In terms of marking, many of the International Survey of Adult Skills'

items were automatically scored and the procedures for human scoring in the International Survey of Adult Skills were very strict. England was well within all the international requirements for scoring reliability, therefore there are no concerns with comparing the outcomes of the assessment in terms of the reliability of the human scored items from the International Survey of Adult Skills items and the automatically scored SfL2011 items.

G4 Calibration

There is no common sample of people who took part in both surveys, so, in order to calibrate the two assessments, the surveys need to fulfil two criteria: the samples must be similar and the assessments must assess the same constructs. Comparison of the weighted samples shows that the overall samples for the two surveys are very similar in terms of gender, age, ethnicity and qualifications. Differences in the assessment constructs are detailed above.

The calibration was performed using equipercentile equating (Kolen and Brennan, 2004). Equipercentile equating involves establishing the equivalent cut-points or thresholds on the International Survey of Adult Skills scale score distribution that divide the International Survey of Adult Skills scale scores into the same distribution as the SfL2011 levels. The calibration was performed initially using the International Survey of Adult Skills scores and SfL2011 levels. However, this did not produce the expected results, based on our understanding of the two assessments and their difficulty levels. The unexpected results were caused by equating the large range of scores on the International Survey of Adult Skills scale to only five levels on SfL2011. The method was amended for numeracy, as SfL2011 raw scores from the assessments could be used for the equating. However, it was impossible to perform the equating for literacy with raw scores due to the adaptive nature of the SfL2011 literacy assessment, which means that each person's possible maximum score depends on the route they take through the assessment. Raw scores could, therefore, not be used to equate the International Survey of Adult Skills scores to SfL scores. As the calibration was performed on two separate samples, it is not possible to produce confidence intervals for the results of the calibration.

The calibration of literacy shows large differences in the distribution of people with low level qualifications when International Survey of Adult Skills respondents are placed on the SfL2011 levels, suggesting that the assessment of lower level skills is not comparable between the two surveys. There were also problems equating literacy between the two surveys due to the design of the SfL2011 literacy assessment.

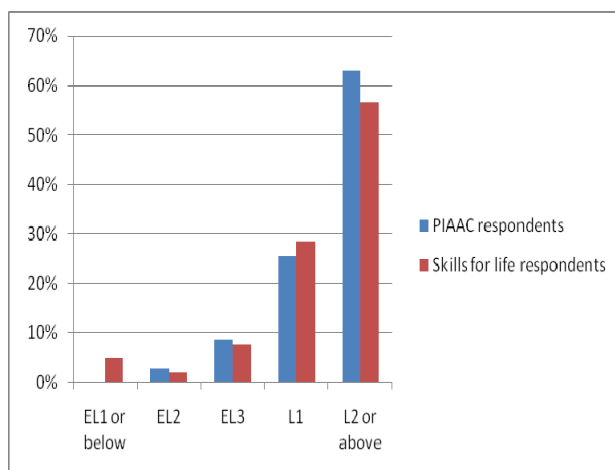
As a check to see how well the calibration worked, the demographics of the International Survey of Adult Skills respondents were mapped onto the SfL2011 levels and compared with the demographics of the SfL2011

respondents. The distributions of the demographics give an indication of how well the equating has worked and are particularly useful as confidence intervals cannot be produced for the equating. The overall distributions are included in Figure 1 below and are similar. Numeracy has more people at the highest level compared to the SfL2011 sample and this can be seen with the breakdown by demographic characteristics. For instance, there are a greater proportion of adults at the higher levels in numeracy for all age groups except for those aged 16-19. It is not possible to say why this is, whether it is differences in the sample, the assessment or changes in the population between the two surveys. Literacy has no adults at the lowest level, but this is a function of the calibration method for literacy. Distributions by other characteristics showed some particularly large differences in literacy for adults with qualifications at or below NQF Levels 4/5, and adults with English as a foreign language. Additionally, at all age groups, except for 16-19 years, adults performed comparatively better in the International Survey of Adult Skills compared with SfL2011. As for the differences found with numeracy, it is not possible to say whether these differences are due to differences in the samples or domain coverage.

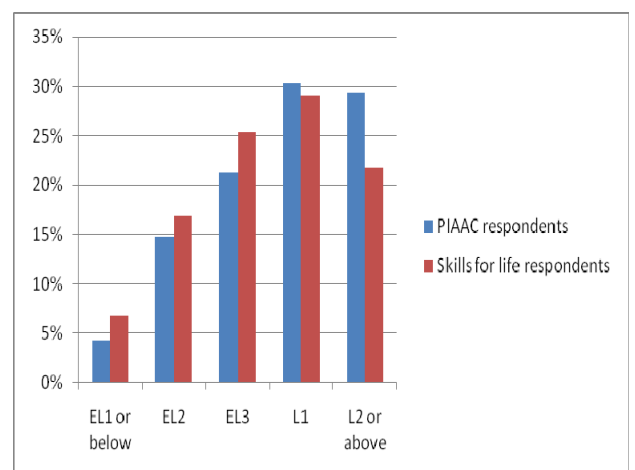
The calibrations must be interpreted with caution for a number of reasons. Firstly, because there was no sample that sat both assessments the link between the assessments was based on the assumption that the two samples are the same. This is not an unreasonable assumption as both surveys were weighted to the national population at the time. The comparisons of gender, age, ethnic group, whether English is a first language and highest qualification are very similar. Secondly, in order to carry out the calibration, the assessments should assess the same construct, for example, the construct of literacy should be the same for both assessments. As shown in the desk review, there are particularly large differences between the International Survey of Adult Skills problem solving and SfL2011 ICT and there are also differences in what is assessed as literacy between the two surveys.

Figure G1 Charts showing the International Survey of Adult Skills (PIAAC) respondents mapped onto SfL2011 levels

Literacy



Numeracy



There is no equivalent comparison for the International Survey of Adult Skills problem solving and SfL ICT due to the lack of comparability between the two assessments and between the samples of people with scores for the two assessments.

G5 Comparisons of trend

The SfL2011 survey is able to provide a good measure of trend as the same assessment was used in 2003 and 2011. Therefore the definition of literacy and numeracy is unchanged. The International Survey of Adult Skills contains some link items from previous international surveys in order to provide a trend, but the definitions of literacy and numeracy are different from previous surveys and they are likely to change for any future surveys. The sorts of literacy and numeracy activities performed by adults are likely to be very different by the next round of the survey. When aiming to measure trends it is important to bear in mind changes that need to be made to assessments in order for them to be valid assessments of the constructs of interest at the time they are used.

G6 Conclusions

The above analysis suggests that numeracy is the most comparable domain between the International Survey of Adult Skills and SfL2011. There are greater differences between literacy, and problem solving and ICT are not comparable.

The distribution of results for the calibrations were similar when comparing International Survey of Adult Skills respondents mapped onto the SfL2011 levels, with a few exceptions.

The results of the calibration are shown in Table 2 and Table 3 below and suggest that the Leitch thresholds for 'functional' skills (HM Treasury, 2006): NQF Level 1 for literacy and NQF Entry Level 3 for numeracy, overlap with ISAS Levels 2 and 3 for literacy and ISAS Levels 1 and 2 for numeracy. Based on the calibration work undertaken, table 1 provides **approximate** equivalencies between the International Survey of Adult Skills proficiency levels and NQF levels, although as tables 2 and 3 show, the ISAS and NQF levels are not perfectly aligned.

Table G1 Summary of the equivalence of the International Survey of Adult Skills levels and NQF levels from SfL2011

OECD's International Survey of Adult Skills Literacy and Numeracy Levels	Rough equivalent National Qualification Framework (NQF) Levels (Literacy)	Rough equivalent National Qualification Framework (NQF) Levels (Numeracy)
Below Level 1	Entry Level 1	Entry Level 1
	Entry Level 2	
Level 1	Entry Level 3	Entry Level 2
Level 2	Level 1	Entry Level 3
Level 3	Level 2 and above	Level 1
Level 4		Level 2 and above
Level 5		

Table G2: International Survey of Adult Skills and SfL2011 literacy levels

	International Survey of Adult Skills Level	International Survey of Adult Skills literacy¹⁵	NQF Level (*)¹⁶	SfL literacy
0 ¹⁷	Below 1 (0-175)	The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. While the texts can be continuous, the information can be located as if the text were non-continuous. As well, tasks below level 1 do not make use of any features specific to digital texts.	Entry level 1 (<154)	At Entry Level 1, an adult can read short texts with repeated language patterns on familiar topics; read signs and symbols and produce limited writing – very short sentences only.
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45				
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60				
65				
70				
75				
80				
85				
90				
95				
100				

¹⁵ See Chapter 1, Table 1.2 for typical tasks performed at each skill level.

¹⁶ * PIAAC score range based on calibration. Note: NQF levels above level 2 are not included with International Survey of Adult Skills equivalences as SfL2011 did not assess these levels.

¹⁷ Score on the International Survey of Adult Skills proficiency scale.

	International Survey of Adult Skills Level	International Survey of Adult Skills literacy ¹⁵	NQF Level (*) ¹⁶	SfL literacy
105				
110				
115				
120				
125				
130				
135				
140				
145				
150				
155				
160				
165				
170				
175	Level 1 (176-225)	Most of the tasks at this level require the respondent to read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. Some tasks may require the respondent to enter personal information onto a document, in the case of some non-continuous texts. Little, if any, competing information is present.	Entry level 2 (154-198)	At Entry Level 2, an adult can read short straightforward texts on familiar topics and obtain information from familiar sources (e.g. a leaflet, short letter). She/he shows some awareness of audience when writing (e.g. a short informal letter or note).
180				
185				
190				
195				
200				
205				
210	Entry level 3 (198-236)		Entry level 3 (198-236)	At Entry Level 3, an adult reads more accurately and independently and obtains information from everyday sources (e.g. a popular newspaper). She/he is able to communicate in writing information and opinions with some adaption to the intended audience (e.g. a short formal letter, note or
215				
220				

	International Survey of Adult Skills Level	International Survey of Adult Skills literacy ¹⁵	NQF Level (*) ¹⁶	SfL literacy
220		Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognizing basic vocabulary, evaluating the meaning of sentences, and reading of paragraph text is expected.		form).
225	Level 2 (226-275)	At this level the complexity of text increases. The medium of texts may be digital or printed , and texts may be comprised of continuous, non-continuous, or mixed types. Tasks in this level require respondents to make matches between the text and information, and may require paraphrase or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to <ul style="list-style-type: none"> • cycle through or integrate two or more pieces of information based on criteria, • compare and contrast or reason about information requested in the question, or • navigate within 	Level 1 (236-291)	At Level 1, an adult reads texts of varying lengths on a variety of topics and obtains information from different sources (e.g. reports, text books and work manuals). Written communication demonstrates an ability to express ideas and opinions (e.g. in a formal letter, memo, brief report).
230				
235				
240				
245				
250				
255				
260				
265				
270				

	International Survey of Adult Skills Level	International Survey of Adult Skills literacy ¹⁵	NQF Level (*) ¹⁶	SfL literacy
		digital texts to access-and-identify information from various parts of a document.		
275	Level 3 (276-325)	Texts at this level are often dense or lengthy, including continuous, non-continuous, mixed, or multiple pages. Understanding text and rhetorical structures become more central to successfully completing tasks, especially in navigation of complex digital texts. Tasks require the respondent to identify, interpret, or evaluate one or more pieces of information, and often require varying levels of inferencing . Many tasks require the respondent to construct meaning across larger chunks of text or perform multi-step operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate text content to answer accurately. Competing information is often present , but it is not more prominent than the correct information.	Level 2 (>291)	At Level 2, the adult reads from texts of varying complexity, accurately and independently (e.g. complex books, text books, reports, training manuals etc.). She/he writes to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, context and audience (e.g. complex letter, essay, report).
280				
285				
290				
295				
300				
305				
310				
315				
320				

	International Survey of Adult Skills Level	International Survey of Adult Skills literacy ¹⁵	NQF Level (*) ¹⁶	SfL literacy
325	Level 4 (326-375)	Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret, or synthesize information from complex or lengthy continuous, non-continuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, non-central ideas in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.		
330				
335				
340				
345				
350				
355				
360				
365				
370				
375 to 500	Level 5 (376-500)	At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view;		

International Survey of Adult Skills Level	International Survey of Adult Skills literacy ¹⁵	NQF Level (*) ¹⁶	SfL literacy
	<p>or evaluate evidenced based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information is frequently a key requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.</p>		

Source: OECD (2013b) Table 4.2, p72; Harding et al. (2012a), p318

Table G3: International Survey of Adult Skills and SfL2011 numeracy levels

	International Survey of Adult Skills Level	International Survey of Adult Skills numeracy¹⁸	NQF Level (*)¹⁹	SfL numeracy
0 ²⁰	Below 1 (0-175)	Respondents classified at this level may have difficulty with many tasks at Level 1. They may be able to cope with very simple tasks set in concrete, familiar contexts where the mathematical content is explicit with little or no text or distractors, and that require only simple processes such as counting; sorting; performing basic arithmetic operations with whole numbers or money, or recognizing common spatial representations.	Entry level 1 (<168)	At Entry Level 1, an adult can read and understand information in simple graphical, numerical and written material; calculate and manipulate mathematical information to generate results which make sense and use given methods and given checking procedures appropriate to the specified purpose; present and explain results which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures.
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10				
15				
20				
25				
30				
35				
40				
45				
50				
55				
60				
65				
70				
75				
80				
85				

¹⁸ See Chapter 1, Table 1.3 for typical tasks performed at each skill level.

¹⁹ * PIAAC score range based on calibration. Note: NQF levels above level 2 are not included with International Survey of Adult Skills equivalences as SfL2011 did not assess these levels.

²⁰ Score on the International Survey of Adult Skills proficiency scale.

	International Survey of Adult Skills Level	International Survey of Adult Skills numeracy¹⁸	NQF Level (*)¹⁹	SfL numeracy
90				
95				
100				
105				
110				
115				
120				
125				
130				
135				
140				
145				
150				
155				
160				
165				
170				
175	Level 1 (176-225)	Tasks in this level require the respondent to carry out basic mathematical processes in common, concrete	Entry level 2 (168-211)	At Entry Level 2, an adult can read and understand information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written
180				
185				

	International Survey of Adult Skills Level	International Survey of Adult Skills numeracy ¹⁸	NQF Level (*) ¹⁹	SfL numeracy
190		<p>contexts where the mathematical content is explicit with little text and minimal distractors. Tasks usually require simple one-step or two-step processes involving e.g. performing basic arithmetic operations; understanding simple per cents such as 50%; or locating, identifying and using elements of simple or common graphical or spatial representations.</p>		<p>material; calculate and manipulate mathematical information to generate results to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose; present and explain results which meet the intended purpose using appropriate numbers, simple diagrams and symbols.</p>
195				
200				
205				
210				
215				
220			<p>Entry level 3 (211-258)</p> <p>At Entry Level 3, an adult can read and understand information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material; calculate and manipulate mathematical information to generate results to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose; present and explain results which meet the intended purpose using appropriate numbers, diagrams, charts and symbols.</p>	
225	Level 2 (226-275)	<p>Tasks in this level require the respondent to identify and act upon mathematical information and ideas embedded in a range of common contexts where the mathematical content is fairly explicit or visual with relatively few distractors. Tasks tend to require the application of two or more steps or processes involving e.g. calculation with whole numbers and common decimals, per cents and fractions; simple</p>		
230				
235				
240				
245				
250				
255				

	International Survey of Adult Skills Level	International Survey of Adult Skills numeracy ¹⁸	NQF Level (*) ¹⁹	SfL numeracy	
260		measurement and spatial representation; estimation; interpretation of relatively simple data and statistics in texts, tables and graphs.	Level 1 (258-299)	At Level 1, an adult can read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material; calculate and manipulate mathematical information to generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose; present and explain results which meet the intended purpose using an appropriate format to a given level of accuracy.	
265					
270					
275	Level 3 (276-325)	Tasks in this level require the respondent to understand mathematical information which may be less explicit, embedded in contexts that are not always familiar and represented in more complex ways. Tasks require several steps and may involve the choice of problem-solving strategies and relevant processes. Tasks tend to require the application of e.g. number sense and spatial sense; recognizing and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; interpretation and basic analysis of data and statistics in texts, tables and graphs.	Level 2 (>299)	At Level 2, an adult can read and understand mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material; calculate and manipulate mathematical information to generate results to an appropriate level of accuracy using methods, measures and checking	
280					
285					
290					
295					
300					
305					
310					
315					
320					
325	Level 4 (326-375)	Tasks in this level require the respondent to understand a broad			
330					

	International Survey of Adult Skills Level	International Survey of Adult Skills numeracy ¹⁸	NQF Level (*) ¹⁹	SfL numeracy
335 340 345 350 355 360 365		range of mathematical information that may be complex, abstract or embedded in unfamiliar contexts. These tasks involve undertaking multiple steps and choosing relevant problem-solving strategies and processes. Tasks tend to require analysis and more complex reasoning about e.g. quantities and data; statistics and chance; spatial relationships; change, proportions and formulas. Tasks in this level may also require comprehending arguments or communicating well-reasoned explanations for answers or choices.		procedures appropriate to the specified purpose; present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience.
370				
375 to 500	Level 5 (376-500)	Tasks in this level require the respondent to understand complex representations and abstract and formal mathematical and statistical ideas, possibly embedded in complex texts. Respondents may have to integrate multiple types of mathematical information where considerable translation or interpretation is required; draw		

International Survey of Adult Skills Level	International Survey of Adult Skills numeracy ¹⁸	NQF Level (*) ¹⁹	SfL numeracy
	inferences ; develop or work with mathematical arguments or models; justify, evaluate and critically reflect upon solutions or choices .		

Source: OECD (2013b) Table 4.2, p72; Harding et al. (2012a), p318

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