Canada

Statistics Canada

Programme for the International Assessment of Adult Competencies, 2012 [Canada]

Study Documentation

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Metadata Production

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Programme for the International Assessment of Adult Competencies, 2012 [Canada] (PIAAC 2012)

Programme pour l'évaluation internationale des compétences des adultes, 2012 [Canada]

Overview

Identification	ca-statcan-132269
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Series	Programme for the International Assessment of Adult Competencies (PIAAC) [4406]

Abstract

The Program for the International Assessment of Adult Competencies (PIAAC) is a multi-cycle international programme of assessment of adult skills and competencies initiated by the Organisation for Economic Co-operation and Development (OECD). It aims to collect the information of residents from several countries, including Canada. PIAAC evolved from two previous international literacy surveys: the International Adult Literacy Survey (IALS), conducted between 1994 and 1998, and the Adult Literacy and Lifeskills Survey (ALL), conducted between 2002 and 2006. With the first round of data collection, PIAAC seeks to ensure continuity with these previous surveys, to provide information regarding change in the distribution of skills over the years, to extend the skill being measured by including problem solving in technology-rich environments, and to provide more information about individuals with low levels of competency by assessing reading component skills. Users of the data include federal and provincial governments, academics, literacy and skills development professionals, media and interested members of the public. The data are used to inform policy decisions, help effectively allocate resources where needed and inform decisions on the composition and content of remedial skill development course and adult education.

Kind of Data	Sample survey data [ssd]
Unit of Analysis	Person

Scope & Coverage

Keywords	Adult education and training, Education, training and learning, Literacy, MASTERFILE
Time Period(s)	2011-2012
Countries	Canada

Geographic Coverage
Canada
Provinces
Territories

Universe
The target population consists of Canadian adults aged 16 to 65 not residing in institutions or on Aboriginal reserves. It also excludes families of members of the Armed Forces living on military bases as well as residents of some sparsely populated areas. Once combined, these exclusions represent less than 2% of the whole population of Canadian adults aged 16 to 65 years old, and therefore respect the survey's international requirements.

Producers & Sponsors

Primary Investigator(s)	Statistics Canada
Other Producer(s)	Statistics Canada

Sampling

Sampling Procedure
This is a sample survey with a cross-sectional design. The frame was the 2011 Census and the National Household Survey (NHS). The 2011 Census was used for the general sample of adults aged 16 to 65, while the NHS was used for the Aboriginal and Immigrant supplementary samples. When the Census was used as a frame, only households that were not also selected for the NHS were eligible to be selected. However, some exceptions to this occurred in the territories where all households in a Census collection unit may have been selected for the NHS. In total, approximately 49,000 individuals were selected. Sample selection occurred in up to three stages. In the first stage, geographical clusters were selected. These clusters were previously stratified into urban and rural strata. Subsequently, households were selected from the Census or NHS within each selected cluster. Then within each selected household, one individual was chosen to participate in this survey. The selection of clusters and households was done by systematic probability proportional to size sampling. Within a household, one individual was selected at random.

Response Rate
The response rate is 58.3 % at the national level, and varies between 50.7% and 63.9% at the provincial or territorial level.

Weighting
Estimates are produced using weights attached to each sampled unit. The weight of a sampled unit indicates the number of units in the population that the unit represents. The weights were calculated in several steps: 1) An initial weight was calculated as the inverse of the probability of selecting a unit in the sample. The overall probability of selecting a given unit was equal to the product of its probabilities of being selected at each phase and at each stage of the selection process. 2) The weights were adjusted to account for non response. This process consisted in distributing the weights of the non-responding units on the weights of the responding units. It was conducted in four steps that took into account the information available about the eligibility status of the non-responding households, whether non-response was related to literacy or not, and the presence of a disability preventing participation to the survey. 3) Because of the overlap between the populations targeted by each selected sample, weights of the general sample and the various supplementary samples were integrated using a multiple-frame method. 4) Finally, weights have been calibrated so that some of the totals produced using the survey data matched population totals from other sources. The quality of the estimates was assessed using estimates of their coefficient of variation (CV). Given the complexity of the PIAAC survey design, CVs could not be calculated using a simple formula. Jackknife replicate weights were used to establish the CVs of the estimates.

Data Collection

Data Collection Dates	start 2011-11-01 end 2012-06-30
Data Collection Mode	Computer Assisted Personal Interview [capi]

Questionnaires
The survey questionnaire and psychometric items were designed by a group of international experts and lead by the PIAAC international consortium. Each task item was designed in English and constitutes the master international set of items that was to be adapted by each of the participating countries into its own language. All of the instruments were tested in a pilot survey conducted in 2010. The final psychometric instrument was created using the items providing the most reliable and stable parameters in all three domains (literacy, numeracy and problem solving in rich technology enviroment). Many of the background questions and a selection of literacy and numeracy domain tasks asked in PIAAC trace their origins to the 2003 Adult Literacy and Life Skills Survey (ALL) and 1994 Adult Literacy Survey (IALS). This was done in order to provide a psychometric link that would allow comparisons of skill distribution over time. The survey instruments included an Entry component, followed by the Background Questionnaire (BQ), and ended with a competencies assessment (paper-based assessment (PBA)) or computer-based assessment (CBA). The survey was administered in the respondent's home by a Statistics Canada interviewer. The Entry was designed to gather demographic information for each member of the household. Once this information was collected, a respondent was selected from the eligible members of the home. The BQ was administered to all respondents by Computer Assisted Personal Interview (CAPI). It collected information on ethnicity, immigrant status, age and sex, formal and informal education and training, linguistic information, self-assessment of reading and writing in mother tongue, parental education and occupation, current work status and history, current occupation, industry and earnings, literacy, numeracy and technology skills used at work and at home. For most of the respondents,

the assessment component was completed in the CBA. However, the PBA version was provided to respondents that never used a computer or to those who had failed a series of basic tasks used to assess their computer skills. The computer-based assessment of the survey assessed literacy, numeracy and problem solving in technology rich environments. The paper base assessment also assessed the literacy and numeracy and had an additional component on reading. The Reading Component included three short sections; word meaning (print vocabulary), sentence processing and basic passage comprehension.

Data Collector(s)	Statistics Canada (StatCan)

Supervision

All interviewers are under the supervision of a staff of senior interviewers who are responsible for ensuring that interviewers are familiar with survey concepts and procedures, periodically monitoring their interviewers and reviewing their work. Senior interviewers ensured that prompt follow-up action was taken for refusals and other non-response cases. The senior interviewers are, in turn, under the supervision of the Regional Office project managers.

Data Processing & Appraisal

Data Editing

The PIAAC was collected using a computer-assisted survey application. As such, many of the error detection and editing took place during collection. Validation of values outside specified ranges was performed by the interviewer whenever they were flagged by the Blaise application on the computer and the application automatically directed the flow of the questionnaire based on pre-arranged logic and the respondent's previous answers. Once the data were collected and transmitted to head office, three phases of error detection were initiated. The first was a general clean-up of the data to accomplish the following goals: 1) remove duplicate records from the file, 2) verify the Background Questionnaire against the sample file, 3) verify the integrity of the status code, 4) identify missing records, and, 5) create a response file. The editing phase of the data processing done by the international consortium included a series of edit steps to be performed. First, a top-down flow edit cleaned up any paths that may have been mistakenly followed during the interview. This step was followed by consistency edits for certain key variables. This step assured concordance between variables such as age, year of immigration, number of years of formal education, age when the respondent took a type of training, and age when the respondent completed his/her highest level of education.

Other Processing

Imputation was minimal. Only the task language was imputed for respondents who did not complete the skill assessment component.

Estimates of Sampling Error

The level of coverage of the Canadian population aged between 16 and 65 years old by the 2011 Census, which data were used as a survey frame for this survey, in conjunction with the National Household Survey data, is evaluated at 96.4% at the national level, from 94.9% to 98.6% at the provincial level, and from 91.5% to 94.6% in the Territories. Over a large number of observations, randomly occurring non-sampling errors will have little effect on estimates derived from the survey. However, errors occurring systematically will contribute to biases in the survey estimates. Considerable time and effort was made to reduce non-sampling errors in the survey. Quality assurance measures were implemented at each step of the data collection and processing cycle to monitor the quality of the data. These measures included the use of highly skilled interviewers, extensive training of interviewers with respect to the survey procedures and questionnaire, observation of interviewers to detect problems of questionnaire design or misunderstanding of instructions, procedures to ensure that data capture errors were minimized and coding and edit quality checks to verify the processing logic. A number of other potential sources of non-sampling error that are unique to the PIAAC deserve comment. Firstly, some of the respondents may have found the test portion of the study intimidating and this may have had a negative effect on their performance. Unlike "usual" surveys, the PIAAC test items have "right" and "wrong" answers. Also, for many respondents this would have been their first exposure to a "test" environment in a considerable number of years. Further, although interviewers did not enforce a time limit for answering questions, the reality of having someone watching and waiting may have, in fact, imposed an unintentional time pressure. It is recognized, therefore that even though items were chosen to closely reflect everyday tasks, the test responses might not fully reveal the literacy capabilities of respondents due to the testing environment. Further, although the test nature of the study called for respondents to perform the activities completely independently of others, situations in the real world often enable persons to sort through printed materials with family, friends and associates. It could be therefore, that the skills measured by the survey do not reflect the full range of some respondents' abilities in a more natural setting. Another potential source of non-sampling error for the PIAAC relates to the scoring of the test items, particularly those that were scored on a scale (e.g. items that required respondents to write). Special efforts such as

centralizing the scoring and sample verification were made to minimize the extent of scoring errors. And as mentioned previously, a large proportion of the scoring was done by the computer; it increases importantly the quality of the scoring.

Other Forms of Data Appraisal
The PIAAC was collected using a computer-assisted survey application. As such, many of the error detection and editing took place during collection. Validation of values outside specified ranges was performed by the interviewer whenever they were flagged by the Blaise application on the computer and the application automatically directed the flow of the questionnaire based on pre-arranged logic and the respondent's previous answers. Once the data were collected and transmitted to head office, three phases of error detection were initiated. The first was a general clean-up of the data to accomplish the following goals: 1) remove duplicate records from the file, 2) verify the Background Questionnaire against the sample file, 3) verify the integrity of the status code, 4) identify missing records, and, 5) create a response file. The editing phase of the data processing done by the international consortium included a series of edit steps to be performed. First, a top-down flow edit cleaned up any paths that may have been mistakenly followed during the interview. This step was followed by consistency edits for certain key variables. This step assured concordance between variables such as age, year of immigration, number of years of formal education, age when the respondent took a type of training, and age when the respondent completed his/her highest level of education.

Accessibility

Access Authority	RDC Manager (Research Data Centres) , STATCAN.MADHOOU-DAMSSOBC.STATCAN@canada.ca
Contact(s)	Contact Us (Statistics Canada) , http://www.statcan.gc.ca , STATCAN.infostats-infostats.STATCAN@canada.ca
Depositor(s)	

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Citation Requirements
All publications using Statistics Canada data should identify Statistics Canada as the author, the respective survey title, as well as the year. The publishing of analysis and results from research using any of the data products is permitted in research communications such as scholarly papers, journals and the like. The authors of these communications are required to cite Statistics Canada as the source of the data, and to indicate that the results or views expressed are those of the author / authorized user and are not those of Statistics Canada. Permission to include extracts of these data in textbooks must be obtained from Statistics Canada.

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Files Description

Dataset contains 1 file(s)

SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3	
# Cases	0
# Variable(s)	749
File Content Programme for the International Assessment of Adult Competencies - 2012.	
Producer Statistics Canada.	

Variables Group(s)

Dataset contains 1 group(s)

Group PIAAC 2012 - All variables

#	Name	Label	Type	Format	Valid	Invalid	Question
1	CNTRYID	Country ID (ISO 3166, numeric)	discrete	numeric-3.0	-	-	Country identification (ISO 3166, numeric).
2	CNTRYIDE	Participating country or sub-national entity code (numeric)	discrete	numeric-4.0	-	-	Participating country or sub-national entity code (numeric).
3	PERSID	Person operational identification number	continuous	numeric-12.0	-	-	Person operational identification number.
4	SEQID	Sequential ID (randomly derived)	continuous	numeric-8.0	-	-	Sequential identification (randomly derived).
5	AGE_R	Person resolved age from BQ and QC check (derived)	continuous	numeric-2.0	-	-	Age.
6	GENDER_R	Person resolved gender from BQ and QC check (derived)	discrete	numeric-1.0	-	-	Gender.
7	REGFLG	Registry situation flag	continuous	numeric-2.0	-	-	Registry situation flag.
8	BQLANG	Language for background questionnaire	discrete	numeric-2.0	-	-	Language for background questionnaire.
9	A_N01	General - Gender of respondent	discrete	numeric-1.0	-	-	Is the respondent male or female?
10	A_N01_T	Gender (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Is the respondent male or female?
11	B_Q01A	Education - Highest qualification - Level	discrete	numeric-2.0	-	-	Which of the qualifications on this card is the highest you have obtained?
12	B_Q01A_T	Highest level of schooling (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Highest level of schooling.
13	B_Q01A3	Education - Highest qualification - Level of foreign qualification (1)	discrete	numeric-2.0	-	-	Can you indicate which level in our national education system corresponds most closely with the level of this qualification?
14	BQ01A3C	Education - Highest qualification - Level of foreign qualification (2)	discrete	numeric-2.0	-	-	Education - Highest Qualification - Level of foreign qualification.
15	B_Q01B	Education - Highest qualification - Area of study	discrete	numeric-2.0	-	-	What was the area of study, emphasis or major for your highest level of qualification? If there was more than one, please choose the one you consider most important.
16	B_Q01C1	Education - Highest qualification - Age of finish	continuous	numeric-2.0	-	-	How old were you or what year was it when you completed your highest level of schooling? Age...?
17	BQ01C1C	Education - Highest qualification - Age of finish (categorised)	discrete	numeric-2.0	-	-	Education - Highest qualification - Age of finish (categorised).
18	B_Q01C1T	Age at completion of highest level of schooling (Trend-IALS/ALL)	continuous	numeric-2.0	-	-	Age at completion of highest level of schooling.
19	B_Q01C2	Education - Highest qualification - Year of finish	continuous	numeric-4.0	-	-	How old were you or what year was it when you completed your highest level of schooling? Year...?

#	Name	Label	Type	Format	Valid	Invalid	Question
20	B_Q01D	Education - Highest qualification - Month of finish	discrete	numeric-2.0	-	-	And in which month was that?
21	B_D01D	Education - Highest qualification - Months elapsed since finished	continuous	numeric-3.0	-	-	Education - Highest qualification - Months elapsed since finished (derived).
22	B_D01D_C	Education - Time since finished highest qualification (categorised)	discrete	numeric-1.0	-	-	Education - Time since finished highest qualification (categorised).
23	B_Q02A	Education - Current qualification	discrete	numeric-1.0	-	-	Are you currently enrolled in a program of study? By program of study we mean a series of courses taken towards a diploma, certificate, degree or license, which normally takes more than 3 months to complete.
24	BQ02AT1	Education or training in last 12 months (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Education or training in last 12 months.
25	BQ02AT2	Courses toward certificate/diploma/degree in program in last 12 months	discrete	numeric-1.0	-	-	Courses toward certificate / diploma / degree in program in last 12 months.
26	B_Q02B	Education - Current qualification - Level	discrete	numeric-2.0	-	-	What is the level of the qualification you are currently studying for?
27	B_Q02B_C	Education - Current qualification (collapsed, 10 categories)	discrete	numeric-2.0	-	-	Education - Current Qualification (collapsed, ten categories).
28	B_Q02C	Education - Current qualification - Area of study	discrete	numeric-2.0	-	-	What is the field of study or specialization of this program of study? If there is more than one, please choose the one you consider most important. Please refer to page 2 of the information guide.
29	B_Q03A	Education - Uncompleted qualification	discrete	numeric-1.0	-	-	Did you ever enroll in a program of study, but leave before completing it?
30	B_Q03B	Education - Uncompleted qualification - Level	discrete	numeric-2.0	-	-	What was the level of the qualification you started studying for? If there was more than one, please report the one with the highest level.
31	B_Q03B_C	Education - Uncompleted qualification - Level (collapsed, 10 categories)	discrete	numeric-2.0	-	-	What was the level of the qualification you started studying for? If there was more than one, please report the one with the highest level (collapsed, ten categories).
32	B_Q03C1	Education - Uncompleted qualification - Age of dropout	continuous	numeric-2.0	-	-	When you stopped studying in this program, how old were you or what year was it? Age...?
33	BQ03C1C	Education - Uncompleted qualification - Age of dropout (categorised)	discrete	numeric-2.0	-	-	Education - Uncompleted qualification - Age of dropout (categorised).
34	B_Q03C2	Education - Uncompleted qualification - Year of dropout	continuous	numeric-4.0	-	-	When you stopped studying in this program, how old were you or what year was it? Year...?
35	B_Q03D	Education - Uncompleted qualification - Month of dropout	discrete	numeric-2.0	-	-	And in which month was that?

#	Name	Label	Type	Format	Valid	Invalid	Question
36	B_D03D	Education - Uncompleted qualification - Months elapsed since dropout	continuous	numeric-3.0	-	-	Education - Uncompleted qualification - Months since dropout (derived).
37	B_D03D_C	Derived months since leaving education without completing program	discrete	numeric-1.0	-	-	Months elapsed since leaving education without completing (category derived).
38	B_Q04A	Education - Formal qualification	discrete	numeric-1.0	-	-	During the last 12 months, have you been enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time?
39	B_Q04B	Education - Formal qualification - Count	continuous	numeric-2.0	-	-	How many qualifications have you studied for during the last 12 months?
40	B_Q04B_C	Education - Formal qualification - Count (top-coded at 2)	continuous	numeric-1.0	-	-	How many programs of study in total have you been enrolled in during the last 12 months?
41	B_Q05A	Education - Formal qualification - Level	discrete	numeric-2.0	-	-	What was the level of this qualification?
42	B_Q05B	Education - Formal qualification - Area of study	discrete	numeric-2.0	-	-	What was the field of study or specialization of this program of study? If there was more than one, please choose the one you consider most important. Please refer to page 2 of the information guide.
43	B_Q05C	Education - Formal qualification - Reason job related	discrete	numeric-1.0	-	-	Were the main reasons for choosing to study in this program job-related?
44	B_Q05C_T	Main reason for program of studies (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Main reason for program of studies.
45	B_Q10A	Education - Formal qualification - Employed	discrete	numeric-1.0	-	-	In the last 12 months, while studying in this program, were you employed at any time, either full-time or part-time?
46	B_Q10B	Education - Formal qualification - Employed - Working hours	discrete	numeric-1.0	-	-	Did this program take place...
47	B_Q10C	Education - Formal qualification - Employed - Useful for job	discrete	numeric-1.0	-	-	How useful were your studies in this program for the job or business you had at that time? Would you say they were...
48	B_Q11	Education - Formal qualification - Grant from employer	discrete	numeric-1.0	-	-	Did an employer or prospective employer pay for tuition or registration, exam fees, expenses for books or other costs associated with this program of study? Would that be...
49	B_Q12A	Activities - Last year - Open or distance education	discrete	numeric-1.0	-	-	During the last 12 months, have you participated in courses conducted through open or distance education?
50	B_Q12A_T	Courses outside of program of studies in last 12 months (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Courses outside of program of studies in last 12months.
51	B_Q12B	Activities - Last year - Open or distance education - Count	continuous	numeric-2.0	-	-	How many of these activities did you participate in?
52	B_Q12C	Activities - Last year - On the job training	discrete	numeric-1.0	-	-	During the last 12 months, have you attended any organized sessions for on-the-job training or training by supervisors or co-workers?
53	B_Q12D	Activities - Last year - On the job training - Count	continuous	numeric-2.0	-	-	How many of these activities did you participate in?

#	Name	Label	Type	Format	Valid	Invalid	Question
54	B_Q12D_C	Activities - Last year - On the job training - Count (top-coded at 5)	continuous	numeric-1.0	-	-	Activities - Last year - On the job training - Count (top-coded at 5).
55	B_Q12E	Activities - Last year - Seminars or workshops	discrete	numeric-1.0	-	-	During the last 12 months, have you participated in seminars or workshops?
56	B_Q12F	Activities - Last year - Seminars or workshops - Count	continuous	numeric-2.0	-	-	How many of these activities did you participate in?
57	B_Q12F_C	Activities - Last year - Seminars or workshops - Count (top-coded at 5)	continuous	numeric-1.0	-	-	Activities - Last year - Seminars / workshops - Count (top-coded at 5).
58	B_Q12G	Activities - Last year - Private lessons	discrete	numeric-1.0	-	-	During the last 12 months, have you participated in courses or private lessons, not already reported?
59	B_Q12H	Activities - Last year - Private lessons - Count	continuous	numeric-2.0	-	-	How many of these activities did you participate in?
60	B_Q12H_C	Activities - Last year - Private lessons - Count (top-coded at 5)	continuous	numeric-1.0	-	-	Activities - Last year - Private lessons - Count (top-coded at 5).
61	B_D12H	Activities - Last year - Number of learning activities	discrete	numeric-1.0	-	-	Activities - Last year - Number of learning activities (derived).
62	B_Q13	Activities - Last year - Activity specified	discrete	numeric-1.0	-	-	Please refer to page 5 of the Information Guide. What kind of activity listed on this page was this? Was it...
63	B_Q14A	Activities - Last year - Job related	discrete	numeric-1.0	-	-	Was this activity mainly job-related?
64	B_Q14B	Activities - Last year - Reason for participating	discrete	numeric-2.0	-	-	Could you please specify the main reason for participating in this activity? Please refer to page 6 of the information guide.
65	B_Q15A	Activities - Last year - Employed	discrete	numeric-1.0	-	-	Were you employed, either full-time or part-time, at any time while participating in this activity?
66	B_Q15B	Activities - Last year - During working hours	discrete	numeric-1.0	-	-	Did this activity take place...
67	B_Q15C	Activities - Last year - Useful for job	discrete	numeric-1.0	-	-	How useful was this training for the job or business you had at that time or still have? Would you say it was...
68	B_Q16	Activities - Last year - Grant from employer	discrete	numeric-1.0	-	-	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...
69	B_Q17	Activities - Last year - Time spend - Unit	discrete	numeric-1.0	-	-	B_Q17 question details
70	B_Q18A	Activities - Last year - Time spend for activities - Weeks	continuous	numeric-2.0	-	-	How many whole weeks did you spend in these activities? Weeks...
71	B_Q19A	Activities - Last year - Time spend for activities - Days	continuous	numeric-3.0	-	-	How many whole days did you spend in these activities?
72	B_Q20A	Activities - Last year - Time spend for activities - Hours	continuous	numeric-4.0	-	-	How many hours did you spend in these activities? Exclude hours spent traveling to and from the places at which these activities took place.

#	Name	Label	Type	Format	Valid	Invalid	Question
73	B_Q20B	Last year - Time spend for activities - Proportion of job-related hours	discrete	numeric-1.0	-	-	About how much of this time was spent on activities that were job-related? Please refer to page 7 of the information guide.
74	B_Q26A	Activities - Last year - Wanted but didn't start	discrete	numeric-1.0	-	-	B_Q26A question details
75	B_Q26A_T	Training/education for career/job wanted but not taken last 12 months	discrete	numeric-1.0	-	-	Training / education for career / job wanted but not taken last 12 months.
76	B_Q26B	Activities - Last year - Wanted but didn't start - Reason	discrete	numeric-2.0	-	-	Which of the following reasons prevented you from participating in education and training? Please indicate the most important reason. Please refer to page 8 of the information guide.
77	C_Q01A	Current status/work history - Last week - Paid work	discrete	numeric-1.0	-	-	In the last week, did you do any paid work for at least one hour, either as an employee or through self-employment?
78	C_Q01B	Current status/work history - Last week - Away from job but will return	discrete	numeric-1.0	-	-	Last week, were you away from a job or business that you plan to return to?
79	C_Q01C	Current status/work history - Last week - Unpaid work for own business	discrete	numeric-1.0	-	-	Last week, did you do any unpaid work for at least one hour for a business that you own or a relative owns?
80	C_Q02A	Current status/work history - Last month - Looking for paid work	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, were you looking for paid work at any time?
81	C_Q02B	Current status/work history - Last month - Waiting to start job	discrete	numeric-1.0	-	-	In these four weeks, were you waiting to start a job for which you had already been hired?
82	C_Q02C	Current status/work history - Last month - Waiting start job - Next 3 months	discrete	numeric-1.0	-	-	Will you be starting that job within three months, or in more than three months?
83	C_Q03_01	Current status/work history - Last month - Reason - Waiting result application	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I was waiting for the results of an application for a job or was being assessed by a training agent
84	C_Q03_02	Current status/work history - Last month - Reason not looking for work - Student	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I was a student.
85	C_Q03_03	Current status/work history - Reason Looking after family	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I was looking after the family or home.
86	C_Q03_04	Current status/work history - Last month - Reason not looking for work- Temporarily sick	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I was temporarily sick or injured.
87	C_Q03_05	Current status/work history - Reason not looking for work - Long-term illness	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I have a long-term illness or disability.
88	C_Q03_06	Current status/work history - Last month- Reason not look for work - Nothing available	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I did not believe any jobs were available.

#	Name	Label	Type	Format	Valid	Invalid	Question
89	C_Q03_07	Current status/work history - Last month - Reason not look for work - Not get to it	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I did not get around to looking yet.
90	C_Q03_08	Current status/work history - Last month - Reason not looking for work - No need	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I did not need employment.
91	C_Q03_09	Current status/work history - Last month - Reason not looking for work - Retired	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? I retired from paid work.
92	C_Q03_10	Current status/work history - Last month - Reason not looking for work - Other	discrete	numeric-1.0	-	-	In the last four weeks, for which of the following reasons did you not look for work? Other reason.
93	C_Q03S	Current status/work history- Last month - Months looking for paid work	continuous	numeric-3.0	-	-	How many months in total have you been looking for paid work?
94	C_Q04A	Current status/work history - Ways looking for work - Contact public employment	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Get in contact with a public employment office to find work?
95	C_Q04B	Current status/work history - Ways of looking for work - Contact private agency	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Get in contact with a private agency (temporary work agency, firm specializing in recruitment) to find work?
96	C_Q04C	Current status/work history - Ways of looking for work - Apply to employers	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Apply to employers directly?
97	C_Q04D	Current status/work history - Ways of looking for work - Ask family/friends	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Ask among friends, relatives, unions, etc. to find work?
98	C_Q04E	Current status/work history - Ways looking for work - Place/answer advertisement	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Place or answer job advertisements?
99	C_Q04F	Current status/work history - Ways of looking for work - Study advertisements	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Study job advertisements?
100	C_Q04G	Current status/work history - Ways of looking for work - Recruitment test	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Take a recruitment test or examination or undergo an interview?
101	C_Q04H	Current status/work history - Last month - Ways look for work - Premises	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Look for land, premises or equipment for work?
102	C_Q04I	Current status/work history - Last month - Ways of look work - Licenses/financial	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Apply for permits, licences or financial resources for work?
103	C_Q04J	Current status/work history - Last month - Ways looking for work - Other	discrete	numeric-1.0	-	-	In the four weeks ending last Sunday, did you do any of these things: Do anything else to find work?
104	C_D04	Current status/work history - Last month - Active steps to find job	discrete	numeric-1.0	-	-	Current status / work history - Last month - Active steps to find job.

#	Name	Label	Type	Format	Valid	Invalid	Question
105	C_Q05	Current status/work history - Ability to start job within 2 weeks	discrete	numeric-1.0	-	-	If a job had been available in the week ending last Sunday, would you have been able to start within two weeks?
106	C_D05	Current status/work history - Employment status (derived BY CAPI)	discrete	numeric-1.0	-	-	Current status / work history - Employment status (derived).
107	C_Q06	Current status/work history - Last week - Number of jobs	discrete	numeric-1.0	-	-	In the last week, did you have one job or one business or was there more than one? Please only consider paid work.
108	C_D06	Current status/work history - Current - Paid job/family business (derived)	discrete	numeric-1.0	-	-	Current status / work history - Current - Paid job / family business (derived).
109	C_Q07	Current status/work history - Subjective status	discrete	numeric-2.0	-	-	Please look at this page 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. Please refer to page 10 of the information guide.
110	C_Q07_T	Current work situation (Trend-IALS/ALL)	discrete	numeric-2.0	-	-	Current work situation.
111	C_Q08A	Current status/work history - Ever paid work	discrete	numeric-1.0	-	-	Have you ever had paid work? Please include self-employment.
112	C_Q08B	Current status/work history - Last year - Paid work	discrete	numeric-1.0	-	-	During the last 12 months, did you have any paid work? Please include self-employment.
113	C_Q08C1	Current status/work history - Age when stopped working in last job	continuous	numeric-2.0	-	-	When you stopped working in your last paid job, how old were you or what year was it?
114	CQ08C1C	Current status/work history- Age stop working in last job (categorised)	discrete	numeric-2.0	-	-	Current status / work history - Age stop working in last job (categorised).
115	C_Q08C2	Current status/work history - Year when stopped working in last job	continuous	numeric-4.0	-	-	Year...
116	C_D08C	Current status/work history - Left work in past five years (derived)	discrete	numeric-1.0	-	-	Current status / work history - Left work in past five years (derived).
117	C_Q09	Current status/work history - Years of paid work during lifetime	continuous	numeric-2.0	-	-	In total, for approximately how many years have you had paid work? Only include those years where six months or more was spent in either full-time or part-time work.
118	C_Q09_C	Current status/work - Years paid work during lifetime top-coded at 47	continuous	numeric-2.0	-	-	Current status / work - Years paid work during lifetime (top-coded-47).
119	C_D09	Current status/work history - Work experience (derived by CAPI)	discrete	numeric-1.0	-	-	Current status / work history - Work experience (derived).
120	C_D09_T	Worked at job/business in last 12 months (Trend-IALS/ ALL)	discrete	numeric-1.0	-	-	Worked at job / business in last 12 months.
121	C_Q10A	Current status/work history - Last five years- How many firms or organisations	continuous	numeric-2.0	-	-	For how many different firms or organizations have you worked for in the last five years? Include your own business or businesses in the case of self-employment.

#	Name	Label	Type	Format	Valid	Invalid	Question
122	C_Q10A_C	Current status/work history - Last five years, firms/ organisations top-coded at 7	continuous	numeric-2.0	-	-	Current status / work - Last five years - Firms / organisations - Top-coded at 7.
123	D_Q03	Current status/work history - Economic sector	discrete	numeric-1.0	-	-	In which sector of the economy do you work? Is it...
124	D_Q04	Current work - Employee or self-employed	discrete	numeric-1.0	-	-	Are you working as an employee or are you self-employed?
125	D_Q04_T	Status at this job or business - Six levels (Trend-IALS/ ALL)	discrete	numeric-2.0	-	-	Status at this job or business - Six levels.
126	D_Q04_T1	Status at this job or business - Four levels (Trend-IALS/ ALL)	discrete	numeric-1.0	-	-	Status at this job or business - Four levels.
127	D_Q05A1	Current work - Start of work for employer - Age	continuous	numeric-2.0	-	-	At what age or in which year did you start working for your current employer? Age...
128	DQ05A1C	Current work, Start work for employer, Age- categorised, 9 categories	discrete	numeric-2.0	-	-	Current work - Start work for employer - Age (categorised, nine categories).
129	D_Q05A2	Current work - Start of work for employer - Year	continuous	numeric-4.0	-	-	Year...
130	D_Q05A3	Current work - Start of work for employer - Month	discrete	numeric-2.0	-	-	And in which month?
131	D_Q05B1	Current work - Start of work for business - Age	continuous	numeric-2.0	-	-	At what age or in which year did you start working in your current business? Age...
132	DQ05B1C	Current work, Start work for business - Age-categorised, 9 categories	discrete	numeric-2.0	-	-	Current work - Start work for business - Age (categorised, nine categories).
133	D_Q05B2	Current work - Start of work for business - Year	continuous	numeric-4.0	-	-	Year...
134	D_Q05B3	Current work - Start of work for business - Month	discrete	numeric-2.0	-	-	And in which month was that?
135	D_Q06A	Current work - Amount of people working for employer	discrete	numeric-1.0	-	-	How many people work for your employer at your place of work? Would that be...
136	D_Q06B	Current work - Amount of people working for employer increased	discrete	numeric-1.0	-	-	Over the last 12 months, has the number of people working at the place where you work...
137	D_Q06C	Current work - Part of a larger organisation	discrete	numeric-1.0	-	-	Is the place where you work part of a larger firm or organisation?
138	D_Q07A	Current work - Employees working for you	discrete	numeric-1.0	-	-	Do you have employees working for you? Please include family members working paid or unpaid in the business.
139	D_Q07B	Current work - Employees working for you - Count	discrete	numeric-1.0	-	-	How many people do you employ? Would that be...
140	D_Q07B_C	Current work, Employees working for you, Count collapsed, 2 categories	discrete	numeric-1.0	-	-	Current work - Employees working for you (collapsed, two categories).
141	D_Q08A	Current work - Managing other employees	discrete	numeric-1.0	-	-	Do you manage or supervise other employees?
142	D_Q08B	Current work - Managing other employees - Count	discrete	numeric-1.0	-	-	How many employees do you supervise or manage directly or indirectly? Would that be...

#	Name	Label	Type	Format	Valid	Invalid	Question
143	D_Q09	Current work - Type of contract (1)	discrete	numeric-2.0	-	-	What kind of employment contract do you have? Is that...
144	D_Q10	Current work - Hours/week	continuous	numeric-3.0	-	-	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.
145	D_Q10_C	Current work - Hours/week (top-coded at 60)	continuous	numeric-2.0	-	-	Current work - Hours / week (top-coded at 60).
146	D_Q10_T	Hours per week at this job or business - Number hours (Trend-IALS/ALL)	continuous	numeric-3.0	-	-	Hours per week at this job or business - Number hours.
147	D_Q10_T1	Hours per week at this job/ business - Range of hours (Trend-IALS/ALL)	discrete	numeric-2.0	-	-	Hours per week at this job / business- Range of hours.
148	D_Q11A	Current work - Work flexibility - Sequence of tasks	discrete	numeric-1.0	-	-	To what extent can you choose or change the sequence of your tasks?
149	D_Q11B	Current work - Work flexibility - How to do the work	discrete	numeric-1.0	-	-	To what extent can you choose or change how you do your work?
150	D_Q11C	Current work - Work flexibility - Speed of work	discrete	numeric-1.0	-	-	To what extent can you choose or change the speed or rate at which you work?
151	D_Q11D	Current work - Work flexibility - Working hours	discrete	numeric-1.0	-	-	To what extent can you choose or change your working hours?
152	D_Q12A	Current work - Requirements - Education level (1)	discrete	numeric-2.0	-	-	Still talking about your current job: If applying today, what would be the usual qualifications, if any, that someone would need to get this type of job?
153	D_Q12B	Current work - Requirements - To do the job satisfactorily	discrete	numeric-1.0	-	-	Thinking about whether this qualification is necessary for doing your job satisfactorily, which of the following statements would be most true?
154	D_Q12C	Current work - Requirements - Related work experience	discrete	numeric-2.0	-	-	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...
155	D_Q13A	Current work - Learning - Learning from co-workers/ supervisors	discrete	numeric-1.0	-	-	In your own job, how often do you learn new work-related things from co-workers or supervisors? Please refer to page 13 of the information guide.
156	D_Q13B	Current work - Learning - Learning-by-doing	discrete	numeric-1.0	-	-	How often does your job involve learning-by-doing from the tasks you perform?
157	D_Q13C	Current work - Learning - Keeping up to date	discrete	numeric-1.0	-	-	How often does your job involve keeping up-to-date with new products or services?
158	D_Q14	Current work - Job satisfaction	discrete	numeric-1.0	-	-	All things considered, how satisfied are you with your current job? Would you say you are...
159	D_Q16A	Current work - Earnings - Salary interval	discrete	numeric-2.0	-	-	What is the easiest way for you to report your usual gross wage or salary for your current job? Would it be...
160	D_Q16AS	Current work - Earnings - Hours per piece	continuous	numeric-7.2	-	-	Could you please specify how many hours on average it takes to produce one piece?

#	Name	Label	Type	Format	Valid	Invalid	Question
161	D_D16A	Current work - Earnings - Salary interval per hour (derived BY CAPI)	continuous	numeric-7.2	-	-	Current work - Earnings - Salary interval per hour (derived).
162	D_Q16B	Current work - Earnings - Gross pay	continuous	numeric-14.2	-	-	D_Q16B question details
163	D_Q16B_T	Wage or salary [weekly/ hourly] before taxes/ deductions (Trend-IALS/ ALL)	continuous	numeric-1.0	-	-	Wage or salary [weekly / hourly] before taxes / deductions.
164	D_Q16C	Current work - Earnings - Gross pay in broad categories	discrete	numeric-1.0	-	-	Would you be prepared to answer this question if we ask it in broad categories?
165	D_Q16D1	Current work - Earnings - Broad categories - Gross pay per hour	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per hour is?
166	D_Q16D2	Current work - Earnings - Broad categories - Gross pay per day	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per day is?
167	D_Q16D3	Current work - Earnings - Broad categories - Gross pay per week	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per week is?
168	D_Q16D4	Current work - Earnings - Broad categories - Gross pay per two weeks	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per two weeks is?
169	D_Q16D5	Current work - Earnings - Broad categories - Gross pay per month	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per month is?
170	D_Q16D6	Current work - Earnings - Broad categories - Gross pay per year	discrete	numeric-2.0	-	-	How much would you estimate your usual gross pay per year is?
171	D_Q17A	Current work - Earnings - Additional payments	discrete	numeric-1.0	-	-	In addition to your usual pay, do you receive any other payments related to this job, such as annual bonuses, such as a 13th month or holiday pay?
172	D_Q17B	Current work - Earnings - Additional payments amount last year	continuous	numeric-11.0	-	-	In total, how much were these additional payments last year? Please think in terms of gross payments.
173	D_Q17C	Current work - Earnings - Additional payments in broad categories	discrete	numeric-1.0	-	-	Would you be prepared to answer this question if we ask it in broad categories?
174	D_Q17D	Current work - Earnings - Additional payments - Broad - Last year	discrete	numeric-1.0	-	-	How much would you estimate these additional payments were last year? Please think in terms of gross payments. Were they...
175	D_Q18A	Current work - Earnings - Total earnings last year	continuous	numeric-11.0	-	-	D_Q18A question details
176	D_Q18A_T	Annual net income before taxes and deductions (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Annual net income before taxes and deductions.
177	D_Q18B	Current work - Earnings - Total earnings broad categories	discrete	numeric-1.0	-	-	Would you be prepared to answer this question if we ask it in broad categories?
178	D_Q18C1	Current work - Earnings - Broad categories - Total earnings last month	discrete	numeric-2.0	-	-	How much would you estimate your earnings last month were? Please refer to page 14E of the information guide.

#	Name	Label	Type	Format	Valid	Invalid	Question
179	D_Q18C2	Current work - Earnings - Broad categories - Total earnings last year	discrete	numeric-2.0	-	-	How much would you estimate your earnings last year were? Please refer to page 14f of the information guide.
180	E_Q03	Last job - Economic sector	discrete	numeric-1.0	-	-	In which sector of the economy did you work? Was it...
181	E_Q04	Last job - Employee or self-employed	discrete	numeric-1.0	-	-	In this job, were you working as an employee or were you self-employed?
182	E_Q05A1	Last job - Start of work for employer - Age	continuous	numeric-2.0	-	-	E_Q05A1 question details
183	EQ05A1C	Last job - Start of work for employer -Age (categorised, 9 categories)	discrete	numeric-2.0	-	-	Last job - Start of work for employer - Age (categorised, nine categories).
184	E_Q05A2	Last job - Start of work for employer - Year	continuous	numeric-4.0	-	-	E_Q05A2 question details
185	E_Q05B1	Last job - Start of work for business - Age	continuous	numeric-2.0	-	-	E_Q05B1 question details
186	EQ05B1C	Last job - Start of work for business -Age (categorised, 9 categories)	discrete	numeric-2.0	-	-	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?
187	E_Q05B2	Last job - Start of work for business - Year	continuous	numeric-4.0	-	-	E_Q05B2 question details
188	E_Q06	Last job - Amount of people working for employer	discrete	numeric-1.0	-	-	How many people worked for your employer at the place where you worked? Would that be...
189	E_Q07A	Last job - Employees working for you	discrete	numeric-1.0	-	-	Did you have employees working for you? Please include family members who worked paid or unpaid in the business.
190	E_Q07B	Last job - Employees working for you - Count	discrete	numeric-1.0	-	-	How many people did you employ at the place where you worked? Would that be...
191	E_Q08	Last job - Type of contract (1)	discrete	numeric-2.0	-	-	What kind of employment contract did you have?
192	E_Q09	Last job - Hours/week	continuous	numeric-3.0	-	-	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.
193	E_Q09_C	Last work - Hours/week (top-coded at 60)	continuous	numeric-2.0	-	-	Last work - Hours / week (top-coded at 60).
194	E_Q10	Last job - Reason for end of job	discrete	numeric-2.0	-	-	Could you tell me the main reason you stopped working at your last job? Please refer to page 15 of the information guide.
195	F_Q01B	Skill use work - Time cooperating with co-workers	discrete	numeric-1.0	-	-	F_Q01B question details
196	F_Q02A	Skill use work - How often - Sharing work-related information	discrete	numeric-1.0	-	-	F_Q02A question details
197	F_Q02B	Skill use work - How often - Teaching people	discrete	numeric-1.0	-	-	How often does your current job usually involve: Instructing, training or teaching people, individually or in groups? How often did your last job usually involve: Instructing training or teaching people, individually or in groups?

#	Name	Label	Type	Format	Valid	Invalid	Question
198	F_Q02C	Skill use work - How often - Presentations	discrete	numeric-1.0	-	-	F_Q02C question details
199	F_Q02D	Skill use work - How often - Selling	discrete	numeric-1.0	-	-	F_Q02D question details
200	F_Q02E	Skill use work - How often - Advising people	discrete	numeric-1.0	-	-	For the next questions, please refer to page 13 of the information guide. How often does your current job usually involve advising people? For the next questions, please refer to page 13 of the information guide. How often did your last job usually involve advising people?
201	F_Q03A	Skill use work - How often - Planning own activities	discrete	numeric-1.0	-	-	How often does your current job usually involve planning your own activities? How often did your last job usually involve planning your own activities?
202	F_Q03B	Skill use work - How often - Planning others activities	discrete	numeric-1.0	-	-	How often does your current job usually involve planning the activities of others? How often did your last job usually involve planning the activities of others?
203	F_Q03C	Skill use work - How often - Organising own time	discrete	numeric-1.0	-	-	How often does your current job usually involve organising your own time? How often did your last job usually involve organising your own time?
204	F_Q04A	Skill use work - How often - Influencing people	discrete	numeric-1.0	-	-	How often does your current job usually involve persuading or influencing people? How often did your last job usually involve persuading or influencing people?
205	F_Q04B	Skill use work - How often - Negotiating with people	discrete	numeric-1.0	-	-	How often does your current job usually involve negotiating with people either inside or outside your firm or organization? How often did your last job usually involve negotiating with people either inside or outside your firm or organization?
206	F_Q05A	Skill use work - Problem solving - Simple problems	discrete	numeric-1.0	-	-	F_Q05A question details
207	F_Q05B	Skill use work - Problem solving - Complex problems	discrete	numeric-1.0	-	-	F_Q05B question details
208	F_Q06B	Skill use work - How often - Working physically for long	discrete	numeric-1.0	-	-	How often does your current job usually involve performing physical work for a (long) period of time? How often did your last job usually involve performing physical work for a (long) period of time?
209	F_Q06C	Skill use work - How often - Using hands or fingers	discrete	numeric-1.0	-	-	How often does your current job usually involve using skill or accuracy with your hands or fingers? How often did your last job usually involve using skill or accuracy with your hands or fingers?
210	F_Q07A	Skill use work - Not challenged enough	discrete	numeric-1.0	-	-	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?
211	F_Q07B	Skill use work - Need more training	discrete	numeric-1.0	-	-	Do you feel that you need further training in order to cope well with your present duties?

#	Name	Label	Type	Format	Valid	Invalid	Question
212	G_Q01A	Skill use work - Literacy - Read directions or instructions	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read directions or instructions? In your last job, how often did you usually: Read directions or instructions?
213	G_Q01A_T	As part of job, read or use directions or instructions (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use directions or instructions.
214	GQ01AT1	Part of job,read/use directions/instructions-collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use directions or instructions.
215	G_Q01B	Skill use work - Literacy - Read letters memos or mails	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read letters, memos or e-mails? In your last job, how often did you usually: Read letters, memos or e-mails?
216	G_Q01B_T	As part of job, read or use letters, memos, e-mails (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use letters, memos, e-mails.
217	GQ01BT1	Part of job, read/use letters/ memos/e-mails- collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use letters, memos, e-mails.
218	G_Q01C	Skill use work - Literacy - Read newspapers or magazines	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read articles in newspapers, magazines or newsletters? In your last job, how often did you usually: Read articles in newspapers, magazines or newsletters?
219	G_Q01C_T	As part of job, read/use reports/articles/magazines/ journals (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use reports, articles, magazines, journals.
220	GQ01CT1	Part of job, read/reports/ articles/magazines/journals-collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use reports, articles, magazines, journals.
221	G_Q01D	Skill use work - Literacy - Read professional journals or publications	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read articles in professional journals or scholarly publications? In your last job, how often did you usually: Read articles in professional journals or scholarly publications?
222	G_Q01E	Skill use work - Literacy - Read books	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read books? In your last job, how often did you usually: Read books?
223	G_Q01F	Skill use work - Literacy - Read manuals or reference materials	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read manuals or reference materials? In your last job, how often did you usually: Read manuals or reference materials?
224	G_Q01F_T	As part of job, read/use manuals/reference books/ catalogues (Trend-IALS/ ALL)	discrete	numeric-1.0	-	-	As part of job, read or use manuals, reference books, catalogues.
225	GQ01FT1	Part of job, read/manuals/ reference books/catalogues-collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use manuals, reference books, catalogues.
226	G_Q01G	Skill use work - Literacy - Read financial statements	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read bills, invoices, bank statements or other financial statements? In your last job, how often did you

#	Name	Label	Type	Format	Valid	Invalid	Question
							usually: Read bills, invoices, bank statements or other financial statements?
227	G_Q01G_T	Part of job, read/use bills/ invoices/spreadsheets/budget tables (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Part of job, read or use bills, invoices, spreadsheets, budget tables.
228	GQ01GT1	Part of job, read/use bills/ invoices/spreadsheets/ budget-collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read / use bills, invoices, spreadsheets, budget tables.
229	G_Q01H	Skill use work - Literacy - Read diagrams maps or schematics	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Read diagrams, maps or schematics? In your last job, how often did you usually: Read diagrams, maps or schematics?
230	G_Q01H_T	As part of job, read or use diagrams or schematics (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use diagrams or schematics.
231	GQ01HT1	As part of job, read/use diagrams/schematics-levels collapsed (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	As part of job, read or use diagrams or schematics.
232	G_Q02A	Skill use work - Literacy - Write letters memos or mails	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Write letters, memos or e-mails? In your last job, how often did you usually: Write letters, memos or e-mails?
233	G_Q02B	Skill use work - Literacy - Write articles	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Write articles for newspapers, magazines or newsletters? In your last job, how often did you usually: Write articles for newspapers, magazines or newsletters?
234	G_Q02C	Skill use work - Literacy - Write reports	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Write reports? In your last job, how often did you usually: Write reports?
235	G_Q02D	Skill use work - Literacy - Fill in forms	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Fill in forms? In your last job, how often did you usually: Fill in forms?
236	G_Q03B	Skill use work - Numeracy - How often - Calculating costs or budgets	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Calculate prices, costs or budgets? In your last job, how often did you usually: Calculate prices, costs or budgets?
237	G_Q03C	Skill use work - Numeracy - How often - Use/calculate fractions/percentages	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use or calculate fractions, decimals or percentages? In your last job, how often did you usually: Use or calculate fractions, decimals or percentages?
238	G_Q03D	Skill use work - Numeracy - How often - Use a calculator	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use a calculator - Either hand-held or computer-based? In your last job, how often did you usually: Use a calculator - Either hand-held or computer-based?
239	G_Q03F	Skill use work - Numeracy - How often - Prepare charts graphs/tables	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Prepare charts, graphs or tables? In your last job, how often did you usually: Prepare charts, graphs or tables?

#	Name	Label	Type	Format	Valid	Invalid	Question
240	G_Q03G	Skill use work - Numeracy - How often - Use simple algebra or formulas	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use simple algebra or formulas? In your last job, how often did you usually: Use simple algebra or formulas?
241	G_Q03H	Skill use work - Numeracy - How often - Use advanced math/statistics	discrete	numeric-1.0	-	-	G_Q03H question details
242	G_Q04	Skill use work - ICT - Experience with computer in job	discrete	numeric-1.0	-	-	Do you use a computer in your current job? Did you use a computer in your last job?
243	G_Q04_T	Ever used computer (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Ever used computer.
244	G_Q05A	Skill use work - ICT - Internet - How often - For mail	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use email? In your last job, how often did you usually: Use email?
245	G_Q05C	Skill use work - ICT - Internet - How often - Work related info	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use the internet in order to better understand issues related to your work? In your last job, how often did you usually: Use the internet in order to better understand issues related to your work?
246	G_Q05D	Skill use work - ICT - Internet - How often - Conduct transactions	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Conduct transactions on the Internet, for example, buying or selling products or services, or banking? In your last job, how often did you usually: Conduct transactions on the Internet, for example, buying or selling products or services, or banking?
247	G_Q05E	Skill use work - ICT - Computer - How often - Spreadsheets	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use spreadsheet software, for example excel? In your last job, how often did you usually: Use spreadsheet software, for example excel?
248	G_Q05F	Skill use work - ICT - Computer - How often - Word	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use a word processor, for example word? In your last job, how often did you usually: Use a word processor, for example word?
249	G_Q05G	Skill use work - ICT - Computer - How often - Programming language	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Use a programming language to program or write computer code? In your last job, how often did you usually: Use a programming language to program or write computer code?
250	G_Q05H	Skill use work - ICT - Computer - How often - Real-time discussions	discrete	numeric-1.0	-	-	In your current job, how often do you usually: Participate in real-time discussions on the Internet, for example, online conferences, or chat groups? In your last job, how often did you usually: Participate in real-time discussions on the Internet, for example, online conferences, or chat groups?
251	G_Q06	Skill use work - ICT - Computer - Level of computer use	discrete	numeric-1.0	-	-	What level of computer use is needed to perform your current job? Please refer to page 16 of the information guide. What level of computer use was needed to perform your last job? Please refer to page 16 of the information guide.

#	Name	Label	Type	Format	Valid	Invalid	Question
252	G_Q07	Skill use work - ICT - Computer - Got the skills needed	discrete	numeric-1.0	-	-	Do you think you have the computer skills you need to do your current job well? Do you think you had the computer skills you needed to do your last job well?
253	G_Q08	Skill use work - ICT - Computer - Lack of skills affect career	discrete	numeric-1.0	-	-	Has a lack of computer skills affected your chances of being hired for a job or getting a promotion or pay raise?
254	H_Q01A	Skill use everyday life - Literacy - Read directions or instructions	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read directions or instructions? Else In everyday life, how often do you usually: Read directions or instructions?
255	H_Q01B	Skill use everyday life - Literacy - Read letters memos or mails	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read letters, memos or e-mails? Else - In everyday life, how often do you usually: Read letters, memos or e-mails?
256	H_Q01B_T	In daily life, read or use letters, notes, e-mails (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	In daily life, read or use letters, notes, e-mails.
257	H_Q01C	Skill use everyday life - Literacy - Read newspapers or magazines	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read articles in newspapers, magazines or newsletters? Else - In everyday life, how often do you usually read: Articles in newspapers, magazines or newsletters?
258	H_Q01C_T	In daily life, read/use newspapers/magazines/ articles (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	In daily life, read / use newspapers / magazines / articles.
259	H_Q01D	Skill use everyday - Literacy - Read professional journals/ publications	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read articles in professional journals or scholarly publications? Else - In everyday life, how often do you usually: Read articles in professional journals or scholarly publications?
260	H_Q01E	Skill use everyday life - Literacy - Read books	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read books, fiction or non-fiction? Else - In everyday life, how often do you usually: Read books, fiction or non-fiction?
261	H_Q01E_T	In daily life, read, use books (fiction/nonfiction) (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	In daily life, read, use books (fiction / nonfiction).
262	H_Q01F	Skill use everyday life-Literacy-Read manuals or reference materials	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read manuals or reference materials? Else - In everyday life, how often do you usually: Read manuals or reference materials?
263	H_Q01G	Skill use everyday life - Literacy - Read financial statements	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read bills, invoices, bank statements or other financial statements? Else - In everyday life, how often do you usually: Read bills, invoices, bank statements or other financial statements?
264	H_Q01H	Skill use everyday life - Literacy - Read diagrams maps or schematics	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Read diagrams, maps, or schematics? Else - In everyday life, how often do you usually: Read diagrams, maps, or schematics?

#	Name	Label	Type	Format	Valid	Invalid	Question
265	H_Q02A	Skill use everyday life - Literacy - Write letters memos or mails	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Write letters, memos or e-mails? Else - In everyday life, how often do you usually: Write letters, memos or e-mails?
266	H_Q02B	Skill use everyday life - Literacy - Write articles	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Write articles for newspapers, magazines or newsletters? Else - In everyday life, how often do you usually: Write articles for newspapers, magazines or newsletters?
267	H_Q02C	Skill use everyday life - Literacy - Write reports	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Write reports? Else - In everyday life, how often do you usually: Write reports?
268	H_Q02D	Skill use everyday life - Literacy - Fill in forms	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Fill in forms? Else - In everyday life, how often do you usually: Fill in forms?
269	H_Q03B	Skill use everyday life - Numeracy - Calculating costs or budgets	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Calculate prices, costs or budgets? Else - In everyday life, how often do you usually: Calculate prices, costs or budgets?
270	H_Q03C	Skill use everyday life- Numeracy-Use/ calculate fractions/percentages	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use or calculate fractions, decimals or percentages? Else - In everyday life, how often do you usually: Use or calculate fractions, decimals or percentages?
271	H_Q03D	Skill use everyday life - Numeracy - How often - Use a calculator	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use a calculator - Either hand-held or computer-based? Else - In everyday life, how often do you usually: Use a calculator - Either hand-held or computer-based?
272	H_Q03F	Skill use everyday life - Numeracy - Prepare charts graphs or tables	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Prepare charts, graphs or tables? Else - In everyday life, how often do you usually: Prepare charts, graphs or tables?
273	H_Q03G	Skill use everyday life - Numeracy - Use simple algebra or formulas	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use simple algebra or formulas? Else - In everyday life, how often do you usually: Use simple algebra or formulas?
274	H_Q03H	Skill use everyday life - Numeracy - Use advanced math or statistics	discrete	numeric-1.0	-	-	H_Q03H question details
275	H_Q04A	Skill use everyday life - ICT - Ever used computer	discrete	numeric-1.0	-	-	Have you ever used a computer?
276	H_Q04B	Skill use everyday life - ICT - Experience with computer everyday life	discrete	numeric-1.0	-	-	Do you use a computer in your everyday life outside work? Else - Do you use a computer in your everyday life?
277	H_Q05A	Skill use everyday life - ICT - Internet - How often - For mail	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use email? Else - In everyday life, how often do you usually: Use email?
278	H_Q05C	Skill use everyday life - ICT - Internet - Better understand issues	discrete	numeric-1.0	-	-	H_Q05C question details

#	Name	Label	Type	Format	Valid	Invalid	Question
279	H_Q05D	Skill use everyday life - ICT - Internet - Conduct transactions	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Conduct transactions on the Internet, for example buying or selling products or services, or banking? Else - In everyday life, how often do you usually: Conduct transactions on the Internet, for example buying or selling products or services, or banking?
280	H_Q05E	Skill use everyday life - ICT - Computer - How often - Spreadsheets	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use spreadsheet software, for example excel? Else - In everyday life, how often do you usually: Use spreadsheet software, for example excel?
281	H_Q05F	Skill use everyday life - ICT - Computer - How often - Word	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use a word processor, for example word? Else - In everyday life, how often do you usually: Use a word processor, for example word?
282	H_Q05G	Skill use everyday life - ICT - Computer - Programming language	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Use a programming language to program or write computer code? Else - In everyday life, how often do you usually: Use a programming language to program or write computer code?
283	H_Q05H	Skill use everyday life - ICT - Computer - Real-time discussions	discrete	numeric-1.0	-	-	Outside your work, how often do you usually: Participate in real-time discussions on the internet, for example online conferences or chat groups? Else - In everyday life, how often do you usually: Participate in real-time discussions on the internet, for example online conferences or chat groups?
284	I_Q04B	About yourself - Learning strategies - Relate new ideas into real life	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? When I hear or read about new ideas, I try to relate them to real life situations to which they might apply.
285	I_Q04D	About yourself - Learning strategies - Like learning new things	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? I like learning new things.
286	I_Q04H	About yourself - Learning strategies - Attribute something new	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? When I come across something new, I try to relate it to what I already know.
287	I_Q04J	About yourself - Learning strategies - Get to bottom difficult things	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? I like to get to the bottom of difficult things.
288	I_Q04L	About yourself - Learning strategies - Different ideas fit together	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? I like to figure out how different ideas fit together.
289	I_Q04M	About yourself - Learning strategies - Looking for additional information	discrete	numeric-1.0	-	-	To what extent do the following statements apply to you? If I don't understand something, I look for additional information to make it clearer.
290	I_Q05F	About yourself - Cultural engagement - Voluntary work	discrete	numeric-1.0	-	-	In the last 12 months, how often did you do voluntary work, including unpaid work for a charity, political party, trade union or other non-profit

#	Name	Label	Type	Format	Valid	Invalid	Question
							organisation? Please refer to page 13 of the information guide.
291	I_Q06A	About yourself - Political efficacy - No influence on the government	discrete	numeric-1.0	-	-	To what extent do you agree or disagree with the following statements? People like me don't have any say about what the government does.
292	I_Q07A	About yourself - Social trust - Trust only few people	discrete	numeric-1.0	-	-	To what extent do you agree or disagree with the following statements? There are only a few people you can trust completely.
293	I_Q07B	About yourself - Social trust - Other people take advantage of you	discrete	numeric-1.0	-	-	To what extent do you agree or disagree with the following statements? If you are not careful, other people will take advantage of you.
294	I_Q08	About yourself - Health - State	discrete	numeric-2.0	-	-	In general, would you say your health is excellent, very good, good, fair, or poor?
295	I_Q08_T	General health (Trend-IALS/ ALL)	discrete	numeric-1.0	-	-	General health.
296	J_Q01	Background - People in household	continuous	numeric-2.0	-	-	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.
297	J_Q01_C	Background - People in household (top-coded at 6)	continuous	numeric-2.0	-	-	Background - People in household (top-coded at 6).
298	J_Q01_T	Number living in household (Trend-IALS/ALL)	continuous	numeric-2.0	-	-	Number living in household.
299	J_Q01_T1	Number living in household (from 1 to 7) (Trend-IALS/ ALL)	discrete	numeric-2.0	-	-	Number living in household (from 1 to 7).
300	J_Q02A	Background - Living with spouse or partner	discrete	numeric-1.0	-	-	Are you living together with a spouse or partner?
301	J_Q02C	Background - Work situation of spouse or partner	discrete	numeric-2.0	-	-	Please look at this page and tell me which of the statements best describes the current situation of your spouse or partner. Please refer to page 10 of the information guide.
302	J_Q03A	Background - Children	discrete	numeric-1.0	-	-	Do you have children? Please include stepchildren and children not living in your household.
303	J_Q03B	Background - Number of children	continuous	numeric-2.0	-	-	How many children do you have?
304	J_Q03B_C	Background - Number of children (top-coded at 4)	continuous	numeric-1.0	-	-	Background - Number of children (top-coded at 4).
305	J_Q03C	Background - Age of the child	continuous	numeric-2.0	-	-	How old is this child?
306	J_Q03C_C	Background - Age of the child (categorised, 4 categories)	discrete	numeric-1.0	-	-	Background - Age of the child (categorised, 4 categories).
307	J_Q03D1	Background - Age of the youngest child	continuous	numeric-2.0	-	-	How old is your youngest child?
308	JQ03D1C	Background - Age of the youngest child (categorised, 4 categories)	discrete	numeric-1.0	-	-	Background - Age of the youngest child (categorised, 4 categories).

#	Name	Label	Type	Format	Valid	Invalid	Question
309	J_Q03D2	Background - Age of the oldest child	continuous	numeric-2.0	-	-	And how old is your oldest child?
310	JQ03D2C	Background - Age of the oldest child (categorised, 4 categories)	discrete	numeric-1.0	-	-	Background - Age of the oldest child (categorised, 4 categories).
311	J_Q04A	Background - Born in country	discrete	numeric-1.0	-	-	Now I have some questions on your background. Were you born in (insert country name)?
312	J_Q04A_T	Born in country (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Born in country.
313	J_Q04C1	Background - Age of immigration	continuous	numeric-2.0	-	-	How old were you when you first came to Canada to live or in which year did you come? You may have first come to live in Canada on a work or study permit or as a refugee claimant. Age...
314	JQ04C1C	Background - Age of immigration (categorised, 9 categories)	discrete	numeric-2.0	-	-	Background - Age of immigration (categorised, 9 categories).
315	J_Q04C2	Background - Year of immigration	continuous	numeric-4.0	-	-	How old were you when you first came to Canada to live or in which year did you come? You may have first come to live in Canada on a work or study permit or as a refugee claimant.
316	J_Q04C2T	Year of immigration to country (Trend-IALS/ALL)	continuous	numeric-4.0	-	-	Year of immigration to country.
317	JQ04C2T1	Year of immigration to country - Range of years (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Year of immigration to country - Range of years.
318	J_N05A2	Background - More than one language mentioned	discrete	numeric-1.0	-	-	Did the respondent mention more than one language?
319	J_Q06A	Background - Mother/female guardian - Whether born in country	discrete	numeric-1.0	-	-	The next few questions are about your mother or female guardian. Was your mother or female guardian born in Canada?
320	J_Q06A_T	Mother or female guardian born in country (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Mother or female guardian born in country.
321	J_Q06B	Background - Mother/female guardian - Highest level of education (1)	discrete	numeric-1.0	-	-	What was the highest level of education your mother or female guardian ever completed?
322	J_Q06B_T	Highest level of education - Mother or female guardian (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Highest level of education-mother or female guardian.
323	J_Q07A	Background - Father/male guardian - Whether born in (country name)	discrete	numeric-1.0	-	-	The next few questions are about your father or male guardian. Was your father or male guardian born in Canada?
324	J_Q07A_T	Father or male guardian born in country (Trend-IALS/ ALL)	discrete	numeric-1.0	-	-	Father or male guardian born in country.
325	J_Q07B	Background - Father/male guardian - Highest level of education (1)	discrete	numeric-1.0	-	-	What was the highest level of education your father or male guardian ever completed?
326	J_Q07B_T	Highest level of education - Father or male guardian (Trend-IALS/ALL)	discrete	numeric-1.0	-	-	Highest level of education - Father or male guardian.

#	Name	Label	Type	Format	Valid	Invalid	Question
327	J_Q08	Background - Number of books at home	discrete	numeric-2.0	-	-	J_Q08 question details
328	COMPUTEX	Respondent experience with computer (derived by CAPI)	discrete	numeric-1.0	-	-	Respondent experience with computer (derived).
329	NATIVESP	Respondent is a native speaker (derived by CAPI)	discrete	numeric-1.0	-	-	Respondent is a native speaker (derived).
330	EDLEVEL3	Educational level of the respondent (derived by CAPI)	discrete	numeric-1.0	-	-	Educational level of the respondent (derived).
331	CILANG	Language for exercise	discrete	numeric-2.0	-	-	Language for exercise.
332	COS1SCOR	Computer based assessment core score for stage 1	continuous	numeric-3.1	-	-	Computer based assessment - Core score for stage one.
333	COS2SCOR	Computer based assessment core score for stage 2	continuous	numeric-8.0	-	-	Computer based assessment - Core score for stage two.
334	COS1PASS	Core stage 1 pass status	discrete	numeric-2.0	-	-	Core stage one pass status.
335	COS2PASS	Core stage 2 pass status	discrete	numeric-2.0	-	-	Core stage two pass status.
336	RANDM1	Random number for selection of domain (L/N/P) in computer based assessment module 1	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N/P) in computer based assessment module one.
337	RANDM2	Random number for selection of domain (L/N/P) in computer based assessment module 2	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N/P) in computer based assessment module two.
338	RANDM1S1	Random number for selection of domain (L/N) in stage 1 of computer based assessment module 1	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N) in stageone of computer based assessment module one.
339	RANDM1S2	Random number for selection of domain (L/N) in stage 2 of computer based assessment module 1	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N) in stage two of computer based assessment module one.
340	RANDM2S1	Random number for selection of domain (L/N) in stage 1 of computer based assessment module 2	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N) in stageone of computer based assessment module two.
341	RANDM2S2	Random number for selection of domain (L/N) in stage 2 of computer based assessment module 2	continuous	numeric-8.6	-	-	Random number for selection of domain (L/N) in stage two of computer based assessment module two.
342	CBASTART	Computer-based exercise agreement	discrete	numeric-1.0	-	-	Computer-based exercise agreement.
343	PPCSCORE	Final score for the paper core assessment	continuous	numeric-8.0	-	-	Final score for the paper core assessment.
344	RANDOMPP	Random number for selection of paper booklets	continuous	numeric-8.6	-	-	Random number for selection of paper booklets.
345	PRCPVQ1	Sentence timer for print vocabulary items	continuous	numeric-8.0	-	-	Sentence timer for print vocabulary items.
346	PRCSPQ1	Sentence timer for sentence processing items	continuous	numeric-8.0	-	-	Sentence timer for sentence processing items.
347	PRCPFQ1	Sentence timer for passage comprehension items - Passage 1	continuous	numeric-8.0	-	-	Sentence timer for passage comprehension items - Passage one.

#	Name	Label	Type	Format	Valid	Invalid	Question
348	PRCPFQ2	Sentence timer for passage comprehension items - Passage 2	continuous	numeric-8.0	-	-	Sentence timer for passage comprehension items - Passage two.
349	PRCPFQ3	Sentence timer for passage comprehension items - Passage 3	continuous	numeric-8.0	-	-	Sentence timer for passage comprehension items - Passage three.
350	PAPER	Paper branch (derived)	discrete	numeric-1.0	-	-	Paper branch (derived).
351	CBAMOD1	Computer based assessment module 1 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module one branch (derived).
352	CBAMOD2	Computer based assessment module 2 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module two branch (derived).
353	CBAM2ALT	Computer based assessment module 1 and 2 branch (derived)	discrete	numeric-2.0	-	-	Computer based assessment module one and two branch (derived).
354	CBAM1ST1	Computer based assessment module 1, stage 1 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module one, stage one branch (derived).
355	CBAM2ST1	Computer based assessment module 2, stage 1 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module two, stage one branch (derived).
356	CBAM1ST2	Computer based assessment module 1, stage 2 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module one, stage two branch (derived).
357	CBAM2ST2	Computer based assessment module 2, stage 2 branch (derived)	discrete	numeric-1.0	-	-	Computer based assessment module two, stage two branch (derived).
358	MMINCPR	Monthly income percentile rank category (derived)	discrete	numeric-2.0	-	-	Monthly income percentile rank category (derived).
359	YYINCPR	Yearly income percentile rank category (derived)	discrete	numeric-2.0	-	-	Yearly income percentile rank category (derived).
360	PBROUTE	Paper-based routing code (derived)	discrete	numeric-1.0	-	-	Paper-based routing code (derived).
361	ZZ1A	Observation module: Presence of additional person	discrete	numeric-1.0	-	-	Interviewer: The following questions are for you to answer about this case. Besides the respondent, was anyone else present during the interview?
362	ZZ1B_01	Observation module: Assistance in background questionnaire	discrete	numeric-1.0	-	-	Interviewer: Did this / these person(s) assist the respondent in answering any of the following: the background questionnaire?
363	ZZ1B_02	Observation module: Assistance in skills assessment	discrete	numeric-1.0	-	-	Interviewer: Did this / these person(s) assist the respondent in answering any of the following: the skills assessment?
364	ZZ2	Observation module: Respondent understood the questions	discrete	numeric-1.0	-	-	Interviewer: Overall, did you feel that the respondent understood the questions in the interview?
365	ZZ3	Observation module: Respondent asked for clarification	discrete	numeric-1.0	-	-	Interviewer: Did the respondent ask for clarification on any questions while undertaking the interview?
366	ZZ4_01	Observation module: Respondent held a conversation with someone else	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? The respondent held a conversation with someone else in the household besides the interviewer.

#	Name	Label	Type	Format	Valid	Invalid	Question
367	ZZ4_02	Observation module: Respondent answered phone call/text message/e-mail	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? The respondent answered a phone call, text message or e-mail.
368	ZZ4_03	Observation module: Respondent was looking after children	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? The respondent was looking after children.
369	ZZ4_04	Observation module: Respondent was undertaking domestic tasks	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? The respondent was undertaking domestic tasks such as cooking or washing.
370	ZZ4_05	Observation: Television/ radio/game console/stereo system was in use	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? A television set, radio, game console or stereo sound system was in use in the immediate vicinity of the respondent.
371	ZZ4_06	Observation: Respondent was interrupted by other activity/ task/event	discrete	numeric-1.0	-	-	Interviewer: Did any of the following events occur during the interview? The respondent was interrupted by some other activity, task or event.
372	ZZ5	Observation module: Interview taking too long	discrete	numeric-1.0	-	-	Interviewer: Did the respondent complain that the interview was taking too long or taking too much time?
373	ZZ6	Observation module: Room of interview	discrete	numeric-2.0	-	-	Interviewer: In which room did the interview mainly take place?
374	ISCED_HF	Level of highest qualification (foreign) - Respondent (ISCED) (coded)	discrete	numeric-2.0	-	-	Level of highest qualification (foreign) - Respondent (ISCED) (coded).
375	ISCEDHFC	Level of highest qualification (collapsed, 14 categories)	discrete	numeric-2.0	-	-	Level of highest qualification (collapsed, 14 categories).
376	CNT_H	Country in which highest qualification was gained - Respondent (UN M49)	discrete	numeric-3.0	-	-	Country in which highest qualification was gained - Respondent (UN M49).
377	CNT_BRTH	Country of birth - Respondent (UN M49 numerical) (coded)	discrete	numeric-3.0	-	-	Country of birth - Respondent (UN M49 numerical) (coded).
378	YRSQUAL	Highest level of education - Imputed into years of education (derived)	continuous	numeric-2.0	-	-	Highest level of education - Imputed into years of education (derived).
379	YRSQUALT	Derived variable total years schooling during lifetime - Top coded 24 (Trend-IALS/ ALL)	continuous	numeric-2.0	-	-	Total years schooling during lifetime - Top coded 24.
380	YRSGET	Imputed years of formal education needed to get job (derived)	continuous	numeric-2.0	-	-	Imputed years of formal education needed to get job (derived).
381	VET	Highest level of education is vocationally oriented (derived-ISCED3/4)	discrete	numeric-1.0	-	-	Highest level of education is vocationally oriented.
382	CTRYQUAL	Country where highest qualification obtained (9 regions - derived)	discrete	numeric-2.0	-	-	Country where highest qualification obtained (nine regions - Derived).
383	BIRTHRGN	Country of birth (9 regions - derived)	discrete	numeric-2.0	-	-	Country of birth (nine regions - Derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
384	FIRLGRGN	Source region of first language learned at home and still understand	discrete	numeric-2.0	-	-	Source region of first language learned at home and still understand.
385	SECLGRGN	SourceRegion second language learned at home/ still understand (derived)	discrete	numeric-2.0	-	-	Source region second language learned at home / still understand (derived).
386	HOMLGRGN	Source region of language spoken most at home (9 regions - derived)	discrete	numeric-2.0	-	-	Source region of language spoken most at home (nine regions - Derived).
387	FORBOLNG	Interactions between foreign-born and language status (2 categories)	discrete	numeric-1.0	-	-	Interactions between foreign-born and language status.
388	PARED	Highest of mother or father's level of education (derived)	discrete	numeric-1.0	-	-	Highest of mother or father's level of education (derived).
389	NATLNG	Test language same as native language (derived)	discrete	numeric-1.0	-	-	Test language same as native language (derived).
390	BORNLANG	Interactions between place of birth and language status (derived)	discrete	numeric-1.0	-	-	Interactions between place of birth and language status (derived).
391	NATBILNG	Learned as child/understands at least two languages, including test language (derived)	discrete	numeric-1.0	-	-	Learned as child / understands at least two, including test lang (derived).
392	FORBILNG	Learned and still understands two languages not test language (derived)	discrete	numeric-1.0	-	-	Learned and still understands two languages - Not test language (derived).
393	HOMLANG	Test language same as language spoken most often at home (derived)	discrete	numeric-1.0	-	-	Test language same as language spoken most often at home (derived).
394	CTRYRGN	Country region (9 regions)	discrete	numeric-2.0	-	-	Country region (nine regions).
395	IMPAR	Parents' immigration status (derived)	discrete	numeric-1.0	-	-	Parents' immigration status (derived).
396	IMGEN	First and second generation immigrants (derived)	discrete	numeric-1.0	-	-	First and second generation immigrants (derived).
397	IMYRS	Years in country (derived)	continuous	numeric-2.0	-	-	Years in country (derived).
398	IMYRS_C	Years in country (categorised, 4 categories)	discrete	numeric-2.0	-	-	Years in country (categorised, four categories).
399	IMYRCAT	Years in country (2-category - derived)	discrete	numeric-1.0	-	-	Years in country (Two-category - Derived).
400	AGEG5LFS	Age groups in five-year intervals based on LFS groupings (derived)	discrete	numeric-2.0	-	-	Age groups in five-year intervals (derived).
401	AG10LFS	Age in ten year bands (derived)	discrete	numeric-2.0	-	-	Age in ten year bands (derived).
402	AG10LFST	Age in ten year bands (Trend-IALS/ALL)	discrete	numeric-2.0	-	-	Age in ten year bands.
403	EDCAT8	Highest level of formal education obtained (8 categories - derived)	discrete	numeric-2.0	-	-	Highest level of formal education obtained (eight categories - Derived).
404	EDCAT7	Highest level of formal education obtained (7 categories - derived)	discrete	numeric-2.0	-	-	Highest level of formal education obtained (seven categories - Derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
405	EDCAT6	Highest level of formal education obtained (6 categories - derived)	discrete	numeric-2.0	-	-	Highest level of formal education obtained (six categories - Derived).
406	LEAV1624	16 to 24 who left education without completing ISCED 3 or higher (derived)	discrete	numeric-1.0	-	-	16 to 24 who left education without completing ISCED 3 or higher.
407	LEAVEDU	Respondent's age when leaving formal education (derived)	continuous	numeric-2.0	-	-	Respondent's age when leaving formal education (derived).
408	FE12	Participated in formal education 12 months preceding survey (derived)	discrete	numeric-1.0	-	-	Participated in formal education 12 months preceding survey (derived).
409	AETPOP	Adult education/training population - Excludes youths 16 to 24	discrete	numeric-1.0	-	-	Adult education / training population (AET) - Excludes youths 16 to 24.
410	FAET12	Participated in formal adult education training in 12 months preceding survey	discrete	numeric-1.0	-	-	Participated in formal adult education training in 12 months preceding survey (derived).
411	FAET12JR	Participated formal adult education training job-related reasons 12 months preceding survey (1)	discrete	numeric-1.0	-	-	Participated formal adult education training job-related reasons - 12 months preceding (derived).
412	FAET12NJ	Participated in formal adult education training for non job-related reasons	discrete	numeric-1.0	-	-	Partic in formal adult education training - Non job-related reasons - 12 months preceding (derived).
413	NFE12	Non-formal education in 12 months preceding survey (derived)	discrete	numeric-1.0	-	-	Non-formal education in 12 months preceding survey (derived).
414	NFE12JR	Non-formal education for job-related - 12 months preceding (derived)	discrete	numeric-1.0	-	-	Non-formal education for job-related - 12 months preceding (derived).
415	NFE12NJR	Non-formal education for non job-related - 12 months preceding (derived)	discrete	numeric-1.0	-	-	Non-formal education for non job-related - 12 months preceding (derived).
416	FNFAET12	Participated in formal or non-formal adult education training 12 months preceding survey	discrete	numeric-1.0	-	-	Participated in formal / non-formal adult education training - 12 months preceding (derived).
417	FNFE12JR	Participated in formal or non-formal adult education training for job-related reasons	discrete	numeric-1.0	-	-	Participated in formal / non-formal adult education training - Job-related reasons - 12 months (derived).
418	AET12JR	Participated formal adult education training job-related reasons 12 months preceding survey (2)	discrete	numeric-1.0	-	-	Participated adult education training - Job related reasons - 12 months before survey (derived).
419	AET12NJR	Formal/non-formal adult education training non job-related reasons 12 mon. preceding survey	discrete	numeric-1.0	-	-	Formal / non-formal adult education training - Non job-related reasons - 12 months before survey.
420	EDWORK	Interaction between adults' work and education status (derived)	discrete	numeric-2.0	-	-	Interaction between adults' work and education status (derived).
421	NEET	Not employed (time of survey)/not in education/ training (12 months)	discrete	numeric-1.0	-	-	Not employed (time of survey) / not in education / training (12 months).

#	Name	Label	Type	Format	Valid	Invalid	Question
422	NFEHNJR	Number of hours of participation in non-formal education (derived) (1)	continuous	numeric-7.2	-	-	Number of hours of participation in non-formal education (derived).
423	NFEHRSJR	Number of hours participation in nonformal education for nonjob reasons (derived)	continuous	numeric-7.2	-	-	Number of hours participation in non-formal education for job reasons (derived).
424	NFEHRS	Number of hours of participation in non-formal education (derived) (2)	continuous	numeric-4.0	-	-	Number of hours of participation in non-formal education (derived).
425	NOPAIDWK	Never had paid work including self-employment in past (derived)	discrete	numeric-1.0	-	-	Never had paid work including self-employment in past (derived).
426	PAIDWK12	Adults - Had paid work during the 12 months preceding survey (derived)	discrete	numeric-1.0	-	-	Adults-had paid work during the 12 months preceding survey (derived).
427	PAIDWK5	Adults who have had paid work in last five years (derived)	discrete	numeric-1.0	-	-	Adults who have had paid work in last five years (derived).
428	ISCOSKI4	Occupational classification of respondent's job, last or current	discrete	numeric-2.0	-	-	Occupational classification of respondent's job, last or current.
429	EARNHR	Hourly earning excluding bonuses for wage/salary earners (derived variable)	continuous	numeric-15.2	-	-	Hourly earning excluding bonuses for wage / salary earners (derived variable).
430	HRDCL	Hourly earnings excluding bonuses, in deciles	discrete	numeric-2.0	-	-	Hourly earnings excluding bonuses, in deciles (derived).
431	HRPPP	Hourly earnings excluding bonuses for wage/salary earners, $US (derived)	continuous	numeric-15.2	-	-	Hourly earnings excluding bonuses for wage / salary earners, US currency (derived).
432	HRBONUS	Hourly earnings including bonuses for wage and salary earners (derived)	continuous	numeric-15.2	-	-	Hourly earnings including bonuses for wage and salary earners (derived).
433	HRBONDCL	Hourly earnings including bonuses, in deciles	discrete	numeric-2.0	-	-	Hourly earnings including bonuses, in deciles (derived).
434	HRBONPPP	Hourly earnings including bonuses for wage/salary earners, $US (derived)	continuous	numeric-15.2	-	-	Hourly earnings including bonuses for wage / salary earners, US dollars (derived).
435	EARNMTH	Monthly earnings excluding bonuses for wage/salary earners (derived variable)	continuous	numeric-15.2	-	-	Monthly earnings excl bonuses for wage / salary earners (derived variable).
436	MMPPP	Monthly earn excluding bonuses (wage/salary earners),PPP corrected $US (derived)	continuous	numeric-15.2	-	-	Monthly earnings excluding bonuses (wage / salary earners), PPP corrected US dollars.
437	MMSELPPP	Monthly earnings for self-employed, PPP corrected $US (derived)	continuous	numeric-15.2	-	-	Monthly earnings for self-employed, PPP corrected US dollars (derived).
438	MMBONUS	Monthly earnings including bonuses for wage and salary earners (derived)	continuous	numeric-15.2	-	-	Monthly earnings including bonuses for wage and salary earners (derived).
439	MMALL	Monthly earnings including bonus for wage/salary earners/self-employed (derived)	continuous	numeric-15.2	-	-	Monthly earnings including bonus for wage / salary earners / self-employed (derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
440	MMALLDCL	Monthly earnings including, in deciles (derived)	discrete	numeric-2.0	-	-	Monthly earnings including bonuses for wage and salary earners and self-employed, in deciles (derived).
441	MMALLPPP	Monthly earn including bonuses for wage/salary earners/self-employed, $US (derived)	continuous	numeric-15.2	-	-	Monthly earnings including bonuses for wage / salary earner / self-emplyd, US dollars (derived).
442	MMBONPPP	Monthly earning including bonus for wage/salary earners, $US (derived)	continuous	numeric-15.2	-	-	Monthly earning including bonus for wage / salary earners, US dollars (derived).
443	EARNFLAG	Earnings including bonuses reporting method (derived)	discrete	numeric-2.0	-	-	Earnings including bonuses reporting method (derived).
444	LEARN	Index of learning at work (derived)	continuous	numeric-10.5	-	-	Index of learning at work (derived).
445	LEARNSE	Index of learning at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of learning at work, standard error (derived).
446	LEARNWLE	Index of learning at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of learning at work, categorised WLE (derived).
447	READY	Index of readiness to learn (derived)	continuous	numeric-10.5	-	-	Index of readiness to learn (derived).
448	READYSE	Index of readiness to learn, standard error (derived)	continuous	numeric-10.5	-	-	Index of readiness to learn, standard error (derived).
449	READYWLE	Index of readiness to learn, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of readiness to learn, categorised WLE (derived).
450	ICTHOME	Index of use of ICT skills at home (derived)	continuous	numeric-10.5	-	-	Index of use of ICT skills at home (derived).
451	ICTHSE	Index of use of ICT skills at home, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of ICT skills at home, standard error (derived).
452	ICTHWLE	Index of use of ICT skills at home, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of ICT skills at home, categorised WLE (derived).
453	ICTWORK	Index of use of ICT skills at work (derived)	continuous	numeric-10.5	-	-	Index of use of ICT skills at work (derived).
454	ICTWSE	Index of use of ICT skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of ICT skills at work, standard error (derived).
455	ICTWWLE	Index of use of ICT skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of ICT skills at work, categorised WLE (derived).
456	INFLU	Index of use of influencing skills at work (derived)	continuous	numeric-10.5	-	-	Index of use of influencing skills at work (derived).
457	INFLUSE	Index of use of influencing skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of influencing skills at work, standard error (derived).
458	INFLUWLE	Index of use of influencing skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of influencing skills at work, categorised WLE (derived).
459	NUMHOME	Index of use of numeracy skills at home (basic and advanced - derived)	continuous	numeric-10.5	-	-	Index of use of numeracy skills at home (basic and advanced - Derived).
460	NUMHSE	Index of use of numeracy skills at home, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of numeracy skills at home, standard error (derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
461	NUMHWLE	Index of use of numeracy skills at home, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of numeracy skills at home, categorised WLE (derived).
462	NUMWORK	Index of use of numeracy skills at work (basic and advanced - derived)	continuous	numeric-10.5	-	-	Index of use of numeracy skills at work (basic and advanced - Derived).
463	NUMWSE	Index of use of numeracy skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of numeracy skills at work, standard error (derived).
464	NUMWWLE	Index of use of numeracy skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of numeracy skills at work, categorised WLE (derived).
465	PLANNING	Index of use of planning skills at work (derived)	continuous	numeric-10.5	-	-	Index of use of planning skills at work (derived).
466	PLANSE	Index of use of planning skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of planning skills at work, standard error (derived).
467	PLANWLE	Index of use of planning skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of planning skills at work, categorised WLE (derived).
468	READHOME	Index of use-reading skills at home (prose and document texts - derived)	continuous	numeric-10.5	-	-	Index of use - Reading skills at home (prose / document texts (derived)).
469	READHSE	Index of use of reading skills at home, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of reading skills at home, standard error (derived).
470	READHWLE	Index of use of reading skills at home, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of reading skills at home, categorised WLE (derived).
471	READWORK	Index of use of reading skills at work (derived)	continuous	numeric-10.5	-	-	Index of use of reading skills at work (derived).
472	READWSE	Index of use of reading skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of reading skills at work, standard error (derived).
473	READWWLE	Index of use of reading skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of reading skills at work, categorised WLE (derived).
474	TASKDISC	Index of use of task discretion at work (derived)	continuous	numeric-10.5	-	-	Index of use of task discretion at work (derived).
475	TASKWSE	Index of use of task discretion at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of task discretion at work, standard error (derived).
476	TASKWWLE	Index of use of task discretion at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of task discretion at work, categorised WLE (derived).
477	WRITHOME	Index of use of writing skills at home (derived)	continuous	numeric-10.5	-	-	Index of use of writing skills at home (derived).
478	WRITHSE	Index of use of writing skills at home, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of writing skills at home, standard error (derived).
479	WRITHWLE	Index of use of writing skills at home, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of writing skills at home, categorised WLE (derived).
480	WRITWORK	Index of use of writing skills at work (derived)	continuous	numeric-10.5	-	-	Index of use of writing skills at work (derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
481	WRITWSE	Index of use of writing skills at work, standard error (derived)	continuous	numeric-10.5	-	-	Index of use of writing skills at work, standard error (derived).
482	WRITWWLE	Index of use of writing skills at work, categorised WLE (derived)	discrete	numeric-1.0	-	-	Index of use of writing skills at work, categorised WLE (derived).
483	WRISEWLE	Index of use of writing skills at work, WLE standard error (derived)	continuous	numeric-10.5	-	-	Index of use of writing skills at work, WLE standard error (derived).
484	PVLIT1	Literacy scale score - Plausible value 1	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value one.
485	PVLIT2	Literacy scale score - Plausible value 2	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value two.
486	PVLIT3	Literacy scale score - Plausible value 3	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value three.
487	PVLIT4	Literacy scale score - Plausible value 4	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value four.
488	PVLIT5	Literacy scale score - Plausible value 5	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value five.
489	PVLIT6	Literacy scale score - Plausible value 6	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value six.
490	PVLIT7	Literacy scale score - Plausible value 7	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value seven.
491	PVLIT8	Literacy scale score - Plausible value 8	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value eight.
492	PVLIT9	Literacy scale score - Plausible value 9	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value nine.
493	PVLIT10	Literacy scale score - Plausible value 10	continuous	numeric-10.5	-	-	Literacy scale score - Plausible value ten.
494	PVNUM1	Numeracy scale score - Plausible value 1	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value one.
495	PVNUM2	Numeracy scale score - Plausible value 2	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value two.
496	PVNUM3	Numeracy scale score - Plausible value 3	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value three.
497	PVNUM4	Numeracy scale score - Plausible value 4	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value four.
498	PVNUM5	Numeracy scale score - Plausible value 5	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value five.
499	PVNUM6	Numeracy scale score - Plausible value 6	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value six.
500	PVNUM7	Numeracy scale score - Plausible value 7	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value seven.
501	PVNUM8	Numeracy scale score - Plausible value 8	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value eight.
502	PVNUM9	Numeracy scale score - Plausible value 9	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value nine.
503	PVNUM10	Numeracy scale score - Plausible value 10	continuous	numeric-10.5	-	-	Numeracy scale score - Plausible value ten.
504	PVPSL1	PS-TRE scale score - Plausible value 1	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value one.

#	Name	Label	Type	Format	Valid	Invalid	Question
505	PVPSL2	PS-TRE scale score - Plausible value 2	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value two.
506	PVPSL3	PS-TRE scale score - Plausible value 3	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value three.
507	PVPSL4	PS-TRE scale score - Plausible value 4	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value four.
508	PVPSL5	PS-TRE scale score - Plausible value 5	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value five.
509	PVPSL6	PS-TRE scale score - Plausible value 6	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value six.
510	PVPSL7	PS-TRE scale score - Plausible value 7	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value seven.
511	PVPSL8	PS-TRE scale score - Plausible value 8	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value eight.
512	PVPSL9	PS-TRE scale score - Plausible value 9	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value nine.
513	PVPSL10	PS-TRE scale score - Plausible value 10	continuous	numeric-10.5	-	-	PS-TRE scale score - Plausible value ten.
514	PRCPVSCR	Total score for reading components section - Print vocabulary (derived)	continuous	numeric-2.0	-	-	Total score for reading components section - Print vocabulary (derived).
515	PRCSPSCR	Score for reading components section - Sentence processing (derived)	continuous	numeric-2.0	-	-	Score for reading components section - Sentence processing (derived).
516	PRCPCSCR	Score for reading components section - Passage comprehension (derived)	continuous	numeric-2.0	-	-	Score for reading components section - Passage comprehension (derived).
517	IMPAGE	Person age for weighting adjustments	continuous	numeric-2.0	-	-	Person age for weighting adjustments.
518	VEMETHON	Replication approach (numeric)	discrete	numeric-1.0	-	-	Replication approach (numeric).
519	VENREPS	Number of replicate weights used	continuous	numeric-8.0	-	-	Number of replicate weights used.
520	VARUNIT	Variance unit	continuous	numeric-2.0	-	-	Variance unit.
521	SPFWT0	Final full sample weight	continuous	numeric-13.6	-	-	Final full sample weight.
522	SPFWT1	Final replicate weight (1)	continuous	numeric-13.6	-	-	Final replicate weight (1).
523	SPFWT2	Final replicate weight (2)	continuous	numeric-13.6	-	-	Final replicate weight (2).
524	SPFWT3	Final replicate weight (3)	continuous	numeric-13.6	-	-	Final replicate weight (3).
525	SPFWT4	Final replicate weight (4)	continuous	numeric-13.6	-	-	Final replicate weight (4).
526	SPFWT5	Final replicate weight (5)	continuous	numeric-13.6	-	-	Final replicate weight (5).
527	SPFWT6	Final replicate weight (6)	continuous	numeric-13.6	-	-	Final replicate weight (6).
528	SPFWT7	Final replicate weight (7)	continuous	numeric-13.6	-	-	Final replicate weight (7).
529	SPFWT8	Final replicate weight (8)	continuous	numeric-13.6	-	-	Final replicate weight (8).
530	SPFWT9	Final replicate weight (9)	continuous	numeric-13.6	-	-	Final replicate weight (9).
531	SPFWT10	Final replicate weight (10)	continuous	numeric-13.6	-	-	Final replicate weight (10).
532	SPFWT11	Final replicate weight (11)	continuous	numeric-13.6	-	-	Final replicate weight (11).
533	SPFWT12	Final replicate weight (12)	continuous	numeric-13.6	-	-	Final replicate weight (12).

#	Name	Label	Type	Format	Valid	Invalid	Question
534	SPFWT13	Final replicate weight (13)	continuous	numeric-13.6	-	-	Final replicate weight (13).
535	SPFWT14	Final replicate weight (14)	continuous	numeric-13.6	-	-	Final replicate weight (14).
536	SPFWT15	Final replicate weight (15)	continuous	numeric-13.6	-	-	Final replicate weight (15).
537	SPFWT16	Final replicate weight (16)	continuous	numeric-13.6	-	-	Final replicate weight (16).
538	SPFWT17	Final replicate weight (17)	continuous	numeric-13.6	-	-	Final replicate weight (17).
539	SPFWT18	Final replicate weight (18)	continuous	numeric-13.6	-	-	Final replicate weight (18).
540	SPFWT19	Final replicate weight (19)	continuous	numeric-13.6	-	-	Final replicate weight (19).
541	SPFWT20	Final replicate weight (20)	continuous	numeric-13.6	-	-	Final replicate weight (20).
542	SPFWT21	Final replicate weight (21)	continuous	numeric-13.6	-	-	Final replicate weight (21).
543	SPFWT22	Final replicate weight (22)	continuous	numeric-13.6	-	-	Final replicate weight (22).
544	SPFWT23	Final replicate weight (23)	continuous	numeric-13.6	-	-	Final replicate weight (23).
545	SPFWT24	Final replicate weight (24)	continuous	numeric-13.6	-	-	Final replicate weight (24).
546	SPFWT25	Final replicate weight (25)	continuous	numeric-13.6	-	-	Final replicate weight (25).
547	SPFWT26	Final replicate weight (26)	continuous	numeric-13.6	-	-	Final replicate weight (26).
548	SPFWT27	Final replicate weight (27)	continuous	numeric-13.6	-	-	Final replicate weight (27).
549	SPFWT28	Final replicate weight (28)	continuous	numeric-13.6	-	-	Final replicate weight (28).
550	SPFWT29	Final replicate weight (29)	continuous	numeric-13.6	-	-	Final replicate weight (29).
551	SPFWT30	Final replicate weight (30)	continuous	numeric-13.6	-	-	Final replicate weight (30).
552	SPFWT31	Final replicate weight (31)	continuous	numeric-13.6	-	-	Final replicate weight (31).
553	SPFWT32	Final replicate weight (32)	continuous	numeric-13.6	-	-	Final replicate weight (32).
554	SPFWT33	Final replicate weight (33)	continuous	numeric-13.6	-	-	Final replicate weight (33).
555	SPFWT34	Final replicate weight (34)	continuous	numeric-13.6	-	-	Final replicate weight (34).
556	SPFWT35	Final replicate weight (35)	continuous	numeric-13.6	-	-	Final replicate weight (35).
557	SPFWT36	Final replicate weight (36)	continuous	numeric-13.6	-	-	Final replicate weight (36).
558	SPFWT37	Final replicate weight (37)	continuous	numeric-13.6	-	-	Final replicate weight (37).
559	SPFWT38	Final replicate weight (38)	continuous	numeric-13.6	-	-	Final replicate weight (38).
560	SPFWT39	Final replicate weight (39)	continuous	numeric-13.6	-	-	Final replicate weight (39).
561	SPFWT40	Final replicate weight (40)	continuous	numeric-13.6	-	-	Final replicate weight (40).
562	SPFWT41	Final replicate weight (41)	continuous	numeric-13.6	-	-	Final replicate weight (41).
563	SPFWT42	Final replicate weight (42)	continuous	numeric-13.6	-	-	Final replicate weight (42).
564	SPFWT43	Final replicate weight (43)	continuous	numeric-13.6	-	-	Final replicate weight (43).
565	SPFWT44	Final replicate weight (44)	continuous	numeric-13.6	-	-	Final replicate weight (44).
566	SPFWT45	Final replicate weight (45)	continuous	numeric-13.6	-	-	Final replicate weight (45).
567	SPFWT46	Final replicate weight (46)	continuous	numeric-13.6	-	-	Final replicate weight (46).
568	SPFWT47	Final replicate weight (47)	continuous	numeric-13.6	-	-	Final replicate weight (47).
569	SPFWT48	Final replicate weight (48)	continuous	numeric-13.6	-	-	Final replicate weight (48).
570	SPFWT49	Final replicate weight (49)	continuous	numeric-13.6	-	-	Final replicate weight (49).
571	SPFWT50	Final replicate weight (50)	continuous	numeric-13.6	-	-	Final replicate weight (50).
572	SPFWT51	Final replicate weight (51)	continuous	numeric-13.6	-	-	Final replicate weight (51).
573	SPFWT52	Final replicate weight (52)	continuous	numeric-13.6	-	-	Final replicate weight (52).
574	SPFWT53	Final replicate weight (53)	continuous	numeric-13.6	-	-	Final replicate weight (53).

#	Name	Label	Type	Format	Valid	Invalid	Question
575	SPFWT54	Final replicate weight (54)	continuous	numeric-13.6	-	-	Final replicate weight (54).
576	SPFWT55	Final replicate weight (55)	continuous	numeric-13.6	-	-	Final replicate weight (55).
577	SPFWT56	Final replicate weight (56)	continuous	numeric-13.6	-	-	Final replicate weight (56).
578	SPFWT57	Final replicate weight (57)	continuous	numeric-13.6	-	-	Final replicate weight (57).
579	SPFWT58	Final replicate weight (58)	continuous	numeric-13.6	-	-	Final replicate weight (58).
580	SPFWT59	Final replicate weight (59)	continuous	numeric-13.6	-	-	Final replicate weight (59).
581	SPFWT60	Final replicate weight (60)	continuous	numeric-13.6	-	-	Final replicate weight (60).
582	SPFWT61	Final replicate weight (61)	continuous	numeric-13.6	-	-	Final replicate weight (61).
583	SPFWT62	Final replicate weight (62)	continuous	numeric-13.6	-	-	Final replicate weight (62).
584	SPFWT63	Final replicate weight (63)	continuous	numeric-13.6	-	-	Final replicate weight (63).
585	SPFWT64	Final replicate weight (64)	continuous	numeric-13.6	-	-	Final replicate weight (64).
586	SPFWT65	Final replicate weight (65)	continuous	numeric-13.6	-	-	Final replicate weight (65).
587	SPFWT66	Final replicate weight (66)	continuous	numeric-13.6	-	-	Final replicate weight (66).
588	SPFWT67	Final replicate weight (67)	continuous	numeric-13.6	-	-	Final replicate weight (67).
589	SPFWT68	Final replicate weight (68)	continuous	numeric-13.6	-	-	Final replicate weight (68).
590	SPFWT69	Final replicate weight (69)	continuous	numeric-13.6	-	-	Final replicate weight (69).
591	SPFWT70	Final replicate weight (70)	continuous	numeric-13.6	-	-	Final replicate weight (70).
592	SPFWT71	Final replicate weight (71)	continuous	numeric-13.6	-	-	Final replicate weight (71).
593	SPFWT72	Final replicate weight (72)	continuous	numeric-13.6	-	-	Final replicate weight (72).
594	SPFWT73	Final replicate weight (73)	continuous	numeric-13.6	-	-	Final replicate weight (73).
595	SPFWT74	Final replicate weight (74)	continuous	numeric-13.6	-	-	Final replicate weight (74).
596	SPFWT75	Final replicate weight (75)	continuous	numeric-13.6	-	-	Final replicate weight (75).
597	SPFWT76	Final replicate weight (76)	continuous	numeric-13.6	-	-	Final replicate weight (76).
598	SPFWT77	Final replicate weight (77)	continuous	numeric-13.6	-	-	Final replicate weight (77).
599	SPFWT78	Final replicate weight (78)	continuous	numeric-13.6	-	-	Final replicate weight (78).
600	SPFWT79	Final replicate weight (79)	continuous	numeric-13.6	-	-	Final replicate weight (79).
601	SPFWT80	Final replicate weight (80)	continuous	numeric-13.6	-	-	Final replicate weight (80).
602	PROV	Respondent province - From CMS	discrete	numeric-2.0	-	-	Respondent province.
603	A_Q02CA	Background - Born in Canada	discrete	numeric-1.0	-	-	Were you born in Canada?
604	AQ03A1CA	Language - First learned language	discrete	numeric-2.0	-	-	What is the language that you first learned at home in childhood and still understand?
605	AN03A1CA	Language - More than one language mentioned	discrete	numeric-1.0	-	-	Did the respondent mention more than one language?
606	AQ03A2CA	Language - Second learned language	discrete	numeric-2.0	-	-	What is the second language that you first learned at home in childhood and still understand?
607	A_Q04BCA	Language - Language spoken at home	discrete	numeric-2.0	-	-	What language do you speak most often at home?
608	A_Q04CCA	Language - Other language spoken at home - Yes/no	discrete	numeric-1.0	-	-	Do you speak any other languages on a regular basis at home?
609	A4CCA101	Language - Other language spoken at home - English	discrete	numeric-1.0	-	-	What are these other languages?

#	Name	Label	Type	Format	Valid	Invalid	Question
610	A4CCA102	Language - Other language spoken at home - French	discrete	numeric-1.0	-	-	What are these other languages?
611	A4CCA103	Language - Other language spoken at home - Italian	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Italian.
612	A4CCA104	Language - Other language spoken at home - Chinese	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Chinese.
613	A4CCA105	Language - Other language spoken at home - German	discrete	numeric-1.0	-	-	Language - Other language spoken at home - German.
614	A4CCA106	Language - Other language spoken at home - Portuguese	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Portuguese.
615	A4CCA107	Language - Other language spoken at home - Polish	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Polish.
616	A4CCA108	Language - Other language spoken at home - Ukrainian	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Ukrainian.
617	A4CCA109	Language - Other language spoken at home - Spanish	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Spanish.
618	A4CCA110	Language - Other language spoken at home - Dutch	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Dutch.
619	A4CCA111	Language - Other language spoken at home - Punjabi	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Punjabi.
620	A4CCA112	Language - Other language spoken at home - Greek	discrete	numeric-1.0	-	-	Language - Other language spoken at home - Greek.
621	A4CCA113	Language - Other language spoken at home - Other - Specify	discrete	numeric-1.0	-	-	What are these other languages?
622	A_Q04FCA	Language - Current reading skills in English/French	discrete	numeric-1.0	-	-	How would you rate your current reading skills in English? Are they...How would you rate your current reading skills in French? Are they...
623	A_Q04GCA	Language - Current writing skills in English/French	discrete	numeric-1.0	-	-	How would you rate your current writing skills in English? Are they...How would you rate your current writing skills in French? Are they...
624	AQ04LCA1	Language - Current ability to speak English/French - Born outside of Canada	discrete	numeric-1.0	-	-	How would you rate your current ability to speak English? Is it...How would you rate your current ability to speak French? Is it...
625	AQ04LCA2	Language - Current ability to speak English/French- Born in Canada	discrete	numeric-1.0	-	-	How would you rate your current ability to speak French? Is it... How would you rate your current ability to speak English? Is it...
626	BQ01ACA1	Education - Overall education - Graduated from high school	discrete	numeric-1.0	-	-	Have you graduated from high school (secondary school) including high school equivalency?
627	BQ01ACA2	Education - Overall education -Highest grade (elementary/junior high school/high school) ever completed	discrete	numeric-1.0	-	-	What is the highest grade of elementary, junior high, or high school that you have ever completed?
628	BQ01ACA3	Education - Overall education - Province/territroty last in high school/junior high school	discrete	numeric-2.0	-	-	In what province or territory were you last in high school or junior high school?
629	BQ01ACA5	Education - Overall - High school/secondary school	discrete	numeric-1.0	-	-	Was the high school or secondary school diploma you received a vocational

#	Name	Label	Type	Format	Valid	Invalid	Question
		diploma - Vocational diploma					diploma such as: An attestation of vocational training, diploma of vocational studies, or an attestation of vocational specialisation?
630	BQ01ACA6	Education - Overall - Highest level ever successfully completed	discrete	numeric-2.0	-	-	The response categories for the next question are on page one of the information guide. After I read the question to you, please indicate your response choice from the list of options. What is the highest level of schooling on this page that you have ever successfully completed?
631	BQ01ACA7	Education - Overall - CEGEP diploma/certificate part of university transfer program	discrete	numeric-1.0	-	-	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
632	BQ01ACA8	Education - Overall- Length - Completed trade/vocation/ non-university/certificate/ diploma full-time	discrete	numeric-2.0	-	-	What is the normal length of time required to complete this certificate or diploma when taken full-time?
633	BQ01ACA9	Education - Obtained trade/ vocational/non-university education in Canada	discrete	numeric-1.0	-	-	Did you obtain this education in Canada?
634	B01ACA10	Education - Overall education - Country attained level of education	discrete	numeric-2.0	-	-	In what country did you attain this level of education?
635	BQ01BCA1	Education - Highest level of schooling - Field of study	discrete	numeric-2.0	-	-	Which of the following categories would best represent the field of study of this highest level of schooling? If there was more than one, please choose the one you consider most important. Please refer to page two of the information guide.
636	BQ01DCA2	Education - Highest level of education - Attained outside of Canada	discrete	numeric-2.0	-	-	What is the highest level of education you attained outside of Canada? Please refer to page three of the information guide.
637	BQ01DCA3	Education - Highest level of education - Country	discrete	numeric-2.0	-	-	In what country did you attain this level of education?
638	B_Q01ECA	Education - Years of formal education completed during lifetime	continuous	numeric-2.0	-	-	During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?
639	BQ02BCA1	Education - Current study - Level of education	discrete	numeric-2.0	-	-	What level of education are you currently studying for? Please refer to page four of the information guide.
640	BQ02BCA2	Education - Current - CEGEP diploma/certificate part of university transfer program	discrete	numeric-1.0	-	-	Is the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or associate's degree)?
641	BQ02BCA3	Length - Complete trade/ vocationa;/non-university certificate/diploma full-time	discrete	numeric-2.0	-	-	What is the normal length of time required to complete this certificate or diploma when taken full-time?
642	BQ03BCA1	Education - Uncompleted program of study - Level	discrete	numeric-2.0	-	-	For which level of education were you studying? If there was more than one program you did not complete, please report the one with the highest

#	Name	Label	Type	Format	Valid	Invalid	Question
							level. Please refer to page four of the information guide.
643	BQ03BCA2	Education - Uncompleted program of study - CEGEP diploma/certificate part of university transfer program	discrete	numeric-1.0	-	-	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
644	BQ03BCA3	Education - Uncompled program of study - Length - Completed trade/vocational/ non-university certificate full-time	discrete	numeric-2.0	-	-	What is the normal length of time required to complete this certificate or diploma when taken full-time?
645	BQ04BCA1	Education - Formal education - How many programs of study	continuous	numeric-2.0	-	-	How many programs of study in total have you been enrolled in during the last 12 months?
646	BQ05ACA1	Education - Formal education - Level	discrete	numeric-2.0	-	-	What was the level of education you were studying for? Please refer to page four of the information guide.
647	BQ05ACA2	Education - Formal education - CEGEP diploma/certificate part of university transfer program	discrete	numeric-1.0	-	-	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
648	BQ05ACA3	Education - Formal - Length - Completed trade/vocational/ non-university certificate full-time	discrete	numeric-2.0	-	-	What is the normal length of time required to complete this certificate or diploma when taken full-time?
649	CQ08BCA2	Current status/work history - Ever worked at job or business in Canada	discrete	numeric-1.0	-	-	Have you ever worked at a job or business in Canada?
650	C_Q09CA1	Current status/work - Years of full-time work experience inside/outside Canada	continuous	numeric-2.0	-	-	Considering all jobs you have held (both inside and outside Canada), how many years of full time work experience do you have?
651	C_Q09CA3	Curr stat/work hist- Years full time work experience Canada lifetime	continuous	numeric-2.0	-	-	Now considering all jobs you have held in Canada, how many years of full time work experience do you have in Canada?
652	D_Q09CA1	Current work - Type of contract (2)	discrete	numeric-2.0	-	-	What kind of employment contract do you have? Is that...
653	D_Q12ACA	Current work - Requirements - Education level (2)	discrete	numeric-2.0	-	-	Again referring to your current job: If applying today, what would be the usual educational qualification required, if any, to qualify for your position? Please refer to page 12 of the information guide.
654	E_Q08CA1	Last job - Type of contract (2)	discrete	numeric-2.0	-	-	What kind of employment contract did you have? Was it...
655	F1ACA101	Skill use work - Language used most often at work - English	discrete	numeric-1.0	-	-	What language do you use most often at work? - English.
656	F1ACA102	Skill use work - Language used most often at work - French	discrete	numeric-1.0	-	-	What language do you use most often at work? - French.
657	F1ACA103	Skill use work - Language used most often at work - Other - Specify	discrete	numeric-1.0	-	-	What language do you use most often at work? - Other - Specify.

#	Name	Label	Type	Format	Valid	Invalid	Question
658	HQ01CCA4	Skill use everyday - Literacy - Read newspapers/ magazines French/English	discrete	numeric-1.0	-	-	HQ01CCA4 question details
659	HQ01ECA4	Skill use everyday life - Literacy - Read books in French/English	discrete	numeric-1.0	-	-	HQ01ECA4 question details
660	I_Q10ACA	About yourself - Disability - Longstanding illness	discrete	numeric-1.0	-	-	Do you have any longstanding illnesses or longstanding health problems that have lasted, or are expected to last, for 6 months or more?
661	I_Q10BCA	About yourself - Disability - Limitation because of health problems	discrete	numeric-1.0	-	-	To what extent have you been limited because of this health problem in everyday activities? Would you say you have been severely limited, limited but not severely, or not limited at all?
662	JQ04BCA2	Background - Country of birth	discrete	numeric-2.0	-	-	In what country were you born?
663	JQ04BCA3	Canadian birth, naturalization, landed immigrant, non-permanent resident	discrete	numeric-1.0	-	-	Are you now, or have you ever been a landed immigrant in Canada?
664	JQ04BCA4	Background - Immigration programs	discrete	numeric-1.0	-	-	Under which of the following broad immigration programs did you become a landed immigrant in Canada:
665	JQ04BCA5	Background - Year landed immigrant in Canada	continuous	numeric-4.0	-	-	In what year did you first become a landed immigrant in Canada?
666	JQ04BCA7	Background - First came to Canada as a refugee	discrete	numeric-1.0	-	-	When you first came to Canada, were you a refugee?
667	JQ04DCA2	Background - Years lived in Canada	continuous	numeric-2.0	-	-	In total how many years have you lived in Canada?
668	JQ04ECA1	Background - English/French language training	discrete	numeric-1.0	-	-	Since your arrival, have you taken, or are you taking, any English / French language training?
669	JQ04ECA2	Background - Planning to take English/French language training	discrete	numeric-1.0	-	-	Do you plan to take English / French language training in the future, and if so when?
670	JQ04FCA1	Background - Aboriginal person	discrete	numeric-1.0	-	-	Are you an Aboriginal person, that is, First Nations, Métis or Inuit? First Nations include Status and Non-Status Indians.
671	J4FCA201	Background - Aboriginal person - First Nations	discrete	numeric-1.0	-	-	Are you First Nations?
672	J4FCA202	Background - Aboriginal person - First Nations, Métis or Inuit - Métis	discrete	numeric-1.0	-	-	Are you First Nations, Métis?
673	J4FCA203	Background - Aboriginal person - Inuit (Inuk)	discrete	numeric-1.0	-	-	Are you Inuit?
674	JQ04FCA3	Background - Aboriginal person - Status Indian (registered or treaty)	discrete	numeric-1.0	-	-	Are you a Status Indian (registered or treaty) as defined by the indian act of Canada?
675	JQ04FCA4	Background - Aboriginal person - Member of a First Nation/Indian band	discrete	numeric-1.0	-	-	Are you a member of a First Nation / Indian Band?
676	J_Q06BCA	Background - Mother/female guardian - Highest level of education (2)	discrete	numeric-2.0	-	-	What was the highest level of education your mother or female guardian ever

#	Name	Label	Type	Format	Valid	Invalid	Question
							completed? Please refer to page 18 of the information guide.
677	J_Q07BCA	Background - Father/male guardian - Highest level of education (2)	discrete	numeric-2.0	-	-	What was the highest level of education your father or male guardian ever completed? Please refer to page 18 of the information guide.
678	PVLITL1	Literacy level - Plausible value 1 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value one (derived).
679	PVLITL2	Literacy level - Plausible value 2 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value two (derived).
680	PVLITL3	Literacy level - Plausible value 3 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value three (derived).
681	PVLITL4	Literacy level - Plausible value 4 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value four (derived).
682	PVLITL5	Literacy level - Plausible value 5 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value five (derived).
683	PVLITL6	Literacy level - Plausible value 6 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value six (derived).
684	PVLITL7	Literacy level - Plausible value 7 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value seven (derived).
685	PVLITL8	Literacy level - Plausible value 8 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value eight (derived).
686	PVLITL9	Literacy level - Plausible value 9 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value nine (derived).
687	PVLITL10	Literacy level - Plausible value 10 (derived)	discrete	numeric-1.0	-	-	Literacy level - Plausible value ten (derived).
688	PVNUML1	Numeracy level - Plausible value 1 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value one (derived).
689	PVNUML2	Numeracy level - Plausible value 2 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value two (derived).
690	PVNUML3	Numeracy level - Plausible value 3 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value three (derived).
691	PVNUML4	Numeracy level - Plausible value 4 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value four (derived).
692	PVNUML5	Numeracy level - Plausible value 5 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value five (derived).
693	PVNUML6	Numeracy level - Plausible value 6 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value six (derived).
694	PVNUML7	Numeracy level - Plausible value 7 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value seven (derived).
695	PVNUML8	Numeracy level - Plausible value 8 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value eight (derived).
696	PVNUML9	Numeracy level - Plausible value 9 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value nine (derived).
697	PVNUML10	Numeracy level - Plausible value 10 (derived)	discrete	numeric-1.0	-	-	Numeracy level - Plausible value ten (derived).
698	PVPSAL1	PS-TRE level - Plausible value 1 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value one (derived).
699	PVPSAL2	PS-TRE level - Plausible value 2 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value two (derived).
700	PVPSAL3	PS-TRE level - Plausible value 3 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value three (derived).

#	Name	Label	Type	Format	Valid	Invalid	Question
701	PVPSAL4	PS-TRE level - Plausible value 4 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value four (derived).
702	PVPSAL5	PS-TRE level - Plausible value 5 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value five (derived).
703	PVPSAL6	PS-TRE level - Plausible value 6 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value six (derived).
704	PVPSAL7	PS-TRE level - Plausible value 7 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value seven (derived).
705	PVPSAL8	PS-TRE level - Plausible value 8 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value eight (derived).
706	PVPSAL9	PS-TRE level - Plausible value 9 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value nine (derived).
707	PVPSAL10	PS-TRE level - Plausible value 10 (derived)	discrete	numeric-2.0	-	-	PS-TRE level - Plausible value ten (derived).
708	EDUC4	Highest level of formal education obtained (4 categories - derived)	discrete	numeric-1.0	-	-	Highest level of formal education obtained (four categories - Derived).
709	JQ4DCA2D	Immigrant status (derived)	discrete	numeric-1.0	-	-	Immigrant status (derived).
710	CNTRY2	Language of test (derived)	discrete	numeric-1.0	-	-	Language of test (derived).
711	MTONGUE	Official language minority communities (4 categories - derived)	discrete	numeric-1.0	-	-	Official-language minority communities (four categories - Derived).
712	LANGWORK	Language at work (derived)	discrete	numeric-2.0	-	-	Language at work (derived).
713	EMPSELF	Self employed status (derived)	discrete	numeric-1.0	-	-	Self employed status (derived).
714	URBANABO	Urban Aboriginal status (2 categories)	discrete	numeric-1.0	-	-	Urban Aboriginal status (two categories).
715	LNG_BQ	Language for background questionnaire (derived)	discrete	numeric-3.0	-	-	Language for background questionnaire (derived).
716	LNG_CI	Language for exercise (derived)	discrete	numeric-3.0	-	-	Language for exercise (derived).
717	CNTRY	Country ID and sub-national entity sample code	discrete	numeric-3.0	-	-	Country identification and sub-national entity sample code.
718	CNTRY_E	Participating country or sub-national entity code	discrete	numeric-3.0	-	-	Participating country or sub-national entity code.
719	ISCO1C	Class of respondent's job 1-digit level (ISCO 2008), current job (derived)	discrete	numeric-4.0	-	-	Class of respondent's job one digit level (ISCO 2008),curr job (derived).
720	ISCO1L	Class of respondent's job 1-digit level (ISCO 2008), last job (derived)	discrete	numeric-4.0	-	-	Class of respondent's job one digit level (ISCO 2008), last job (derived).
721	LNG_L1	First language learned at home and still understood-Respondent IS0 639-2/T	discrete	character-3	-	-	First lang learned at home and still understood - Respondent IS0 639-2/T.
722	LNG_L2	Second language learned at home and still understood - Respdent (IS0 639-2/T)	discrete	character-3	-	-	Second language learned at home and still understood - Respdent (IS0 639-2/T).
723	LNG_HOME	Language most often spoken at home - Respondent (ISO 639-2/T) (coded)	discrete	character-3	-	-	Language most often spoken at home - Respondent (ISO 639-2/T) (coded).

#	Name	Label	Type	Format	Valid	Invalid	Question
724	REG_TL2	Geographical region - Respondent (OECD TL2) (coded)	discrete	character-5	-	-	Geographical region - Respondent (OECD TL2) (coded).
725	PCODE3	First three characters of postal code	discrete	character-3	-	-	First three characters of postal code.
726	ISIC1C	Class of respondent's job 1-digit level (ISIC rev 4),current job (derived)	discrete	character-4	-	-	Class of respondent's job one digit level (ISIC rev 4) ,current job (derived).
727	ISIC1L	Class of respondent's job 1digit level (ISIC rev 4), last job (derived)	discrete	character-4	-	-	Class of respondent's job one digit level (ISIC rev 4), last job (derived).
728	VEMETHOD	Replication approach	discrete	character-3	-	-	Replication approach.
729	ISCO08_C	Current Job Occupation - Respondent (ISCO 2008) (coded)	continuous	numeric-4.0	-	-	Current job occupation - Respondent (ISCO 2008) (coded).
730	ISCO08_L	Last Job Occupation - Respondent (ISCO 2008) (coded)	continuous	numeric-4.0	-	-	Last job occupation - Respondent (ISCO 2008) (coded).
731	ISCO2C	Class of respondent's job 2-digit level (ISCO 2008), current job (derived)	continuous	numeric-4.0	-	-	Class of respondent's job two digit level (ISCO 2008), current job (derived).
732	ISCO2L	Class of respondent's job 2-digit level (ISCO 2008), last job (derived)	continuous	numeric-4.0	-	-	Class of respondent's job two digit level (ISCO 2008), last job (derived).
733	ISCO88_C	Current Job Occupation - Respondent (ISCO 1988) (coded)	continuous	numeric-4.0	-	-	Current job occupation - Respondent (ISCO 1988) (coded).
734	ISCO88_L	Last Job Occupation - Respondent (ISCO 1988) (coded)	continuous	numeric-4.0	-	-	Last job occupation - Respondent (ISCO 1988) (coded).
735	ISIC2C	Class of respondent's job 2 digit level (ISIC rev 4), current job (derived)	continuous	numeric-4.0	-	-	Class of respondent's job two digit level (ISIC rev 4), current job (derived).
736	ISIC2L	Class of respondent's job 2 digit level (ISIC rev 4), last job (derived)	continuous	numeric-4.0	-	-	Class of respondent's job two digit level (ISIC rev 4), last job (derived).
737	ISIC4_C	Current job industry - Respondent (ISIC rev 4) (coded)	continuous	numeric-4.0	-	-	Current Job Industry - Respondent (ISIC rev 4) (coded).
738	ISIC4_L	Last job industry - Respondent (ISIC rev 4) (coded)	continuous	numeric-4.0	-	-	Last job industry - Respondent (ISIC rev 4) (coded).
739	NAICS07C	Current national industry - Respondent (NAICS 2007) (coded) (1)	continuous	numeric-4.0	-	-	Current national industry - Respondent (NAICS 2007) (coded).
740	NAICS07L	Current national industry - Respondent (NAICS 2007) (coded) (2)	continuous	numeric-4.0	-	-	Last national industry - Respondent (NAICS 2007) (coded).
741	NAICS12C	Current national industry - Respondent (NAICS 2012) (coded) (1)	continuous	numeric-4.0	-	-	Current national industry - Respondent (NAICS 2012) (coded).
742	NAICS12L	Current national industry - Respondent (NAICS 2012) (coded) (2)	continuous	numeric-4.0	-	-	Last national industry - Respondent (NAICS 2012) (coded).

#	Name	Label	Type	Format	Valid	Invalid	Question
743	NOC_C	Current national occupation - Respondent (NOC 2011) (coded)	continuous	numeric-4.0	-	-	Current national occupation - Respondent (NOC 2011) (coded).
744	NOC_L	Last national occupation - Respondent (NOC 2011) (coded)	continuous	numeric-4.0	-	-	Last national occupation - Respondent (NOC 2011) (coded).
745	CIPHEVER	Classification instructional programs- CIP code highest level of education	continuous	numeric-7.0	-	-	CIP 2011 - Highest level of education completed's field of study (coded).
746	CIPHOUTC	Classification instructional programsv- Out of Canada's field study	continuous	numeric-7.0	-	-	CIP 2011 - Education outside of Canada's field of study (coded variable).
747	VEFAYFAC	Fay's K factor used in creating replicate weights (BRR only)	continuous	numeric-1.0	-	-	Fay's K factor used in creating replicate weights (BRR only).
748	ERUID	Economic regions	discrete	numeric-4.0	-	-	Economic regions.
749	CTRPOPCL	Population centre and rural area size classes	discrete	numeric-1.0	-	-	Population centre and rural area size classes.

Variables Description

Dataset contains 749 variable(s)

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

CNTRYID: Country ID (ISO 3166, numeric)

Information	[Type= discrete] [Format=numeric] [Range= 124-124] [Missing=*]
Universe	All respondents
Literal question	Country identification (ISO 3166, numeric).
Concepts	Country ID (ISO 3166, numeric)

Value	Label	Cases	Percentage
124	Canada		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNTRYIDE: Participating country or sub-national entity code (numeric)

Information	[Type= discrete] [Format=numeric] [Range= 1241-1242] [Missing=*]
Universe	All respondents
Literal question	Participating country or sub-national entity code (numeric).
Concepts	Participating country or sub-national entity code (numeric)

Value	Label	Cases	Percentage
1241	Canada (English)		
1242	Canada (French)		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PERSID: Person operational identification number

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Person operational identification number.
Concepts	Person operational identification number
Notes	Frequencies for this variable are not displayed in the data dictionary, but the variable is available on data file.

SEQID: Sequential ID (randomly derived)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Sequential identification (randomly derived).
Concepts	Sequential ID (randomly derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

AGE_R: Person resolved age from BQ and QC check (derived)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Age.
Concepts	Age

GENDER_R: Person resolved gender from BQ and QC check (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Universe	All respondents
Literal question	Gender.
Concepts	Gender

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GENDER_R: Person resolved gender from BQ and QC check (derived)

Value	Label	Cases	Percentage
1	Male		
2	Female		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

REGFLG: Registry situation flag

Information	[Type= continuous] [Format=numeric] [Range= 99-99] [Missing=*]
Universe	All respondents
Literal question	Registry situation flag.
Concepts	Registry situation flag

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQLANG: Language for background questionnaire

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Language for background questionnaire.
Concepts	Language for background questionnaire

Value	Label	Cases	Percentage
1	English		
7	French		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_N01: General - Gender of respondent

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Is the respondent male or female?
Concepts	General - Gender of respondent

Value	Label	Cases	Percentage
1	Male		
2	Female		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_N01_T: Gender (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Is the respondent male or female?
Concepts	Gender (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Male		
2	Female		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

A_N01_T: Gender (Trend-IALS/ALL)

Value	Label	Cases	Percentage
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01A: Education - Highest qualification - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Which of the qualifications on this card is the highest you have obtained?
Concepts	Education - Highest qualification - Level

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or over)		
8	ISCED 4C		
9	ISCED 4A-B		
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree		
14	ISCED 6		
15	Foreign qualification		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01A_T: Highest level of schooling (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Highest level of schooling.
Concepts	Highest level of schooling (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	ISCED 1, 2, and 3C short		
2	ISCED 3 (excluding 3C short) and 4		
3	ISCED 5 and 6		
4	Not definable		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01A3: Education - Highest qualification - Level of foreign qualification (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that have foreign qualifications
Literal question	Can you indicate which level in our national education system corresponds most closely with the level of this qualification?
Concepts	Education - Highest qualification - Level of foreign qualification

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q01A3: Education - Highest qualification - Level of foreign qualification (1)

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or more)		
8	ISCED 4C		
9	ISCED 4A-B		
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree		
14	ISCED 6		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01A3C: Education - Highest qualification - Level of foreign qualification (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who did not obtain their education in Canada
Literal question	Education - Highest Qualification - Level of foreign qualification.
Concepts	Education - Highest Qualification - Level of foreign qualification
Notes	Collapsed, 14 categories.

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or over)		
8	ISCED 4C		
9	ISCED 4A-B		
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree, and ISCED 6 (without distinction)		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01B: Education - Highest qualification - Area of study

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who have a high school diploma (or equivalent) or higher (i.e B_Q01aca6 = 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)
Literal question	What was the area of study, emphasis or major for your highest level of qualification? If there was more than one, please choose the one you consider most important.
Concepts	Education - Highest qualification - Area of study

Value	Label	Cases	Percentage
1	General programs		
2	Teacher training and education science		

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B_Q01B: Education - Highest qualification - Area of study

Value	Label	Cases	Percentage
3	Humanities, languages and arts		
4	Social sciences, business and law		
5	Science, mathematics and computing		
6	Engineering, manufacturing and construction		
7	Agriculture and veterinary		
8	Health and welfare		
9	Services		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01C1: Education - Highest qualification - Age of finish

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that do not have a high school diploma (i.e. B_Q01aca6 <> 1, DK, RF or (B_Q01aca2=1 and B_Q01aca6=2)
Literal question	How old were you or what year was it when you completed your highest level of schooling? Age...?
Concepts	Education - Highest qualification - Age of finish

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01C1C: Education - Highest qualification - Age of finish (categorised)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who have some type of formal education (i.e. B_Q01aca6 = 2 to 15)
Literal question	Education - Highest qualification - Age of finish (categorised).
Concepts	Education - Highest qualification - Age of finish (categorised)
Notes	Categorised, six categories.

Value	Label	Cases	Percentage
1	Aged 15 or younger		
2	Aged 16 to 19		
3	Aged 20 to 24		
4	Aged 25 to 29		
5	Aged 30 to 34		
6	Aged 35 or older		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q01C1T: Age at completion of highest level of schooling (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	All respondents
Literal question	Age at completion of highest level of schooling.
Concepts	Age at completion of highest level of schooling (Trend-IALS/ALL)

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01C2: Education - Highest qualification - Year of finish

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents who have some type of formal education (i.e. B_Q01aca6 = 2 to 15)
Literal question	How old were you or what year was it when you completed your highest level of schooling? Year...?
Concepts	Education - Highest qualification - Year of finish

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01D: Education - Highest qualification - Month of finish

Information	[Type= discrete] [Format=numeric] [Range= 1-97] [Missing=*]
Universe	Respondents that do not have a high school diploma (i.e. B_Q01aca6 <> 1, DK, RF or (B_Q01aca2=1 and B_Q01aca6=2), and finished school less than two years ago (i.e. A_D01a3 minus B_Q01c2 < 2)
Literal question	And in which month was that?
Concepts	Education - Highest qualification - Month of finish

Value	Label	Cases	Percentage
1	January		
2	February		
3	March		
4	April		
5	May		
6	June		
7	July		
8	August		
9	September		
10	October		
11	November		
12	December		
96	Valid skip		
97	Don't know		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q01D: Education - Highest qualification - Month of finish

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_D01D: Education - Highest qualification - Months elapsed since finished

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	All respondents
Literal question	Education - Highest qualification - Months elapsed since finished (derived).
Concepts	Education-Highest qualification-Months elapsed since finished(derived)

Value	Label	Cases	Percentage
996	Valid skip		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_D01D_C: Education - Time since finished highest qualification (categorised)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who have some type of formal education (i.e. B_Q01aca6 = 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
Literal question	Education - Time since finished highest qualification (categorised).
Concepts	Education - Time since finished highest qualification (categorised)
Notes	Categorised, five categories.

Value	Label	Cases	Percentage
1	Less than one year ago		
2	One year to less than two years ago		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q02A: Education - Current qualification

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Are you currently enrolled in a program of study? By program of study we mean a series of courses taken towards a diploma, certificate, degree or license, which normally takes more than 3 months to complete.
Concepts	Education - Current qualification

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ02AT1: Education or training in last 12 months (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently enrolled in a program of study; or in last 12 months: Enrolled in courses, or participated in open / long distance education, or had on the job training, or participated in seminars or workshops, or participated in other courses or private lessons not already reported
Literal question	Education or training in last 12 months.
Concepts	Education or training in last 12 months (Trend-IALS/ALL)

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

BQ02AT1: Education or training in last 12 months (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ02AT2: Courses toward certificate/diploma/degree in program in last 12 months

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently enrolled in a program of study; Or enrolled in courses in the last 12 months
Literal question	Courses toward certificate / diploma / degree in program in last 12 months.
Concepts	Courses toward certificate/diploma/degree in program in last 12 months

Value	Label	Cases	Percentage
1	Yes		
2	No		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q02B: Education - Current qualification - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents currently enrolled in a program of study (B_Q02a = 1)
Literal question	What is the level of the qualification you are currently studying for?
Concepts	Education - Current qualification - Level

Value	Label	Cases	Percentage
1	ISCED 1		
2	ISCED 2		
6	ISCED 3 (without distinction A-B-C, two years and over)		
7	ISCED 4C		
8	ISCED 4A-B		
10	ISCED 5B		
11	ISCED 5A, bachelor degree		
12	ISCED 5A, master degree		
13	ISCED 6		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q02B_C: Education - Current qualification (collapsed, 10 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents currently enrolled in a program of study (B_Q02a = 1)
Literal question	Education - Current Qualification (collapsed, ten categories).
Concepts	Education - Current Qualification (collapsed, 10 categories)

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q02B_C: Education - Current qualification (collapsed, 10 categories)

Value	Label	Cases	Percentage
1	ISCED 3c and below		
3	ISCED 3 (without distinction A-B-C, two years and over)		
4	ISCED 4C		
5	ISCED 4A-B		
7	ISCED 5B		
8	ISCED 5A, bachelor degree		
9	ISCED 5A, master degree, and ISCED 6 (without distinction)		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q02C: Education - Current qualification - Area of study

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents currently studying for a high school diploma or higher (i.e. B_Q02bca1 = 3,4,5,6,7,8,9,10,11,12,13, or 14)
Literal question	What is the field of study or specialization of this program of study? If there is more than one, please choose the one you consider most important. Please refer to page 2 of the information guide.
Concepts	Education - Current qualification - Area of study

Value	Label	Cases	Percentage
1	General programs		
2	Teacher training and education science		
3	Humanities, languages and arts		
4	Social sciences, business and law		
5	Science, mathematics and computing		
6	Engineering, manufacturing and construction		
7	Agriculture and veterinary		
8	Health and welfare		
9	Services		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03A: Education - Uncompleted qualification

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a <>1)
Literal question	Did you ever enroll in a program of study, but leave before completing it?
Concepts	Education - Uncompleted qualification

Value	Label	Cases	Percentage
1	Yes		
2	No		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q03A: Education - Uncompleted qualification

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03B: Education - Uncompleted qualification - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who had enrolled in a program of study but left before completing it (i.e. B_Q03a = 1)
Literal question	What was the level of the qualification you started studying for? If there was more than one, please report the one with the highest level.
Concepts	Education - Uncompleted qualification - Level

Value	Label	Cases	Percentage
1	ISCED 1		
2	ISCED 2		
6	ISCED 3 (without distinction A-B-C, two years and over)		
7	ISCED 4C		
8	ISCED 4A-B		
10	ISCED 5B		
11	ISCED 5A, bachelor degree		
12	ISCED 5A, master degree		
13	ISCED 6		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03B_C: Education - Uncompleted qualification - Level (collapsed, 10 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who had enrolled in a program of study but left before completing it (i.e. B_Q03a = 1)
Literal question	What was the level of the qualification you started studying for? If there was more than one, please report the one with the highest level (collapsed, ten categories).
Concepts	Education - Uncompleted qualification-Level (collapsed, 10 categories)

Value	Label	Cases	Percentage
1	ISCED 3c and below		
3	ISCED 3 (without distinction A-B-C, two years and over)		
4	ISCED 4C		
5	ISCED 4A-B		
7	ISCED 5B		
8	ISCED 5A, bachelor degree		
9	ISCED 5A, master degree, and ISCED 6 (without distinction)		
96	Valid skip		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q03B_C: Education - Uncompleted qualification - Level (collapsed, 10 categories)

Value	Label	Cases	Percentage
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03C1: Education - Uncompleted qualification - Age of dropout

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who had enrolled in a program of study but left before completing it (i.e. B_Q03a=1)
Literal question	When you stopped studying in this program, how old were you or what year was it? Age...?
Concepts	Education - Uncompleted qualification - Age of dropout

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ03C1C: Education - Uncompleted qualification - Age of dropout (categorised)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who were enrolled in a program of study but left without completing it (i.e. B_Q03a = 1 (yes))
Literal question	Education - Uncompleted qualification - Age of dropout (categorised).
Concepts	Education - Uncompleted qualification - Age of dropout (categorised)
Notes	Categorised, six categories.

Value	Label	Cases	Percentage
1	Aged 15 or younger		
2	Aged 16 to 19		
3	Aged 20 to 24		
4	Aged 25 to 29		
5	Aged 30 to 34		
6	Aged 35 or older		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03C2: Education - Uncompleted qualification - Year of dropout

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents who were enrolled in a program of study but left without completing it (i.e. B_Q03a = 1 (yes))
Literal question	When you stopped studying in this program, how old were you or what year was it? Year...?
Concepts	Education - Uncompleted qualification - Year of dropout

Value	Label	Cases	Percentage
9996	Valid skip		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q03C2: Education - Uncompleted qualification - Year of dropout

Value	Label	Cases	Percentage
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q03D: Education - Uncompleted qualification - Month of dropout

Information	[Type= discrete] [Format=numeric] [Range= 1-97] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who had enrolled in a program of study but left before completing it (i.e. B_Q03a=1) and (A_D01a3 - B_Q03c2<2)
Literal question	And in which month was that?
Concepts	Education - Uncompleted qualification - Month of dropout

Value	Label	Cases	Percentage
1	January		
2	February		
3	March		
4	April		
5	May		
6	June		
7	July		
8	August		
9	September		
10	October		
11	November		
12	December		
96	Valid skip		
97	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_D03D: Education - Uncompleted qualification - Months elapsed since dropout

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	Respondents who were enrolled in a program of study but left without completing it (i.e. B_Q03a = 1)
Literal question	Education - Uncompleted qualification - Months since dropout (derived).
Concepts	Education-Uncompleted qualification-Months since dropout (derived)

Value	Label	Cases	Percentage
996	Valid skip		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_D03D_C: Derived months since leaving education without completing program

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who were enrolled in a program of study but left without completing it (i.e. B_Q03a = 1)
Literal question	Months elapsed since leaving education without completing (category derived).
Concepts	Months elapsed since leaving educ. without completing (categ, derived)
Notes	Categorized, three categories.

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_D03D_C: Derived months since leaving education without completing program

Value	Label	Cases	Percentage
1	Less than one year ago		
2	One year to less than two years ago		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q04A: Education - Formal qualification

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf)
Literal question	During the last 12 months, have you been enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time?
Concepts	Education - Formal qualification

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q04B: Education - Formal qualification - Count

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1)
Literal question	How many qualifications have you studied for during the last 12 months?
Concepts	Education - Formal qualification - Count

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q04B_C: Education - Formal qualification - Count (top-coded at 2)

Information	[Type= continuous] [Format=numeric] [Range= 6-9] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1)
Literal question	How many programs of study in total have you been enrolled in during the last 12 months?
Concepts	Education - Formal qualification - Count (top-coded at 2)

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q05A: Education - Formal qualification - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q05A: Education - Formal qualification - Level

Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1)
Literal question	What was the level of this qualification?
Concepts	Education - Formal qualification - Level

Value	Label	Cases	Percentage
1	ISCED 1		
2	ISCED 2		
6	ISCED 3 (without distinction A-B-C, two years or more)		
7	ISCED 4C		
8	ISCED 4A-B		
10	ISCED 5B		
11	ISCED 5A, bachelor degree		
12	ISCED 5A, master degree		
13	ISCED 6		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q05B: Education - Formal qualification - Area of study

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1). Also see B_C03d
Literal question	What was the field of study or specialization of this program of study? If there was more than one, please choose the one you consider most important. Please refer to page 2 of the information guide.
Concepts	Education - Formal qualification - Area of study

Value	Label	Cases	Percentage
1	General programs		
2	Teacher training and education science		
3	Humanities, languages and arts		
4	Social sciences, business and law		
5	Science, mathematics and computing		
6	Engineering, manufacturing and construction		
7	Agriculture and veterinary		
8	Health and welfare		
9	Services		
96	Valid skip		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q05C: Education - Formal qualification - Reason job related

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q05C: Education - Formal qualification - Reason job related

Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license either full-time or part-time in last 12 months (i.e. B_Q04 a = 1). See also B_C03d. Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Were the main reasons for choosing to study in this program job-related?
Concepts	Education - Formal qualification - Reason job related

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q05C_T: Main reason for program of studies (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license either full-time or part-time in last 12 months
Literal question	Main reason for program of studies.
Concepts	Main reason for program of studies (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q10A: Education - Formal qualification - Employed

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time in last 12 months (i.e. B_Q04 a = 1. See also B_C03d. Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	In the last 12 months, while studying in this program, were you employed at any time, either full-time or part-time?
Concepts	Education - Formal qualification - Employed

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q10B: Education - Formal qualification - Employed - Working hours

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time in last 12 months (i.e. B_Q04 a = 1. See also B_C03d). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Did this program take place...
Concepts	Education - Formal qualification - Employed - Working hours

Value	Label	Cases	Percentage
1	Only during working hours		
2	Mostly during working hours		
3	Mostly outside working hours		
4	Only outside working hours		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q10C: Education - Formal qualification - Employed - Useful for job

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time in last 12 months (i.e. B_Q04 a = 1. See also B_C03d). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How useful were your studies in this program for the job or business you had at that time? Would you say they were...
Concepts	Education - Formal qualification - Employed - Useful for job

Value	Label	Cases	Percentage
1	Not useful at all		
2	Somewhat useful		
3	Moderately useful		
4	Very useful		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q11: Education - Formal qualification - Grant from employer

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time in last 12 months (i.e. B_Q04 a = 1. See also B_C03d). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Did an employer or prospective employer pay for tuition or registration, exam fees, expenses for books or other costs associated with this program of study? Would that be...
Concepts	Education - Formal qualification - Grant from employer

Value	Label	Cases	Percentage
1	Yes, totally		
2	Yes, partly		
3	No, not at all		

File : SDDS4406_PIAAC_PEICA_C2012_Main_Master_Eng_F1_v3

B_Q11: Education - Formal qualification - Grant from employer

Value	Label	Cases	Percentage
4	There were no such costs		
5	No employer or prospective employer at that time		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12A: Activities - Last year - Open or distance education

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	During the last 12 months, have you participated in courses conducted through open or distance education?
Concepts	Activities - Last year - Open or distance education

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12A_T: Courses outside of program of studies in last 12 months (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Courses outside of program of studies in last 12months.
Concepts	Courses outside of program of studies in last 12months(Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12B: Activities - Last year - Open or distance education - Count

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that participated in courses conducted through open or distance education during the last 12 months (i.e. B_Q12a= 1). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many of these activities did you participate in?
Concepts	Activities - Last year - Open or distance education - Count

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12C: Activities - Last year - On the job training

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	During the last 12 months, have you attended any organized sessions for on-the-job training or training by supervisors or co-workers?
Concepts	Activities - Last year - On the job training

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12D: Activities - Last year - On the job training - Count

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that attended any organized sessions for on-the-job training or training by supervisors or co-workers during the last 12 months (i.e. B_Q12c = 1). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many of these activities did you participate in?
Concepts	Activities - Last year - On the job training - Count

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12D_C: Activities - Last year - On the job training - Count (top-coded at 5)

Information	[Type= continuous] [Format=numeric] [Range= 6-9] [Missing=*]
Universe	Respondents that attended any organized sessions for on-the-job training or training by supervisors or co-workers during the last 12 months (i.e. B_Q12c = 1). Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Activities - Last year - On the job training - Count (top-coded at 5).
Concepts	Activities - Last year - On the job training - Count (top-coded at 5)

B_Q12D_C: Activities - Last year - On the job training - Count (top-coded at 5)

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12E: Activities - Last year - Seminars or workshops

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	During the last 12 months, have you participated in seminars or workshops?
Concepts	Activities - Last year - Seminars or workshops

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12F: Activities - Last year - Seminars or workshops - Count

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents who have participated in seminars or workshops during the last 12 months (i.e. B_Q12e = 1). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many of these activities did you participate in?
Concepts	Activities - Last year - Seminars or workshops - Count

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12F_C: Activities - Last year - Seminars or workshops -Count (top-coded at 5)

Information	[Type= continuous] [Format=numeric] [Range= 6-9] [Missing=*]
Universe	Respondents who have participated in seminars or workshops during the last 12 months (i.e. B_Q12e = 1). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca).
Literal question	Activities - Last year - Seminars / workshops - Count (top-coded at 5).
Concepts	Activities - Last year - Seminars/workshops - Count (top-coded at 5)
Notes	Top-coded at 5.

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12G: Activities - Last year - Private lessons

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)		
Literal question	During the last 12 months, have you participated in courses or private lessons, not already reported?		
Concepts	Activities - Last year - Private lessons		

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12H: Activities - Last year - Private lessons - Count

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]		
Universe	Respondents who during the last 12 months have participated in courses or private lessons, not already reported (i.e. B_Q12g = 1). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)		
Literal question	How many of these activities did you participate in?		
Concepts	Activities - Last year - Private lessons - Count		

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q12H_C: Activities - Last year - Private lessons - Count (top-coded at 5)

Information	[Type= continuous] [Format=numeric] [Range= 6-9] [Missing=*]		
Universe	Respondents who during the last 12 months have participated in courses or private lessons, not already reported (i.e. B_Q12g = 1). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)		
Literal question	Activities - Last year - Private lessons - Count (top-coded at 5).		
Concepts	Activities - Last year - Private lessons - Count (top-coded at 5)		

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_D12H: Activities - Last year - Number of learning activities

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Excludes respondents that are 16 to 19 years old who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)		
Literal question	Activities - Last year - Number of learning activities (derived).		
Concepts	Activities - Last year - Number of learning activities (derived)		

Value	Label	Cases	Percentage
1	Respondent reported one learning activity		
2	Respondent reported more than one learning activity		
3	Respondent reported no learning activities		

B_D12H: Activities - Last year - Number of learning activities

Value	Label	Cases	Percentage
4	Respondent reported learning activitities but number is not known		
5	Information on learning activities is not known		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q13: Activities - Last year - Activity specified

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes respondents who attended only one of B_Q12b or B_Q12d or B_Q12f or B_Q12h (see B_C13). Also excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Please refer to page 5 of the Information Guide. What kind of activity listed on this page was this? Was it...
Concepts	Activities - Last year - Activity specified

Value	Label	Cases	Percentage
1	A course conducted through open or distance education		
2	On-the-job training/training by supervisors or co-workers		
3	A seminar or workshop		
4	Other kind of course or private lesson		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q14A: Activities - Last year - Job related

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4), and where B_Q13 <> 2. Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Was this activity mainly job-related?
Concepts	Activities - Last year - Job related

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q14B: Activities - Last year - Reason for participating

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that did job related training (i.e. B_Q14a=1 or B_Q13=2 or see B_C13)
Literal question	Could you please specify the main reason for participating in this activity? Please refer to page 6 of the information guide.
Concepts	Activities - Last year - Reason for participating

Value	Label	Cases	Percentage
1	To do my job better and/or improve career prospects		
2	To be less likely to lose my job		

B_Q14B: Activities - Last year - Reason for participating

Value	Label	Cases	Percentage
3	Increase possibility getting job or changing job/profession		
4	To start my own business		
5	I was obliged to participate		
6	Increase knowledge or skills on a subject that interests me		
7	To obtain a certificate		
8	Other		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q15A: Activities - Last year - Employed

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4), Excludes respondents where B_Q13=2. Excludes respondents where B_D12h=1 and B_Q12c=1. Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Were you employed, either full-time or part-time, at any time while participating in this activity?
Concepts	Activities - Last year - Employed

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q15B: Activities - Last year - During working hours

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Did this activity take place...
Concepts	Activities - Last year - During working hours

Value	Label	Cases	Percentage
1	Only during working hours		
2	Mostly during working hours		
3	Mostly outside working hours		
4	Only outside working hours		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q15C: Activities - Last year - Useful for job

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How useful was this training for the job or business you had at that time or still have? Would you say it was...
Concepts	Activities - Last year - Useful for job

B_Q15C: Activities - Last year - Useful for job

Value	Label	Cases	Percentage
1	Not useful at all		
2	Somewhat useful		
3	Moderately useful		
4	Very useful		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q16: Activities - Last year - Grant from employer

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	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...
Concepts	Activities - Last year - Grant from employer

Value	Label	Cases	Percentage
1	Yes, totally		
2	Yes, partly		
3	No, not at all		
4	There were no such costs		
5	No employer or prospective employer at that time		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q17: Activities - Last year - Time spend - Unit

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	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.
Concepts	Activities - Last year - Time spend - Unit

Value	Label	Cases	Percentage
1	Weeks		
2	Days		
3	Hours		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q18A: Activities - Last year - Time spend for activities - Weeks

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]

B_Q18A: Activities - Last year - Time spend for activities - Weeks

Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4), and where B_Q17=1. Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many whole weeks did you spend in these activities? Weeks...
Concepts	Activities - Last year - Time spend for activities - Weeks

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q19A: Activities - Last year - Time spend for activities - Days

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4), and where B_Q17=2. Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many whole days did you spend in these activities?
Concepts	Activities - Last year - Time spend for activities - Days

Value	Label	Cases	Percentage
996	Valid skip		
997	Don't know		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q20A: Activities - Last year - Time spend for activities - Hours

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4), and where B_Q17=3 or DK . Excludes 16-19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	How many hours did you spend in these activities? Exclude hours spent traveling to and from the places at which these activities took place.
Concepts	Activities - Last year - Time spend for activities - Hours

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q20B: Last year - Time spend for activities - Proportion of job-related hours

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents who reported learning activities (i.e. B_D12h = 1, 2, or 4). Excludes respondents where B_Q17=RF. Excludes 16 to 19 year olds who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	About how much of this time was spent on activities that were job-related? Please refer to page 7 of the information guide.
Concepts	Last year -Time spend for activities -Proportion of job-related hours

Value	Label	Cases	Percentage
1	None of the time		
2	Up to a quarter of the time		
3	Up to half of the time		
4	More than half of the time		

B_Q20B: Last year - Time spend for activities - Proportion of job-related hours

Value	Label	Cases	Percentage
5	All of the time		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q26A: Activities - Last year - Wanted but didn't start

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes 16 to 19 year old respondents who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	In the last 12 months, were there more learning activities you wanted to participate in but did not? Include both learning activities that lead to formal education and other organized learning activities. Else In the last 12 months, were there any learning activities you wanted to participate in but did not? Include both learning activities that lead to formal education and other organized learning activities.
Concepts	Activities - Last year - Wanted but didn't start

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q26A_T: Training/education for career/job wanted but not taken last 12 months

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes 16 to 19 year old respondents who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Training / education for career / job wanted but not taken last 12 months.
Concepts	Training/education for career/job wanted but not taken last 12 months
Notes	Trend-IALS/ALL variable.

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q26B: Activities - Last year - Wanted but didn't start - Reason

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that had learning activities they wanted to participate in the last 12 months but did not (i.e. B_Q26a=1). Excludes 16 to 19 year old respondents who are in compulsory education (i.e. B_Q02bca = 1, 2, or 3) (see B_C05bca)
Literal question	Which of the following reasons prevented you from participating in education and training? Please indicate the most important reason. Please refer to page 8 of the information guide.
Concepts	Activities - Last year - Wanted but didn't start - Reason

Value	Label	Cases	Percentage
1	I did not have the prerequisites		
2	Education/training was too expensive/I could not afford it		

B_Q26B: Activities - Last year - Wanted but didn't start - Reason

Value	Label	Cases	Percentage
3	Lack of employer's support		
4	I was too busy at work		
5	The course/programme was offered at inconvenient time/place		
6	No time because of child care or family responsibilities		
7	Something unexpected prevented me taking education/training		
8	Other		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q01A: Current status/work history - Last week - Paid work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	In the last week, did you do any paid work for at least one hour, either as an employee or through self-employment?
Concepts	Current status/work history - Last week - Paid work

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q01B: Current status/work history - Last week - Away from job but will return

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a =2, DK or RF)
Literal question	Last week, were you away from a job or business that you plan to return to?
Concepts	Current status/work history - Last week, Away from job but will return

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q01C: Current status/work history - Last week - Unpaid work for own business

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF) and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF)
Literal question	Last week, did you do any unpaid work for at least one hour for a business that you own or a relative owns?
Concepts	Current status/work history - Last week - Unpaid work for own business

C_Q01C: Current status/work history - Last week - Unpaid work for own business

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q02A: Current status/work history - Last month - Looking for paid work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF)
Literal question	In the four weeks ending last Sunday, were you looking for paid work at any time?
Concepts	Current status/work history - Last month - Looking for paid work

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q02B: Current status/work history - Last month - Waiting to start job

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and in the last four weeks were not looking for paid work at any time (i.e. C_Q02A = 2, DK or RF).
Literal question	In these four weeks, were you waiting to start a job for which you had already been hired?
Concepts	Current status/work history - Last month - Waiting to start job

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q02C: Current status/work history - Last month - Waiting start job - Next 3 months

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and in the last four weeks were not looking for paid work at any time (i.e. C_Q02A = 2, DK or RF), but were waiting to start a job for which they had already been hired (i.e. C_Q02b=1)
Literal question	Will you be starting that job within three months, or in more than three months?
Concepts	Current status/work history- Last month- Waiting start job - Next 3 mo

C_Q02C: Current status/work history - Last month - Waiting start job - Next 3 months

Value	Label	Cases	Percentage
1	Within three months		
2	In more than three months		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_01: Current status/work history - Last month - Reason - Waiting result application

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that indicated they did not look for work in last four weeks because they were waiting for the results of an application for a job or were being assessed by a training agent (i.e. C_Q03=1)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I was waiting for the results of an application for a job or was being assessed by a training agent
Concepts	Current status/work history - Last month - Reason Waiting result appl

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_02: Current status/work history - Last month - Reason not looking for work - Student

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last four weeks because they were students (i.e. C_Q03 = 2)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I was a student.
Concepts	Current status/work - Last month - Reason not looking for work-Student

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_03: Current status/work history - Reason Looking after family

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last four weeks because they were looking after the family or the home (i.e. C_Q03 = 3)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I was looking after the family or home.
Concepts	Current status/work - Reason - Looking after family

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_04: Current status/work history - Last month - Reason not looking for work- Temporarily sick

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that indicated they did not look for work in last 4 weeks because they were temporarily sick or injured (i.e. C_Q03=4)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I was temporarily sick or injured.
Concepts	Curr status/work history- Last month- Reason not look. work- Temp sick

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_05: Current status/work history - Reason not looking for work - Long-term illness

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last four weeks because they have a long-term illness or disability (i.e. C_Q03 = 5)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I have a long-term illness or disability.
Concepts	Current status/work-Last month-Reason not look. work-Long-term illness

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_06: Current status/work history - Last month- Reason not look for work - Nothing available

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that indicated they did not look for work in last four weeks because they did not believe any jobs were available (i.e. C_Q03=6)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I did not believe any jobs were available.
Concepts	Curr status/work - Last mnth - Reason not look for work- Nothing avail

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_07: Current status/work history - Last month - Reason not look for work - Not get to it

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that indicated they did not look for work in last four weeks because they did not get around to looking yet (i.e. C_Q03=7)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I did not get around to looking yet.
Concepts	Curr status/work- Last mnth- Reason not look for work- Not get to it

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		

C_Q03_07: Current status/work history - Last month - Reason not look for work - Not get to it

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_08: Current status/work history - Last month - Reason not looking for work - No need

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last four weeks because they did not need employment (i.e. C_Q03 = 8)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I did not need employment.
Concepts	Current status/work-Last month-Reason not looking for work - No need

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_09: Current status/work history - Last month - Reason not looking for work - Retired

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last 4 weeks because they retired from paid work (i.e. C_Q03 = 9)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? I retired from paid work.
Concepts	Current status/work, Last month, Reason not looking for work - Retired

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03_10: Current status/work history - Last month - Reason not looking for work - Other

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not look for work in last four weeks for Other reason (i.e. C_Q03 = 10)
Literal question	In the last four weeks, for which of the following reasons did you not look for work? Other reason.
Concepts	Current status/work - Last month - Reason not looking for work - Other

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q03S: Current status/work history- Last month - Months looking for paid work

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF)
Literal question	How many months in total have you been looking for paid work?

C_Q03S: Current status/work history- Last month - Months looking for paid work

Concepts	Current status/work history- Last month - Months looking for paid work

Value	Label	Cases	Percentage
996	Valid skip		
997	Don't know		
998	Refusal		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04A: Current status/work history - Ways looking for work - Contact public employment

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Get in contact with a public employment office to find work?
Concepts	Current status/work-Ways looking for work-Contact public employment

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04B: Current status/work history - Ways of looking for work - Contact private agency

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Get in contact with a private agency (temporary work agency, firm specializing in recruitment) to find work?
Concepts	Current status/work-Ways of looking for work - Contact private agency

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04C: Current status/work history - Ways of looking for work - Apply to employers

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Apply to employers directly?
Concepts	Current status/work - Ways of looking for work - Apply to employers

C_Q04C: Current status/work history - Ways of looking for work - Apply to employers

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04D: Current status/work history - Ways of looking for work - Ask family/friends

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Ask among friends, relatives, unions, etc. to find work?
Concepts	Current status/work - Ways of looking for work - Ask family/friends

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04E: Current status/work history - Ways looking for work - Place/answer advertisement

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Place or answer job advertisements?
Concepts	Current status/work-Ways looking for work-Place/answer advertisement

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04F: Current status/work history - Ways of looking for work - Study advertisements

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Study job advertisements?
Concepts	Current status/work - Ways of looking for work - Study advertisements

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		

C_Q04F: Current status/work history - Ways of looking for work - Study advertisements

Value	Label	Cases	Percentage
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04G: Current status/work history - Ways of looking for work - Recruitment test

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Take a recruitment test or examination or undergo an interview?
Concepts	Current status/work - Ways of looking for work - Recruitment test

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04H: Current status/work history - Last month - Ways look for work - Premises

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Look for land, premises or equipment for work?
Concepts	Current status/work - Ways of looking for work - Look land/premises

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04I: Current status/work history - Last month - Ways of look work - Licenses/financial

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Apply for permits, licences or financial resources for work?
Concepts	Current status/work - Ways of looking for work -Apply permits/licenses

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q04J: Current status/work history - Last month - Ways looking for work - Other

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	In the four weeks ending last Sunday, did you do any of these things: Do anything else to find work?
Concepts	Current status/work - Ways of looking for work - Other

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D04: Current status/work history - Last month - Active steps to find job

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b =

C_D04: Current status/work history - Last month - Active steps to find job

		Cases	Percentage
	2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)		
Literal question	Current status / work history - Last month - Active steps to find job.		
Concepts	Current status/work history - Last month - Active steps to find job		
Notes	Derived variable.		

Value	Label	Cases	Percentage
1	Yes		
2	No		
3	Not known		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q05: Current status/work history - Ability to start job within 2 weeks

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that did not do any paid work for at least one hour, either as an employee or through self-employment in the last week (i.e. C_Q01a = 2, DK or RF), and were not away from a job or business that they were returning to (i.e. C_Q01b = 2, DK, or RF), and did not do any unpaid work for at least one hour for a business that they owned or a relative owned (i.e. C_Q01c=2, DK, or RF), and they were looking for paid work at any time in the last four weeks (C_Q02a=1)
Literal question	If a job had been available in the week ending last Sunday, would you have been able to start within two weeks?
Concepts	Current status/work history - Ability to start job within 2 weeks

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D05: Current status/work history - Employment status (derived BY CAPI)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Current status / work history - Employment status (derived).
Concepts	Current status/work history - Employment status (derived)

Value	Label	Cases	Percentage
1	Employed		
2	Unemployed		
3	Out of the labour force		
4	Not known		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q06: Current status/work history - Last week - Number of jobs

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that had paid work for at least one hour, either as an employee or through selfemployment in the last week (i.e. C_Q01a=1) or were away from a job or business last week that they planned to return to (i.e. C_Q01b=1)
Literal question	In the last week, did you have one job or one business or was there more than one? Please only consider paid work.
Concepts	Current status/work history - Last week - Number of jobs

C_Q06: Current status/work history - Last week - Number of jobs

Value	Label	Cases	Percentage
1	One job or business		
2	More than one job or business		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D06: Current status/work history - Current - Paid job/family business (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Current status / work history - Current - Paid job / family business (derived).
Concepts	Current status/work history-Current-Paid job/family business (derived)

Value	Label	Cases	Percentage
1	Yes, paid work one job or business		
2	Yes, paid work more than one job or business		
3	Yes, unpaid work for family business		
4	No		
5	Not known		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q07: Current status/work history - Subjective status

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that had paid work for at least one hour, either as an employee or through selfemployment in the last week (i.e. C_Q01a=1) or were away from a job or business last week that they planned to return to (i.e. C_Q01b=1)
Literal question	Please look at this page 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. Please refer to page 10 of the information guide.
Concepts	Current status/work history - Subjective status

Value	Label	Cases	Percentage
1	Full-time employed (self-employed, employee)		
2	Part-time employed (self-employed, employee)		
3	Unemployed		
4	Pupil, student		
5	Apprentice, internship		
6	In retirement or early retirement		
7	Permanently disabled		
8	In compulsory military or community service		
9	Fulfilling domestic tasks or looking after children/family		
10	Other - Specify		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q07_T: Current work situation (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]

C_Q07_T: Current work situation (Trend-IALS/ALL)

Universe	All respondents
Literal question	Current work situation.
Concepts	Current work situation (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Employed or self employed		
2	Retired		
3	Not working and looking for work		
4	Student (including work programs)		
5	Doing unpaid household work		
6	Other		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q08A: Current status/work history - Ever paid work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents doing unpaid work for family business, or respondents not currently working, or respondents not known if working (i.e. C_D06=3, 4, or 5)
Literal question	Have you ever had paid work? Please include self-employment.
Concepts	Current status/work history - Ever paid work

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q08B: Current status/work history - Last year - Paid work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents doing unpaid work for family business, or respondents not currently working, or respondents not known if working (i.e. C_D06=3, 4, or 5)
Literal question	During the last 12 months, did you have any paid work? Please include self-employment.
Concepts	Current status/work history - Last year - Paid work

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q08C1: Current status/work history - Age when stopped working in last job

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that did not have any paid work, including self-employment, in last 12 months (i.e. C_Q08b=2)
Literal question	When you stopped working in your last paid job, how old were you or what year was it?
Concepts	Current status/work history - Age when stopped working in last job

C_Q08C1: Current status/work history - Age when stopped working in last job

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CQ08C1C: Current status/work history-Age stop working in last job (categorised)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that did not have any paid work, including self-employment, in last 12 months (i.e. C_Q08b=2)
Literal question	Current status / work history - Age stop working in last job (categorised).
Concepts	Current status/work history-Age stop working in last job (categorised)
Notes	Categorised, ten categories.

Value	Label	Cases	Percentage
1	Aged 19 or younger		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 to 59		
10	Aged 60 to 65		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q08C2: Current status/work history - Year when stopped working in last job

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that did not have any paid work, including self-employment, in last 12 months (i.e. C_Q08b=2)
Literal question	Year...
Concepts	Current status/work history - Year when stopped working in last job

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D08C: Current status/work history - Left work in past five years (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that did not have any paid work, including self-employment, in last 12 months (i.e. C_Q08b=2)
Literal question	Current status / work history - Left work in past five years (derived).

C_D08C: Current status/work history - Left work in past five years (derived)

Concepts	Current status/work history - Left work in past 5 years (derived)		

Value	Label	Cases	Percentage
1	Yes		
2	No or unknown		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q09: Current status/work history - Years of paid work during lifetime

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have had paid work at any time in their life
Literal question	In total, for approximately how many years have you had paid work? Only include those years where six months or more was spent in either full-time or part-time work.
Concepts	Current status/work history - Years of paid work during lifetime

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q09_C: Current status/work - Years paid work during lifetime top-coded at 47

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have had paid work at any time in their life
Literal question	Current status / work - Years paid work during lifetime (top-coded-47).
Concepts	Current status/work - Years paid work during lifetime (top-coded-47)
Notes	Top-coded at 47.

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D09: Current status/work history - Work experience (derived by CAPI)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Current status / work history - Work experience (derived).
Concepts	Current status/work history - Work experience (derived)

Value	Label	Cases	Percentage
1	Current status/work history - Work experience (derived)		
2	Recent work experience in last 12 months		
3	Left paid work longer than 12 months ago		
4	No work experience		
5	Status unknown		
9	Not stated		

C_D09: Current status/work history - Work experience (derived by CAPI)

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_D09_T: Worked at job/business in last 12 months (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Worked at job / business in last 12 months.
Concepts	Worked at job/business in last 12 months (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q10A: Current status/work history - Last five years- How many firms or organisations

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (C_D09=1), or have recent work experience in last 12 months (C_D09=2), or left work in past 5 years (C_D08c=1). See C_C09
Literal question	For how many different firms or organizations have you worked for in the last five years? Include your own business or businesses in the case of self-employment.
Concepts	Curr stat/work hist- Last 5 years- How many firms or organisations

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q10A_C: Current status/work history - Last five years, firms/organisations top-coded at 7

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (C_D09=1), or have recent work experience in last 12 months (C_D09=2), or left work in past 5 years (C_D08c=1). See C_C09
Literal question	Current status / work - Last five years - Firms / organisations - Top-coded at 7.
Concepts	Current status/work - Last 5 years-Firms/organisations-Top-coded at 7

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q03: Current status/work history - Economic sector

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	In which sector of the economy do you work? Is it...
Concepts	Current work - Economic sector

Value	Label	Cases	Percentage
1	The private sector (for example a company)		

D_Q03: Current status/work history - Economic sector

Value	Label	Cases	Percentage
2	The public sector for example local government/public school		
3	A non-profit organization		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q04: Current work - Employee or self-employed

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	Are you working as an employee or are you self-employed?
Concepts	Current work - Employee or self-employed

Value	Label	Cases	Percentage
1	Employee		
2	Self-employed		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q04_T: Status at this job or business - Six levels (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working as an employee or are self employed
Literal question	Status at this job or business - Six levels.
Concepts	Status at this job or business - six levels (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Employee, not supervisor		
2	Employee, supervising fewer than five people		
3	Employee, supervising more than five people		
4	Self-employed, not supervisor		
5	Self-employed, supervisor		
96	Valid skip		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q04_T1: Status at this job or business - Four levels (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working as an employee or are self-employed
Literal question	Status at this job or business - Four levels.
Concepts	Status at this job or business - four levels (Trend-IALS/ALL)

D_Q04_T1: Status at this job or business - Four levels (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Employee, not supervisor		
2	Employee, supervising fewer than five people		
3	Employee, supervising more than five people		
4	Self-employed or unpaid family worker		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05A1: Current work - Start of work for employer - Age

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	At what age or in which year did you start working for your current employer? Age...
Concepts	Current work - Start of work for employer - Age

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

DQ05A1C: Current work, Start work for employer, Age- categorised, 9 categories

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	Current work - Start work for employer - Age (categorised, nine categories).
Concepts	Current work-Start work for employer-Age (categorised, 9 categories)

Value	Label	Cases	Percentage
1	Aged 19 or younger		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 or older		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05A2: Current work - Start of work for employer - Year

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]

D_Q05A2: Current work - Start of work for employer - Year

Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	Year...
Concepts	Current work - Start of work for employer - Year

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05A3: Current work - Start of work for employer - Month

Information	[Type= discrete] [Format=numeric] [Range= 1-97] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) for their employer less than two years (i.e. (A_D01a3 - D_Q05a2 < 2))
Literal question	And in which month?
Concepts	Current work - Start of work for employer - Month

Value	Label	Cases	Percentage
1	January		
2	February		
3	March		
4	April		
5	May		
6	June		
7	July		
8	August		
9	September		
10	October		
11	November		
12	December		
96	Valid skip		
97	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05B1: Current work - Start of work for business - Age

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents who are self-employed (i.e. D_Q04=2); Excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	At what age or in which year did you start working in your current business? Age...
Concepts	Current work - Start of work for business - Age

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

DQ05B1C: Current work, Start work for business - Age-categorised, 9 categories

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who are self-employed (i.e. D_Q04=2); Excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	Current work - Start work for business - Age (categorised, nine categories).
Concepts	Current work-Start work for business-Age (categorised, 9 categories)

Value	**Label**	**Cases**	**Percentage**
1	Aged 19 or younger		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 or older		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05B2: Current work - Start of work for business - Year

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents who are self-employed (i.e. D_Q04=2); Excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	Year...
Concepts	Current work - Start of work for business - Year

Value	**Label**	**Cases**	**Percentage**
9996	Valid skip		
9997	Don't know		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q05B3: Current work - Start of work for business - Month

Information	[Type= discrete] [Format=numeric] [Range= 1-97] [Missing=*]
Universe	Respondents who are self-employed (i.e. D_Q04=2) for less than 2 years in their current business (i.e.(A_D01a3 - D_Q05b2 < 2)); Excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	And in which month was that?
Concepts	Current work - Start of work for business - Month

Value	**Label**	**Cases**	**Percentage**
1	January		
2	February		
3	March		
4	April		
5	May		
6	June		
7	July		

D_Q05B3: Current work - Start of work for business - Month

Value	Label	Cases	Percentage
8	August		
9	September		
10	October		
11	November		
12	December		
96	Valid skip		
97	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q06A: Current work - Amount of people working for employer

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	How many people work for your employer at your place of work? Would that be...
Concepts	Current work - Amount of people working for employer

Value	Label	Cases	Percentage
1	One to ten people		
2	11 to 50 people		
3	51 to 250 people		
4	251 to 1000 people		
5	More than 1000 people		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q06B: Current work - Amount of people working for employer increased

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	Over the last 12 months, has the number of people working at the place where you work...
Concepts	Current work - Amount of people working for employer increased

Value	Label	Cases	Percentage
1	Increased		
2	Decreased		
3	Stayed more or less the same		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q06C: Current work - Part of a larger organisation

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2)

D_Q06C: Current work - Part of a larger organisation

Literal question	Is the place where you work part of a larger firm or organisation?
Concepts	Current work - Part of a larger organisation

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q07A: Current work - Employees working for you

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents that are self-employed (i.e. D_Q04=2)
Literal question	Do you have employees working for you? Please include family members working paid or unpaid in the business.
Concepts	Current work - Employees working for you

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q07B: Current work - Employees working for you - Count

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents that are self-employed (i.e. D_Q04=2) and have employees working for them (i.e. D_Q07a = 1)
Literal question	How many people do you employ? Would that be...
Concepts	Current work - Employees working for you - Count

Value	Label	Cases	Percentage
1	One to ten people		
2	11 to 50 people		
3	51 to 250 people		
4	251 to 1000 people		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q07B_C: Current work, Employees working for you, Count collapsed, 2 categories

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are self-employed (i.e. D_Q04=2) and have employees working for them (i.e. D_Q07a = 1)
Literal question	Current work - Employees working for you (collapsed, two categories).
Concepts	Current work - Employees working for you (collapsed, 2 categories)

Value	Label	Cases	Percentage
1	One to ten people		
2	More than ten people		
6	Valid skip		
9	Not stated		

D_Q07B_C: Current work, Employees working for you, Count collapsed, 2 categories

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q08A: Current work - Managing other employees

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	Do you manage or supervise other employees?
Concepts	Current work - Managing other employees

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q08B: Current work - Managing other employees - Count

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) and manage or supervise other employees (i.e. D_Q08a=1); Excluding respondents who are self-employed (i.e. D_Q04=2)
Literal question	How many employees do you supervise or manage directly or indirectly? Would that be...
Concepts	Current work - Managing other employees - Count

Value	Label	Cases	Percentage
1	One to five people		
2	Six to ten people		
3	11 to 24 people		
4	25 to 99 people		
5	100 or more people		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q09: Current work - Type of contract (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); excluding respondents who are self-employed (i.e. D_Q04=2), and excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	What kind of employment contract do you have? Is that...
Concepts	Current work - Type of contract

Value	Label	Cases	Percentage
1	An indefinite contract		
2	A fixed term contract		
3	A temporary employment agency contract		
4	An apprenticeship or other training scheme		
5	No contract		
6	Other		

D_Q09: Current work - Type of contract (1)

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q10: Current work - Hours/week

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	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.
Concepts	Current work - Hours/week

Value	Label	Cases	Percentage
996	Valid skip		
997	Don't know		
998	Refusal		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q10_C: Current work - Hours/week (top-coded at 60)

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current work - Hours / week (top-coded at 60).
Concepts	Current work - Hours/week (top-coded at 60)

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q10_T: Hours per week at this job or business - Number hours (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 996-999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid)
Literal question	Hours per week at this job or business - Number hours.
Concepts	Hours per week at this job or business- number hours (Trend-IALS/ALL)

Value	Label	Cases	Percentage
996	Valid skip		
998	Refusal		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q10_T1: Hours per week at this job/business - Range of hours (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid)
Literal question	Hours per week at this job / business- Range of hours.

D_Q10_T1: Hours per week at this job/business - Range of hours (Trend-IALS/ALL)

Concepts	Hours per week at this job/business- range of hours (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	0 to 20 hours		
2	21 to 40 hours		
3	41 to 60 hours		
4	61 to 80 hours		
5	81 to 100 hours		
6	More than 100 hours		
96	Valid skip		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q11A: Current work - Work flexibility - Sequence of tasks

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	To what extent can you choose or change the sequence of your tasks?
Concepts	Current work - Work flexibility - Sequence of tasks

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q11B: Current work - Work flexibility - How to do the work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	To what extent can you choose or change how you do your work?
Concepts	Current work - Work flexibility - How to do the work

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q11C: Current work - Work flexibility - Speed of work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	To what extent can you choose or change the speed or rate at which you work?
Concepts	Current work - Work flexibility - Speed of work

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q11D: Current work - Work flexibility - Working hours

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	To what extent can you choose or change your working hours?
Concepts	Current work - Work flexibility - Working hours

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q12A: Current work - Requirements - Education level (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2)
Literal question	Still talking about your current job: If applying today, what would be the usual qualifications, if any, that someone would need to get this type of job?
Concepts	Current work - Requirements - Education level

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or more)		
8	ISCED 4C		
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree		
14	ISCED 6		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q12B: Current work - Requirements - To do the job satisfactorily

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents working as an employee (see D_C12) and where D_Q12aca=2 to 13
Literal question	Thinking about whether this qualification is necessary for doing your job satisfactorily, which of the following statements would be most true?
Concepts	Current work - Requirements - To do the job satisfactorily

Value	Label	Cases	Percentage
1	This level is necessary		

D_Q12B: Current work - Requirements - To do the job satisfactorily

Value	Label	Cases	Percentage
2	A lower level would be sufficient		
3	A higher level would be needed.		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q12C: Current work - Requirements - Related work experience

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents working as an employee (see D_C12) and where D_Q12aca=1 to 13
Literal question	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...
Concepts	Current work - Requirements - Related work experience

Value	Label	Cases	Percentage
1	None		
2	Less than one month		
3	One to six months		
4	Seven to eleven months		
5	One or two years		
6	Three years or more		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q13A: Current work - Learning - Learning from co-workers/supervisors

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excludes respondents that are self-employed and have no employees (i.e. D_Q04=2 and D_Q07a = 2)
Literal question	In your own job, how often do you learn new work-related things from co-workers or supervisors? Please refer to page 13 of the information guide.
Concepts	Current work - Learning - Learning from co-workers/supervisors

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q13B: Current work - Learning - Learning-by-doing

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	How often does your job involve learning-by-doing from the tasks you perform?
Concepts	Current work - Learning - Learning-by-doing

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q13C: Current work - Learning - Keeping up to date

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	How often does your job involve keeping up-to-date with new products or services?
Concepts	Current work - Learning - Keeping up to date

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q14: Current work - Job satisfaction

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	All things considered, how satisfied are you with your current job? Would you say you are...
Concepts	Current work - Job satisfaction

Value	Label	Cases	Percentage
1	Extremely satisfied		
2	Satisfied		
3	Neither satisfied nor dissatisfied		
4	Dissatisfied		
5	Extremely dissatisfied		
6	Valid skip		

D_Q14: Current work - Job satisfaction

Value	Label	Cases	Percentage
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16A: Current work - Earnings - Salary interval

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)
Literal question	What is the easiest way for you to report your usual gross wage or salary for your current job? Would it be...
Concepts	Current work - Earnings - Salary interval

Value	Label	Cases	Percentage
1	Per hour		
2	Per day		
3	Per week		
4	Per two weeks		
5	Per month		
6	Per year		
7	Piece rate		
8	I get no salary or wage at all		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16AS: Current work - Earnings - Hours per piece

Information	[Type= continuous] [Format=numeric] [Range= 9999.96-9999.98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) and that report their usual gross wage or salary for their current job as piece rate (i.e. D_Q16a = 7)
Literal question	Could you please specify how many hours on average it takes to produce one piece?
Concepts	Current work - Earnings - Hours per piece
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.96	Valid skip		
9999.97	Don't know		
9999.98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_D16A: Current work - Earnings - Salary interval per hour (derived BY CAPI)

Information	[Type= continuous] [Format=numeric] [Range= 9999.96-9999.99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current work - Earnings - Salary interval per hour (derived).
Concepts	Current work - Earnings - Salary interval per hour (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

D_D16A: Current work - Earnings - Salary interval per hour (derived BY CAPI)

Value	Label	Cases	Percentage
9999.96	Valid skip		
9999.97	Don't know		
9999.98	Refusal		
9999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16B: Current work - Earnings - Gross pay

Information	[Type= continuous] [Format=numeric] [Range= 99999999999.96-99999999999.99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)
Literal question	If (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month or holiday pay. Else if (DD_Q16A = 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 assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13th month or holiday pay. Else What is your usual gross pay? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social assistance contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as a 13th month or holiday pay.
Concepts	Current work - Earnings - Gross pay
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
99999999999.96	Valid skip		
99999999999.97	Don't know		
99999999999.98	Refusal		
99999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16B_T: Wage or salary [weekly/hourly] before taxes/deductions (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 9-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)
Literal question	Wage or salary [weekly / hourly] before taxes / deductions.
Concepts	Wage or salary [weekly/hourly] before txs/ deductions (Trend-IALS/ALL)

Value	Label	Cases	Percentage
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16C: Current work - Earnings - Gross pay in broad categories

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that refused D_Q16b
Literal question	Would you be prepared to answer this question if we ask it in broad categories?
Concepts	Current work - Earnings - Gross pay in broad categories

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D1: Current work - Earnings - Broad categories - Gross pay per hour

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per hour basis (i.e. D_Q16a=1)
Literal question	How much would you estimate your usual gross pay per hour is?
Concepts	Current work - Earnings - Broad categories - Gross pay per hour

Value	Label	Cases	Percentage
1	Less than $9		
2	$9 to less than $14		
3	$14 to less than $17		
4	$17 to less than $25		
5	$25 to less than $35		
6	$35 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D2: Current work - Earnings - Broad categories - Gross pay per day

Information	[Type= discrete] [Format=numeric] [Range= 2-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per day basis (i.e. D_Q16a=2)
Literal question	How much would you estimate your usual gross pay per day is?
Concepts	Current work - Earnings - Broad categories - Gross pay per day

Value	Label	Cases	Percentage
2	$70 to less than $110		
3	$110 to less than $135		
4	$135 to less than $200		
6	$275 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D3: Current work - Earnings - Broad categories - Gross pay per week

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per weeks basis (i.e. D_Q16a=3)
Literal question	How much would you estimate your usual gross pay per week is?
Concepts	Current work - Earnings - Broad categories - Gross pay per week

Value	Label	Cases	Percentage
1	Less than $200		
2	$200 to less than $400		
3	$400 to less than $700		
4	$700 to less than $1,000		
5	$1,000 to less than $1,350		
6	$1,350 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D4: Current work - Earnings - Broad categories - Gross pay per two weeks

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per two weeks basis (i.e. D_Q16a=4)
Literal question	How much would you estimate your usual gross pay per two weeks is?
Concepts	Current work - Earnings - Broad categories - Gross pay per 2 weeks

Value	Label	Cases	Percentage
1	Less than $400		
2	$400 to less than $800		
3	$800 to less than $1,400		
4	$1,400 to less than $2,000		
5	$2,000 to less than $2,700		
6	$2,700 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D5: Current work - Earnings - Broad categories - Gross pay per month

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per month basis, piece rate, dk, or rf (i.e. D_Q16a=5, 7, dk, or rf)
Literal question	How much would you estimate your usual gross pay per month is?
Concepts	Current work - Earnings - Broad categories - Gross pay per month

Value	Label	Cases	Percentage
1	Less than $900		
2	$900 to less than $1,700		

D_Q16D5: Current work - Earnings - Broad categories - Gross pay per month

Value	Label	Cases	Percentage
3	$1,700 to less than $2,900		
4	$2,900 to less than $4,300		
5	$4,300 to less than $5,800		
6	$5,800 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q16D6: Current work - Earnings - Broad categories - Gross pay per year

Information	[Type= discrete] [Format=numeric] [Range= 2-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3), and can report gross wage or salary for current job on a per year basis (i.e. D_Q16a=6)
Literal question	How much would you estimate your usual gross pay per year is?
Concepts	Current work - Earnings - Broad categories - Gross pay per year

Value	Label	Cases	Percentage
2	$3,000 to less than $10,000		
3	$10,000 to less than $25,000		
4	$25,000 to less than $50,000		
5	$50,000 to less than $75,000		
6	$75,000 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q17A: Current work - Earnings - Additional payments

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are not self-employed (i.e. D_Q04<>2) and receive some type of salary or wage (i.e. D_Q16a = 1 to 7)
Literal question	In addition to your usual pay, do you receive any other payments related to this job, such as annual bonuses, such as a 13th month or holiday pay?
Concepts	Current work - Earnings - Additional payments

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q17B: Current work - Earnings - Additional payments amount last year

Information	[Type= continuous] [Format=numeric] [Range= 99999999996-99999999998] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and receive other payments related to this job (such as annual bonuses) (i.e. D_Q17a), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)

D_Q17B: Current work - Earnings - Additional payments amount last year

Literal question	In total, how much were these additional payments last year? Please think in terms of gross payments.
Concepts	Current work - Earnings - Additional payments amount last year
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
99999999996	Valid skip		
99999999997	Don't know		
99999999998	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q17C: Current work - Earnings - Additional payments in broad categories

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and receive other payments related to this job (such as annual bonuses) (i.e. D_Q17a), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)
Literal question	Would you be prepared to answer this question if we ask it in broad categories?
Concepts	Current work - Earnings - Additional payments in broad categories

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q17D: Current work - Earnings - Additional payments - Broad - Last year

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that refused to answer D_Q17b but would answer in broader categories (i.e. D_Q17c = 1), are currently working (paid or unpaid) (i.e. C_D09=1), and receive other payments related to this job (such as annual bonuses) (i.e. D_Q17a), and are not self-employed (i.e. D_Q04<>2), and do not do unpaid work for family business (i.e. C_D06<>3)
Literal question	How much would you estimate these additional payments were last year? Please think in terms of gross payments. Were they...
Concepts	Current work - Earnings - Additional payments - Broad - Last year

Value	Label	Cases	Percentage
1	Less than $900		
2	$900 to less than $3,000		
3	$3,000 or more		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q18A: Current work - Earnings - Total earnings last year

Information	[Type= continuous] [Format=numeric] [Range= 99999999996-99999999999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents doing unpaid work for family business (i.e. C_D06=3), and are self-employed (i.e. D_Q04 = 2)
Literal question	If ((((ˆAA_D01A_3 x 12) + ˆAA_D01A_1) to ((ˆDD_Q05B_2 x 12) + ˆDD_Q05B_3)) < 12). What were your total earnings last month from your current business after deducting all business expenses, but before deducting income taxes, social assistance contributions, and the like? Else What were your total earnings last year from your current business after deducting all business expenses, but before deducting income taxes, social assistance contributions, and the like?

D_Q18A: Current work - Earnings - Total earnings last year

Concepts	Current work - Earnings - Total earnings last year
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
99999999996	Valid skip		
99999999997	Don't know		
99999999998	Refusal		
99999999999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q18A_T: Annual net income before taxes and deductions (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Annual net income before taxes and deductions.
Concepts	Annual net income before taxes and deductions (Trend-IALS/ALL)

Value	Label	Cases	Percentage
0	No income		
1	Lowest quintile		
2	Next lowest quintile		
3	Mid-level quintile		
4	Next to highest quintile		
5	Highest quintile		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q18B: Current work - Earnings - Total earnings broad categories

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents doing unpaid work for family business (i.e. C_D06=3), and are self-employed (i.e. D_Q04 = 2), and refused D_Q18a
Literal question	Would you be prepared to answer this question if we ask it in broad categories?
Concepts	Current work - Earnings - Total earnings broad categories

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q18C1: Current work - Earnings - Broad categories - Total earnings last month

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are self-employed (i.e. D_Q04 = 2), and have been in their current business for less than one year (see D_C18c)
Literal question	How much would you estimate your earnings last month were? Please refer to page 14E of the information guide.
Concepts	Current work - Earnings - Broad categories - Total earnings last month

Value	Label	Cases	Percentage
1	Less than $900		
2	$900 to less than $1,700		

D_Q18C1: Current work - Earnings - Broad categories - Total earnings last month

Value	Label	Cases	Percentage
3	$1,700 to less than $2,900		
4	$2,900 to less than $4,300		
6	$5,800 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q18C2: Current work - Earnings - Broad categories - Total earnings last year

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are self-employed (i.e. D_Q04 = 2), and have been in their current business for 1 year or more (see D_C18c)
Literal question	How much would you estimate your earnings last year were? Please refer to page 14f of the information guide.
Concepts	Current work - Earnings - Broad categories - Total earnings last year

Value	Label	Cases	Percentage
1	Less than $3,000		
2	$3,000 to less than $10,000		
3	$10,000 to less than $25,000		
4	$25,000 to less than $50,000		
5	$50,000 to less than $75,000		
6	$75,000 or more		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q03: Last job - Economic sector

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	In which sector of the economy did you work? Was it...
Concepts	Last job - Economic sector

Value	Label	Cases	Percentage
1	The private sector (for example a company)		
2	The public sector (the local government or a public school)		
3	A non-profit organization (charity/professional association)		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q04: Last job - Employee or self-employed

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	In this job, were you working as an employee or were you self-employed?
Concepts	Last job - Employee or self-employed

E_Q04: Last job - Employee or self-employed

Value	Label	Cases	Percentage
1	Employee		
2	Self-employed		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q05A1: Last job - Start of work for employer - Age

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	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? 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? Else still talking about the job you left: At what age or in which year did you start working for your former employer? Age...
Concepts	Last job - Start of work for employer - Age

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EQ05A1C: Last job - Start of work for employer -Age (categorised, 9 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	Last job - Start of work for employer - Age (categorised, nine categories).
Concepts	Last job - Start of work for employer-Age (categorised, 9 categories)

Value	Label	Cases	Percentage
1	Aged 19 or younger		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 or older		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q05A2: Last job - Start of work for employer - Year

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]

E_Q05A2: Last job - Start of work for employer - Year

Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	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? 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? Still talking about the job you left: At what age or in which year did you start working for your former employer?
Concepts	Last job - Start of work for employer - Year

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q05B1: Last job - Start of work for business - Age

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as self-employed (i.e. E_Q04=2)
Literal question	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? 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? Else still talking about the business you left in: At what age or in which year did you start working in your former business? Age...
Concepts	Last job - Start of work for business - Age

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EQ05B1C: Last job - Start of work for business -Age (categorised, 9 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as self-employed (i.e, E_Q04=2)
Literal question	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?
Concepts	Last job - Start of work for business-Age (categorised, 9 categories)

Value	Label	Cases	Percentage
1	Aged 19 or younger		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 or older		
96	Valid skip		
97	Don't know		

EQ05B1C: Last job - Start of work for business -Age (categorised, 9 categories)

Value	Label	Cases	Percentage
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q05B2: Last job - Start of work for business - Year

Information	[Type= continuous] [Format=numeric] [Range= 9996-9998] [Missing=*]
Universe	Respondents not currently working but had paid work in past 5 years (i.e. C_D09=2 or C_D08c=1) as self-employed (i.e. E_Q04=2)
Literal question	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? 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? Still talking about the job you left: At what age or in which year did you start working for your former employer?
Concepts	Last job - Start of work for business - Year

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q06: Last job - Amount of people working for employer

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	How many people worked for your employer at the place where you worked? Would that be...
Concepts	Last job - Amount of people working for employer

Value	Label	Cases	Percentage
1	1 to 10 people		
2	11 to 50 people		
3	51 to 250 people		
4	251 to 1,000 people		
5	More than 1,000 people		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q07A: Last job - Employees working for you

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1), and were self-employed (i.e. E_Q04=2)
Literal question	Did you have employees working for you? Please include family members who worked paid or unpaid in the business.
Concepts	Last job - Employees working for you

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q07B: Last job - Employees working for you - Count

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1), and were self-employed (i.e. E_Q04=2), and had employees (i.e. E_Q07a = 1)
Literal question	How many people did you employ at the place where you worked? Would that be...
Concepts	Last job - Employees working for you - Count

Value	Label	Cases	Percentage
1	1 to 10 people		
2	11 to 50 people		
3	51 to 250 people		
4	251 to 1,000 people		
6	Valid skip		
7	Don't know		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q08: Last job - Type of contract (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	What kind of employment contract did you have?
Concepts	Last job - Type of contract

Value	Label	Cases	Percentage
1	An indefinite contract		
2	A fixed term contract		
3	A temporary employment agency contract		
4	An apprenticeship or other training scheme		
5	No contract		
6	Other		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q09: Last job - Hours/week

Information	[Type= continuous] [Format=numeric] [Range= 996-998] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	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.
Concepts	Last job - Hours/week

Value	Label	Cases	Percentage
996	Valid skip		
997	Don't know		
998	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q09_C: Last work - Hours/week (top-coded at 60)

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]

E_Q09_C: Last work - Hours/week (top-coded at 60)

Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last work - Hours / week (top-coded at 60).
Concepts	Last work - Hours/week (top-coded at 60)

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q10: Last job - Reason for end of job

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	Could you tell me the main reason you stopped working at your last job? Please refer to page 15 of the information guide.
Concepts	Last job - Reason for end of job

Value	Label	Cases	Percentage
1	I was dismissed		
2	I was laid-off		
3	It was a temporary job that came to an end		
4	I resigned		
5	I gave up work for health reasons		
6	I took early retirement		
7	I retired (at or after age 60)		
8	I gave up work because of family responsibilities/child care		
9	I gave up work in order to study		
10	I left for some other reason		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q01B: Skill use work - Time cooperating with co-workers

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or that have recent work experience in last 12 months (i.e. C_D09=1 or 2). Excludes self-employed respondents that have no employees working for them (i.e. (D_Q04=2 AND D_Q07a=2) or (E_Q04=2 AND E_Q07a=2)
Literal question	For the next question, please refer to page 7 of the information guide. In your current job what proportion of your time do you usually spend cooperating or collaborating with co-workers? For the next question, please refer to page 7 of the information guide. In your last job what proportion of your time did you usually spend cooperating or collaborating with co-workers?
Concepts	Skill use work - Time cooperating with co-workers

Value	Label	Cases	Percentage
1	None of the time		
2	Up to a quarter of the time		
3	Up to half of the time		
4	More than half of the time		

F_Q01B: Skill use work - Time cooperating with co-workers

Value	Label	Cases	Percentage
5	All of the time		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q02A: Skill use work - How often - Sharing work-related information

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	For the next questions, please refer to page 13 of the information guide. How often does your current job usually involve sharing work-related information with co-workers? For the next questions, please refer to page 13 of the information guide. How often did your last job usually involve sharing work-related information with co-workers?
Concepts	Skill use work - How often - Sharing work-related info

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q02B: Skill use work - How often - Teaching people

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve: Instructing, training or teaching people, individually or in groups? How often did your last job usually involve: Instructing training or teaching people, individually or in groups?
Concepts	Skill use work - How often - Teaching people

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q02C: Skill use work - How often - Presentations

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)

F_Q02C: Skill use work - How often - Presentations

Literal question	For the next questions, please refer to page 13 of the Information Guide. How often does your current job usually involve making speeches or giving presentations in front of five or more people? For the next questions, please refer to page 13 of the information guide. How often did your last job usually involve making speeches or giving presentations in front of five or more people?		
Concepts	Skill use work - How often - Presentations		

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q02D: Skill use work - How often - Selling

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	For the next questions, please refer to page 13 of the information guide. How often does your current job usually involve selling a product or selling a service? For the next questions, please refer to page 13 of the information guide. How often did your last job usually involve selling a product or selling a service?
Concepts	Skill use work - How often - Selling

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q02E: Skill use work - How often - Advising people

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	For the next questions, please refer to page 13 of the information guide. How often does your current job usually involve advising people? For the next questions, please refer to page 13 of the information guide. How often did your last job usually involve advising people?
Concepts	Skill use work - How often - Advising people

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		

F_Q02E: Skill use work - How often - Advising people

Value	Label	Cases	Percentage
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q03A: Skill use work - How often - Planning own activities

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve planning your own activities? How often did your last job usually involve planning your own activities?
Concepts	Skill use work - How often - Planning own activities

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q03B: Skill use work - How often - Planning others activities

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve planning the activities of others? How often did your last job usually involve planning the activities of others?
Concepts	Skill use work - How often - Planning others activities

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q03C: Skill use work - How often - Organising own time

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve organising your own time? How often did your last job usually involve organising your own time?
Concepts	Skill use work - How often - Organising own time

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		

F_Q03C: Skill use work - How often - Organising own time

Value	Label	Cases	Percentage
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q04A: Skill use work - How often - Influencing people

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve persuading or influencing people? How often did your last job usually involve persuading or influencing people?
Concepts	Skill use work - How often - Influencing people

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q04B: Skill use work - How often - Negotiating with people

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve negotiating with people either inside or outside your firm or organization? How often did your last job usually involve negotiating with people either inside or outside your firm or organization?
Concepts	Skill use work - How often - Negotiating with people

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q05A: Skill use work - Problem solving - Simple problems

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)

F_Q05A: Skill use work - Problem solving - Simple problems

Literal question	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 with relatively simple problems that take no more than five minutes to find a good solution? 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 with relatively simple problems that took no more than five minutes to find a good solution?
Concepts	Skill use work - Problem solving - Simple problems

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q05B: Skill use work - Problem solving - Complex problems

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	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. 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.
Concepts	Skill use work - Problem solving - Complex problems

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q06B: Skill use work - How often - Working physically for long

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve performing physical work for a (long) period of time? How often did your last job usually involve performing physical work for a (long) period of time?
Concepts	Skill use work - How often - Working physically for long

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		

F_Q06B: Skill use work - How often - Working physically for long

Value	Label	Cases	Percentage
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q06C: Skill use work - How often - Using hands or fingers

Information	[Type= discrete] [Format=numeric] [Range=1-9] [Missing=*]
Universe	Respondents currently working (paid or unpaid) or have recent work experience in last 12 months (i.e. C_D09=1 or 2)
Literal question	How often does your current job usually involve using skill or accuracy with your hands or fingers? How often did your last job usually involve using skill or accuracy with your hands or fingers?
Concepts	Skill use work - How often - Using hands or fingers

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q07A: Skill use work - Not challenged enough

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	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?
Concepts	Skill use work - Not challenged enough

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F_Q07B: Skill use work - Need more training

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Do you feel that you need further training in order to cope well with your present duties?

F_Q07B: Skill use work - Need more training

Concepts	Skill use work - Need more training

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01A: Skill use work - Literacy - Read directions or instructions

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D 09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read directions or instructions? In your last job, how often did you usually: Read directions or instructions?
Concepts	Skill use work - Literacy - Read directions or instructions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01A_T: As part of job, read or use directions or instructions (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use directions or instructions.
Concepts	As part of job, read or use directions or instructions(Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01AT1: Part of job,read/use directions/instructions-collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

GQ01AT1: Part of job,read/use directions/instructions-collapsed (Trend-IALS/ALL)

Universe	Respondents that are currently working (paid or unpaid); or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use directions or instructions.
Concepts	As part of job, read or use directions or instructions
Notes	Levels collapsed (Trend-IALS/ALL).

Value	**Label**	**Cases**	**Percentage**
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01B: Skill use work - Literacy - Read letters memos or mails

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read letters, memos or e-mails? In your last job, how often did you usually: Read letters, memos or e-mails?
Concepts	Skill use work - Literacy - Read letters memos or mails

Value	**Label**	**Cases**	**Percentage**
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01B_T: As part of job, read or use letters, memos, e-mails (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use letters, memos, e-mails.
Concepts	As part of job, read or use letters, memos, e-mails (Trend-IALS/ALL)

Value	**Label**	**Cases**	**Percentage**
1	At least once a week		
2	Less than once a week		
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

G_Q01B_T: As part of job, read or use letters, memos, e-mails (Trend-IALS/ALL)

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01BT1: Part of job, read/use letters/memos/e-mails- collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use letters, memos, e-mails.
Concepts	As part of job, read or use letters, memos, e-mails
Notes	Levels collapsed (Trend-IALS/ALL).

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01C: Skill use work - Literacy - Read newspapers or magazines

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read articles in newspapers, magazines or newsletters? In your last job, how often did you usually: Read articles in newspapers, magazines or newsletters?
Concepts	Skill use work - Literacy - Read newspapers or magazines

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01C_T: As part of job, read/use reports/articles/magazines/journals (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use reports, articles, magazines, journals.
Concepts	As part of job, read or use reports, articles, magazines, journals
Notes	Trend-IALS/ALL.

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		

G_Q01C_T: As part of job, read/use reports/articles/magazines/journals (Trend-IALS/ALL)

Value	Label	Cases	Percentage
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01CT1: Part of job, read/reports/articles/magazines/journals-collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use reports, articles, magazines, journals.
Concepts	As part of job, read or use reports, articles, magazines, journals
Notes	Levels collapsed (Trend-IALS/ALL).

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01D: Skill use work - Literacy - Read professional journals or publications

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read articles in professional journals or scholarly publications? In your last job, how often did you usually: Read articles in professional journals or scholarly publications?
Concepts	Skill use work - Literacy - Read professional journals or publications

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01E: Skill use work - Literacy - Read books

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read books? In your last job, how often did you usually: Read books?

G_Q01E: Skill use work - Literacy - Read books

Concepts	Skill use work - Literacy - Read books		

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01F: Skill use work - Literacy - Read manuals or reference materials

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)		
Literal question	In your current job, how often do you usually: Read manuals or reference materials? In your last job, how often did you usually: Read manuals or reference materials?		
Concepts	Skill use work - Literacy - Read manuals or reference materials		

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01F_T: As part of job, read/use manuals/reference books/catalogues (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months		
Literal question	As part of job, read or use manuals, reference books, catalogues.		
Concepts	As part of job, read or use manuals, reference books, catalogues		
Notes	Trend-IALS/ALL.		

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

G_Q01F_T: As part of job, read/use manuals/reference books/catalogues (Trend-IALS/ALL)

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01FT1: Part of job, read/manuals/reference books/catalogues-collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use manuals, reference books, catalogues.
Concepts	As part of job, read or use manuals, reference books, catalogues
Notes	Levels collapsed (Trend-IALS/ALL).

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01G: Skill use work - Literacy - Read financial statements

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read bills, invoices, bank statements or other financial statements? In your last job, how often did you usually: Read bills, invoices, bank statements or other financial statements?
Concepts	Skill use work - Literacy - Read financial statements

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01G_T: Part of job, read/use bills/invoices/spreadsheets/budget tables (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	Part of job, read or use bills, invoices, spreadsheets, budget tables.
Concepts	Part of job, read or use bills, invoices, spreadsheets, budget tables
Notes	Trend-IALS/ALL.

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		

G_Q01G_T: Part of job, read/use bills/invoices/spreadsheets/budget tables (Trend-IALS/ALL)

Value	Label	Cases	Percentage
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01GT1: Part of job, read/use bills/invoices/spreadsheets/budget-collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read / use bills, invoices, spreadsheets, budget tables.
Concepts	As part of job, read/use bills, invoices, spreadsheets, budget tables
Notes	Levels collapsed (Trend-IALS/ALL).

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01H: Skill use work - Literacy - Read diagrams maps or schematics

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Read diagrams, maps or schematics? In your last job, how often did you usually: Read diagrams, maps or schematics?
Concepts	Skill use work - Literacy - Read diagrams maps or schematics

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q01H_T: As part of job, read or use diagrams or schematics (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use diagrams or schematics.

G_Q01H_T: As part of job, read or use diagrams or schematics (Trend-IALS/ALL)

Concepts	As part of job, read or use diagrams or schematics (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely		
4	Never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

GQ01HT1: As part of job, read/use diagrams/schematics-levels collapsed (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid); Or respondents that have recent work experience in the last 12 months
Literal question	As part of job, read or use diagrams or schematics.
Concepts	As part of job, read or use diagrams or schematics
Notes	Levels collapsed (Trend-IALS/ALL).

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week		
3	Rarely or never		
6	Valid skip		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q02A: Skill use work - Literacy - Write letters memos or mails

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Write letters, memos or e-mails? In your last job, how often did you usually: Write letters, memos or e-mails?
Concepts	Skill use work - Literacy - Write letters memos or mails

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q02B: Skill use work - Literacy - Write articles

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Write articles for newspapers, magazines or newsletters? In your last job, how often did you usually: Write articles for newspapers, magazines or newsletters?
Concepts	Skill use work - Literacy - Write articles

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q02C: Skill use work - Literacy - Write reports

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Write reports? In your last job, how often did you usually: Write reports?
Concepts	Skill use work - Literacy - Write reports

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q02D: Skill use work - Literacy - Fill in forms

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Fill in forms? In your last job, how often did you usually: Fill in forms?
Concepts	Skill use work - Literacy - Fill in forms

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		

G_Q02D: Skill use work - Literacy - Fill in forms

Value	Label	Cases	Percentage
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03B: Skill use work - Numeracy - How often - Calculating costs or budgets

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Calculate prices, costs or budgets? In your last job, how often did you usually: Calculate prices, costs or budgets?
Concepts	Skill use work - Numeracy - How often - Calculating costs or budgets

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03C: Skill use work - Numeracy - How often - Use/calculate fractions/percentages

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Use or calculate fractions, decimals or percentages? In your last job, how often did you usually: Use or calculate fractions, decimals or percentages?
Concepts	Skill use work-Numeracy-How often-Use/calculate fractions/percentages

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03D: Skill use work - Numeracy - How often - Use a calculator

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

G_Q03D: Skill use work - Numeracy - How often - Use a calculator

	Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
	Literal question	In your current job, how often do you usually: Use a calculator - Either hand-held or computer-based? In your last job, how often did you usually: Use a calculator - Either hand-held or computer-based?
	Concepts	Skill use work - Numeracy - How often - Use a calculator

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03F: Skill use work - Numeracy - How often - Prepare charts graphs/tables

	Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
	Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
	Literal question	In your current job, how often do you usually: Prepare charts, graphs or tables? In your last job, how often did you usually: Prepare charts, graphs or tables?
	Concepts	Skill use work - Numeracy - How often - Prepare charts graphs/tables

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03G: Skill use work - Numeracy - How often - Use simple algebra or formulas

	Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
	Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
	Literal question	In your current job, how often do you usually: Use simple algebra or formulas? In your last job, how often did you usually: Use simple algebra or formulas?
	Concepts	Skill use work - Numeracy - How often - Use simple algebra or formulas

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		

G_Q03G: Skill use work - Numeracy - How often - Use simple algebra or formulas

Value	Label	Cases	Percentage
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q03H: Skill use work - Numeracy - How often - Use advanced math/statistics

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	In your current job, how often do you usually: Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques? In your last job, how often did you usually: Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques?
Concepts	Skill use work - Numeracy - How often - Use advanced math/statistics

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q04: Skill use work - ICT - Experience with computer in job

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Do you use a computer in your current job? Did you use a computer in your last job?
Concepts	Skill use work - ICT - Experience with computer in job

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q04_T: Ever used computer (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have used a computer (i.e. G_Q04=1 or H_Q04a=1)
Literal question	Ever used computer.

G_Q04_T: Ever used computer (Trend-IALS/ALL)

Concepts	Ever used computer (Trend-IALS/ALL)		

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05A: Skill use work - ICT - Internet - How often - For mail

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Use email? In your last job, how often did you usually: Use email?
Concepts	Skill use work - ICT - Internet - How often - For mail

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05C: Skill use work - ICT - Internet - How often - Work related info

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Use the internet in order to better understand issues related to your work? In your last job, how often did you usually: Use the internet in order to better understand issues related to your work?
Concepts	Skill use work - ICT - Internet - How often - Work related info

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05D: Skill use work - ICT - Internet - How often - Conduct transactions

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))

G_Q05D: Skill use work - ICT - Internet - How often - Conduct transactions

Literal question	In your current job, how often do you usually: Conduct transactions on the Internet, for example, buying or selling products or services, or banking? In your last job, how often did you usually: Conduct transactions on the Internet, for example, buying or selling products or services, or banking?
Concepts	Skill use work - ICT - Internet - How often - Conduct transactions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05E: Skill use work - ICT - Computer - How often - Spreadsheets

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Use spreadsheet software, for example excel? In your last job, how often did you usually: Use spreadsheet software, for example excel?
Concepts	Skill use work - ICT - Computer - How often - Spreadsheets

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05F: Skill use work - ICT - Computer - How often - Word

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Use a word processor, for example word? In your last job, how often did you usually: Use a word processor, for example word?
Concepts	Skill use work - ICT - Computer - How often - Word

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

G_Q05F: Skill use work - ICT - Computer - How often - Word

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05G: Skill use work - ICT - Computer - How often - Programming language

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Use a programming language to program or write computer code? In your last job, how often did you usually: Use a programming language to program or write computer code?
Concepts	Skill use work - ICT - Computer - How often - Programming language

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q05H: Skill use work - ICT - Computer - How often - Real-time discussions

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	In your current job, how often do you usually: Participate in real-time discussions on the Internet, for example, online conferences, or chat groups? In your last job, how often did you usually: Participate in real-time discussions on the Internet, for example, online conferences, or chat groups?
Concepts	Skill use work - ICT - Computer - How often - Real-time discussions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q06: Skill use work - ICT - Computer - Level of computer use

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	What level of computer use is needed to perform your current job? Please refer to page 16 of the information guide. What level of computer use was needed to perform your last job? Please refer to page 16 of the information guide.
Concepts	Skill use work - ICT - Computer - Level of computer use

Value	Label	Cases	Percentage
1	Straightforward		
2	Moderate		
3	Complex		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q07: Skill use work - ICT - Computer - Got the skills needed

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	Do you think you have the computer skills you need to do your current job well? Do you think you had the computer skills you needed to do your last job well?
Concepts	Skill use work - ICT - Computer - Got the skills needed

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

G_Q08: Skill use work - ICT - Computer - Lack of skills affect career

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	Has a lack of computer skills affected your chances of being hired for a job or getting a promotion or pay raise?
Concepts	Skill use work - ICT - Computer - Lack of skills affect career

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01A: Skill use everyday life - Literacy - Read directions or instructions

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read directions or instructions? Else In everyday life, how often do you usually: Read directions or instructions?
Concepts	Skill use everyday life - Literacy - Read directions or instructions

H_Q01A: Skill use everyday life - Literacy - Read directions or instructions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01B: Skill use everyday life - Literacy - Read letters memos or mails

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read letters, memos or e-mails? Else - In everyday life, how often do you usually: Read letters, memos or e-mails?
Concepts	Skill use everyday life - Literacy - Read letters memos or mails

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01B_T: In daily life, read or use letters, notes, e-mails (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	In daily life, read or use letters, notes, e-mails.
Concepts	In daily life, read or use letters, notes, e-mails (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week but at least once a month		
3	Rarely		
4	Never		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01C: Skill use everyday life - Literacy - Read newspapers or magazines

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read articles in newspapers, magazines or newsletters? Else - In everyday life, how often do you usually read: Articles in newspapers, magazines or newsletters?
Concepts	Skill use everyday life - Literacy - Read newspapers or magazines

H_Q01C: Skill use everyday life - Literacy - Read newspapers or magazines

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01C_T: In daily life, read/use newspapers/magazines/articles (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	In daily life, read / use newspapers / magazines / articles.
Concepts	In daily life, read/use newspapers/magazines/articles (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week but at least once a month		
3	Rarely		
4	Never		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01D: Skill use everyday - Literacy - Read professional journals/publications

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read articles in professional journals or scholarly publications? Else - In everyday life, how often do you usually: Read articles in professional journals or scholarly publications?
Concepts	Skill use everyday-Literacy-Read professional journals/publications

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01E: Skill use everyday life - Literacy - Read books

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read books, fiction or non-fiction? Else - In everyday life, how often do you usually: Read books, fiction or non-fiction?
Concepts	Skill use everyday life - Literacy - Read books

H_Q01E: Skill use everyday life - Literacy - Read books

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01E_T: In daily life, read, use books (fiction/nonfiction) (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	In daily life, read, use books (fiction / nonfiction).
Concepts	In daily life, read, use books (fiction/nonfiction) (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	At least once a week		
2	Less than once a week but at least once a month		
3	Rarely		
4	Never		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01F: Skill use everyday life-Literacy-Read manuals or reference materials

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read manuals or reference materials? Else - In everyday life, how often do you usually: Read manuals or reference materials?
Concepts	Skill use everyday life-Literacy-Read manuals or reference materials

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01G: Skill use everyday life - Literacy - Read financial statements

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read bills, invoices, bank statements or other financial statements? Else - In everyday life, how often do you usually: Read bills, invoices, bank statements or other financial statements?
Concepts	Skill use everyday life - Literacy - Read financial statements

H_Q01G: Skill use everyday life - Literacy - Read financial statements

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q01H: Skill use everyday life - Literacy - Read diagrams maps or schematics

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Read diagrams, maps, or schematics? Else - In everyday life, how often do you usually: Read diagrams, maps, or schematics?
Concepts	Skill use everyday life - Literacy - Read diagrams maps or schematics

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q02A: Skill use everyday life - Literacy - Write letters memos or mails

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Write letters, memos or e-mails? Else - In everyday life, how often do you usually: Write letters, memos or e-mails?
Concepts	Skill use everyday life - Literacy - Write letters memos or mails

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q02B: Skill use everyday life - Literacy - Write articles

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents

H_Q02B: Skill use everyday life - Literacy - Write articles

Literal question	Outside your work, how often do you usually: Write articles for newspapers, magazines or newsletters? Else - In everyday life, how often do you usually: Write articles for newspapers, magazines or newsletters?
Concepts	Skill use everyday life - Literacy - Write articles

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q02C: Skill use everyday life - Literacy - Write reports

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Write reports? Else - In everyday life, how often do you usually: Write reports?
Concepts	Skill use everyday life - Literacy - Write reports

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q02D: Skill use everyday life - Literacy - Fill in forms

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Fill in forms? Else - In everyday life, how often do you usually: Fill in forms?
Concepts	Skill use everyday life - Literacy - Fill in forms

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03B: Skill use everyday life - Numeracy - Calculating costs or budgets

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents

H_Q03B: Skill use everyday life - Numeracy - Calculating costs or budgets

Literal question	Outside your work, how often do you usually: Calculate prices, costs or budgets? Else - In everyday life, how often do you usually: Calculate prices, costs or budgets?
Concepts	Skill use everyday life - Numeracy - Calculating costs or budgets

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03C: Skill use everyday life-Numeracy-Use/ calculate fractions/percentages

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Use or calculate fractions, decimals or percentages? Else - In everyday life, how often do you usually: Use or calculate fractions, decimals or percentages?
Concepts	Skill use everyday life-Numeracy-Use/ calculate fractions/percentages

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03D: Skill use everyday life - Numeracy - How often - Use a calculator

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Use a calculator - Either hand-held or computer-based? Else - In everyday life, how often do you usually: Use a calculator - Either hand-held or computer-based?
Concepts	Skill use everyday life - Numeracy - How often - Use a calculator

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03F: Skill use everyday life - Numeracy - Prepare charts graphs or tables

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Prepare charts, graphs or tables? Else - In everyday life, how often do you usually: Prepare charts, graphs or tables?
Concepts	Skill use everyday life - Numeracy - Prepare charts graphs or tables

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03G: Skill use everyday life - Numeracy - Use simple algebra or formulas

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Use simple algebra or formulas? Else - In everyday life, how often do you usually: Use simple algebra or formulas?
Concepts	Skill use everyday life - Numeracy - Use simple algebra or formulas

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q03H: Skill use everyday life - Numeracy - Use advanced math or statistics

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Outside your work, how often do you usually: Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques? Else - In everyday life, how often do you usually: Use more advanced math or statistics such as calculus, complex algebra, trigonometry or use of regression techniques?
Concepts	Skill use everyday life - Numeracy - Use advanced math or statistics

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

H_Q03H: Skill use everyday life - Numeracy - Use advanced math or statistics

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q04A: Skill use everyday life - ICT - Ever used computer

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Excludes respondents that have previously stated they use a computer now or at their last job (i.e. G_Q04=1)
Literal question	Have you ever used a computer?
Concepts	Skill use everyday life - ICT - Ever used computer

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q04B: Skill use everyday life - ICT - Experience with computer everyday life

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have used a computer (i.e. G_Q04=1 or H_Q04a=1)
Literal question	Do you use a computer in your everyday life outside work? Else - Do you use a computer in your everyday life?
Concepts	Skill use everyday life - ICT - Experience with computer everyday life

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05A: Skill use everyday life - ICT - Internet - How often - For mail

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Use email? Else - In everyday life, how often do you usually: Use email?
Concepts	Skill use everyday life - ICT - Internet - How often - For mail

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05C: Skill use everyday life - ICT - Internet - Better understand issues

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Use the internet in order to better understand issues related to, for example, your health or illnesses, financial matters, or environmental issues? Else - In everyday life, how often do you usually:

H_Q05C: Skill use everyday life - ICT - Internet - Better understand issues

	Use the internet in order to better understand issues related to, for example, your health or illnesses, financial matters, or environmental issues?
Concepts	Skill use everyday life - ICT - Internet - Better understand issues

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05D: Skill use everyday life - ICT - Internet - Conduct transactions

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Conduct transactions on the Internet, for example buying or selling products or services, or banking? Else - In everyday life, how often do you usually: Conduct transactions on the Internet, for example buying or selling products or services, or banking?
Concepts	Skill use everyday life - ICT - Internet - Conduct transactions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05E: Skill use everyday life - ICT - Computer - How often - Spreadsheets

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Use spreadsheet software, for example excel? Else - In everyday life, how often do you usually: Use spreadsheet software, for example excel?
Concepts	Skill use everyday life - ICT - Computer - How often - Spreadsheets

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

H_Q05E: Skill use everyday life - ICT - Computer - How often - Spreadsheets

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05F: Skill use everyday life - ICT - Computer - How often - Word

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Use a word processor, for example word? Else - In everyday life, how often do you usually: Use a word processor, for example word?
Concepts	Skill use everyday life - ICT - Computer - How often - Word

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05G: Skill use everyday life - ICT - Computer - Programming language

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Use a programming language to program or write computer code? Else - In everyday life, how often do you usually: Use a programming language to program or write computer code?
Concepts	Skill use everyday life - ICT - Computer - Programming language

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

H_Q05H: Skill use everyday life - ICT - Computer - Real-time discussions

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Outside your work, how often do you usually: Participate in real-time discussions on the internet, for example online conferences or chat groups? Else - In everyday life, how often do you usually: Participate in real-time discussions on the internet, for example online conferences or chat groups?
Concepts	Skill use everyday life - ICT - Computer - Real-time discussions

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		

H_Q05H: Skill use everyday life - ICT - Computer - Real-time discussions

Value	Label	Cases	Percentage
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04B: About yourself - Learning strategies - Relate new ideas into real life

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? When I hear or read about new ideas, I try to relate them to real life situations to which they might apply.
Concepts	About yourself - Learning strategies - Relate new ideas into real life

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04D: About yourself - Learning strategies - Like learning new things

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? I like learning new things.
Concepts	About yourself - Learning strategies - Like learning new things

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04H: About yourself - Learning strategies - Attribute something new

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? When I come across something new, I try to relate it to what I already know.
Concepts	About yourself - Learning strategies - Attribute something new

I_Q04H: About yourself - Learning strategies - Attribute something new

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04J: About yourself - Learning strategies - Get to bottom difficult things

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? I like to get to the bottom of difficult things.
Concepts	About yourself - Learning strategies - Get to bottom difficult things

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04L: About yourself - Learning strategies - Different ideas fit together

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? I like to figure out how different ideas fit together.
Concepts	About yourself - Learning strategies - Different ideas fit together

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q04M: About yourself - Learning strategies - Looking for additional information

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do the following statements apply to you? If I don't understand something, I look for additional information to make it clearer.

I_Q04M: About yourself - Learning strategies - Looking for additional information

Concepts	About yourself - Learning strategies - Looking for additional info

Value	Label	Cases	Percentage
1	Not at all		
2	Very little		
3	To some extent		
4	To a high extent		
5	To a very high extent		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q05F: About yourself - Cultural engagement - Voluntary work

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	In the last 12 months, how often did you do voluntary work, including unpaid work for a charity, political party, trade union or other non-profit organisation? Please refer to page 13 of the information guide.
Concepts	About yourself - Cultural engagement - Voluntary work

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q06A: About yourself - Political efficacy - No influence on the government

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do you agree or disagree with the following statements? People like me don't have any say about what the government does.
Concepts	About yourself - Political efficacy - No influence on the government

Value	Label	Cases	Percentage
1	Strongly agree		
2	Agree		
3	Neither agree nor disagree		
4	Disagree		
5	Strongly disagree		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q07A: About yourself - Social trust - Trust only few people

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

I_Q07A: About yourself - Social trust - Trust only few people

Universe	All respondents
Literal question	To what extent do you agree or disagree with the following statements? There are only a few people you can trust completely.
Concepts	About yourself - Social trust - Trust only few people

Value	Label	Cases	Percentage
1	Strongly agree		
2	Agree		
3	Neither agree nor disagree		
4	Disagree		
5	Strongly disagree		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q07B: About yourself - Social trust - Other people take advantage of you

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	To what extent do you agree or disagree with the following statements? If you are not careful, other people will take advantage of you.
Concepts	About yourself - Social trust - Other people take advantage of you

Value	Label	Cases	Percentage
1	Strongly agree		
2	Agree		
3	Neither agree nor disagree		
4	Disagree		
5	Strongly disagree		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q08: About yourself - Health - State

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	In general, would you say your health is excellent, very good, good, fair, or poor?
Concepts	About yourself - Health - State

Value	Label	Cases	Percentage
1	Excellent		
2	Very good		
3	Good		
4	Fair		
5	Poor		
97	Don't know		
98	Refusal		
99	Not stated		

I_Q08: About yourself - Health - State

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q08_T: General health (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	General health.
Concepts	General health (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Excellent		
2	Very good		
3	Good		
4	Fair		
5	Poor		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q01: Background - People in household

Information	[Type= continuous] [Format=numeric] [Range= 97-99] [Missing=*]
Universe	All respondents
Literal question	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.
Concepts	Background - People in household

Value	Label	Cases	Percentage
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q01_C: Background - People in household (top-coded at 6)

Information	[Type= continuous] [Format=numeric] [Range= 97-99] [Missing=*]
Universe	All respondents
Literal question	Background - People in household (top-coded at 6).
Concepts	Background - People in household (top-coded at 6)

Value	Label	Cases	Percentage
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q01_T: Number living in household (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 98-99] [Missing=*]
Universe	All respondents
Literal question	Number living in household.
Concepts	Number living in household (Trend-IALS/ALL)

J_Q01_T: Number living in household (Trend-IALS/ALL)

Value	Label	Cases	Percentage
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q01_T1: Number living in household (from 1 to 7) (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Number living in household (from 1 to 7).
Concepts	Number living in household (from 1 to 7) (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	One person in the household		
2	Two persons in the household		
3	Three persons in the household		
4	Four persons in the household		
5	Five persons in the household		
6	Six persons in the household		
7	Seven persons or more in the household		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q02A: Background - Living with spouse or partner

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have someone else living in their household (i.e. J_Q01>1 or dk or rf)
Literal question	Are you living together with a spouse or partner?
Concepts	Background - Living with spouse or partner

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q02C: Background - Work situation of spouse or partner

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents living with a spouse or partner (i.e. J_Q02a = 01)
Literal question	Please look at this page and tell me which of the statements best describes the current situation of your spouse or partner. Please refer to page 10 of the information guide.
Concepts	Background - Work situation of spouse or partner

Value	Label	Cases	Percentage
1	Full-time employed (self-employed, employee)		
2	Part-time employed (self-employed, employee)		
3	Unemployed		
4	Pupil, student		
5	Apprentice, internship		
6	In retirement or early retirement		
7	Permanently disabled		
8	In compulsory military or community service		
9	Fulfilling domestic tasks or looking after children/family		
10	Other - Specify		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03A: Background - Children

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Do you have children? Please include stepchildren and children not living in your household.
Concepts	Background - Children (Yes/No)

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03B: Background - Number of children

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have children living in household (i.e. J_Q03a=1)
Literal question	How many children do you have?
Concepts	Background - Number of children

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03B_C: Background - Number of children (top-coded at 4)

Information	[Type= continuous] [Format=numeric] [Range= 6-9] [Missing=*]
Universe	Respondents that have children living in household (i.e. J_Q03a=1)
Literal question	Background - Number of children (top-coded at 4).
Concepts	Background - Number of children (top-coded at 4)

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03C: Background - Age of the child

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have one child living in household (i.e. J_Q03b=1)
Literal question	How old is this child?
Concepts	Background - Age of the child

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03C_C: Background - Age of the child (categorised, 4 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have one child living in household (i.e. J_Q03b=1)
Literal question	Background - Age of the child (categorised, 4 categories).
Concepts	Background - Age of the child (categorised, 4 categories)

Value	Label	Cases	Percentage
1	Aged two or younger		
2	Aged three to five		
3	Aged six to twelve		
4	Aged thirteen or older		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03D1: Background - Age of the youngest child

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have more than one child living in household (i.e. J_Q03b>1)
Literal question	How old is your youngest child?
Concepts	Background - Age of the youngest child

J_Q03D1: Background - Age of the youngest child

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ03D1C: Background - Age of the youngest child (categorised, 4 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have more than one child living in household (i.e. J_Q03b>1)
Literal question	Background - Age of the youngest child (categorised, 4 categories).
Concepts	Background - Age of the youngest child (categorised, 4 categories)

Value	Label	Cases	Percentage
1	Aged two or younger		
2	Aged three to five		
3	Aged six to twelve		
4	Aged thirteen or older		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q03D2: Background - Age of the oldest child

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that have more than one child living in household (i.e. J_Q03b>1)
Literal question	And how old is your oldest child?
Concepts	Background - Age of the oldest child

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ03D2C: Background - Age of the oldest child (categorised, 4 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have more than one child living in household (i.e. J_Q03b>1)
Literal question	Background - Age of the oldest child (categorised, 4 categories).
Concepts	Background - Age of the oldest child (categorised, 4 categories)

Value	Label	Cases	Percentage
1	Aged two or younger		
2	Aged three to five		
3	Aged six to twelve		
4	Aged thirteen or older		
6	Valid skip		

JQ03D2C: Background - Age of the oldest child (categorised, 4 categories)

Value	Label	Cases	Percentage
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q04A: Background - Born in country

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Now I have some questions on your background. Were you born in (insert country name)?
Concepts	Background - Born in country

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q04A_T: Born in country (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Born in country.
Concepts	Born in country (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q04C1: Background - Age of immigration

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	How old were you when you first came to Canada to live or in which year did you come? You may have first come to live in Canada on a work or study permit or as a refugee claimant. Age...
Concepts	Background - Age of immigration

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04C1C: Background - Age of immigration (categorised, 9 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	Background - Age of immigration (categorised, 9 categories).
Concepts	Background - Age of immigration (categorised, 9 categories)

JQ04C1C: Background - Age of immigration (categorised, 9 categories)

Value	Label	Cases	Percentage
1	Aged zero to five		
2	Aged six to ten		
3	Aged 11 to 15		
4	Aged 16 to 20		
5	Aged 21 to 25		
6	Aged 26 to 30		
7	Aged 31 to 35		
8	Aged 36 to 40		
9	Aged 41 or older		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q04C2: Background - Year of immigration

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	How old were you when you first came to Canada to live or in which year did you come? You may have first come to live in Canada on a work or study permit or as a refugee claimant.
Concepts	Background - Year of immigration

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q04C2T: Year of immigration to country (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	Year of immigration to country.
Concepts	Year of immigration to country (Trend-IALS/ALL)

Value	Label	Cases	Percentage
9996	Valid skip		
9998	Refusal		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04C2T1: Year of immigration to country - Range of years (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 2-9] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	Year of immigration to country - Range of years.
Concepts	Year of immigration to country - range of years (Trend-IALS/ALL)

JQ04C2T1: Year of immigration to country - Range of years (Trend-IALS/ALL)

Value	Label	Cases	Percentage
2	1931 to 1960		
3	1961 to 1990		
4	1991 or later		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_N05A2: Background - More than one language mentioned

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Did the respondent mention more than one language?
Concepts	Background - More than one language mentioned

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q06A: Background - Mother/female guardian - Whether born in country

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	The next few questions are about your mother or female guardian. Was your mother or female guardian born in Canada?
Concepts	Background - Mother/female guardian - Whether born in country

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q06A_T: Mother or female guardian born in country (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Mother or female guardian born in country.
Concepts	Mother or female guardian born in country (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q06B: Background - Mother/female guardian - Highest level of education (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	What was the highest level of education your mother or female guardian ever completed?
Concepts	Background - Mother/female guardian - Highest level of education

Value	Label	Cases	Percentage
1	ISCED 1, 2, and 3C short		
2	ISCED 3 (excluding 3C short) and 4		
3	ISCED 5 and 6		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q06B_T: Highest level of education - Mother or female guardian (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Highest level of education-mother or female guardian.
Concepts	Highest level of education-mother or female guardian (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	ISCED 1, 2, and 3C short		
2	ISCED 3 (excluding 3C short) and 4		
3	ISCED 5 and 6		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q07A: Background - Father/male guardian - Whether born in (country name)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	The next few questions are about your father or male guardian. Was your father or male guardian born in Canada?
Concepts	Background - Father/male guardian - Whether born in #counrtyname

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q07A_T: Father or male guardian born in country (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Father or male guardian born in country.
Concepts	Father or male guardian born in country (Trend-IALS/ALL)

J_Q07A_T: Father or male guardian born in country (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q07B: Background - Father/male guardian - Highest level of education (1)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	What was the highest level of education your father or male guardian ever completed?
Concepts	Background - Father/male guardian - Highest level of education

Value	Label	Cases	Percentage
1	ISCED 1, 2, and 3C short		
2	ISCED 3 (excluding 3C short) and 4		
3	ISCED 5 and 6		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q07B_T: Highest level of education - Father or male guardian (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Highest level of education - Father or male guardian.
Concepts	Highest level of education - father or male guardian (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	ISCED 1, 2, and 3C short		
2	ISCED 3 (excluding 3C short) and 4		
3	ISCED 5 and 6		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q08: Background - Number of books at home

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	About how many books are there in your home? Do not include magazines, newspapers or schoolbooks. To give an estimation, one meter of shelving is about 40 books. Please refer to page 19 of the information guide. Else - 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 meter of shelving is about 40 books. Please refer to page 19 of the information guide.
Concepts	Background - Number of books at home

Value	Label	Cases	Percentage
1	Ten books or less		
2	11 to 25 books		

J_Q08: Background - Number of books at home

Value	Label	Cases	Percentage
3	26 to 100 books		
4	101 to 200 books		
5	201 to 500 books		
6	More than 500 books		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

COMPUTEX: Respondent experience with computer (derived by CAPI)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Respondent experience with computer (derived).
Concepts	Respondent experience with computer (derived))

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NATIVESP: Respondent is a native speaker (derived by CAPI)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Respondent is a native speaker (derived).
Concepts	Respondent is a native speaker (derived)

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDLEVEL3: Educational level of the respondent (derived by CAPI)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Educational level of the respondent (derived).
Concepts	Educational level of the respondent (derived)

Value	Label	Cases	Percentage
1	Low		
2	Medium		
3	High		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CILANG: Language for exercise

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Universe	All respondents

CILANG: Language for exercise

Literal question	Language for exercise.
Concepts	Language for exercise

Value	**Label**		**Cases**	**Percentage**
1	English			
5	French			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

COS1SCOR: Computer based assessment core score for stage 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core stage one
Literal question	Computer based assessment - Core score for stage one.
Concepts	CBA Core score for stage 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

COS2SCOR: Computer based assessment core score for stage 2

Information	[Type= continuous] [Format=numeric] [Range= 99999999-99999999] [Missing=*]
Universe	Respondents that completed the computer based assessment core stage two
Literal question	Computer based assessment - Core score for stage two.
Concepts	CBA Core score for stage 2

Value	**Label**		**Cases**	**Percentage**
99999999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

COS1PASS: Core stage 1 pass status

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that completed the computer based assessment core stage one
Literal question	Core stage one pass status.
Concepts	Core Stage 1 pass status

Value	**Label**		**Cases**	**Percentage**
1	Passed			
29	Not passed			
99	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

COS2PASS: Core stage 2 pass status

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that completed the computer based assessment core stage two
Literal question	Core stage two pass status.
Concepts	Core Stage 2 pass status

Value	**Label**		**Cases**	**Percentage**
1	Passed			
29	Not passed			
99	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

RANDM1: Random number for selection of domain (L/N/P) in computer based assessment module 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N/P) in computer based assessment module one.
Concepts	Random number for selection of domain (L/N/P) in CBA Module 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

RANDM2: Random number for selection of domain (L/N/P) in computer based assessment module 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N/P) in computer based assessment module two.
Concepts	Random number for selection of domain (L/N/P) in CBA Module 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

RANDM1S1: Random number for selection of domain (L/N) in stage 1 of computer based assessment module 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N) in stageone of computer based assessment module one.
Concepts	Random number for selection of domain (L/N) in stage1 of CBA Module 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

RANDM1S2: Random number for selection of domain (L/N) in stage 2 of computer based assessment module 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N) in stage two of computer based assessment module one.
Concepts	Random number for selection of domain (L/N) in stage2 of CBA Module 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

RANDM2S1: Random number for selection of domain (L/N) in stage 1 of computer based assessment module 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N) in stageone of computer based assessment module two.
Concepts	Random number for selection of domain (L/N) in stage1 of CBA Module 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

RANDM2S2: Random number for selection of domain (L/N) in stage 2 of computer based assessment module 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment core
Literal question	Random number for selection of domain (L/N) in stage two of computer based assessment module two.
Concepts	Random number for selection of domain (L/N) in stage2 of CBA Module 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

CBASTART: Computer-based exercise agreement

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Computer-based exercise agreement.

CBASTART: Computer-based exercise agreement

Concepts	Computer-based exercise agreement		

Value	Label	Cases	Percentage
1	Continue to computer based exercise		
2	Continue to paper based exercise		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PPCSCORE: Final score for the paper core assessment

Information	[Type= continuous] [Format=numeric] [Range= 99999999-99999999] [Missing=*]
Universe	Respondents that completed the paper based assessment
Literal question	Final score for the paper core assessment.
Concepts	Final score for the paper core assessment

Value	Label	Cases	Percentage
99999999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

RANDOMPP: Random number for selection of paper booklets

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the paper based assessment
Literal question	Random number for selection of paper booklets.
Concepts	Random number for selection of Paper Booklets
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PRCPVQ1: Sentence timer for print vocabulary items

Information	[Type= continuous] [Format=numeric] [Range= 99999996-99999999] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Sentence timer for print vocabulary items.
Concepts	Sentence Timer for Print Vocabulary items

Value	Label	Cases	Percentage
99999996	Valid skip		
99999999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCSPQ1: Sentence timer for sentence processing items

Information	[Type= continuous] [Format=numeric] [Range= 99999996-99999999] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Sentence timer for sentence processing items.
Concepts	Sentence Timer for Sentence Processing items

Value	Label	Cases	Percentage
99999996	Valid skip		
99999999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCPFQ1: Sentence timer for passage comprehension items - Passage 1

Information	[Type= continuous] [Format=numeric] [Range= 99999996-99999999] [Missing=*]
Universe	Respondents who completed the reading components section

PRCPFQ1: Sentence timer for passage comprehension items - Passage 1

Literal question	Sentence timer for passage comprehension items - Passage one.
Concepts	Sentence Timer for Passage Comprehension items - passage 1

Value	Label		Cases	Percentage
99999996	Valid skip			
99999999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCPFQ2: Sentence timer for passage comprehension items - Passage 2

Information	[Type= continuous] [Format=numeric] [Range= 99999996-99999999] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Sentence timer for passage comprehension items - Passage two.
Concepts	Sentence Timer for Passage Comprehension items - passage 2

Value	Label		Cases	Percentage
99999996	Valid skip			
99999999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCPFQ3: Sentence timer for passage comprehension items - Passage 3

Information	[Type= continuous] [Format=numeric] [Range= 99999996-99999999] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Sentence timer for passage comprehension items - Passage three.
Concepts	Sentence Timer for Passage Comprehension items - passage 3

Value	Label		Cases	Percentage
99999996	Valid skip			
99999999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PAPER: Paper branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the paper based assessment
Literal question	Paper branch (derived).
Concepts	Paper branch (derived)

Value	Label		Cases	Percentage
1	PP1-LIT			
2	PP2-NUM			
3	Failed paper core			
9	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAMOD1: Computer based assessment module 1 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module one branch
Literal question	Computer based assessment module one branch (derived).
Concepts	CBA module 1 branch (derived)

Value	Label	Cases	Percentage
1	LIT		
2	NUM		
3	PS1		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAMOD2: Computer based assessment module 2 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module two branch
Literal question	Computer based assessment module two branch (derived).
Concepts	CBA module 2 branch (derived)

Value	Label	Cases	Percentage
1	LIT		
2	NUM		
3	PS2		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAM2ALT: Computer based assessment module 1 and 2 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 12-99] [Missing=*]
Universe	Respondents that completed the computer based assessment module one and two branch
Literal question	Computer based assessment module one and two branch (derived).
Concepts	CBA module 1 and 2 branch (derived)

Value	Label	Cases	Percentage
12	LIT-NUM		
13	LIT-PS2		
21	NUM-LIT		
23	NUM-PS2		
31	PS1-LIT		
32	PS1-NUM		
33	PS1-PS2		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAM1ST1: Computer based assessment module 1, stage 1 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module one stage one branch
Literal question	Computer based assessment module one, stage one branch (derived).
Concepts	CBA module 1, stage 1 branch (derived)

CBAM1ST1: Computer based assessment module 1, stage 1 branch (derived)

Value	Label	Cases	Percentage
1	Easy		
2	Medium		
3	Hard		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAM2ST1: Computer based assessment module 2, stage 1 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module two stage one branch
Literal question	Computer based assessment module two, stage one branch (derived).
Concepts	CBA module 2, stage 1 branch (derived)

Value	Label	Cases	Percentage
1	Easy		
2	Medium		
3	Hard		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAM1ST2: Computer based assessment module 1, stage 2 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module one stage two branch
Literal question	Computer based assessment module one, stage two branch (derived).
Concepts	CBA module 1, stage 2 branch (derived)

Value	Label	Cases	Percentage
1	Easy		
2	Medium 1		
3	Medium 2		
4	Hard		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CBAM2ST2: Computer based assessment module 2, stage 2 branch (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed the computer based assessment module two stage two branch
Literal question	Computer based assessment module two, stage two branch (derived).
Concepts	CBA module 2, stage 2 branch (derived)

Value	Label	Cases	Percentage
1	Easy		
2	Medium 1		
3	Medium 2		
4	Hard		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMINCPR: Monthly income percentile rank category (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]

MMINCPR: Monthly income percentile rank category (derived)

Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly income percentile rank category (derived).
Concepts	Monthly income percentile rank category (derived)

Value	Label	Cases	Percentage
1	Less than 10		
2	10 to less than 25		
3	25 to less than 50		
4	50 to less than 75		
5	75 to less than 90		
6	90 or more		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

YYINCPR: Yearly income percentile rank category (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09 =1)
Literal question	Yearly income percentile rank category (derived).
Concepts	Yearly income percentile rank category (derived)

Value	Label	Cases	Percentage
1	Less than 10		
2	10 to less than 25		
3	25 to less than 50		
4	50 to less than 75		
5	75 to less than 90		
6	90 or more		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PBROUTE: Paper-based routing code (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Universe	All respondents
Literal question	Paper-based routing code (derived).
Concepts	Paper-based routing code (derived)

Value	Label	Cases	Percentage
1	No computer experience		
2	Failed ICT core stage 1		
3	Refused computer based assistance		
4	Took computer based assistance		
5	Uncategorized		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ1A: Observation module: Presence of additional person

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: The following questions are for you to answer about this case. Besides the respondent, was anyone else present during the interview?

ZZ1A: Observation module: Presence of additional person

Concepts	Observation module: Presence of additional person

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ1B_01: Observation module: Assistance in background questionnaire

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did this / these person(s) assist the respondent in answering any of the following: the background questionnaire?
Concepts	Observation module: Assistance in background questionnaire

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ1B_02: Observation module: Assistance in skills assessment

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did this / these person(s) assist the respondent in answering any of the following: the skills assessment?
Concepts	Observation module: Assistance in skills assessment

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ2: Observation module: Respondent understood the questions

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Overall, did you feel that the respondent understood the questions in the interview?
Concepts	Observation module: Respondent understood the questions

Value	Label	Cases	Percentage
1	Never		
2	Almost never		
3	Now and then		
4	Often		
5	Very Often		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ3: Observation module: Respondent asked for clarification

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents

ZZ3: Observation module: Respondent asked for clarification

Literal question	Interviewer: Did the respondent ask for clarification on any questions while undertaking the interview?
Concepts	Observation module: Respondent asked for clarification

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_01: Observation module: Respondent held a conversation with someone else

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did any of the following events occur during the interview? The respondent held a conversation with someone else in the household besides the interviewer.
Concepts	Observation module: Respondent held a conversation with someone else

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_02: Observation module: Respondent answered phone call/text message/e-mail

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did any of the following events occur during the interview? The respondent answered a phone call, text message or e-mail.
Concepts	Observation module: Respondent answered phone call/text message/e-mail

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_03: Observation module: Respondent was looking after children

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did any of the following events occur during the interview? The respondent was looking after children.
Concepts	Observation module: Respondent was looking after children

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_04: Observation module: Respondent was undertaking domestic tasks

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents

ZZ4_04: Observation module: Respondent was undertaking domestic tasks

Literal question	Interviewer: Did any of the following events occur during the interview? The respondent was undertaking domestic tasks such as cooking or washing.
Concepts	Observation module: Respondent was undertaking domestic tasks

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_05: Observation: Television/radio/game console/stereo system was in use

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did any of the following events occur during the interview? A television set, radio, game console or stereo sound system was in use in the immediate vicinity of the respondent.
Concepts	Observation: Television/radio/game console/stereo system was in use

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ4_06: Observation: Respondent was interrupted by other activity/task/event

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did any of the following events occur during the interview? The respondent was interrupted by some other activity, task or event.
Concepts	Observation: Respondent was interrupted by other activity/task/event

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ5: Observation module: Interview taking too long

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interviewer: Did the respondent complain that the interview was taking too long or taking too much time?
Concepts	Observation module: Interview taking too long

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ZZ6: Observation module: Room of interview

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents

ZZ6: Observation module: Room of interview

Literal question	Interviewer: In which room did the interview mainly take place?
Concepts	Observation module: Room of interview

Value	Label	Cases	Percentage
1	Living/dining room		
2	Kitchen		
3	Bedroom		
4	Entrance		
5	Hallway or corridor		
6	Office		
7	Other space in the household		
8	Other space outside of the household		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCED_HF: Level of highest qualification (foreign) - Respondent (ISCED) (coded)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that attended education outside of Canada
Literal question	Level of highest qualification (foreign) - Respondent (ISCED) (coded).
Concepts	Level of Highest Qualification (Foreign) - Respondent (ISCED) (coded)

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or more)		
8	ISCED 4C		
9	ISCED 4A-B		
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree		
14	ISCED 6		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCEDHFC: Level of highest qualification (collapsed, 14 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that attended education outside of Canada
Literal question	Level of highest qualification (collapsed, 14 categories).
Concepts	Level of Highest Qualification (collapsed, 14 categories)

Value	Label	Cases	Percentage
1	No formal qualification or below ISCED 1		
2	ISCED 1		
3	ISCED 2		
7	ISCED 3 (without distinction A-B-C, two years or over)		
8	ISCED 4C		
9	ISCED 4A-B		

ISCEDHFC: Level of highest qualification (collapsed, 14 categories)

Value	Label	Cases	Percentage
11	ISCED 5B		
12	ISCED 5A, bachelor degree		
13	ISCED 5A, master degree, and ISCED 6 (without distinction)		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNT_H: Country in which highest qualification was gained - Respondent (UN M49)

Information	[Type= discrete] [Format=numeric] [Range= 4-999] [Missing=*]
Universe	Country in which highest qualification was gained - Respondent (UN M49)
Literal question	Country in which highest qualification was gained - Respondent (UN M49).
Concepts	Country in which highest qualification was gained- Respondent (UN M49)
Notes	Frequencies for this variable are not displayed in the data dictionary, but the variable is available on data file.

Value	Label	Cases	Percentage
4	Afghanistan		
8	Albania		
12	Algeria		
31	Azerbaijan		
32	Argentina		
36	Australia		
40	Austria		
48	Bahrain		
50	Bangladesh		
51	Armenia		
52	Barbados		
56	Belgium		
60	Bermuda		
68	Bolivia		
70	Bosnia and Herzegovina		
76	Brazil		
84	Belize		
100	Bulgaria		
104	Myanmar		
108	Burundi		
112	Belarus		
116	Cambodia		
120	Cameroon		
124	Canada		
144	Sri Lanka		
152	Chile		
156	China		
170	Colombia		
180	Democratic Republic of the Congo		
188	Costa Rica		
191	Croatia		

CNT_H: Country in which highest qualification was gained - Respondent (UN M49)

Value	Label	Cases	Percentage
192	Cuba		
203	Czech Republic		
204	Benin		
208	Denmark		
214	Dominican Republic		
218	Ecuador		
222	El Salvador		
231	Ethiopia		
232	Eritrea		
233	Estonia		
242	Fiji		
246	Finland		
250	France		
258	French Polynesia		
262	Djibouti		
268	Georgia		
276	Germany		
288	Ghana		
300	Greece		
308	Grenada		
312	Guadeloupe		
320	Guatemala		
324	Guinea		
328	Guyana		
332	Haiti		
340	Honduras		
344	Hong Kong Special Administrative Region of China		
348	Hungary		
352	Iceland		
356	India		
360	Indonesia		
364	Iran, Islamic Republic of		
368	Iraq		
372	Ireland		
376	Israel		
380	Italy		
384	Côte d'Ivoire		
388	Jamaica		
392	Japan		
398	Kazakhstan		
400	Jordan		
404	Kenya		
410	Republic of Korea		
414	Kuwait		
417	Kyrgyzstan		

CNT_H: Country in which highest qualification was gained - Respondent (UN M49)

Value	Label	Cases	Percentage
418	Lao People's Democratic Republic		
422	Lebanon		
428	Latvia		
440	Lithuania		
450	Madagascar		
458	Malaysia		
466	Mali		
480	Mauritius		
484	Mexico		
498	Republic of Moldova		
504	Morocco		
508	Mozambique		
524	Nepal		
528	Netherlands		
554	New Zealand		
558	Nicaragua		
566	Nigeria		
578	Norway		
586	Pakistan		
591	Panama		
600	Paraguay		
604	Peru		
608	Philippines		
616	Poland		
620	Portugal		
630	Puerto Rico		
642	Romania		
643	Russian Federation		
646	Rwanda		
662	Saint Lucia		
670	Saint Vincent and the Grenadines		
682	Saudi Arabia		
686	Senegal		
688	Serbia		
702	Singapore		
703	Slovakia		
704	Viet Nam		
706	Somalia		
710	South Africa		
716	Zimbabwe		
724	Spain		
736	Sudan		
752	Sweden		
756	Switzerland		
760	Syrian Arab Republic		

CNT_H: Country in which highest qualification was gained - Respondent (UN M49)

Value	Label	Cases	Percentage
764	Thailand		
768	Togo		
780	Trinidad and Tobago		
784	United Arab Emirates		
788	Tunisia		
792	Turkey		
800	Uganda		
804	Ukraine		
818	Egypt		
826	United Kingdom of Great Britain and Northern Ireland		
834	United Republic of Tanzania		
840	United States of America		
854	Burkina Faso		
858	Uruguay		
860	Uzbekistan		
862	Venezuela (Bolivarian Republic of)		
996	Valid skip		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

Information	[Type= discrete] [Format=numeric] [Range= 4-999] [Missing=*]
Universe	All respondents
Literal question	Country of birth - Respondent (UN M49 numerical) (coded).
Concepts	Country of birth - Respondent (UN M49 numerical) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but the variable is available on data file.

Value	Label	Cases	Percentage
4	Afghanistan		
8	Albania		
12	Algeria		
28	Antigua and Barbuda		
31	Azerbaijan		
32	Argentina		
36	Australia		
40	Austria		
44	Bahamas		
48	Bahrain		
50	Bangladesh		
51	Armenia		
52	Barbados		
56	Belgium		
60	Bermuda		
64	Bhutan		
68	Bolivia		
70	Bosnia and Herzegovina		

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

Value	Label	Cases	Percentage
72	Botswana		
76	Brazil		
84	Belize		
96	Brunei Darussalam		
100	Bulgaria		
104	Myanmar		
108	Burundi		
112	Belarus		
116	Cambodia		
120	Cameroon		
124	Canada		
144	Sri Lanka		
152	Chile		
156	China		
170	Colombia		
180	Democratic Republic of the Congo		
188	Costa Rica		
191	Croatia		
192	Cuba		
196	Cyprus		
203	Czech Republic		
204	Benin		
208	Denmark		
214	Dominican Republic		
218	Ecuador		
222	El Salvador		
231	Ethiopia		
232	Eritrea		
233	Estonia		
242	Fiji		
246	Finland		
250	France		
258	French Polynesia		
262	Djibouti		
266	Gabon		
268	Georgia		
275	Occupied Palestinian Territory		
276	Germany		
288	Ghana		
300	Greece		
308	Grenada		
312	Guadeloupe		
320	Guatemala		
324	Guinea		
328	Guyana		

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

Value	Label	Cases	Percentage
332	Haiti		
340	Honduras		
344	Hong Kong Special Administrative Region of China		
348	Hungary		
356	India		
360	Indonesia		
364	Iran, Islamic Republic of		
368	Iraq		
372	Ireland		
376	Israel		
380	Italy		
384	Côte d'Ivoire		
388	Jamaica		
392	Japan		
398	Kazakhstan		
400	Jordan		
404	Kenya		
410	Republic of Korea		
414	Kuwait		
417	Kyrgyzstan		
418	Lao People's Democratic Republic		
422	Lebanon		
428	Latvia		
430	Liberia		
434	Libyan Arab Jamahiriya		
440	Lithuania		
446	Macao Special Administrative Region of China		
450	Madagascar		
454	Malawi		
458	Malaysia		
466	Mali		
470	Malta		
478	Mauritania		
480	Mauritius		
484	Mexico		
496	Mongolia		
498	Republic of Moldova		
499	Montenegro		
504	Morocco		
508	Mozambique		
516	Namibia		
524	Nepal		
528	Netherlands		
554	New Zealand		
558	Nicaragua		

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

Value	Label	Cases	Percentage
566	Nigeria		
578	Norway		
586	Pakistan		
591	Panama		
600	Paraguay		
604	Peru		
608	Philippines		
616	Poland		
620	Portugal		
630	Puerto Rico		
638	Réunion		
642	Romania		
643	Russian Federation		
646	Rwanda		
662	Saint Lucia		
666	Saint Pierre and Miquelon		
670	Saint Vincent and the Grenadines		
682	Saudi Arabia		
686	Senegal		
688	Serbia		
694	Sierra Leone		
702	Singapore		
703	Slovakia		
704	Viet Nam		
706	Somalia		
710	South Africa		
716	Zimbabwe		
724	Spain		
736	Sudan		
740	Suriname		
748	Swaziland		
752	Sweden		
756	Switzerland		
760	Syrian Arab Republic		
764	Thailand		
768	Togo		
780	Trinidad and Tobago		
784	United Arab Emirates		
788	Tunisia		
792	Turkey		
800	Uganda		
804	Ukraine		
818	Egypt		
826	United Kingdom of Great Britain and Northern Ireland		
834	United Republic of Tanzania		

CNT_BRTH: Country of birth - Respondent (UN M49 numerical) (coded)

Value	Label	Cases	Percentage
840	United States of America		
854	Burkina Faso		
858	Uruguay		
860	Uzbekistan		
862	Venezuela (Bolivarian Republic of)		
887	Yemen		
894	Zambia		
997	Don't know		
998	Refusal		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

YRSQUAL: Highest level of education - Imputed into years of education (derived)

Information	[Type= continuous] [Format=numeric] [Range= 99-99] [Missing=*]
Universe	All respondents
Literal question	Highest level of education - Imputed into years of education (derived).
Concepts	Highest level of education - Imputed into years of education (derived)

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

YRSQUALT: Derived variable total years schooling during lifetime - Top coded 24 (Trend-IALS/ALL)

Information	[Type= continuous] [Format=numeric] [Range= 99-99] [Missing=*]
Universe	All respondents
Literal question	Total years schooling during lifetime - Top coded 24.
Concepts	Tot years schooling during lifetime-Top coded 24 (Trend-IALS/ALL) (dv)
Notes	Derived variable / top coded 24 (Trend-IALS/ALL).

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

YRSGET: Imputed years of formal education needed to get job (derived)

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09 =1)
Literal question	Imputed years of formal education needed to get job (derived).
Concepts	Imputed years of formal education needed to get job (derived)

Value	Label	Cases	Percentage
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

VET: Highest level of education is vocationally oriented (derived-ISCED3/4)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents with a vocationally oriented highest level of education
Literal question	Highest level of education is vocationally oriented.

VET: Highest level of education is vocationally oriented (derived-ISCED3/4)

Concepts	Highest level of education is vocationally oriented (derived-ISCED3-4)

Value	Label	Cases	Percentage
0	False		
1	True		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CTRYQUAL: Country where highest qualification obtained (9 regions - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Country where highest qualification obtained (nine regions - Derived).
Concepts	Country where highest qualification obtained (9 regions - derived)

Value	Label	Cases	Percentage
1	Arab States		
2	South and West Asia		
3	Latin America and the Caribbean		
4	Sub-Saharan Africa		
5	East Asia and the Pacific (poorer countries)		
6	Central Asia		
7	East Asia and the Pacific (richer countries)		
8	Central and Eastern Europe		
9	North America and Western Europe		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BIRTHRGN: Country of birth (9 regions - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Country of birth (nine regions - Derived).
Concepts	Country of birth (9 regions - derived)

Value	Label	Cases	Percentage
1	Arab States		
2	South and West Asia		
3	Latin America and the Caribbean		
4	Sub-Saharan Africa		
5	East Asia and the Pacific (poorer countries)		
6	Central Asia		
7	East Asia and the Pacific (richer countries)		
8	Central and Eastern Europe		
9	North America and Western Europe		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FIRLGRGN: Source region of first language learned at home and still understand

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Source region of first language learned at home and still understand.
Concepts	Source region of first language learned at home and still understand
Notes	Nine regions - Derived.

Value	Label	Cases	Percentage
1	Arab States		
2	South and West Asia		
3	Latin America and the Caribbean		
4	Sub-Saharan Africa		
5	East Asia and the Pacific (poorer countries)		
6	Central Asia		
7	East Asia and the Pacific (richer countries)		
8	Central and Eastern Europe		
9	North America and Western Europe		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

SECLGRGN: SourceRegion second language learned at home/still understand (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that learned a second language at home in childhood and still understand (i.e A_N03a1ca=1)
Literal question	Source region second language learned at home / still understand (derived).
Concepts	SourceRegion second language learned at home/still understand(derived)

Value	Label	Cases	Percentage
1	Arab States		
2	South and West Asia		
3	Latin America and the Caribbean		
4	Sub-Saharan Africa		
5	East Asia and the Pacific (poorer countries)		
6	Central Asia		
7	East Asia and the Pacific (richer countries)		
8	Central and Eastern Europe		
9	North America and Western Europe		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HOMLGRGN: Source region of language spoken most at home (9 regions - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Source region of language spoken most at home (nine regions - Derived).
Concepts	Source region of language spoken most at home (9 regions- derived)

HOMLGRGN: Source region of language spoken most at home (9 regions - derived)

Value	Label	Cases	Percentage
1	Arab States		
2	South and West Asia		
3	Latin America and the Caribbean		
4	Sub-Saharan Africa		
5	East Asia and the Pacific (poorer countries)		
6	Central Asia		
7	East Asia and the Pacific (richer countries)		
8	Central and Eastern Europe		
9	North America and Western Europe		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FORBOLNG: Interactions between foreign-born and language status (2 categories)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Interactions between foreign-born and language status.
Concepts	Interactions between foreign-born and language status
Notes	Two categories - Derived.

Value	Label	Cases	Percentage
0	Either native-born or native-language		
1	Foreign-born and foreign-language		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PARED: Highest of mother or father's level of education (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Highest of mother or father's level of education (derived).
Concepts	Highest of mother or father's level of education (derived)

Value	Label	Cases	Percentage
1	Neither parent has attained upper secondary		
2	One parent attained secondary and post-secondary, non-tertiary		
3	At least one parent has attained tertiary		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NATLNG: Test language same as native language (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Test language same as native language (derived).
Concepts	Test language same as native language (derived)

NATLNG: Test language same as native language (derived)

Value	Label	Cases	Percentage
0	Test language not same as native language		
1	Test language same as native language		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BORNLANG: Interactions between place of birth and language status (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Interactions between place of birth and language status (derived).
Concepts	Interactions between place of birth and language status (derived)

Value	Label	Cases	Percentage
1	Native-born and native-language		
2	Native-born and foreign-language		
3	Foreign-born and native-language		
4	Foreign-born and foreign-language		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NATBILNG: Learned as child/understands at least two languages, including test language (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Learned as child / understands at least two, including test lang (derived).
Concepts	Learned as child/understands at least 2, including test lang (derived)
Notes	Derived variable.

Value	Label	Cases	Percentage
0	Monolingual/at least bilingual not including test language		
1	At least bilingual including test language		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FORBILNG: Learned and still understands two languages not test language (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Learned and still understands two languages - Not test language (derived).
Concepts	Learned and still understands 2 languages-Not test language (derived)

Value	Label	Cases	Percentage
0	Monolingual or at least bilingual including test language		
1	At least bilingual not including test language		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HOMLANG: Test language same as language spoken most often at home (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Test language same as language spoken most often at home (derived).
Concepts	Test language same as language spoken most often at home (derived)

Value	Label	Cases	Percentage
0	Test language not same as home language		
1	Test language same as home language		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CTRYRGN: Country region (9 regions)

Information	[Type= discrete] [Format=numeric] [Range= 9-9] [Missing=*]
Universe	All respondents
Literal question	Country region (nine regions).
Concepts	Country region (9 regions)

Value	Label	Cases	Percentage
9	North America and Western Europe		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMPAR: Parents' immigration status (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Parents' immigration status (derived).
Concepts	Parents' immigration status (derived)

Value	Label	Cases	Percentage
1	Both parents foreign-born		
2	One parent foreign-born		
3	Both parents native-born		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMGEN: First and second generation immigrants (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	First and second generation immigrants (derived).
Concepts	First and second generation immigrants (derived)

Value	Label	Cases	Percentage
1	First generation immigrants		
2	Second generation immigrants		
3	Non first or second generation immigrants		
4	Non-immigrant and one foreign-born parent		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMYRS: Years in country (derived)

Information	[Type= continuous] [Format=numeric] [Range= 99-99] [Missing=*]
Universe	All respondents
Literal question	Years in country (derived).
Concepts	Years in country (derived)

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMYRS_C: Years in country (categorised, 4 categories)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not born in Canada
Literal question	Years in country (categorised, four categories).
Concepts	Years in country (categorised, 4 categories)

Value	Label	Cases	Percentage
1	Zero to five years		
2	Six to ten years		
3	11 to 15 years		
4	More than 15 years		
94	Native born		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMYRCAT: Years in country (2-category - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not born in Canada
Literal question	Years in country (Two-category - Derived).
Concepts	Years in country (2-category - derived)

Value	Label	Cases	Percentage
1	In host country five or fewer years		
2	In host country more than five years		
3	Non-immigrants		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AGEG5LFS: Age groups in five-year intervals based on LFS groupings (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-10] [Missing=*]
Universe	All respondents
Literal question	Age groups in five-year intervals (derived).
Concepts	Age groups in 5-year intervals (derived)

Value	Label	Cases	Percentage
1	Aged 16 to 19		
2	Aged 20 to 24		
3	Aged 25 to 29		
4	Aged 30 to 34		
5	Aged 35 to 39		

AGEG5LFS: Age groups in five-year intervals based on LFS groupings (derived)

Value	Label	Cases	Percentage
6	Aged 40 to 44		
7	Aged 45 to 49		
8	Aged 50 to 54		
9	Aged 55 to 59		
10	Aged 60 to 65		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AG10LFS: Age in ten year bands (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Universe	All respondents
Literal question	Age in ten year bands (derived).
Concepts	Age in 10 year bands (derived)

Value	Label	Cases	Percentage
1	24 or less		
2	25 to 34		
3	35 to 44		
4	45 to 54		
5	55 or more		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AG10LFST: Age in ten year bands (Trend-IALS/ALL)

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Universe	All respondents
Literal question	Age in ten year bands.
Concepts	Age in 10 year bands (Trend-IALS/ALL)

Value	Label	Cases	Percentage
1	24 or less		
2	25 to 34		
3	35 to 44		
4	45 to 54		
5	55 plus		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDCAT8: Highest level of formal education obtained (8 categories - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Highest level of formal education obtained (eight categories - Derived).
Concepts	Highest level of formal education obtained (8 categories - derived)

Value	Label	Cases	Percentage
1	Primary or less (ISCED 1 or less)		
2	Lower secondary (ISCED 2, ISCED 3C short)		
3	Upper secondary (ISCED 3A-B, C long)		
4	Post-secondary, non-tertiary (ISCED 4A-B-C)		
5	Tertiary, professional degree (ISCED 5B)		
6	Tertiary, bachelor degree (ISCED 5A)		
7	Tertiary, master degree (ISCED 5A)		
8	Tertiary, research degree (ISCED 6)		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDCAT7: Highest level of formal education obtained (7 categories - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Highest level of formal education obtained (seven categories - Derived).

EDCAT7: Highest level of formal education obtained (7 categories - derived)

Concepts	Highest level of formal education obtained (7 categories - derived)		

Value	Label	Cases	Percentage
1	Primary or less (ISCED 1 or less)		
2	Lower secondary (ISCED 2, ISCED 3C short)		
3	Upper secondary (ISCED 3A-B, C long)		
4	Post-secondary, non-tertiary (ISCED 4A-B-C)		
5	Tertiary, professional degree (ISCED 5B)		
6	Tertiary, bachelor degree (ISCED 5A)		
7	Tertiary, master/research degree (ISCED 5A/6)		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDCAT6: Highest level of formal education obtained (6 categories - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]		
Universe	All respondents		
Literal question	Highest level of formal education obtained (six categories - Derived).		
Concepts	Highest level of formal education obtained (6 categories - derived)		

Value	Label	Cases	Percentage
1	Lower secondary or less (ISCED 1,2, 3C short or less)		
2	Upper secondary (ISCED 3A-B, C long)		
3	Post-secondary, non-tertiary (ISCED 4A-B-C)		
4	Tertiary, professional degree (ISCED 5B)		
5	Tertiary, bachelor degree (ISCED 5A)		
6	Tertiary, master/research degree (ISCED 5A/6)		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LEAV1624: 16 to 24 who left education without completing ISCED 3 or higher (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]		
Universe	All respondents		
Literal question	16 to 24 who left education without completing ISCED 3 or higher.		
Concepts	16-24 who left education without completing ISCED 3 or higher		
Notes	Youth aged 16 to 24 who have left education without completing ISCED 3 or higher (derived).		

Value	Label	Cases	Percentage
0	Completed ISCED 3 or is still in education, aged 16 to 24		
1	Not in education, did not complete ISCED 3, aged 16 to 24		
4	Adults older than 24		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LEAVEDU: Respondent's age when leaving formal education (derived)

Information	[Type= continuous] [Format=numeric] [Range= 99-99] [Missing=*]		
Universe	All respondents		
Literal question	Respondent's age when leaving formal education (derived).		
Concepts	Respondent's age when leaving formal education (derived)		

LEAVEDU: Respondent's age when leaving formal education (derived)

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FE12: Participated in formal education 12 months preceding survey (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Participated in formal education 12 months preceding survey (derived).
Concepts	Participated in formal education 12 months preceding survey (derived)

Value	Label	Cases	Percentage
0	Did not participate in formal education		
1	Participated in formal education		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AETPOP: Adult education/training population - Excludes youths 16 to 24

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Adult education / training population (AET) - Excludes youths 16 to 24.
Concepts	Adult education/training population (AET) -excludes youths 16-24
Notes	Derived variable / AET = Adult education training.

Value	Label	Cases	Percentage
0	Excluded from adult education training population		
1	Adult education training population		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FAET12: Participated in formal adult education training in 12 months preceding survey

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Participated in formal adult education training in 12 months preceding survey (derived).
Concepts	Participated in formal AET in 12 months preceding survey (derived)
Notes	AET = Adult education training.

Value	Label	Cases	Percentage
0	Did not participate in formal adult education training		
1	Participated in formal adult education training		
4	Student in regular cycle of studies		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FAET12JR: Participated formal adult education training job-related reasons 12 months preceding survey (1)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Participated formal adult education training job-related reasons - 12 months preceding (derived).
Concepts	Participated formal AET job-related reasons-12 months preced (derived)
Notes	AET = Adult education training.

FAET12JR: Participated formal adult education training job-related reasons 12 months preceding survey (1)

Value	Label	Cases	Percentage
0	Did not participate in formal adult education training for job related reasons		
1	Participated in formal adult education training for job related reasons		
4	Student in regular cycle of studies		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FAET12NJ: Participated in formal adult education training for non job-related reasons

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Partic in formal adult education training - Non job-related reasons - 12 months preceding (derived).
Concepts	Partic in formal AET-non job-related reasons-12 months prec. (derived)
Notes	AET = Adult education training.

Value	Label	Cases	Percentage
0	Did not participate in formal education for non job related reasons		
1	Participated in formal education for non job related reasons		
4	Student in regular cycle of studies		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFE12: Non-formal education in 12 months preceding survey (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents who participated in non-formal education in 12 months preceding survey
Literal question	Non-formal education in 12 months preceding survey (derived).
Concepts	Non-formal education in 12 months preceding survey (derived)

Value	Label	Cases	Percentage
0	Did not participate in non-formal education		
1	Participated in non-formal education		
5	Unknown		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFE12JR: Non-formal education for job-related - 12 months preceding (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Non-formal education for job-related - 12 months preceding (derived).
Concepts	Non-formal education for job-related-12 months preceding (derived)

Value	Label	Cases	Percentage
0	Did not participate in non-formal education for job related reasons		
1	Participated in non-formal education for job related reasons		
5	Unknown		

NFE12JR: Non-formal education for job-related - 12 months preceding (derived)

Value	Label	Cases	Percentage
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFE12NJR: Non-formal education for non job-related - 12 months preceding (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Non-formal education for non job-related - 12 months preceding (derived).
Concepts	Non-formal education for non job-related-12 months preceding (derived)

Value	Label	Cases	Percentage
0	Did not participate in non-formal education for non job related reasons		
1	Participated in non-formal education for non job related reasons		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FNFAET12: Participated in formal or non-formal adult education training 12 months preceding survey

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Participated in formal / non-formal adult education training - 12 months preceding (derived).
Concepts	Participated in formal/non-formal AET-12 months preceding (derived)
Notes	AET = Adult education training.

Value	Label	Cases	Percentage
0	Did not participate in formal or non-formal adult education training		
1	Participated in formal and/or non-formal adult education training		
4	Student in regular cycle of studies		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

FNFE12JR: Participated in formal or non-formal adult education training for job-related reasons

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents who participated in formal or non-formal AET in 12 months preceding survey
Literal question	Participated in formal / non-formal adult education training - Job-related reasons - 12 months (derived).
Concepts	Part. in formal/non-formal AET-job-related reasons-12 months (derived)
Notes	AET = Adult education training.

Value	Label	Cases	Percentage
0	Did not participate formal or non-formal adult education training for job related reasons		
1	Participated in formal or non-formal adult education training for job related reasons		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AET12JR: Participated formal adult education training job-related reasons 12 months preceding survey (2)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]

AET12JR: Participated formal adult education training job-related reasons 12 months preceding survey (2)

Universe	All respondents
Literal question	Participated adult education training - Job related reasons - 12 months before survey (derived).
Concepts	Participated AET-job related reasons-12 months before survey (derived)
Notes	AET = Adult education training.

Value	**Label**	**Cases**	**Percentage**
0	Did not participate in formal adult education training for job related reasons		
1	Participated in formal adult education training for job related reasons		
4	Student in regular cycle of studies		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AET12NJR: Formal/non-formal adult education training non job-related reasons 12 mon. preceding survey

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Formal / non-formal adult education training - Non job-related reasons - 12 months before survey.
Concepts	Formal/non-formal AET-non job-related reasons-12 months before survey
Notes	Derived variable / AET = Adult education training.

Value	**Label**	**Cases**	**Percentage**
0	Did not participate in formal adult education training for job related reasons		
1	Participated in formal adult education training for job related reasons		
4	Student in regular cycle of studies		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDWORK: Interaction between adults' work and education status (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	Interaction between adults' work and education status (derived).
Concepts	Interaction between adults' work and education status (derived)

Value	**Label**	**Cases**	**Percentage**
1	In education only		
2	In education and work		
3	In work only		
4	Not in education/work - Participated in education/training - Last 12 months		
5	Not in education/work - Not participated education/training - Last 12 months		
95	Unknown		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NEET: Not employed (time of survey)/not in education/training (12 months)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Not employed (time of survey) / not in education / training (12 months).
Concepts	Not employed (time of survey)/not in education/training (12 months)
Notes	Derived variable.

Value	**Label**	**Cases**	**Percentage**
0	Employed/participated in education/training (last 12 months)		
1	Not currently employed and did not participate in education		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFEHNJR: Number of hours of participation in non-formal education (derived) (1)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99-9999.99] [Missing=*]
Universe	All respondents
Literal question	Number of hours of participation in non-formal education (derived).
Concepts	Number of hours of participation in non-formal education (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	**Label**	**Cases**	**Percentage**
9999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFEHRSJR: Number of hours participation in nonformal education for nonjob reasons (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99-9999.99] [Missing=*]
Universe	All respondents
Literal question	Number of hours participation in non-formal education for job reasons (derived).
Concepts	# hrs participation in non-formal education for job reasons (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	**Label**	**Cases**	**Percentage**
9999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NFEHRS: Number of hours of participation in non-formal education (derived) (2)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	All respondents
Literal question	Number of hours of participation in non-formal education (derived).
Concepts	Number of hours of participation in non-formal education (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	**Label**	**Cases**	**Percentage**
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NOPAIDWK: Never had paid work including self-employment in past (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents

NOPAIDWK: Never had paid work including self-employment in past (derived)

Literal question	Never had paid work including self-employment in past (derived).		
Concepts	Never had paid work including self-employment in past (derived)		

Value	Label	Cases	Percentage
0	Has had paid work		
1	Has not has paid work ever		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PAIDWK12: Adults - Had paid work during the 12 months preceding survey (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]		
Universe	All respondents		
Literal question	Adults-had paid work during the 12 months preceding survey (derived).		
Concepts	Adults-had paid work during the 12 months preceding survey (derived)		

Value	Label	Cases	Percentage
0	Has not had paid work during the 12 months preceding survey		
1	Has had paid work during the 12 months preceding the survey		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PAIDWK5: Adults who have had paid work in last five years (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]		
Universe	All respondents		
Literal question	Adults who have had paid work in last five years (derived).		
Concepts	Adults who have had paid work in last 5 years (derived)		

Value	Label	Cases	Percentage
0	Has not had paid work in past five years		
1	Has had paid work in past five years		
5	Unknown		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCOSKI4: Occupational classification of respondent's job, last or current

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]		
Universe	All respondents		
Literal question	Occupational classification of respondent's job, last or current.		
Concepts	Occupational classification of respondent's job, last or current		
Notes	International standard classification of respondent's job (four skill based categories), last or current (derived).		

Value	Label	Cases	Percentage
1	Skilled occupations		
2	Semi-skilled white-collar occupations		
3	Semi-skilled blue-collar occupations		
4	Elementary occupations		
94	Has not worked more than five years		
95	Unknown		

ISCOSKI4: Occupational classification of respondent's job, last or current

Value	Label	Cases	Percentage
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EARNHR: Hourly earning excluding bonuses for wage/salary earners (derived variable)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earning excluding bonuses for wage / salary earners (derived variable).
Concepts	Hourly earning excl bonuses for wage/salary earners (derived variable)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HRDCL: Hourly earnings excluding bonuses, in deciles

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earnings excluding bonuses, in deciles (derived).
Concepts	Hourly earnings excluding bonuses, in deciles (derived)

Value	Label	Cases	Percentage
1	Lowest decile		
2	Ninth decile		
3	Eighth decile		
4	Seventh decile		
5	Sixth decile		
6	Fifth decile		
7	Fourth decile		
8	Third decile		
9	Second decile		
10	Highest decile		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HRPPP: Hourly earnings excluding bonuses for wage/salary earners, $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earnings excluding bonuses for wage / salary earners, US currency (derived).
Concepts	Hrly earnings excluding bonuses for wage/salary earners, $US (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HRBONUS: Hourly earnings including bonuses for wage and salary earners (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earnings including bonuses for wage and salary earners (derived).
Concepts	Hourly earnings incl bonuses for wage and salary earners (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HRBONDCL: Hourly earnings including bonuses, in deciles

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earnings including bonuses, in deciles (derived).
Concepts	Hourly earnings including bonuses, in deciles (derived)

Value	Label	Cases	Percentage
1	Lowest decile		
2	Ninth decile		
3	Eighth decile		
4	Seventh decile		
5	Sixth decile		
6	Fifth decile		
7	Fourth decile		
8	Third decile		
9	Second decile		
10	Highest decile		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HRBONPPP: Hourly earnings including bonuses for wage/salary earners, $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Hourly earnings including bonuses for wage / salary earners, US dollars (derived).
Concepts	Hrly earnings incl bonuses for wage/salary earners, $US (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EARNMTH: Monthly earnings excluding bonuses for wage/salary earners (derived variable)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings excl bonuses for wage / salary earners (derived variable).

EARNMTH: Monthly earnings excluding bonuses for wage/salary earners (derived variable)

Concepts	Mthly earnings excl bonuses for wage/salary earners (derived variable)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMPPP: Monthly earn excluding bonuses (wage/salary earners),PPP corrected $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings excluding bonuses (wage / salary earners), PPP corrected US dollars.
Concepts	Mthly earn excl bonuses(wage/salary earners),PPPcorrected $US(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMSELPPP: Monthly earnings for self-employed, PPP corrected $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings for self-employed, PPP corrected US dollars (derived).
Concepts	Monthly earnings for self-employed, PPP corrected $US (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMBONUS: Monthly earnings including bonuses for wage and salary earners (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings including bonuses for wage and salary earners (derived).
Concepts	Mthly earnings including bonuses for wage and salary earners (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMALL: Monthly earnings including bonus for wage/salary earners/self-employed (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings including bonus for wage / salary earners / self-employed (derived).
Concepts	Mthly earnings incl bonus for wage/salary earners/self-emplyd(derived)

MMALL: Monthly earnings including bonus for wage/salary earners/self-employed (derived)

Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.		

Value	**Label**	**Cases**	**Percentage**
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMALLDCL: Monthly earnings including, in deciles (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings including bonuses for wage and salary earners and self-employed, in deciles (derived).
Concepts	Monthly earnings including, in deciles (derived)

Value	**Label**	**Cases**	**Percentage**
1	Lowest decile		
2	Ninth decile		
3	Eighth decile		
4	Seventh decile		
5	Sixth decile		
6	Fifth decile		
7	Fourth decile		
8	Third decile		
9	Second decile		
10	Highest decile		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMALLPPP: Monthly earn including bonuses for wage/salary earners/self-employed, $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earnings including bonuses for wage / salary earner / self-emplyd, US dollars (derived).
Concepts	Mthly earn incl bonuses for wage/sal earner/self-emplyd, $US (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	**Label**	**Cases**	**Percentage**
999999999999.96	Valid skip		
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MMBONPPP: Monthly earning including bonus for wage/salary earners, $US (derived)

Information	[Type= continuous] [Format=numeric] [Range= 999999999999.96-999999999999.99] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Monthly earning including bonus for wage / salary earners, US dollars (derived).
Concepts	Mthly earning incl bonus for wage/salary earners, $US (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	**Label**	**Cases**	**Percentage**
999999999999.96	Valid skip		

MMBONPPP: Monthly earning including bonus for wage/salary earners, $US (derived)

Value	Label	Cases	Percentage
999999999999.99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EARNFLAG: Earnings including bonuses reporting method (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-96] [Missing=*]
Universe	All respondents
Literal question	Earnings including bonuses reporting method (derived).
Concepts	Earnings including bonuses reporting method (derived)

Value	Label	Cases	Percentage
1	Reported directly		
2	Earnings and/or bonuses imputed		
9	Neither reported nor imputed		
96	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LEARN: Index of learning at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Index of learning at work (derived).
Concepts	Index of learning at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LEARNSE: Index of learning at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Index of learning at work, standard error (derived).
Concepts	Index of learning at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LEARNWLE: Index of learning at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that are currently working (i.e. C_D09 =1)
Literal question	Index of learning at work, categorised WLE (derived).
Concepts	Index of learning at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		

LEARNWLE: Index of learning at work, categorised WLE (derived)

Value	Label	Cases	Percentage
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READY: Index of readiness to learn (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of readiness to learn (derived).
Concepts	Index of readiness to learn (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READYSE: Index of readiness to learn, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of readiness to learn, standard error (derived).
Concepts	Index of readiness to learn, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READYWLE: Index of readiness to learn, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Index of readiness to learn, categorised WLE (derived).
Concepts	Index of readiness to learn, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ICTHOME: Index of use of ICT skills at home (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]

# **ICTHOME: Index of use of ICT skills at home (derived)**			
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)		
Literal question	Index of use of ICT skills at home (derived).		
Concepts	Index of use of ICT skills at home (derived)		
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.		
Value	**Label**	**Cases**	**Percentage**
9999.99996	Valid skip		
9999.99999	Not stated		
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.			

ICTHSE: Index of use of ICT skills at home, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Index of use of ICT skills at home, standard error (derived).
Concepts	Index of use of ICT skills at home, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label		Cases	Percentage
9999.99996	Valid skip			
9999.99999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ICTHWLE: Index of use of ICT skills at home, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that use a computer in their everyday life outside work (i.e. H_Q04b=1)
Literal question	Index of use of ICT skills at home, categorised WLE (derived).
Concepts	Index of use of ICT skills at home, categorised WLE (derived)

Value	Label		Cases	Percentage
0	All zero response			
1	Lowest to 20 percent			
2	More than 20 percent to 40 percent			
3	More than 40 percent to 60 percent			
4	More than 60 percent to 80 percent			
5	More than 80 percent			
6	Valid skip			
9	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ICTWORK: Index of use of ICT skills at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	Index of use of ICT skills at work (derived).
Concepts	Index of use of ICT skills at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label		Cases	Percentage
9999.99996	Valid skip			
9999.99999	Not stated			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ICTWSE: Index of use of ICT skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	Index of use of ICT skills at work, standard error (derived).
Concepts	Index of use of ICT skills at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label		Cases	Percentage
9999.99996	Valid skip			

ICTWSE: Index of use of ICT skills at work, standard error (derived)

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ICTWWLE: Index of use of ICT skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that use computers in their current or last job (i.e. G_Q04=1 and (C_D09=1 or C-D09=2))
Literal question	Index of use of ICT skills at work, categorised WLE (derived).
Concepts	Index of use of ICT skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

INFLU: Index of use of influencing skills at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of influencing skills at work (derived).
Concepts	Index of use of influencing skills at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

INFLUSE: Index of use of influencing skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of influencing skills at work, standard error (derived).
Concepts	Index of use of influencing skills at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

INFLUWLE: Index of use of influencing skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]

INFLUWLE: Index of use of influencing skills at work, categorised WLE (derived)

Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of influencing skills at work, categorised WLE (derived).
Concepts	Index of use of influencing skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMHOME: Index of use of numeracy skills at home (basic and advanced - derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use of numeracy skills at home (basic and advanced - Derived).
Concepts	Index of use of numeracy skills at home (basic and advanced - derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMHSE: Index of use of numeracy skills at home, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use of numeracy skills at home, standard error (derived).
Concepts	Index of use of numeracy skills at home, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMHWLE: Index of use of numeracy skills at home, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Index of use of numeracy skills at home, categorised WLE (derived).
Concepts	Index of use of numeracy skills at home, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		

NUMHWLE: Index of use of numeracy skills at home, categorised WLE (derived)

Value	Label	Cases	Percentage
4	More than 60 percent to 80 percent		
5	More than 80 percent		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMWORK: Index of use of numeracy skills at work (basic and advanced - derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of numeracy skills at work (basic and advanced - Derived).
Concepts	Index of use of numeracy skills at work (basic and advanced - derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMWSE: Index of use of numeracy skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of numeracy skills at work, standard error (derived).
Concepts	Index of use of numeracy skills at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NUMWWLE: Index of use of numeracy skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of numeracy skills at work, categorised WLE (derived).
Concepts	Index of use of numeracy skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PLANNING: Index of use of planning skills at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of planning skills at work (derived).
Concepts	Index of use of planning skills at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PLANSE: Index of use of planning skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of planning skills at work, standard error (derived).
Concepts	Index of use of planning skills at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PLANWLE: Index of use of planning skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of planning skills at work, categorised WLE (derived).
Concepts	Index of use of planning skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READHOME: Index of use-reading skills at home (prose and document texts - derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use - Reading skills at home (prose / document texts (derived)).
Concepts	Index of use-Reading skills at home (prose/document texts (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

READHOME: Index of use-reading skills at home (prose and document texts - derived)

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READHSE: Index of use of reading skills at home, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use of reading skills at home, standard error (derived).
Concepts	Index of use of reading skills at home, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READHWLE: Index of use of reading skills at home, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Index of use of reading skills at home, categorised WLE (derived).
Concepts	Index of use of reading skills at home, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READWORK: Index of use of reading skills at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D 09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of reading skills at work (derived).
Concepts	Index of use of reading skills at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READWSE: Index of use of reading skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D 09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of reading skills at work, standard error (derived).
Concepts	Index of use of reading skills at work, standard error (derived)

READWSE: Index of use of reading skills at work, standard error (derived)

Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

READWWLE: Index of use of reading skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D 09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of reading skills at work, categorised WLE (derived).
Concepts	Index of use of reading skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

TASKDISC: Index of use of task discretion at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Index of use of task discretion at work (derived).
Concepts	Index of use of task discretion at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

TASKWSE: Index of use of task discretion at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Index of use of task discretion at work, standard error (derived).
Concepts	Index of use of task discretion at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

TASKWWLE: Index of use of task discretion at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]

TASKWWLE: Index of use of task discretion at work, categorised WLE (derived)

Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Index of use of task discretion at work, categorised WLE (derived).
Concepts	Index of use of task discretion at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITHOME: Index of use of writing skills at home (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use of writing skills at home (derived).
Concepts	Index of use of writing skills at home (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITHSE: Index of use of writing skills at home, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99999-9999.99999] [Missing=*]
Universe	All respondents
Literal question	Index of use of writing skills at home, standard error (derived).
Concepts	Index of use of writing skills at home, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITHWLE: Index of use of writing skills at home, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Index of use of writing skills at home, categorised WLE (derived).
Concepts	Index of use of writing skills at home, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		

WRITHWLE: Index of use of writing skills at home, categorised WLE (derived)

Value	Label	Cases	Percentage
5	More than 80 percent		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITWORK: Index of use of writing skills at work (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of writing skills at work (derived).
Concepts	Index of use of writing skills at work (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITWSE: Index of use of writing skills at work, standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of writing skills at work, standard error (derived).
Concepts	Index of use of writing skills at work, standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRITWWLE: Index of use of writing skills at work, categorised WLE (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of writing skills at work, categorised WLE (derived).
Concepts	Index of use of writing skills at work, categorised WLE (derived)

Value	Label	Cases	Percentage
0	All zero response		
1	Lowest to 20 percent		
2	More than 20 percent to 40 percent		
3	More than 40 percent to 60 percent		
4	More than 60 percent to 80 percent		
5	More than 80 percent		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

WRISEWLE: Index of use of writing skills at work, WLE standard error (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9999.99996-9999.99999] [Missing=*]

# WRISEWLE: Index of use of writing skills at work, WLE standard error (derived)	
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1) or respondents that have recent work experience in the last 12 months (i.e. C_D09=2)
Literal question	Index of use of writing skills at work, WLE standard error (derived).
Concepts	Index of use of writing skills at work, WLE standard error (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999.99996	Valid skip		
9999.99999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLIT1: Literacy scale score - Plausible value 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value one.
Concepts	Literacy scale score - Plausible value 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT2: Literacy scale score - Plausible value 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value two.
Concepts	Literacy scale score - Plausible value 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT3: Literacy scale score - Plausible value 3

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value three.
Concepts	Literacy scale score - Plausible value 3
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT4: Literacy scale score - Plausible value 4

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value four.
Concepts	Literacy scale score - Plausible value 4
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT5: Literacy scale score - Plausible value 5

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value five.
Concepts	Literacy scale score - Plausible value 5
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT6: Literacy scale score - Plausible value 6

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value six.
Concepts	Literacy scale score - Plausible value 6
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT7: Literacy scale score - Plausible value 7

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value seven.
Concepts	Literacy scale score - Plausible value 7
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT8: Literacy scale score - Plausible value 8

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value eight.
Concepts	Literacy scale score - Plausible value 8
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT9: Literacy scale score - Plausible value 9

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value nine.
Concepts	Literacy scale score - Plausible value 9
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVLIT10: Literacy scale score - Plausible value 10

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Literacy scale score - Plausible value ten.
Concepts	Literacy scale score - Plausible value 10
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM1: Numeracy scale score - Plausible value 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value one.
Concepts	Numeracy scale score - Plausible value 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM2: Numeracy scale score - Plausible value 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value two.

PVNUM2: Numeracy scale score - Plausible value 2

Concepts	Numeracy scale score - Plausible value 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM3: Numeracy scale score - Plausible value 3

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value three.
Concepts	Numeracy scale score - Plausible value 3
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM4: Numeracy scale score - Plausible value 4

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value four.
Concepts	Numeracy scale score - Plausible value 4
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM5: Numeracy scale score - Plausible value 5

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value five.
Concepts	Numeracy scale score - Plausible value 5
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM6: Numeracy scale score - Plausible value 6

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value six.
Concepts	Numeracy scale score - Plausible value 6
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM7: Numeracy scale score - Plausible value 7

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value seven.
Concepts	Numeracy scale score - Plausible value 7
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM8: Numeracy scale score - Plausible value 8

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value eight.
Concepts	Numeracy scale score - Plausible value 8
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM9: Numeracy scale score - Plausible value 9

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value nine.
Concepts	Numeracy scale score - Plausible value 9
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVNUM10: Numeracy scale score - Plausible value 10

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Numeracy scale score - Plausible value ten.
Concepts	Numeracy scale score - Plausible value 10
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL1: PS-TRE scale score - Plausible value 1

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value one.
Concepts	PS-TRE scale score - Plausible value 1
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL2: PS-TRE scale score - Plausible value 2

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value two.
Concepts	PS-TRE scale score - Plausible value 2
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL3: PS-TRE scale score - Plausible value 3

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value three.
Concepts	PS-TRE scale score - Plausible value 3
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL4: PS-TRE scale score - Plausible value 4

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value four.

PVPSL4: PS-TRE scale score - Plausible value 4

Concepts	PS-TRE scale score - Plausible value 4
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL5: PS-TRE scale score - Plausible value 5

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value five.
Concepts	PS-TRE scale score - Plausible value 5
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL6: PS-TRE scale score - Plausible value 6

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value six.
Concepts	PS-TRE scale score - Plausible value 6
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL7: PS-TRE scale score - Plausible value 7

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value seven.
Concepts	PS-TRE scale score - Plausible value 7
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL8: PS-TRE scale score - Plausible value 8

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value eight.
Concepts	PS-TRE scale score - Plausible value 8
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL9: PS-TRE scale score - Plausible value 9

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value nine.
Concepts	PS-TRE scale score - Plausible value 9
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PVPSL10: PS-TRE scale score - Plausible value 10

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE scale score - Plausible value ten.
Concepts	PS-TRE scale score - Plausible value 10
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PRCPVSCR: Total score for reading components section - Print vocabulary (derived)

Information	[Type= continuous] [Format=numeric] [Range= 96-96] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Total score for reading components section - Print vocabulary (derived).
Concepts	Total Score for Reading Components Section-Print Vocabulary (derived)

Value	Label		Cases	Percentage
96	Valid skip			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCSPSCR: Score for reading components section - Sentence processing (derived)

Information	[Type= continuous] [Format=numeric] [Range= 96-96] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Score for reading components section - Sentence processing (derived).
Concepts	Score for Reading Components Section - Sentence Processing (derived)

Value	Label		Cases	Percentage
96	Valid skip			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PRCPCSCR: Score for reading components section - Passage comprehension (derived)

Information	[Type= continuous] [Format=numeric] [Range= 96-96] [Missing=*]
Universe	Respondents who completed the reading components section
Literal question	Score for reading components section - Passage comprehension (derived).
Concepts	Score for Reading Components Section - Passage Comprehension (derived)

Value	Label		Cases	Percentage
96	Valid skip			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

IMPAGE: Person age for weighting adjustments

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Person age for weighting adjustments.
Concepts	Person age for weighting adjustments

VEMETHON: Replication approach (numeric)

Information	[Type= discrete] [Format=numeric] [Range= 1-1] [Missing=*]
Universe	All respondents
Literal question	Replication approach (numeric).
Concepts	Replication approach (numeric)

Value	Label		Cases	Percentage
1	JK1 - Jackknife 1			

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

VENREPS: Number of replicate weights used

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Number of replicate weights used.
Concepts	Number of replicate weights used

VARUNIT: Variance unit

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Variance unit.
Concepts	Variance unit

SPFWT0: Final full sample weight

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final full sample weight.
Concepts	Final full sample weight
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT1: Final replicate weight (1)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (1).
Concepts	Final replicate weight (1)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT2: Final replicate weight (2)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (2).
Concepts	Final replicate weight (2)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT3: Final replicate weight (3)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (3).
Concepts	Final replicate weight (3)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT4: Final replicate weight (4)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (4).
Concepts	Final replicate weight (4)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT5: Final replicate weight (5)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (5).
Concepts	Final replicate weight (5)

SPFWT5: Final replicate weight (5)

Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT6: Final replicate weight (6)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (6).
Concepts	Final replicate weight (6)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT7: Final replicate weight (7)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (7).
Concepts	Final replicate weight (7)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT8: Final replicate weight (8)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (8).
Concepts	Final replicate weight (8)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT9: Final replicate weight (9)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (9).
Concepts	Final replicate weight (9)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT10: Final replicate weight (10)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (10).
Concepts	Final replicate weight (10)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT11: Final replicate weight (11)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (11).
Concepts	Final replicate weight (11)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT12: Final replicate weight (12)

Information	[Type= continuous] [Format=numeric] [Missing=*]

SPFWT12: Final replicate weight (12)

Universe	All respondents
Literal question	Final replicate weight (12).
Concepts	Final replicate weight (12)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT13: Final replicate weight (13)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (13).
Concepts	Final replicate weight (13)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT14: Final replicate weight (14)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (14).
Concepts	Final replicate weight (14)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT15: Final replicate weight (15)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (15).
Concepts	Final replicate weight (15)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT16: Final replicate weight (16)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (16).
Concepts	Final replicate weight (16)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT17: Final replicate weight (17)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (17).
Concepts	Final replicate weight (17)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT18: Final replicate weight (18)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (18).
Concepts	Final replicate weight (18)

SPFWT18: Final replicate weight (18)

Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT19: Final replicate weight (19)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (19).
Concepts	Final replicate weight (19)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT20: Final replicate weight (20)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (20).
Concepts	Final replicate weight (20)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT21: Final replicate weight (21)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (21).
Concepts	Final replicate weight (21)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT22: Final replicate weight (22)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (22).
Concepts	Final replicate weight (22)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT23: Final replicate weight (23)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (23).
Concepts	Final replicate weight (23)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT24: Final replicate weight (24)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (24).
Concepts	Final replicate weight (24)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT25: Final replicate weight (25)

Information	[Type= continuous] [Format=numeric] [Missing=*]

SPFWT25: Final replicate weight (25)

Universe	All respondents
Literal question	Final replicate weight (25).
Concepts	Final replicate weight (25)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT26: Final replicate weight (26)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (26).
Concepts	Final replicate weight (26)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT27: Final replicate weight (27)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (27).
Concepts	Final replicate weight (27)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT28: Final replicate weight (28)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (28).
Concepts	Final replicate weight (28)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT29: Final replicate weight (29)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (29).
Concepts	Final replicate weight (29)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT30: Final replicate weight (30)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (30).
Concepts	Final replicate weight (30)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT31: Final replicate weight (31)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (31).
Concepts	Final replicate weight (31)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT32: Final replicate weight (32)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (32).
Concepts	Final replicate weight (32)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT33: Final replicate weight (33)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (33).
Concepts	Final replicate weight (33)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT34: Final replicate weight (34)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (34).
Concepts	Final replicate weight (34)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT35: Final replicate weight (35)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (35).
Concepts	Final replicate weight (35)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT36: Final replicate weight (36)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (36).

SPFWT36: Final replicate weight (36)

Concepts	Final replicate weight (36)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT37: Final replicate weight (37)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (37).
Concepts	Final replicate weight (37)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT38: Final replicate weight (38)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (38).
Concepts	Final replicate weight (38)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT39: Final replicate weight (39)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (39).
Concepts	Final replicate weight (39)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT40: Final replicate weight (40)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (40).
Concepts	Final replicate weight (40)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT41: Final replicate weight (41)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (41).
Concepts	Final replicate weight (41)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT42: Final replicate weight (42)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (42).
Concepts	Final replicate weight (42)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT43: Final replicate weight (43)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (43).
Concepts	Final replicate weight (43)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT44: Final replicate weight (44)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (44).
Concepts	Final replicate weight (44)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT45: Final replicate weight (45)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (45).
Concepts	Final replicate weight (45)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT46: Final replicate weight (46)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (46).
Concepts	Final replicate weight (46)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT47: Final replicate weight (47)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (47).
Concepts	Final replicate weight (47)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT48: Final replicate weight (48)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (48).
Concepts	Final replicate weight (48)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT49: Final replicate weight (49)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (49).

SPFWT49: Final replicate weight (49)

Concepts	Final replicate weight (49)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT50: Final replicate weight (50)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (50).
Concepts	Final replicate weight (50)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT51: Final replicate weight (51)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (51).
Concepts	Final replicate weight (51)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT52: Final replicate weight (52)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (52).
Concepts	Final replicate weight (52)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT53: Final replicate weight (53)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (53).
Concepts	Final replicate weight (53)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT54: Final replicate weight (54)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (54).
Concepts	Final replicate weight (54)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT55: Final replicate weight (55)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (55).
Concepts	Final replicate weight (55)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT56: Final replicate weight (56)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (56).
Concepts	Final replicate weight (56)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT57: Final replicate weight (57)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (57).
Concepts	Final replicate weight (57)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT58: Final replicate weight (58)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (58).
Concepts	Final replicate weight (58)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT59: Final replicate weight (59)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (59).
Concepts	Final replicate weight (59)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT60: Final replicate weight (60)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (60).
Concepts	Final replicate weight (60)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT61: Final replicate weight (61)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (61).
Concepts	Final replicate weight (61)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT62: Final replicate weight (62)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (62).

SPFWT62: Final replicate weight (62)

Concepts	Final replicate weight (62)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT63: Final replicate weight (63)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (63).
Concepts	Final replicate weight (63)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT64: Final replicate weight (64)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (64).
Concepts	Final replicate weight (64)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT65: Final replicate weight (65)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (65).
Concepts	Final replicate weight (65)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT66: Final replicate weight (66)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (66).
Concepts	Final replicate weight (66)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT67: Final replicate weight (67)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (67).
Concepts	Final replicate weight (67)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT68: Final replicate weight (68)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (68).
Concepts	Final replicate weight (68)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT69: Final replicate weight (69)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (69).
Concepts	Final replicate weight (69)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT70: Final replicate weight (70)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (70).
Concepts	Final replicate weight (70)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT71: Final replicate weight (71)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (71).
Concepts	Final replicate weight (71)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT72: Final replicate weight (72)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (72).
Concepts	Final replicate weight (72)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT73: Final replicate weight (73)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (73).
Concepts	Final replicate weight (73)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT74: Final replicate weight (74)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (74).
Concepts	Final replicate weight (74)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT75: Final replicate weight (75)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (75).

# **SPFWT75: Final replicate weight (75)**	
Concepts	Final replicate weight (75)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

# **SPFWT76: Final replicate weight (76)**	
Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (76).
Concepts	Final replicate weight (76)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

# **SPFWT77: Final replicate weight (77)**	
Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (77).
Concepts	Final replicate weight (77)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

# **SPFWT78: Final replicate weight (78)**	
Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (78).
Concepts	Final replicate weight (78)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

# **SPFWT79: Final replicate weight (79)**	
Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (79).
Concepts	Final replicate weight (79)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

SPFWT80: Final replicate weight (80)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Final replicate weight (80).
Concepts	Final replicate weight (80)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

PROV: Respondent province - From CMS

Information	[Type= discrete] [Format=numeric] [Range= 10-99] [Missing=*]
Universe	All respondents
Literal question	Respondent province.
Concepts	Respondent province

Value	Label	Cases	Percentage
10	Newfoundland and Labrador		
11	Prince Edward Island		
12	Nova Scotia		
13	New Brunswick		
24	Quebec		
35	Ontario		
46	Manitoba		
47	Saskatchewan		
48	Alberta		
59	British Columbia		
60	Yukon		
61	Northwest Territories		
62	Nunavut		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_Q02CA: Background - Born in Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Were you born in Canada?
Concepts	Background - Born in Canada

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AQ03A1CA: Language - First learned language

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	What is the language that you first learned at home in childhood and still understand?
Concepts	Language - First learned language

AQ03A1CA: Language - First learned language

Value	Label	Cases	Percentage
1	English		
2	French		
3	Italian		
4	Chinese		
5	German		
6	Portuguese		
7	Polish		
8	Ukrainian		
9	Spanish		
10	Dutch		
11	Punjabi		
12	Greek		
13	Other - specify		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AN03A1CA: Language - More than one language mentioned

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Did the respondent mention more than one language?
Concepts	Language - More than one language mentioned

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AQ03A2CA: Language - Second learned language

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that learned a second language at home in childhood and still understand (i.e A_N03a1ca=1)
Literal question	What is the second language that you first learned at home in childhood and still understand?
Concepts	Language - Second learned language

Value	Label	Cases	Percentage
1	English		
2	French		
3	Italian		
4	Chinese		
5	German		
6	Portuguese		
7	Polish		
8	Ukrainian		
9	Spanish		
10	Dutch		
11	Punjabi		

AQ03A2CA: Language - Second learned language

Value	Label	Cases	Percentage
12	Greek		
13	Other - Specify		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_Q04BCA: Language - Language spoken at home

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	What language do you speak most often at home?
Concepts	Language - Language spoken at home

Value	Label	Cases	Percentage
1	English		
2	French		
3	Italian		
4	Chinese		
5	German		
6	Portuguese		
7	Polish		
8	Ukrainian		
9	Spanish		
10	Dutch		
11	Punjabi		
12	Greek		
13	Other - Specify		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_Q04CCA: Language - Other language spoken at home - Yes/no

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Do you speak any other languages on a regular basis at home?
Concepts	Language - Other language spoken at home - Yes/No

Value	Label	Cases	Percentage
1	Yes		
2	No		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA101: Language - Other language spoken at home - English

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	What are these other languages?

A4CCA101: Language - Other language spoken at home - English

Concepts	Language - Other language spoken at home - English		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA102: Language - Other language spoken at home - French

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	What are these other languages?
Concepts	Language - Other language spoken at home - French

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA103: Language - Other language spoken at home - Italian

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Italian.
Concepts	Language - Other language spoken at home - Italian

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA104: Language - Other language spoken at home - Chinese

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Chinese.
Concepts	Language - Other language spoken at home - Chinese

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA105: Language - Other language spoken at home - German

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

A4CCA105: Language - Other language spoken at home - German

Universe	Respondents that speak another language on a regular basis at home		
Literal question	Language - Other language spoken at home - German.		
Concepts	Language - Other language spoken at home - German		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA106: Language - Other language spoken at home - Portuguese

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that speak another language on a regular basis at home		
Literal question	Language - Other language spoken at home - Portuguese.		
Concepts	Language - Other language spoken at home - Portuguese		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA107: Language - Other language spoken at home - Polish

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that speak another language on a regular basis at home		
Literal question	Language - Other language spoken at home - Polish.		
Concepts	Language - Other language spoken at home - Polish		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA108: Language - Other language spoken at home - Ukrainian

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that speak another language on a regular basis at home		
Literal question	Language - Other language spoken at home - Ukrainian.		
Concepts	Language - Other language spoken at home - Ukrainian		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA109: Language - Other language spoken at home - Spanish

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Spanish.
Concepts	Language - Other language spoken at home - Spanish

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA110: Language - Other language spoken at home - Dutch

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Dutch.
Concepts	Language - Other language spoken at home - Dutch

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA111: Language - Other language spoken at home - Punjabi

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Punjabi.
Concepts	Language - Other language spoken at home - Punjabi

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA112: Language - Other language spoken at home - Greek

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	Language - Other language spoken at home - Greek.
Concepts	Language - Other language spoken at home - Greek

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A4CCA113: Language - Other language spoken at home - Other - Specify

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that speak another language on a regular basis at home
Literal question	What are these other languages?
Concepts	Language - Other language spoken at home - Other- Specify

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_Q04FCA: Language - Current reading skills in English/French

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents outside QC, who learned French at home in childhood, and who chose to do the interview in English (i.e. Prov <>24 and ((A_Q03a1ca = 2) or (A_Q03a2ca= 2)) and ˆAA2 =1) (see A_C04dca); Or respondents that live in Quebec, and who learned English at home in childhood, and who chose to do the interview in French (i.e. Prov =24 and ((A_Q03a1ca = 1) or (A_Q03a2ca= 1)) and ˆAA2 =2) (see A_C04dca)
Literal question	How would you rate your current reading skills in English? Are they...How would you rate your current reading skills in French? Are they...
Concepts	Language - Current reading skills in English/French

Value	Label	Cases	Percentage
1	Cannot read this language		
2	Poor		
3	Fair		
4	Good		
5	Very good		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

A_Q04GCA: Language - Current writing skills in English/French

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents outside of QC, who learned French at home in childhood, and who chose to do the interview in English (i.e. Prov <>24 and ((A_Q03a1ca = 2) or (A_Q03a2ca= 2)) and ˆAA2 =1) (see A_C04dca); Or respondents that live in Quebec, and who learned English at home in childhood, and who chose to do the interview in French (i.e. Prov =24 and ((A_Q03a1ca = 1) or (A_Q03a2ca= 1)) and ˆAA2 =2) (see A_C04dca)
Literal question	How would you rate your current writing skills in English? Are they...How would you rate your current writing skills in French? Are they...
Concepts	Language - Current writing skills in English/French

Value	Label	Cases	Percentage
1	Cannot write in this language		
2	Poor		
3	Fair		
4	Good		
5	Very good		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AQ04LCA1: Language - Current ability to speak English/French - Born outside of Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]

AQ04LCA1: Language - Current ability to speak English/French - Born outside of Canada

Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	How would you rate your current ability to speak English? Is it...How would you rate your current ability to speak French? Is it...
Concepts	Language - Current ability to speak English/French - Born out. Canada

Value	Label	Cases	Percentage
1	Cannot speak in this language		
2	Poor		
3	Fair		
4	Good		
5	Very good		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

AQ04LCA2: Language - Current ability to speak English/French- Born in Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	How would you rate your current ability to speak French? Is it... How would you rate your current ability to speak English? Is it...
Concepts	Language - Current ability to speak E/F- Born in Canada

Value	Label	Cases	Percentage
1	Cannot speak in this language		
2	Poor		
3	Fair		
4	Good		
5	Very good		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA1: Education - Overall education - Graduated from high school

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Have you graduated from high school (secondary school) including high school equivalency?
Concepts	Education - Overall education - Graduated from high school

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA2: Education - Overall education -Highest grade (elementary/junior high school/high school) ever completed

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents who have not graduated from high school (i.e. B_Q01aca1 = 2, dk, rf)
Literal question	What is the highest grade of elementary, junior high, or high school that you have ever completed?
Concepts	Education -Overall education -Highest grade elem/jh/hs ever completed

BQ01ACA2: Education - Overall education -Highest grade (elementary/junior high school/high school) ever completed

Value	Label	Cases	Percentage
1	Less than grade six		
2	Grade six		
3	Grade seven to eight (Secondary 1 or 2 in Quebec)		
4	Grade nine (Secondary3 in Quebec or Senior 1 in Manitoba)		
5	Grade 10 to 13 (or equivalent in Quebec, Manitoba, Newfoundland, Ontario)		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA3: Education - Overall education - Province/terriroty last in high school/junior high school

Information	[Type= discrete] [Format=numeric] [Range= 10-99] [Missing=*]
Universe	Respondents that completed Grade 7-8 (Secondary 1 or 2 in QUE) or higher (i.e. B_Q01aca1 = 1 or B_Q01aca2 = 3,4 or 5)
Literal question	In what province or territory were you last in high school or junior high school?
Concepts	Education - Overall education - PT last in HS/junior high school

Value	Label	Cases	Percentage
10	Newfoundland and Labrador		
11	Prince Edward Island		
12	Nova Scotia		
13	New Brunswick		
24	Quebec		
35	Ontario		
46	Manitoba		
47	Saskatchewan		
48	Alberta		
59	British Columbia		
60	Yukon		
61	Northwest Territories		
62	Nunavut		
76	U.S.A		
77	Outside Canada/U.S.A		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA5: Education - Overall - High school/secondary school diploma - Vocational diploma

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that graduated from high school in Quebec (i.e. B_Q01aca1=1 and B_Q01aca3 = 24)
Literal question	Was the high school or secondary school diploma you received a vocational diploma such as: An attestation of vocational training, diploma of vocational studies, or an attestation of vocational specialisation?
Concepts	Education - Overall -High/sec. school diploma - Vocational diploma

Value	Label	Cases	Percentage
1	Yes		

BQ01ACA5: Education - Overall - High school/secondary school diploma - Vocational diploma

Value	Label	Cases	Percentage
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA6: Education - Overall - Highest level ever successfully completed

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	The response categories for the next question are on page one of the information guide. After I read the question to you, please indicate your response choice from the list of options. What is the highest level of schooling on this page that you have ever successfully completed?
Concepts	Education - Overall - Highest level ever successfully completed

Value	Label	Cases	Percentage
1	No formal education		
2	Less than high school diploma		
3	High school diploma or equivalent		
4	Trade/vocational certificate		
5	Apprenticeship certificate		
6	CEGEP diploma or certificate		
7	Non-university certificate/diploma from college/nursing/technical		
8	University transfer program		
9	University certificate or diploma below bachelor's degree		
10	Bachelor's degree		
11	University certificate above the bachelor's		
12	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
13	Master's		
14	Ph.D.		
15	Education not definable by level		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA7: Education - Overall - CEGEP diploma/certificate part of university transfer program

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that completed CEGEP diploma or certificate as their highest level of schooling (i.e. B_Q01aca6 = 6)
Literal question	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
Concepts	Education - Overall- CEGEP diploma/cert. part of uni. transfer program

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		

BQ01ACA7: Education - Overall - CEGEP diploma/certificate part of university transfer program

Value	Label	Cases	Percentage
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA8: Education - Overall- Length - Completed trade/vocation/non-university/certificate/diploma full-time

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that completed a trade / vocational certificate (includes an attestation of vocational training, diploma of vocational studies or attestation of vocational specialization offered in Quebec) as their highest level of schooling (i.e. B_Q01aca6 = 4), or a CEGEP diploma or certificate as their highest level of schooling (i.e. B_Q01aca6 = 6), OR a Non-university certificate or diploma from a college, school of nursing, technical institute as their highest level of schooling (i.e. B_Q01aca6 = 7)
Literal question	What is the normal length of time required to complete this certificate or diploma when taken full-time?
Concepts	Education-Overall- Length - Compl. trade/voc./n-u/cert./dipl full-time

Value	Label	Cases	Percentage
1	Less than three months		
2	Three months to less than 12 months		
3	One year		
4	Greater than one year but less than two years		
5	Two years		
6	Greater than two years but less than three years		
7	Three years or more		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01ACA9: Education - Obtained trade/vocational/non-university education in Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have some type of formal education (i.e. B_Q01aca6 <> 1 or dk or rf)
Literal question	Did you obtain this education in Canada?
Concepts	Education-Obtained trade/vocational/non-university education in Canada

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B01ACA10: Education - Overall education - Country attained level of education

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents who obtained education outside of Canada (i.e. B_Q01aca9=2)
Literal question	In what country did you attain this level of education?
Concepts	Education - Overall education - Country attained level of education

Value	Label	Cases	Percentage
1	China		
2	Germany		
3	Hong Kong		

B01ACA10: Education - Overall education - Country attained level of education

Value	Label	Cases	Percentage
4	India		
5	Italy		
6	Jamaica		
7	Philippines		
8	United Kingdom (England, Scotland, Northern Ireland)		
9	United States		
10	Other - specify		
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01BCA1: Education - Highest level of schooling - Field of study

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that have at least a high school diploma in formal education (i.e. B_Q01aca6 = 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 or 14)
Literal question	Which of the following categories would best represent the field of study of this highest level of schooling? If there was more than one, please choose the one you consider most important. Please refer to page two of the information guide.
Concepts	Education - Highest level of schooling - Field of study

Value	Label	Cases	Percentage
1	General programs		
2	Teacher training and education science		
3	Humanities, languages and arts		
4	Social sciences, business and law		
5	Science, mathematics and computing		
6	Engineering, manufacturing and construction		
7	Agriculture and veterinary		
8	Health and welfare		
9	Services		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01DCA2: Education - Highest level of education - Attained outside of Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2) AND completed their highest level of education in Canada (B_Q01aca9=1)
Literal question	What is the highest level of education you attained outside of Canada? Please refer to page three of the information guide.
Concepts	Education - Highest level of education - Attained outside of Canada

Value	Label	Cases	Percentage
1	No formal education		
2	Some elementary school or elementary school		
3	Some high school		
4	High school diploma or equivalent		

BQ01DCA2: Education - Highest level of education - Attained outside of Canada

Value	Label	Cases	Percentage
5	Some trade/vocational/college/university (no certificate/diploma/ degree)		
6	Trade/vocational certificate		
7	Apprenticeship certificate		
8	Non-university certificate/diploma from a college or other		
9	University transfer program		
10	University certificate or diploma below bachelor's degree		
11	Bachelor's degree		
12	University certificate above the bachelor's		
13	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
14	Master's		
15	Ph.D.		
16	Education not definable by level		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ01DCA3: Education - Highest level of education - Country

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that had some formal education outside of Canada (i.e. B_Q01dca2 <>1, dk, rf)
Literal question	In what country did you attain this level of education?
Concepts	Education - Highest level of education - Country

Value	Label	Cases	Percentage
1	China		
2	Germany		
3	Hong Kong		
4	India		
5	Italy		
6	Jamaica		
7	Philippines		
8	United Kingdom (England, Scotland, Northern Ireland)		
9	United States		
10	Other - Specify		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

B_Q01ECA: Education - Years of formal education completed during lifetime

Information	[Type= continuous] [Format=numeric] [Range= 97-99] [Missing=*]
Universe	All respondents
Literal question	During your lifetime, how many years of formal education have you completed beginning with grade one and not counting repeated years at the same level?
Concepts	Education - Years of formal education completed during lifetime

B_Q01ECA: Education - Years of formal education completed during lifetime

Value	Label	Cases	Percentage
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ02BCA1: Education - Current study - Level of education

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents currently enrolled in a program of study (B_Q02a = 1)
Literal question	What level of education are you currently studying for? Please refer to page four of the information guide.
Concepts	Education - Current study - Level of education

Value	Label	Cases	Percentage
1	Grade six		
2	Less than high school diploma		
3	High school diploma or equivalent		
4	Trade/vocational certificate		
5	Apprenticeship certificate		
6	CEGEP diploma or certificate		
7	Non-university certificate/diploma (college/school nursing)		
8	University transfer program		
9	University certificate or diploma below bachelor's degree		
10	Bachelor's degree		
11	University certificate above the bachelor's		
12	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
13	Master's		
14	Ph.D.		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ02BCA2: Education - Current - CEGEP diploma/certificate part of university transfer program

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents currently studying for a CEGEP diploma or certificate (i.e. B_Q02bca1 = 6)
Literal question	Is the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or associate's degree)?
Concepts	Education - Current - CEGEP dipl./cer. part univ. transfer program

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ02BCA3: Length - Complete trade/vocationa;/non-university certificate/diploma full-time

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that have a trade / vocational certificate or CEGEP diploma / certificate or a nonuniversity certificate/diploma from a college, school of nursing, technical institute (i.e. B_Q02bca1= 4 or 6 or 7)
Literal question	What is the normal length of time required to complete this certificate or diploma when taken full-time?
Concepts	Length-Complete trade/voc/non-university certificate/diploma full-time

Value	Label	Cases	Percentage
1	Less than three months		
2	Three months to less than 12 months		
3	One year		
4	Greater than one year but less than two years		
5	Two years		
6	Greater than two years but less than three years		
7	Three years or more		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ03BCA1: Education - Uncompleted program of study - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and that had enrolled in a program of study but left before completing it (i.e. B_Q03a = 1)
Literal question	For which level of education were you studying? If there was more than one program you did not complete, please report the one with the highest level. Please refer to page four of the information guide.
Concepts	Education - Uncompleted program of study - Level

Value	Label	Cases	Percentage
1	Grade six		
2	Less than high school diploma		
3	High school diploma or equivalent		
4	Trade/vocational certificate		
5	Apprenticeship certificate		
6	CEGEP diploma or certificate		
7	Non-university certificate/diploma (college/school nursing)		
8	University transfer program		
9	University certificate or diploma below bachelor's degree		
10	Bachelor's degree		
11	University certificate above the bachelor's		
12	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
13	Master's		
14	Ph.D.		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#BQ03BCA2: Education - Uncompleted program of study - CEGEP diploma/certificate part of university transfer program

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who enrolled in a CEGEP diploma or certificate program of study but left before completing it (i.e. B_Q03a=1 and B_Q03bca1=6)
Literal question	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
Concepts	Education - Uncom.prog. .- CEGEP dipl./cert. part uni transfer program

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#BQ03BCA3: Education - Uncompled program of study - Length - Completed trade/vocational/non-university certificate full-time

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and who enrolled in a trade / vocational certificate, or a Non-university certificate / diploma from a college, school of nursing, or technical institute program of study but left before completing it (i.e. B_Q03a=1 and B_Q03bca1=4 or 7)
Literal question	What is the normal length of time required to complete this certificate or diploma when taken full-time?
Concepts	Education - Uncompleted program of study -Normal length to complete FT

Value	Label	Cases	Percentage
1	Less than three months		
2	Three months to less than 12 months		
3	One year		
4	Greater than one year but less than two years		
5	Two years		
6	Greater than two years but less than three years		
7	Three years or more		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#BQ04BCA1: Education - Formal education - How many programs of study

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1)
Literal question	How many programs of study in total have you been enrolled in during the last 12 months?
Concepts	Education - Formal education - How many programs of study

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
99	Not stated		

BQ04BCA1: Education - Formal education - How many programs of study

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ05ACA1: Education - Formal education - Level

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1). Also see B_C03d
Literal question	What was the level of education you were studying for? Please refer to page four of the information guide.
Concepts	Education - Formal education - Level

Value	Label	Cases	Percentage
1	Grade six		
2	Less than high school diploma		
3	High school diploma or equivalent		
4	Trade/vocational certificate		
5	Apprenticeship certificate		
6	CEGEP diploma or certificate		
7	Non-university certificate/diploma (college/school nursing)		
8	University transfer program		
9	University certificate or diploma below bachelor's degree		
10	Bachelor's degree		
11	University certificate above the bachelor's		
12	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
13	Master's		
14	Ph.D.		
96	Valid skip		
97	Don't know		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ05ACA2: Education - Formal education - CEGEP diploma/certificate part of university transfer program

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1). Also see B_C03d
Literal question	Was the CEGEP diploma or certificate part of a university transfer program (for credits, university transfer diploma, or an associate's degree)?
Concepts	Education - Formal education - CEGEP dipl/certi univ transfer progr

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

BQ05ACA3: Education - Formal - Length - Completed trade/vocational/non-university certificate full-time

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]

BQ05ACA3: Education - Formal - Length - Completed trade/vocational/non-university certificate full-time

Universe	Respondents not currently enrolled in a program of study (i.e. B_Q02a = 2, dk, rf) and had enrolled in courses toward a diploma, certificate, degree or license, either full-time or part-time during the last 12 months (i.e. B_Q04a=1). Also see B_C03d
Literal question	What is the normal length of time required to complete this certificate or diploma when taken full-time?
Concepts	Education - Formal - Length - Comp tr/vocl/non-uni cer full-time

Value	Label	Cases	Percentage
1	Less than three months		
2	Three months to less than 12 months		
3	One year		
4	Greater than one year but less than two years		
5	Two years		
6	Greater than two years but less than three years		
7	Three years or more		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CQ08BCA2: Current status/work history - Ever worked at job or business in Canada

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Universe	Respondents that are not born in Canada (i.e. A_Q02ca=2) AND are unemployed (i.e. C_D05=2)
Literal question	Have you ever worked at a job or business in Canada?
Concepts	Current status/work history- Ever worked at job or business in Canada

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q09CA1: Current status/work - Years of full-time work experience inside/outside Canada

Information	[Type= continuous] [Format=numeric] [Range= 97-99] [Missing=*]
Universe	All respondents
Literal question	Considering all jobs you have held (both inside and outside Canada), how many years of full time work experience do you have?
Concepts	Current status/work - Years of FTwork experience inside/outside Canada

Value	Label	Cases	Percentage
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

C_Q09CA3: Curr stat/work hist- Years full time work experience Canada lifetime

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents that are not born in Canada (i.e. A_Q02ca=2), AND are unemployed (i.e. C_D05=2), and have worked in a job or business in Canada (i.e. C_Q08bca2=1)
Literal question	Now considering all jobs you have held in Canada, how many years of full time work experience do you have in Canada?
Concepts	Curr stat/work hist- Years full time work experience Canada lifetime

Value	Label	Cases	Percentage
96	Valid skip		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q09CA1: Current work - Type of contract (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1); Excluding respondents who are self-employed (i.e. D_Q04=2), and excluding respondents doing unpaid work for family business (i.e. C_D06=3)
Literal question	What kind of employment contract do you have? Is that...
Concepts	Current work - Type of contract

Value	Label	Cases	Percentage
1	A permanent contract		
2	A seasonal job		
3	A term or contract job		
4	A casual job		
5	Other temporary jobs		
6	An apprenticeship or other training scheme		
7	No contract		
8	Other - specify		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

D_Q12ACA: Current work - Requirements - Education level (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1), and are not self-employed (i.e. D_Q04<>2)
Literal question	Again referring to your current job: If applying today, what would be the usual educational qualification required, if any, to qualify for your position? Please refer to page 12 of the information guide.
Concepts	Current work - Requirements - Education level

Value	Label	Cases	Percentage
1	No formal education or below grade six		
2	Grade six		
3	Less than high school diploma		
4	High school diploma or equivalent		
5	Trade/vocational certificate		
6	Apprenticeship certificate		
7	Non-university certificate/diploma from college/nursing/ technological institute		
8	University certificate or diploma below bachelor's degree		

D_Q12ACA: Current work - Requirements - Education level (2)

Value	Label	Cases	Percentage
9	Bachelor's degree		
10	University certificate above the bachelor's		
11	First professional degree (medicine/veterinary/dental/optometry/ law/divinity)		
12	Master's		
13	Ph.D.		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

E_Q08CA1: Last job - Type of contract (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-98] [Missing=*]
Universe	Respondents not currently working but had paid work in past 5 years (i.e. C_D09=2 or C_D08c=1) as an employee (i.e, E_Q04=1, DK or RF)
Literal question	What kind of employment contract did you have? Was it...
Concepts	Last job - Type of contract

Value	Label	Cases	Percentage
1	A permanent contract		
2	A seasonal job		
3	A term or contract job		
4	A casual job		
5	Other temporary jobs		
6	An apprenticeship or other training scheme		
7	No contract		
8	Other - Specify		
96	Valid skip		
97	Don't know		
98	Refusal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F1ACA101: Skill use work - Language used most often at work - English

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use English most often at work (i.e. F_Q01aca1= 1)
Literal question	What language do you use most often at work? - English.
Concepts	Skill use work - Language used most often at work - English

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F1ACA102: Skill use work - Language used most often at work - French

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use French most often at work (i.e. F_Q01aca1= 2)
Literal question	What language do you use most often at work? - French.
Concepts	Skill use work - Language used most often at work - French

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

F1ACA103: Skill use work - Language used most often at work - Other - Specify

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that use another language (not English or French) most often at work (i.e. F_Q01aca1= 3)
Literal question	What language do you use most often at work? - Other - Specify.
Concepts	Skill use work - Language used most often at work - Other - specify

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HQ01CCA4: Skill use everyday - Literacy - Read newspapers/magazines French/English

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that learned French as their first or second language at home in childhood (and still understand), and they do not live in Quebec, and their language of preference for the interview was English (i.e. (A_Q03a1ca=2 or A_Q03a2ca=2) and prov <>24 AND AA2=1); Or respondents that live in Quebec (i.e. prov = 24)
Literal question	Outside your work, how often do you usually: Read newspapers, magazines or newsletters in French? In everyday life, how often do you usually: Read newspapers, magazines or newsletters in French? Outside your work, how often do you usually: Read newspapers, magazines or newsletters in English? In everyday life, how often do you usually: Read newspapers, magazines or newsletters in English?
Concepts	Skill use everyday-Literacy-Read newspapers/magazines French/English

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

HQ01ECA4: Skill use everyday life - Literacy - Read books in French/English

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that learned French as their first or second language at home in childhood (and still understand), and they do not live in Quebec, and their language of preference for the interview was English (i.e. (A_Q03a1ca=2 or A_Q03a2ca=2) AND prov <>24 AND AA2=1); Or respondents that live in QC (i.e. prov = 24)
Literal question	Outside your work, how often do you usually: Read books, fiction or non-fiction in English? In everyday life, how often do you usually: Read books, fiction or non-fiction in English? Outside your work, how often do you usually: Read books, fiction or non-fiction in French? In everyday life, how often do you usually: Read books, fiction or non-fiction in French?
Concepts	Skill use everyday life - Literacy - Read books in French/English

Value	Label	Cases	Percentage
1	Never		
2	Less than once a month		
3	Less than once a week but at least once a month		
4	At least once a week but not every day		
5	Every day		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q10ACA: About yourself - Disability - Longstanding illness

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Do you have any longstanding illnesses or longstanding health problems that have lasted, or are expected to last, for 6 months or more?
Concepts	About yourself - Disability - Longstanding illness

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

I_Q10BCA: About yourself - Disability - Limitation because of health problems

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that have long standing illness or health problems. (i.e. I_Q10a=1)
Literal question	To what extent have you been limited because of this health problem in everyday activities? Would you say you have been severely limited, limited but not severely, or not limited at all?
Concepts	About yourself - Disability - Limitation because of health problems

Value	Label	Cases	Percentage
1	Severely limited		
2	Limited but not severely		
3	Not limited at all		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

I_Q10BCA: About yourself - Disability - Limitation because of health problems

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04BCA2: Background - Country of birth

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	In what country were you born?
Concepts	Background - Country of birth

Value	Label	Cases	Percentage
1	China		
2	Germany		
3	Hong Kong		
4	India		
5	Italy		
6	Jamaica		
7	Philippines		
8	United Kingdom (England, Scotland, Northern Ireland)		
9	United States		
10	Other - specify		
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04BCA3: Canadian birth, naturalization, landed immigrant, non-permanent resident

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	Are you now, or have you ever been a landed immigrant in Canada?
Concepts	Canadian birth,naturalization,landed immigrant,non-permanent resident

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04BCA4: Background - Immigration programs

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are now or have been a landed immigrant in Canada (i.e. J_Q04bca3)
Literal question	Under which of the following broad immigration programs did you become a landed immigrant in Canada:
Concepts	Background - Immigration programs

Value	Label	Cases	Percentage
1	The refugee program		
2	Program of re-unification with family already in Canada		

JQ04BCA4: Background - Immigration programs

Value	Label	Cases	Percentage
3	The points system		
4	Or other		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04BCA5: Background - Year landed immigrant in Canada

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	In what year did you first become a landed immigrant in Canada?
Concepts	Background - Year landed immigrant in Canada

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04BCA7: Background - First came to Canada as a refugee

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	When you first came to Canada, were you a refugee?
Concepts	Background - First came to Canada as a refugee

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04DCA2: Background - Years lived in Canada

Information	[Type= continuous] [Format=numeric] [Range= 96-99] [Missing=*]
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)
Literal question	In total how many years have you lived in Canada?
Concepts	Background - Years lived in Canada

Value	Label	Cases	Percentage
96	Valid skip		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04ECA1: Background - English/French language training

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]

JQ04ECA1: Background - English/French language training

Universe	Respondents not born in Canada (i.e. A_Q02ca=2)		
Literal question	Since your arrival, have you taken, or are you taking, any English / French language training?		
Concepts	Background - English/French language training		

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04ECA2: Background - Planning to take English/French language training

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents not born in Canada (i.e. A_Q02ca=2)		
Literal question	Do you plan to take English / French language training in the future, and if so when?		
Concepts	Background - Planning to take English/French language training		

Value	Label	Cases	Percentage
1	Yes, within the next month		
2	Yes, within the next six months		
3	Yes, within the next year		
4	Yes, but not sure when		
5	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04FCA1: Background - Aboriginal person

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	All respondents		
Literal question	Are you an Aboriginal person, that is, First Nations, Métis or Inuit? First Nations include Status and Non-Status Indians.		
Concepts	Background - Aboriginal person		

Value	Label	Cases	Percentage
1	Yes		
2	No		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J4FCA201: Background - Aboriginal person - First Nations

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]		
Universe	Respondents that are First Nations (i.e. J_Q04fca2=1)		
Literal question	Are you First Nations?		

J4FCA201: Background - Aboriginal person - First Nations

Concepts	Background - Aboriginal person - First Nations		

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J4FCA202: Background - Aboriginal person - First Nations, Métis or Inuit - Métis

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are Métis (i.e. J_Q04fca2=2)
Literal question	Are you First Nations, Métis?
Concepts	Background - Aboriginal person - First Nations, Métis or Inuit - Métis

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J4FCA203: Background - Aboriginal person - Inuit (Inuk)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Respondents that are Inuit (Inuk) (i.e. J_Q04fca2=3)
Literal question	Are you Inuit?
Concepts	Background - Aboriginal person - Inuit (Inuk)

Value	Label	Cases	Percentage
1	Marked		
2	Not marked		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04FCA3: Background - Aboriginal person - Status Indian (registered or treaty)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Aboriginal respondents (i.e. J_Q04fca1=1)
Literal question	Are you a Status Indian (registered or treaty) as defined by the indian act of Canada?
Concepts	Background - Aboriginal person - Status Indian (Registered or Treaty)

Value	Label	Cases	Percentage
1	Yes, status Indian (registered or treaty)		
2	No		

JQ04FCA3: Background - Aboriginal person - Status Indian (registered or treaty)

Value	Label	Cases	Percentage
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ04FCA4: Background - Aboriginal person - Member of a First Nation/Indian band

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	Aboriginal respondents (i.e. J_Q04fca1=1)
Literal question	Are you a member of a First Nation / Indian Band?
Concepts	Background - Aboriginal person - Member of a First Nation/Indian Band

Value	Label	Cases	Percentage
1	Yes		
2	No		
6	Valid skip		
7	Don't know		
8	Refusal		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q06BCA: Background - Mother/female guardian - Highest level of education (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	What was the highest level of education your mother or female guardian ever completed? Please refer to page 18 of the information guide.
Concepts	Background - Mother/female guardian - Highest level of education

Value	Label	Cases	Percentage
1	No formal education		
2	Less than high school		
3	High school diploma or equivalent		
4	Apprenticeship certificate or diploma		
5	Trade/vocational certificate or diploma		
6	Non-university certificate/diploma (college, school nursing)		
7	University certificate, diploma or degree		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

J_Q07BCA: Background - Father/male guardian - Highest level of education (2)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	All respondents
Literal question	What was the highest level of education your father or male guardian ever completed? Please refer to page 18 of the information guide.
Concepts	Background - Father/male guardian - Highest level of education

J_Q07BCA: Background - Father/male guardian - Highest level of education (2)

Value	Label	Cases	Percentage
1	No formal education		
2	Less than high school		
3	High school diploma or equivalent		
4	Apprenticeship certificate or diploma		
5	Trade/vocational certificate or diploma		
6	Non-university certificate/diploma (college, school nursing)		
7	University certificate, diploma or degree		
97	Don't know		
98	Refusal		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL1: Literacy level - Plausible value 1 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value one (derived).
Concepts	Literacy level - Plausible value 1 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL2: Literacy level - Plausible value 2 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value two (derived).
Concepts	Literacy level - Plausible value 2 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL3: Literacy level - Plausible value 3 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents

PVLITL3: Literacy level - Plausible value 3 (derived)

Literal question	Literacy level - Plausible value three (derived).		
Concepts	Literacy level - Plausible value 3 (derived)		

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL4: Literacy level - Plausible value 4 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value four (derived).
Concepts	Literacy level - Plausible value 4 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL5: Literacy level - Plausible value 5 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value five (derived).
Concepts	Literacy level - Plausible value 5 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL6: Literacy level - Plausible value 6 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value six (derived).

PVLITL6: Literacy level - Plausible value 6 (derived)

Concepts	Literacy level - Plausible value 6 (derived)		

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL7: Literacy level - Plausible value 7 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value seven (derived).
Concepts	Literacy level - Plausible value 7 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL8: Literacy level - Plausible value 8 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value eight (derived).
Concepts	Literacy level - Plausible value 8 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL9: Literacy level - Plausible value 9 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value nine (derived).
Concepts	Literacy level - Plausible value 9 (derived)

PVLITL9: Literacy level - Plausible value 9 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVLITL10: Literacy level - Plausible value 10 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Literacy level - Plausible value ten (derived).
Concepts	Literacy level - Plausible value 10 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML1: Numeracy level - Plausible value 1 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value one (derived).
Concepts	Numeracy level - Plausible value 1 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML2: Numeracy level - Plausible value 2 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value two (derived).
Concepts	Numeracy level - Plausible value 2 (derived)

PVNUML2: Numeracy level - Plausible value 2 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML3: Numeracy level - Plausible value 3 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value three (derived).
Concepts	Numeracy level - Plausible value 3 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML4: Numeracy level - Plausible value 4 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value four (derived).
Concepts	Numeracy level - Plausible value 4 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML5: Numeracy level - Plausible value 5 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value five (derived).
Concepts	Numeracy level - Plausible value 5 (derived)

PVNUML5: Numeracy level - Plausible value 5 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML6: Numeracy level - Plausible value 6 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value six (derived).
Concepts	Numeracy level - Plausible value 6 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML7: Numeracy level - Plausible value 7 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value seven (derived).
Concepts	Numeracy level - Plausible value 7 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML8: Numeracy level - Plausible value 8 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value eight (derived).
Concepts	Numeracy level - Plausible value 8 (derived)

PVNUML8: Numeracy level - Plausible value 8 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML9: Numeracy level - Plausible value 9 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value nine (derived).
Concepts	Numeracy level - Plausible value 9 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVNUML10: Numeracy level - Plausible value 10 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9] [Missing=*]
Universe	All respondents
Literal question	Numeracy level - Plausible value ten (derived).
Concepts	Numeracy level - Plausible value 10 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
4	Level four		
5	Level five		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL1: PS-TRE level - Plausible value 1 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value one (derived).
Concepts	PS-TRE level - Plausible value 1 (derived)

PVPSAL1: PS-TRE level - Plausible value 1 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL2: PS-TRE level - Plausible value 2 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value two (derived).
Concepts	PS-TRE level - Plausible value 2 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL3: PS-TRE level - Plausible value 3 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value three (derived).
Concepts	PS-TRE level - Plausible value 3 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL4: PS-TRE level - Plausible value 4 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value four (derived).
Concepts	PS-TRE level - Plausible value 4 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL5: PS-TRE level - Plausible value 5 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value five (derived).
Concepts	PS-TRE level - Plausible value 5 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL6: PS-TRE level - Plausible value 6 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value six (derived).
Concepts	PS-TRE level - Plausible value 6 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL7: PS-TRE level - Plausible value 7 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value seven (derived).
Concepts	PS-TRE level - Plausible value 7 (derived)

PVPSAL7: PS-TRE level - Plausible value 7 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL8: PS-TRE level - Plausible value 8 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value eight (derived).
Concepts	PS-TRE level - Plausible value 8 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL9: PS-TRE level - Plausible value 9 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value nine (derived).
Concepts	PS-TRE level - Plausible value 9 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PVPSAL10: PS-TRE level - Plausible value 10 (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-99] [Missing=*]
Universe	Respondents that completed the computer based assessment
Literal question	PS-TRE level - Plausible value ten (derived).
Concepts	PS-TRE level - Plausible value 10 (derived)

Value	Label	Cases	Percentage
0	Below level one		
1	Level one		
2	Level two		

PVPSAL10: PS-TRE level - Plausible value 10 (derived)

Value	Label	Cases	Percentage
3	Level three		
6	PS-TRE non-respondents		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EDUC4: Highest level of formal education obtained (4 categories - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Highest level of formal education obtained (four categories - Derived).
Concepts	Highest level of formal education obtained (4 categories - derived)

Value	Label	Cases	Percentage
1	Less than high school diploma		
2	High school diploma		
3	Post-secondary education-below bachelor's degree		
4	Post-secondary education-bachelor's degree or higher		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

JQ4DCA2D: Immigrant status (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Immigrant status (derived).
Concepts	Immigrant Status (derived)

Value	Label	Cases	Percentage
1	Recent immigrant		
2	Established immigrant		
3	Canadian born		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNTRY2: Language of test (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Universe	All respondents
Literal question	Language of test (derived).
Concepts	Language of Test (derived)

Value	Label	Cases	Percentage
1	English		
2	French		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

MTONGUE: Official language minority communities (4 categories - derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Universe	All respondents
Literal question	Official-language minority communities (four categories - Derived).
Concepts	Official-Language Minority Communities (4 categories - derived)

MTONGUE: Official language minority communities (4 categories - derived)

Value	Label	Cases	Percentage
1	Anglophone		
2	Francophone		
3	Other		
4	Bilingual		
9	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LANGWORK: Language at work (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-99] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09 =1)
Literal question	Language at work (derived).
Concepts	Language at Work (derived)

Value	Label	Cases	Percentage
1	English		
2	French		
3	Bilingual		
9	Other		
99	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

EMPSELF: Self employed status (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Universe	All respondents
Literal question	Self employed status (derived).
Concepts	Self Employed Status (derived)

Value	Label	Cases	Percentage
0	Non self employed		
1	Self employed		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

URBANABO: Urban Aboriginal status (2 categories)

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Universe	All respondents
Literal question	Urban Aboriginal status (two categories).
Concepts	Urban Aboriginal status (2 categories)

Value	Label	Cases	Percentage
0	Not urban Aboriginal		
1	Urban Aboriginal		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LNG_BQ: Language for background questionnaire (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-999] [Missing=*]
Universe	All respondents
Literal question	Language for background questionnaire (derived).
Concepts	Language for background questionnaire (derived)

LNG_BQ: Language for background questionnaire (derived)

Value	Label	Cases	Percentage
1	English		
2	French		
999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LNG_CI: Language for exercise (derived)

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Universe	All respondents
Literal question	Language for exercise (derived).
Concepts	Language for exercise (derived)

Value	Label	Cases	Percentage
1	English		
2	French		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNTRY: Country ID and sub-national entity sample code

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Universe	All respondents
Literal question	Country identification and sub-national entity sample code.
Concepts	Country ID and sub-national entity sample code

Value	Label	Cases	Percentage
1	Canada (English)		
2	Canada (French)		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CNTRY_E: Participating country or sub-national entity code

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Universe	All respondents
Literal question	Participating country or sub-national entity code.
Concepts	Participating country or sub-national entity code

Value	Label	Cases	Percentage
1	Canada (English)		
2	Canada (French)		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO1C: Class of respondent's job 1-digit level (ISCO 2008), current job (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Class of respondent's job one digit level (ISCO 2008),curr job (derived).
Concepts	Class of respondent's job 1-digit level (ISCO 2008),curr job (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
0	Armed forces		
1	Legislators, senior officials and managers		
2	Professionals		

ISCO1C: Class of respondent's job 1-digit level (ISCO 2008), current job (derived)

Value	Label	Cases	Percentage
3	Technicians and associate professionals		
4	Clerks		
5	Service workers and shop and market sales workers		
6	Skilled agricultural and fishery workers		
7	Craft and related trades workers		
8	Plant and machine operators and assemblers		
9	Elementary occupations		
9995	No paid work for past five years		
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO1L: Class of respondent's job 1-digit level (ISCO 2008), last job (derived)

Information	[Type= discrete] [Format=numeric] [Range= 0-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Class of respondent's job one digit level (ISCO 2008), last job (derived).
Concepts	Class of respondent's job 1-digit level (ISCO 2008), last job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
0	Armed forces		
1	Legislators, senior officials and managers		
2	Professionals		
3	Technicians and associate professionals		
4	Clerks		
5	Service workers and shop and market sales workers		
6	Skilled agricultural and fishery workers		
7	Craft and related trades workers		
8	Plant and machine operators and assemblers		
9	Elementary occupations		
9995	No paid work for past five years		
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LNG_L1: First language learned at home and still understood- Respondent IS0 639-2/T

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	All respondents
Literal question	First lang learned at home and still understood - Respondent IS0 639-2/T.
Concepts	First lang learned at home & still understood- Respondent IS0 639-2/T
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

#LNG_L1: First language learned at home and still understood- Respondent IS0 639-2/T

Value	Label	Cases	Percentage
997	Don't know		
999	Not stated or inferred		
afa	Afro-Asiatic languages		
afr	Afrikaans		
aka	Akan		
alg	Algonquian languages		
amh	Amharic		
ara	Arabic		
ath	Athapascan languages		
aus	Australian languages		
awa	Awadhi		
aze	Azerbaijani		
bai	Bamileke languages		
bam	Bambara		
ben	Bengali		
ber	Berber languages		
bik	Bikol		
bin	Bini; Edo		
bla	Siksika		
bnt	Bantu (Other)		
bod	Tibetan		
bos	Bosnian		
bul	Bulgarian		
cat	Catalan; Valencian		
ceb	Cebuano		
ces	Czech		
chp	Chipewyan; Dene Suline		
cpe	Creoles and pidgins, English based		
cpf	Creoles and pidgins, French-based		
cre	Cree		
crp	Creoles and pidgins		
dak	Dakota		
dan	Danish		
den	Slave (Athapascan)		
deu	German		
dgr	Dogrib		
din	Dinka		
egy	Egyptian (Ancient)		
ell	Greek, Modern (1453-)		
eng	English		
ewe	Ewe		
fas	Persian		
fat	Fanti		
fil	Filipino; Pilipino		
fin	Finnish		

LNG_L1: First language learned at home and still understood- Respondent IS0 639-2/T

Value	Label	Cases	Percentage
fon	Fon		
fra	French		
ful	Fulah		
gaa	Ga		
gla	Gaelic; Scottish Gaelic		
grn	Guarani		
gsw	Swiss German; Alemannic; Alsatian		
guj	Gujarati		
gwi	Gwich'in		
hat	Haitian; Haitian Creole		
heb	Hebrew		
hil	Hiligaynon		
hin	Hindi		
hrv	Croatian		
hun	Hungarian		
hye	Armenian		
ibo	Igbo		
iku	Inuktitut		
ilo	Iloko		
inc	Indic languages		
ira	Iranian languages		
iro	Iroquoian languages		
ita	Italian		
jpn	Japanese		
kab	Kabyle		
kan	Kannada		
kar	Karen languages		
kat	Georgian		
kau	Kanuri		
khm	Central Khmer		
kik	Kikuyu; Gikuyu		
kin	Kinyarwanda		
kok	Konkani		
kon	Kongo		
kor	Korean		
kpe	Kpelle		
kro	Kru languages		
kur	Kurdish		
lao	Lao		
lav	Latvian		
lin	Lingala		
lit	Lithuanian		
lua	Luba-Lulua		
lug	Ganda		
mal	Malayalam		

LNG_L1: First language learned at home and still understood- Respondent IS0 639-2/T

Value	Label	Cases	Percentage
man	Mandingo		
map	Austronesian languages		
mar	Marathi		
men	Mende		
mic	Mi'kmaq; Micmac		
mkd	Macedonian		
mlt	Maltese		
moh	Mohawk		
mon	Mongolian		
msa	Malay		
mya	Burmese		
nds	Low German; Low Saxon; German, Low; Saxon, Low		
nep	Nepali		
nic	Niger-Kordofanian languages		
nld	Dutch; Flemish		
nor	Norwegian		
nya	Chichewa; Chewa; Nyanja		
oji	Ojibwa		
pag	Pangasinan		
pam	Pampanga; Kapampangan		
pan	Panjabi; Punjabi		
phi	Philippine languages		
pol	Polish		
por	Portuguese		
pus	Pushto; Pashto		
rom	Romany		
ron	Romanian; Moldavian; Moldovan		
run	Rundi		
rus	Russian		
sal	Salishan languages		
sem	Semitic languages		
sgn	Sign Languages		
sin	Sinhala; Sinhalese		
sit	Sino-Tibetan languages		
sla	Slavic languages		
slk	Slovak		
slv	Slovenian		
sna	Shona		
snd	Sindhi		
som	Somali		
sot	Sotho, Southern		
spa	Spanish; Castilian		
sqi	Albanian		
srp	Serbian		
ssa	Nilo-Saharan languages		

LNG_L1: First language learned at home and still understood- Respondent IS0 639-2/T

Value	Label	Cases	Percentage
swa	Swahili		
swe	Swedish		
syr	Syriac		
tam	Tamil		
tel	Telugu		
tem	Timne		
tgl	Tagalog		
tha	Thai		
tir	Tigrinya		
tli	Tlingit		
tsn	Tswana		
tur	Turkish		
twi	Twi		
uig	Uighur; Uyghur		
ukr	Ukrainian		
und	Undetermined		
urd	Urdu		
uzb	Uzbek		
vie	Vietnamese		
wak	Wakashan languages		
war	Waray		
wol	Wolof		
yid	Yiddish		
yor	Yoruba		
zho	Chinese		
zxx	No linguistic content; Not applicable		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LNG_L2: Second language learned at home and still understood - Respdent (IS0 639-2/T)

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	Respondents that learned a second language at home in childhood and still understand (i.e A_N03a1ca=1)
Literal question	Second language learned at home and still understood - Respdent (IS0 639-2/T).
Concepts	Second lang learned at home and still understood- Respdnt(IS0 639-2/T) Second lang learned at home and still understood- Respdnt(IS0 639-2/T)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
996	Valid skip		
997	Don't know		
999	Not stated or inferred		
afr	Afrikaans		
aka	Akan		
ara	Arabic		
ath	Athapascan languages		
bam	Bambara		
ber	Berber languages		

#LNG_L2: Second language learned at home and still understood - Respdent (IS0 639-2/T)

Value	Label	Cases	Percentage
bik	Bikol		
ceb	Cebuano		
chp	Chipewyan; Dene Suline		
cop	Coptic		
cpe	Creoles and pidgins, English based		
cre	Cree		
crp	Creoles and pidgins		
dak	Dakota		
dan	Danish		
den	Slave (Athapascan)		
deu	German		
dgr	Dogrib		
din	Dinka		
efi	Efik		
ell	Greek, Modern (1453-)		
eng	English		
ewe	Ewe		
fas	Persian		
fij	Fijian		
fil	Filipino; Pilipino		
fin	Finnish		
fra	French		
gla	Gaelic; Scottish Gaelic		
gle	Irish		
guj	Gujarati		
gwi	Gwich'in		
heb	Hebrew		
hil	Hiligaynon		
hin	Hindi		
hrv	Croatian		
hun	Hungarian		
hye	Armenian		
ibo	Igbo		
iku	Inuktitut		
ilo	Iloko		
ine	Indo-European languages		
iro	Iroquoian languages		
ita	Italian		
jpn	Japanese		
kab	Kabyle		
kan	Kannada		
kar	Karen languages		
kok	Konkani		
kor	Korean		
lao	Lao		

# LNG_L2: Second language learned at home and still understood - Respdent (IS0 639-2/T)			
Value	**Label**	**Cases**	**Percentage**
lat	Latin		
lin	Lingala		
lit	Lithuanian		
lug	Ganda		
mar	Marathi		
mkd	Macedonian		
moh	Mohawk		
msa	Malay		
nic	Niger-Kordofanian languages		
nld	Dutch; Flemish		
nub	Nubian languages		
oji	Ojibwa		
pan	Panjabi; Punjabi		
pol	Polish		
por	Portuguese		
pus	Pushto; Pashto		
ron	Romanian; Moldavian; Moldovan		
rus	Russian		
sal	Salishan languages		
san	Sanskrit		
sgn	Sign Languages		
sin	Sinhala; Sinhalese		
sio	Siouan languages		
sla	Slavic languages		
som	Somali		
spa	Spanish; Castilian		
sqi	Albanian		
srp	Serbian		
swa	Swahili		
tam	Tamil		
tat	Tatar		
tel	Telugu		
tgl	Tagalog		
tha	Thai		
tli	Tlingit		
tur	Turkish		
ukr	Ukrainian		
und	Undetermined		
urd	Urdu		
vie	Vietnamese		
wak	Wakashan languages		
yid	Yiddish		
yor	Yoruba		
zho	Chinese		
zxx	No linguistic content; Not applicable		

# LNG_L2: Second language learned at home and still understood - Respdent (IS0 639-2/T)			
Value	**Label**	**Cases**	**Percentage**

LNG_L2: Second language learned at home and still understood - Respdent (IS0 639-2/T)

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

LNG_HOME: Language most often spoken at home - Respondent (ISO 639-2/T) (coded)

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	All respondents
Literal question	Language most often spoken at home - Respondent (ISO 639-2/T) (coded).
Concepts	Language most often spoken at home - Respondent (ISO 639-2/T) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
998	Refused		
999	Not stated or inferred		
afa	Afro-Asiatic languages		
afr	Afrikaans		
amh	Amharic		
ara	Arabic		
ath	Athapascan languages		
awa	Awadhi		
aze	Azerbaijani		
bai	Bamileke languages		
ben	Bengali		
ber	Berber languages		
bik	Bikol		
bin	Bini; Edo		
bod	Tibetan		
bos	Bosnian		
bul	Bulgarian		
cat	Catalan; Valencian		
ceb	Cebuano		
ces	Czech		
cpe	Creoles and pidgins, English based		
cpf	Creoles and pidgins, French-based		
cre	Cree		
crp	Creoles and pidgins		
den	Slave (Athapascan)		
deu	German		
dgr	Dogrib		
din	Dinka		
ell	Greek, Modern (1453-)		
eng	English		
epo	Esperanto		
ewe	Ewe		
fas	Persian		
fil	Filipino; Pilipino		
fra	French		
ful	Fulah		
gaa	Ga		

#LNG_HOME: Language most often spoken at home - Respondent (ISO 639-2/T) (coded)

Value	Label	Cases	Percentage
gsw	Swiss German; Alemannic; Alsatian		
guj	Gujarati		
heb	Hebrew		
hil	Hiligaynon		
hin	Hindi		
hrv	Croatian		
hun	Hungarian		
hye	Armenian		
ibo	Igbo		
iku	Inuktitut		
ilo	Iloko		
ind	Indonesian		
ita	Italian		
jpn	Japanese		
kab	Kabyle		
kar	Karen languages		
kat	Georgian		
kau	Kanuri		
khm	Central Khmer		
kin	Kinyarwanda		
kor	Korean		
kur	Kurdish		
lao	Lao		
lin	Lingala		
mal	Malayalam		
man	Mandingo		
map	Austronesian languages		
mar	Marathi		
mkd	Macedonian		
mlt	Maltese		
mon	Mongolian		
msa	Malay		
mya	Burmese		
nds	Low German; Low Saxon; German, Low; Saxon, Low		
nep	Nepali		
nic	Niger-Kordofanian languages		
nld	Dutch; Flemish		
oji	Ojibwa		
pag	Pangasinan		
pam	Pampanga; Kapampangan		
pan	Panjabi; Punjabi		
phi	Philippine languages		
pol	Polish		
por	Portuguese		
pus	Pushto; Pashto		

LNG_HOME: Language most often spoken at home - Respondent (ISO 639-2/T) (coded)

Value	Label	Cases	Percentage
rom	Romany		
ron	Romanian; Moldavian; Moldovan		
rus	Russian		
sgn	Sign Languages		
sin	Sinhala; Sinhalese		
sit	Sino-Tibetan languages		
sla	Slavic languages		
slk	Slovak		
sna	Shona		
snd	Sindhi		
som	Somali		
sot	Sotho, Southern		
spa	Spanish; Castilian		
sqi	Albanian		
srp	Serbian		
ssa	Nilo-Saharan languages		
sus	Susu		
swa	Swahili		
syr	Syriac		
tam	Tamil		
tel	Telugu		
tgl	Tagalog		
tha	Thai		
tir	Tigrinya		
tur	Turkish		
uig	Uighur; Uyghur		
ukr	Ukrainian		
und	Undetermined		
urd	Urdu		
uzb	Uzbek		
vie	Vietnamese		
wol	Wolof		
yid	Yiddish		
yor	Yoruba		
zho	Chinese		
zxx	No linguistic content; Not applicable		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

REG_TL2: Geographical region - Respondent (OECD TL2) (coded)

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	All respondents
Literal question	Geographical region - Respondent (OECD TL2) (coded).
Concepts	Geographical region - Respondent (OECD TL2) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

REG_TL2: Geographical region - Respondent (OECD TL2) (coded)

Value	Label	Cases	Percentage
99999	Not stated or inferred		
CA10	Newfoundland And Labrador		
CA11	Prince Edward Island		
CA12	Nova Scotia		
CA13	New Brunswick		
CA24	Quebec		
CA35	Ontario		
CA46	Manitoba		
CA47	Saskatchewan		
CA48	Alberta		
CA59	British Columbia		
CA60	Yukon Territory		
CA61	Northwest Territories And Nunavut		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

PCODE3: First three characters of postal code

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	All respondents
Literal question	First three characters of postal code.
Concepts	First three characters of postal code
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

ISIC1C: Class of respondent's job 1-digit level (ISIC rev 4),current job (derived)

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Class of respondent's job one digit level (ISIC rev 4) ,current job (derived).
Concepts	Class of respondent's job 1-digit level (ISIC rev 4),curr job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9995	No paid work for past five years		
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		
A	Agriculture, forestry and fishing		
B	Mining and quarrying		
C	Manufacturing		
D	Electricity, gas, steam and air conditioning supply		
E	Water supply; sewerage, waste management and remediation act		
F	Construction		
G	Wholesale and retail trade; Repair of motor vehicles		
H	Transportation and storage		
I	Accommodation and food service activities		
J	Information and communication		
K	Financial and insurance activities		

ISIC1C: Class of respondent's job 1-digit level (ISIC rev 4),current job (derived)

Value	Label	Cases	Percentage
L	Real estate activities		
M	Professional, scientific and technical activities		
N	Administrative and support service activities		
O	Public administration and defence; compulsory social security		
P	Education		
Q	Human health and social work activities		
R	Arts, entertainment and recreation		
S	Other service activities		
T	Activities of households as employers; Undifferentiated good		
U	Activities of extraterritorial organizations and bodies		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISIC1L: Class of respondent's job 1digit level (ISIC rev 4), last job (derived)

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Class of respondent's job one digit level (ISIC rev 4), last job (derived).
Concepts	Class of respondent's job 1digit level(ISIC rev 4), last job (derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9995	No paid work for past five years		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		
A	Agriculture, forestry and fishing		
B	Mining and quarrying		
C	Manufacturing		
D	Electricity, gas, steam and air conditioning supply		
E	Water supply; sewerage, waste management and remediation act		
F	Construction		
G	Wholesale and retail trade; Repair of motor vehicles		
H	Transportation and storage		
I	Accommodation and food service activities		
J	Information and communication		
K	Financial and insurance activities		
L	Real estate activities		
M	Professional, scientific and technical activities		
N	Administrative and support service activities		
O	Public administration and defence; compulsory social security		
P	Education		
Q	Human health and social work activities		
R	Arts, entertainment and recreation		
S	Other service activities		
T	Activities of households as employers; Undifferentiated good		
U	Activities of extraterritorial organizations and bodies		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

VEMETHOD: Replication approach

Information	[Type= discrete] [Format=character] [Missing=*]
Universe	All respondents
Literal question	Replication approach.
Concepts	Replication approach
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
JK1	Jackknife 1		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO08_C: Current Job Occupation - Respondent (ISCO 2008) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current job occupation - Respondent (ISCO 2008) (coded).
Concepts	Current Job Occupation - Respondent (ISCO 2008) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO08_L: Last Job Occupation - Respondent (ISCO 2008) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last job occupation - Respondent (ISCO 2008) (coded).
Concepts	Last Job Occupation - Respondent (ISCO 2008) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO2C: Class of respondent's job 2-digit level (ISCO 2008), current job (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Class of respondent's job two digit level (ISCO 2008), current job (derived).
Concepts	Class of respondent's job 2-digit level (ISCO 2008), curr job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		

ISCO2C: Class of respondent's job 2-digit level (ISCO 2008), current job (derived)

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO2L: Class of respondent's job 2-digit level (ISCO 2008), last job (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Class of respondent's job two digit level (ISCO 2008), last job (derived).
Concepts	Class of respondent's job 2-digit level (ISCO 2008), last job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO88_C: Current Job Occupation - Respondent (ISCO 1988) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current job occupation - Respondent (ISCO 1988) (coded).
Concepts	Current Job Occupation - Respondent (ISCO 1988) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISCO88_L: Last Job Occupation - Respondent (ISCO 1988) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last job occupation - Respondent (ISCO 1988) (coded).
Concepts	Last Job Occupation - Respondent (ISCO 1988) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISIC2C: Class of respondent's job 2 digit level (ISIC rev 4), current job (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Class of respondent's job two digit level (ISIC rev 4), current job (derived).
Concepts	Class of respondent's job 2digit level (ISIC rev 4), curr job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

ISIC2C: Class of respondent's job 2 digit level (ISIC rev 4), current job (derived)

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISIC2L: Class of respondent's job 2 digit level (ISIC rev 4), last job (derived)

Information	[Type= continuous] [Format=numeric] [Range= 9997-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Class of respondent's job two digit level (ISIC rev 4), last job (derived).
Concepts	Class of respondent's job 2digit level (ISIC rev 4), last job(derived)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISIC4_C: Current job industry - Respondent (ISIC rev 4) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current Job Industry - Respondent (ISIC rev 4) (coded).
Concepts	Current Job Industry - Respondent (ISIC rev 4) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ISIC4_L: Last job industry - Respondent (ISIC rev 4) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9996-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last job industry - Respondent (ISIC rev 4) (coded).
Concepts	Last Job Industry - Respondent (ISIC rev 4) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9996	Valid skip		
9997	Don't know		
9998	Refused		
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NAICS07C: Current national industry - Respondent (NAICS 2007) (coded) (1)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current national industry - Respondent (NAICS 2007) (coded).
Concepts	Current National Industry - Respondent (NAICS 2007) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NAICS07L: Current national industry - Respondent (NAICS 2007) (coded) (2)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last national industry - Respondent (NAICS 2007) (coded).
Concepts	Last National Industry - Respondent (NAICS 2007) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NAICS12C: Current national industry - Respondent (NAICS 2012) (coded) (1)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current national industry - Respondent (NAICS 2012) (coded).
Concepts	Current National Industry - Respondent (NAICS 2012) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NAICS12L: Current national industry - Respondent (NAICS 2012) (coded) (2)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last national industry - Respondent (NAICS 2012) (coded).
Concepts	Last National Industry - Respondent (NAICS 2012) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NOC_C: Current national occupation - Respondent (NOC 2011) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents that are currently working (paid or unpaid) (i.e. C_D09=1)
Literal question	Current national occupation - Respondent (NOC 2011) (coded).
Concepts	Current National Occupation - Respondent (NOC 2011) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

NOC_C: Current national occupation - Respondent (NOC 2011) (coded)

Value	Label	Cases	Percentage
9999	Not stated or inferred		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

NOC_L: Last national occupation - Respondent (NOC 2011) (coded)

Information	[Type= continuous] [Format=numeric] [Range= 9999-9999] [Missing=*]
Universe	Respondents not currently working but had paid work in past five years (i.e. C_D09=2 or C_D08c=1)
Literal question	Last national occupation - Respondent (NOC 2011) (coded).
Concepts	Last National Occupation - Respondent (NOC 2011) (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999	9999		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

CIPHEVER: Classification instructional programs- CIP code highest level of education

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	Respondents that studied teacher training and education science (B_Q01bca1=2), or Humanities, languages and arts (B_Q01bca1=3), or social sciences, business and law (B_Q01bca1=4), or science, mathematics and computing (B_Q01bca1=5), or engineering, manufacturing and construction (B_Q01bca1=6), or agriculture and veterinary (B_Q01bca1=7), OR Health and welfare (B_Q01bca1=8), or services (B_Q01bca1=9). Only includes respondents with postsecondary education or higher
Literal question	CIP 2011 - Highest level of education completed's field of study (coded).
Concepts	CIP 2011-Highest level of education completed's field of study (coded)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

CIPHOUTC: Classification instructional programsv- Out of Canada's field study

Information	[Type= continuous] [Format=numeric] [Range= 9999999-9999999] [Missing=*]
Universe	Respondents that have formal education higher than a high school diploma (i.e. B_Q01dca2= 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15). Only includes respondents with postsecondary education or higher
Literal question	CIP 2011 - Education outside of Canada's field of study (coded variable).
Concepts	CIP 2011-Education outside of Canada's field of study (coded variable)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

Value	Label	Cases	Percentage
9999999	Not stated		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

VEFAYFAC: Fay's K factor used in creating replicate weights (BRR only)

Information	[Type= continuous] [Format=numeric] [Missing=*]
Universe	All respondents
Literal question	Fay's K factor used in creating replicate weights (BRR only).
Concepts	Fay's K factor used in creating replicate weights (BRR only)
Notes	Frequencies for this variable are not displayed in the data dictionary, but variable is available on data file.

ERUID: Economic regions

Information	[Type= discrete] [Format=numeric] [Range= 1010-6210] [Missing=*]
Universe	All respondents
Literal question	Economic regions.

ERUID: Economic regions

Concepts	Economic regions
Notes	Variable ERUID must always be used with variable PROV.

Value	Label	Cases	Percentage
1010	Avalon Peninsula		
1020	South Coast--Burin Peninsula		
1030	West Coast--Northern Peninsula--Labrador		
1040	Notre Dame--Central Bonavista Bay		
1110	Prince Edward Island		
1210	Cape Breton		
1220	North Shore		
1230	Annapolis Valley		
1240	Southern		
1250	Halifax		
1310	Campbellton--Miramichi		
1320	Moncton--Richibucto		
1330	Saint John--St. Stephen		
1340	Fredericton--Oromocto		
1350	Edmundston--Woodstock		
2410	Gaspésie--Îles-de-la-Madeleine		
2415	Bas-Saint-Laurent		
2420	Capitale-Nationale		
2425	Chaudière-Appalaches		
2430	Estrie		
2433	Centre-du-Québec		
2435	Montérégie		
2440	Montréal		
2445	Laval		
2450	Lanaudière		
2455	Laurentides		
2460	Outaouais		
2465	Abitibi-Témiscamingue		
2470	Mauricie		
2475	Saguenay--Lac-Saint-Jean		
2480	Côte-Nord		
2490	Nord-du-Québec		
3510	Ottawa		
3515	Kingston--Pembroke		
3520	Muskoka--Kawarthas		
3530	Toronto		
3540	Kitchener--Waterloo--Barrie		
3550	Hamilton--Niagara Peninsula		
3560	London		
3570	Windsor--Sarnia		
3580	Stratford--Bruce Peninsula		
3590	Northeast		
3595	Northwest		

ERUID: Economic regions

Value	Label	Cases	Percentage
4610	Southeast		
4620	South Central		
4630	Southwest		
4640	North Central		
4650	Winnipeg		
4660	Interlake		
4680	North		
4710	Regina--Moose Mountain		
4720	Swift Current--Moose Jaw		
4730	Saskatoon--Biggar		
4740	Yorkton--Melville		
4750	Prince Albert		
4810	Lethbridge--Medicine Hat		
4820	Camrose--Drumheller		
4830	Calgary		
4840	Banff--Jasper--Rocky Mountain House		
4850	Red Deer		
4860	Edmonton		
4870	Athabasca--Grande Prairie--Peace River		
4880	Wood Buffalo--Cold Lake		
5910	Vancouver Island and Coast		
5920	Lower Mainland--Southwest		
5930	Thompson--Okanagan		
5950	Cariboo		
5970	Nechako		
5980	Northeast		
6010	Yukon		
6110	Northwest Territories		
6210	Nunavut		

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CTRPOPCL: Population centre and rural area size classes

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Universe	All respondents
Literal question	Population centre and rural area size classes.
Concepts	Population centre and rural area size classes

Value	Label	Cases	Percentage
1	Rural area		
2	Small population centre (population 1,000 to 29,999)		
3	Medium population centre (population 30,000 to 99,999)		
4	Large urban population centre (population 100,000 or greater)		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.