

Appendix 1: PIAAC Main Study Item Pool Characteristics: Literacy, Numeracy and PSTRE

PIAAC PSTRE Items

Item Difficulty (RP67)	Unit ID and Name	Proficiency Level (RP67)	Other ID	Slope	Difficulty	t1	t2	t3
374	U04A - Class Attendance	3	U04A000P	0.426	1.666	-6.277	3.573	2.704
355	U11B - Locate Email - File 3 emails	3	U11B000P	0.471	0.774	-5.357	4.062	1.295
346	U02 - Meeting Rooms	3	U02X000P	1.184	0.784	-0.271	0.500	-0.229
342	U06A - Sprained Ankle - Site Evaluation Table	3	U06A000S	1.132	1.000			
325	U06B - Sprained Ankle - Reliable/Trustworthy Site	2	U06B000S	0.534	-0.244			
321	U23 - Lamp Return	2	U23X000P	0.533	-0.052	-5.338	3.885	1.452
320	U21 - Tickets	2	U21X000S	1.191	0.310			
316	U03A - CD Tally	2	U03A000S	1.274	0.223			
305	U07 - Digital Photography Book Purchase	2	U07X000S	1.104	-0.237			
299	U01B - Party Invitations - Accommodations	2	U01B000S	1.531	-0.286			
296	U19B - Club Membership - Eligibility for Club President	2	U19B000P	1.072	-0.677	-0.387	0.387	
286	U16 - Reply All	1	U16X000S	1.377	-0.773			
286	U01A - Party Invitations - Can/Cannot Come	1	U01A000P	0.755	-1.047	-1.933	0.987	0.945
268	U19A - Club Membership - Member ID	1	U19A000S	1.414	-1.367			

PIAAC Numeracy Items

Item	Proficiency						
Difficulty	Unit ID and Name		Trend	Level			
(RP67)		Status	PIAAC Item ID	(RP67)	Other ID	Slope	Difficulty
375	612 - Dioxin (MOD)	New	C612A518	4	C612518	0.981	1.930
354	632 - EducationalLevel	New	C632P001	4	E632001	0.632	1.313
348	610 - CompoundInterest	Trend	P610A515	4	M610515	1.698	1.619
341	623 - Wine	Trend	P623A618	4	M623618	1.414	1.452
332	660 - Weighthistory	New	C660P004	4	E660004	0.805	1.059
326	665 - Coopertest	New	C665P002	4	E665002	1.255	1.129
324	641 - Amoeba	New	C641P001	3	E641001	1.167	1.081
320	624 - BMI	Trend	C624A620	3	C624620	1.398	1.057
318	634 - Peanuts	New	C634P002	3	E634002	1.639	1.064
317	644 - NZExports	New	C644P002	3	E644002	1.650	1.051
315	661 - Studyfees	New	C661P002	3	E661002	1.155	0.916
315	657 - Package	New	C657P001	3	E657001	0.642	0.626
314	651 - Fertilizer	New	C651P002	3	E651002	1.509	0.973
308	661 - Studyfees	New	C661P001	3	E661001	1.392	0.847
308	620 - Inflation	Trend	C620A612	3	C620612	0.878	0.660
307	664 - Orchestra Tickets	New	C664P001	3	E664001	1.333	0.819
305	634 - Peanuts	New	C634P001	3	E634001	1.150	0.719
303	617 - Map	Trend	C617A605	3	C617605	1.067	0.653
301	622 - Classified	Trend	C622A615	3	C622615	0.851	0.533
297	618 - SixPack1	Trend	C618A608	3	C618608	1.024	0.543
296	611 - TempScale	Trend	C611A517	3	C611517	0.847	0.439
294	636 - LabReport	New	C636P001	3	E636001	0.870	0.405
287	617 - Map	Trend	C617A606	3	C617606	0.794	0.233
282	619 - Tiles	Trend	C619A609	3	C619609	1.087	0.279
276	623 - Wine	Trend	C623A617	3	C623617	1.327	0.238
276	660 - Weighthistory	New	C660P003	3	E660003	0.936	0.105
273	606 - Solution	Trend	C606A509	2	C606509	1.051	0.107
267	620 - Inflation	Trend	C620A610	2	C620610	1.365	0.097
266	632 - EducationalLevel	New	C632P002	2	E632002	0.938	-0.071
261	611 - TempScale	Trend	C611A516	2	C611516	0.904	-0.170
260	650 - UrbanPopulation	New	C650P001	2	E650001	0.828	-0.234
260	608 - Tree	Trend	C608A513	2	C608513	0.563	-0.471
259	605 - Photo	Trend	C605A506	2	C605506	0.891	-0.214
259	602 - PriceTag	Trend	C602A503	2	C602503	1.134	-0.122
258	623 - Wine	Trend	C623A616	2	C623616	1.018	-0.171
256	646 - RugProduction	New	C646P002	2	E646002	1.042	-0.207
250	613 - Logbook	Trend	C613A520	2	C613520	1.082	-0.301
249	655 - Path	New	C655P001	2	E655001	1.181	-0.294
242	605 - Photo	Trend	C605A507	2	C605507	1.079	-0.447
240	666 - Rope	New	P666P001	2	P666001	0.576	-0.817
239	607 - TV	Trend	C607A510	2	C607510	1.051	-0.513
238	602 - PriceTag	Trend	C602A502	2	C602502	0.648	-0.784
234	665 - Coopertest	New	C665P001	2	E665001	0.932	-0.647
231	615 - Candles	Trend	C615A603	2	C615603	0.929	-0.700
231	645 - AirportTimetable	New	C645P001	2	E645001	0.669	-0.889
228	604 - GasGauge	Trend	C604A505	2	C604505	0.918	-0.771
227	605 - Photo	Trend	C605A508	2	C605508	1.018	-0.739
221	624 - BMI	Trend	C624A619	1	C624619	0.766	-0.987

PIAAC Numeracy Items

Item Difficulty (RP67)	Unit ID and Name	Trend Status	PIAAC Item ID	Proficiency		Slope	Difficulty
				Level (RP67)	Other ID		
221	615 - Candles	Trend	C615A602	1	C615602	0.760	-0.995
217	618 - SixPack1	Trend	C618A607	1	C618607	0.690	-1.115
195	640 - Odometer	New	P640P001	1	P640001	0.909	-1.373
185	614 - Watch	Trend	C614A601	1	C614601	0.808	-1.608
179	635 - ParkingMap	New	C635P001	1	E635001	1.021	-1.615
168	602 - PriceTag	Trend	C602A501	Below 1	C602501	0.678	-2.015
155	600 - Electionresults	Trend	C600AC04	Below 1	C600C04	0.799	-2.160
129	601 - Bottles	Trend	C601AC06	Below 1	C601C06	0.583	-2.827

PIAAC Literacy Items

Item Difficulty (RP67)	Unit ID and Name	Trend Status	PIAAC Item ID	Proficiency			
				Level (RP67)	Other ID	Slope	Difficulty
376	323 - Library Search	New	C323P005	5	E323005	0.967	1.968
374	329 - Work-related Stress	New	C329P003	4	E329003	1.412	2.079
372	306 - CANCO	Trend	C306B111	4	D306111	0.851	1.838
371	308 - Baltic Stock Market	Trend	C308A116	4	C308116	0.735	1.743
359	317 - Apples	New	P317P001	4	P317001	0.782	1.000
350	327 - Summer Streets	New	C327P004	4	E327004	1.132	1.552
349	329 - Work-related Stress	New	C329P002	4	E329002	0.812	1.392
348	323 - Library Search	New	C323P002	4	E323002	1.319	1.568
347	324 - Milk Label	New	P324P002	4	P324002	1.027	1.465
337	308 - Baltic Stock Market	Trend	C308A118	4	C308118	1.009	1.260
329	309 - Generic Medicines	Trend	C309A322	4	C309322	0.776	0.994
329	323 - Library Search	New	C323P004	4	E323004	1.462	1.236
324	313 - International Calls	Trend	C313A410	3	C313410	1.280	1.112
320	327 - Summer Streets	New	C327P003	3	E327003	0.972	0.937
318	315 - Distances-Mexican Cities	Trend	C315B512	3	D315512	0.758	0.766
316	318 - Civil Engineering	New	C318P003	3	E318003	1.250	0.957
315	313 - International Calls	Trend	C313A411	3	C313411	1.516	0.984
312	310 - Memory Training	Trend	C310A407	3	C310407	1.246	0.881
312	324 - Milk Label	New	P324P003	3	P324003	0.892	0.740
309	305 - TMN AntiTheft	Trend	C305A218	3	C305218	1.077	0.764
306	327 - Summer Streets	New	C327P002	3	E327002	0.897	0.632
304	304 - Contact Employer	Trend	C304B711	3	D304711	0.964	0.892
303	318 - Civil Engineering	New	C318P001	3	E318001	1.246	0.703
298	327 - Summer Streets	New	C327P001	3	E327001	0.919	0.492
297	308 - Baltic Stock Market	Trend	C308A119	3	C308119	1.285	0.614
294	322 - Lakeside Fun Run	New	C322P003	3	E322003	1.069	0.478
293	322 - Lakeside Fun Run	New	C322P004	3	E322004	1.442	0.575
289	323 - Library Search	New	C323P003	3	E323003	1.338	0.466
288	307 - MEDCO Aspirin	Trend	C307B402	3	D307402	1.074	0.367
286	320 - Discussion forum	New	C320P003	3	E320003	1.446	0.437
286	313 - International Calls	Trend	C313A413	3	C313413	1.126	0.355
286	304 - Contact Employer	Trend	C304B710	3	D304710	1.722	0.476
285	320 - Discussion forum	New	C320P004	3	E320004	1.338	0.399
283	322 - Lakeside Fun Run	New	C322P001	3	E322001	0.935	0.231
281	320 - Discussion forum	New	C320P001	3	E320001	1.746	0.393
279	308 - Baltic Stock Market	Trend	C308A121	3	C308121	1.296	0.266
272	310 - Memory Training	Trend	C310A406	2	C310406	1.539	0.200
272	309 - Generic Medicines	Trend	C309A319	2	C309319	1.168	0.114
272	313 - International Calls	Trend	C313A414	2	C313414	1.115	0.096

PIAAC Literacy Items

Item Difficulty (RP67)	Unit ID and Name	Trend Status	PIAAC Item ID	Proficiency			
				Level (RP67)	Other ID	Slope	Difficulty
265	317 - Apples	New	P317P003	2	P317003	0.935	-0.121
262	317 - Apples	New	P317P002	2	P317002	1.017	-0.132
260	305 - TMN AntiTheft	Trend	C305A215	2	C305215	1.116	-0.139
257	313 - International Calls	Trend	C313A412	2	C313412	0.926	-0.270
254	308 - Baltic Stock Market	Trend	C308A120	2	C308120	1.270	-0.202
251	321 - Internet Poll	New	C321P001	2	E321001	1.041	-0.329
244	306 - CANCO	Trend	C306B110	2	D306110	1.241	-0.395
244	322 - Lakeside Fun Run	New	C322P005	2	E322005	1.040	-0.465
240	322 - Lakeside Fun Run	New	C322P002	2	E322002	0.858	-0.616
239	308 - Baltic Stock Market	Trend	C308A117	2	C308117	1.088	-0.534
239	309 - Generic Medicines	Trend	C309A320	2	C309320	1.075	-0.549
238	321 - Internet Poll	New	C321P002	2	E321002	0.519	-0.968
219	309 - Generic Medicines	Trend	C309A321	1	C309321	0.984	-0.955
207	330 - Guadeloupe	New	P330P001	1	P330001	0.779	-1.294
201	311 - Dutch Women	Trend	C311B701	1	D311701	0.718	-1.436
169	307 - MEDCO Aspirin	Trend	C30B7401	Below 1	D307401	0.996	-1.883
162	302 - Election Results	Trend	C302BC02	Below 1	D302C02	0.514	-2.411
136	300 - Employment Ad	Trend	C300AC02	Below 1	C300C02	0.785	-2.614
75	301 - SGIH	Trend	C301AC05	Below 1	C301C05	0.502	-4.051

Appendix 2: Contrast Coding Used in Conditioning

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
A_D01a1	14	General - Interview month (Derived by CAPI)	-1	Missing	0000000000001
A_D01a1			1	January	0000000000000
A_D01a1			2	February	1000000000000
A_D01a1			3	March	0100000000000
A_D01a1			4	April	0010000000000
A_D01a1			5	May	0001000000000
A_D01a1			6	June	0000100000000
A_D01a1			7	July	0000010000000
A_D01a1			8	August	0000001000000
A_D01a1			9	September	0000000100000
A_D01a1			10	October	0000000010000
A_D01a1			11	November	0000000001000
A_D01a1			12	Dember	0000000000100
A_D01a1			96	Valid skip	0000000000010
B_D12h	7	Activities - Last year - Number of learning activi	-1	Missing	000001
B_D12h			1	Respondent reported	000000
B_D12h			2	Respondent reported	100000
B_D12h			3	Respondent reported	010000
B_D12h			4	Respondent reported	001000
B_D12h			5	Information on learn	000100
B_D12h	18	Education - Highest qualification - Level	6	Valid skip	000010
B_Q01a			-1	Missing	0000000000000001
B_Q01a			1	No formal qualificat	0000000000000000
B_Q01a			2	ISCED 1	1000000000000000
B_Q01a			3	ISCED 2	0100000000000000
B_Q01a			4	ISCED 3C shorter tha	0010000000000000
B_Q01a			5	ISCED 3C 2 years or	0001000000000000
B_Q01a			6	ISCED 3A-B	0000100000000000
B_Q01a			7	ISCED 3 (without dis	0000010000000000
B_Q01a			8	ISCED 4C	0000001000000000
B_Q01a			9	ISCED 4A-B	0000000100000000
B_Q01a			10	ISCED 4 (without dis	0000000010000000
B_Q01a			11	ISCED 5B	0000000001000000
B_Q01a			12	ISCED 5A, bachelor d	0000000000100000
B_Q01a			13	ISCED 5A, master deg	0000000000010000
B_Q01a	17	Education - Highest qualification - Level of forei	14	ISCED 6	0000000000001000
B_Q01a			15	Foreign qualificatio	0000000000000100
B_Q01a			16	ISCED 5A bachelor de	00000000000000100
B_Q01a			96	Valid skip	00000000000000010
B_Q01a3			-1	Missing	0000000000000001
B_Q01a3			1	No formal qualificat	0000000000000000
B_Q01a3			2	ISCED 1	1000000000000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3	11	Education - Highest qualification - Area of study	3	ISCED 2	0100000000000000
B_Q01a3			4	ISCED 3C shorter tha	0010000000000000
B_Q01a3			5	ISCED 3C 2 years or	0001000000000000
B_Q01a3			6	ISCED 3A-B	0000100000000000
B_Q01a3			7	ISCED 3 (without dis	0000010000000000
B_Q01a3			8	ISCED 4C	0000001000000000
B_Q01a3			9	ISCED 4A-B	0000000100000000
B_Q01a3			10	ISCED 4 (without dis	0000000010000000
B_Q01a3			11	ISCED 5B	0000000001000000
B_Q01a3			12	ISCED 5A, bachelor d	0000000000100000
B_Q01a3			13	ISCED 5A, master deg	0000000000010000
B_Q01a3			14	ISCED 6	0000000000001000
B_Q01a3			15	ISCED 5A bachelor de	0000000000000100
B_Q01a3			96	Valid skip	0000000000000010
B_Q01b			-1	Missing	0000000001
B_Q01b	14	Education - Highest qualification - Month of finis	1	General programmes	0000000000
B_Q01b			2	Teacher training and	1000000000
B_Q01b			3	Humanities, language	0100000000
B_Q01b			4	Social sciences, bus	0010000000
B_Q01b			5	Science, mathematics	0001000000
B_Q01b			6	Engineering, manufac	0000100000
B_Q01b			7	Agriculture and vete	0000010000
B_Q01b			8	Health and welfare	0000001000
B_Q01b			9	Services	0000000100
B_Q01b			96	Valid skip	0000000010
B_Q01d			-1	Missing	00000000000001
B_Q01d			1	January	00000000000000
B_Q01d			2	February	10000000000000
B_Q01d			3	March	01000000000000
B_Q01d			4	April	00100000000000
B_Q01d	4	Education - Current qualification	5	May	00010000000000
B_Q01d			6	June	00001000000000
B_Q01d			7	July	00000100000000
B_Q01d			8	August	00000010000000
B_Q01d			9	September	00000001000000
B_Q01d			10	October	00000000100000
B_Q01d			11	November	00000000010000
B_Q01d			12	Dember	00000000001000
B_Q01d			96	Valid skip	00000000000010
B_Q02a			-1	Missing	001
B_Q02a			1	Yes	000
B_Q02a			2	No	100

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02a	16	Education - Current qualification - Level	6	Valid skip	010
B_Q02b			-1	Missing	0000000000000001
B_Q02b			1	ISCED 1	0000000000000000
B_Q02b			2	ISCED 2	1000000000000000
B_Q02b			3	ISCED 3C shorter tha	0100000000000000
B_Q02b			4	ISCED 3C 2 years or	0010000000000000
B_Q02b			5	ISCED 3A-B	0001000000000000
B_Q02b			6	ISCED 3 (without dis	0000100000000000
B_Q02b			7	ISCED 4C	0000010000000000
B_Q02b			8	ISCED 4A-B	0000001000000000
B_Q02b			9	ISCED 4 (without dis	0000000100000000
B_Q02b			10	ISCED 5B	0000000010000000
B_Q02b			11	ISCED 5A, bachelor d	0000000001000000
B_Q02b			12	ISCED 5A, master deg	0000000000100000
B_Q02b			13	ISCED 6	0000000000010000
B_Q02b			14	ISCED 5A bachelor de	0000000000001000
B_Q02b	11	Education - Current qualification - Area of study	96	Valid skip	000000000000010
B_Q02c			-1	Missing	0000000001
B_Q02c			1	General programmes	0000000000
B_Q02c			2	Teacher training and	1000000000
B_Q02c			3	Humanities, language	0100000000
B_Q02c			4	Social sciences, bus	0010000000
B_Q02c			5	Science, mathematics	0001000000
B_Q02c			6	Engineering, manufac	0000100000
B_Q02c			7	Agriculture and vete	0000010000
B_Q02c			8	Health and welfare	0000001000
B_Q02c			9	Services	0000000100
B_Q02c			96	Valid skip	0000000010
B_Q03a	4	Education - Uncompleted qualification	-1	Missing	001
B_Q03a			1	Yes	000
B_Q03a			2	No	100
B_Q03a			6	Valid skip	010
B_Q03b	16	Education - Uncompleted qualification - Level	-1	Missing	0000000000000001
B_Q03b			1	ISCED 1	0000000000000000
B_Q03b			2	ISCED 2	1000000000000000
B_Q03b			3	ISCED 3C shorter tha	0100000000000000
B_Q03b			4	ISCED 3C 2 years or	0010000000000000
B_Q03b			5	ISCED 3A-B	0001000000000000
B_Q03b			6	ISCED 3 (without dis	0000100000000000
B_Q03b			7	ISCED 4C	0000010000000000
B_Q03b			8	ISCED 4A-B	0000001000000000
B_Q03b			9	ISCED 4 (without dis	0000000100000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03b	14	Education - Uncompleted qualification - Month of d	10	ISCED 5B	000000001000000
B_Q03b			11	ISCED 5A, bachelor d	000000000100000
B_Q03b			12	ISCED 5A, master deg	000000000010000
B_Q03b			13	ISCED 6	000000000001000
B_Q03b			14	ISCED 5A bachelor de	000000000000100
B_Q03b			96	Valid skip	000000000000010
B_Q03d			-1	Missing	000000000000001
B_Q03d			1	January	000000000000000
B_Q03d			2	February	100000000000000
B_Q03d			3	March	010000000000000
B_Q03d			4	April	001000000000000
B_Q03d			5	May	000100000000000
B_Q03d			6	June	000010000000000
B_Q03d			7	July	000001000000000
B_Q03d			8	August	000000100000000
B_Q03d			9	September	000000010000000
B_Q03d			10	October	000000001000000
B_Q03d			11	November	000000000100000
B_Q03d			12	Dember	000000000010000
B_Q03d			96	Valid skip	000000000000010
B_Q04a	4	Education - Formal qualification	-1	Missing	001
B_Q04a			1	Yes	000
B_Q04a			2	No	100
B_Q04a			6	Valid skip	010
B_Q04b			-1	Missing	0000000001
B_Q04b	11	Education - Formal qualification - How many qualif	1	1 qualification	0000000000
B_Q04b			2	2 qualifications	1000000000
B_Q04b			3	3 qualifications	0100000000
B_Q04b			4	4 qualifications	0010000000
B_Q04b			5	5 qualifications	0001000000
B_Q04b			6	6 qualifications	0000100000
B_Q04b			7	7 qualifications	0000010000
B_Q04b			8	8 qualifications	0000001000
B_Q04b			9	9 qualifications	0000000100
B_Q04b			96	Valid skip	0000000010
B_Q05a	16	Education - Formal qualification - Level	-1	Missing	0000000000000001
B_Q05a			1	ISCED 1	000000000000000
B_Q05a			2	ISCED 2	100000000000000
B_Q05a			3	ISCED 3C shorter tha	010000000000000
B_Q05a			4	ISCED 3C 2 years or	001000000000000
B_Q05a			5	ISCED 3A-B	000100000000000
B_Q05a			6	ISCED 3 (without dis	000010000000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05a	11	Education - Formal qualification - Area of study	7	ISCED 4C	000001000000000
B_Q05a			8	ISCED 4A-B	000000100000000
B_Q05a			9	ISCED 4 (without dis	000000010000000
B_Q05a			10	ISCED 5B	000000001000000
B_Q05a			11	ISCED 5A, bachelor d	000000000100000
B_Q05a			12	ISCED 5A, master deg	000000000010000
B_Q05a			13	ISCED 6	000000000001000
B_Q05a			14	ISCED 5A bachelor de	000000000000100
B_Q05a			96	Valid skip	000000000000010
B_Q05b			-1	Missing	00000000001
B_Q05b			1	General programmes	00000000000
B_Q05b	4	Education - Formal qualification - Reason job rela	2	Teacher training and	10000000000
B_Q05b			3	Humanities, language	01000000000
B_Q05b			4	Social sciences, bus	00100000000
B_Q05b			5	Science, mathematics	00010000000
B_Q05b			6	Engineering, manufac	00001000000
B_Q05b			7	Agriculture and vete	00000100000
B_Q05b			8	Health and welfare	00000010000
B_Q05b			9	Services	00000001000
B_Q05b			96	Valid skip	00000000010
B_Q05c			-1	Missing	001
B_Q05c	4	Education - Formal qualification - Employed	1	Yes	000
B_Q05c			2	No	100
B_Q05c			6	Valid skip	010
B_Q10a			-1	Missing	001
B_Q10a	6	Education - Formal qualification - Employed - Work	1	Yes	000
B_Q10a			2	No	100
B_Q10a			6	Valid skip	010
B_Q10b			-1	Missing	00001
B_Q10b			1	Only during working	00000
B_Q10b			2	Mostly during workin	10000
B_Q10b	6	Education - Formal qualification - Employed - Usef	3	Mostly outside worki	01000
B_Q10b			4	Only outside working	00100
B_Q10b			6	Valid skip	00010
B_Q10c			-1	Missing	00001
B_Q10c			1	Not useful at all	00000
B_Q10c			2	Somewhat useful	10000
B_Q10c	7	Education - Formal qualification - Grant from empl	3	Moderately useful	01000
B_Q10c			4	Very useful	00100
B_Q10c			6	Valid skip	00010
B_Q11	7	Education - Formal qualification - Grant from empl	-1	Missing	000001
B_Q11			1	Yes, totally	000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q11	4	Activities - Last year - Open or distance edu	2	Yes, partly	100000
B_Q11			3	No, not at all	010000
B_Q11			4	There were no such c	001000
B_Q11			5	No employer or prosp	000100
B_Q11			6	Valid skip	000010
B_Q12a			-1	Missing	001
B_Q12a	4	Activities - Last year - On the job training	1	Yes	000
B_Q12a			2	No	100
B_Q12a			6	Valid skip	010
B_Q12c			-1	Missing	001
B_Q12c			1	Yes	000
B_Q12c			2	No	100
B_Q12c	4	Activities - Last year - Seminars or workshops	6	Valid skip	010
B_Q12e			-1	Missing	001
B_Q12e			1	Yes	000
B_Q12e			2	No	100
B_Q12e			6	Valid skip	010
B_Q12g			-1	Missing	001
B_Q12g	4	Activities - Last year - Private lessons	1	Yes	000
B_Q12g			2	No	100
B_Q12g			6	Valid skip	010
B_Q13			-1	Missing	00001
B_Q13			1	A course conducted t	00000
B_Q13			2	An organised session	10000
B_Q13	6	Activities - Last year - Activity specified	3	A seminar or worksho	01000
B_Q13			4	Other kind of course	00100
B_Q13			6	Valid skip	00010
B_Q14a			-1	Missing	001
B_Q14a			1	Yes	000
B_Q14a			2	No	100
B_Q14a	10	Activities - Last year - Reason for participating	6	Valid skip	010
B_Q14b			-1	Missing	000000001
B_Q14b			1	To do my job better	000000000
B_Q14b			2	To be less likely to	100000000
B_Q14b			3	To increase my possi	010000000
B_Q14b			4	To start my own busi	001000000
B_Q14b			5	I was obliged to par	000100000
B_Q14b			6	To increase my knowl	000010000
B_Q14b			7	To obtain a certific	000001000
B_Q14b			8	Other	000000100
B_Q14b	4	Activities - Last year - Employed	96	Valid skip	000000010
B_Q15a			-1	Missing	001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q15a	6	Activities - Last year - During working hours	1	Yes	000
B_Q15a			2	No	100
B_Q15a			6	Valid skip	010
B_Q15b			-1	Missing	00001
B_Q15b			1	Only during working	00000
B_Q15b			2	Mostly during workin	10000
B_Q15b			3	Mostly outside worki	01000
B_Q15b			4	Only outside working	00100
B_Q15b			6	Valid skip	00010
B_Q15c			-1	Missing	00001
B_Q15c	6	Activities - Last year - Useful for job	1	Not useful at all	00000
B_Q15c			2	Somewhat useful	10000
B_Q15c			3	Moderately useful	01000
B_Q15c			4	Very useful	00100
B_Q15c			6	Valid skip	00010
B_Q15c			-1	Missing	00001
B_Q16	7	Activities - Last year - Grant from employer	1	Yes, totally	000000
B_Q16			2	Yes, partly	100000
B_Q16			3	No, not at all	010000
B_Q16			4	There were no such c	001000
B_Q16			5	No employer or prosp	000100
B_Q16			6	Valid skip	000010
B_Q17		5	-1	Missing	0001
B_Q17			1	Weeks	0000
B_Q17			2	Days	1000
B_Q17			3	Hours	0100
B_Q17			6	Valid skip	0010
B_Q20b		7	-1	Missing	000001
B_Q20b			1	None of the time	000000
B_Q20b			2	Up to a quarter of t	100000
B_Q20b			3	Up to half of the ti	010000
B_Q20b			4	More than half of th	001000
B_Q20b			5	All of the time	000100
B_Q20b			6	Valid skip	000010
B_Q26a	4	Activities - Last year - Wanted but didn't start	-1	Missing	001
B_Q26a			1	Yes	000
B_Q26a			2	No	100
B_Q26a			6	Valid skip	010
B_Q26b	10	Activities - Last year - Wanted but didn't start -	-1	Missing	000000001
B_Q26b			1	I did not have the p	000000000
B_Q26b			2	Education or trainin	100000000
B_Q26b			3	Education or traiss	010000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q26b			4	I was too busy at wo	001000000
B_Q26b			5	The course or progra	000100000
B_Q26b			6	I did not have time	000010000
B_Q26b			7	Something unexpected	000001000
B_Q26b			8	Other	000000100
B_Q26b			96	Valid skip	000000010
C_D04	5	Current status/work history - Last month - Active	-1	Missing	0001
C_D04			1	Yes	0000
C_D04			2	No	1000
C_D04			3	Not known	0100
C_D04			6	Valid skip	0010
C_D05	6	Current status/work history - Employment status (D	-1	Missing	00001
C_D05			1	Employed	00000
C_D05			2	Unemployed	10000
C_D05			3	Out of the labour fo	01000
C_D05			4	Not known	00100
C_D05			6	Valid skip	00010
C_D06	7	Current status/work history - Current - Paid job o	-1	Missing	000001
C_D06			1	Yes, paid work one j	000000
C_D06			2	Yes, paid work more	100000
C_D06			3	Yes, unpaid work for	010000
C_D06			4	No	001000
C_D06			5	Not known	000100
C_D06			6	Valid skip	000010
C_D08c	4	Current status/work history - Left work in past 5	-1	Missing	001
C_D08c			1	Yes	000
C_D08c			2	No or unknown	100
C_D08c			6	Valid skip	010
C_D09	7	Current status/work history - Work experience (DER	-1	Missing	000001
C_D09			1	Currently working (p	000000
C_D09			2	Recent work experien	100000
C_D09			3	Left paid work longe	010000
C_D09			4	No work experience	001000
C_D09			5	Status unknown	000100
C_D09			6	Valid skip	000010
C_Q01a	4	Current status/work history - Last week - Paid wor	-1	Missing	001
C_Q01a			1	Yes	000
C_Q01a			2	No	100
C_Q01a			6	Valid skip	010
C_Q01b	4	Current status/work history - Last week - Away fro	-1	Missing	001
C_Q01b			1	Yes	000
C_Q01b			2	No	100

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q01b	4	Current status/work history - Last week - Unpaid w	6	Valid skip	010
C_Q01c			-1	Missing	001
C_Q01c			1	Yes	000
C_Q01c			2	No	100
C_Q01c	4	Current status/work history - Last month - Looking	6	Valid skip	010
C_Q02a			-1	Missing	001
C_Q02a			1	Yes	000
C_Q02a			2	No	100
C_Q02a	4	Current status/work history - Last month - Waiting	6	Valid skip	010
C_Q02b			-1	Missing	001
C_Q02b			1	Yes	000
C_Q02b			2	No	100
C_Q02b	4	Current status/work history - Last month - Waiting	6	Valid skip	010
C_Q02c			-1	Missing	001
C_Q02c			1	Within three months	000
C_Q02c			2	In more than three m	100
C_Q02c	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_01			-1	Missing	001
C_Q03_01			1	Marked	000
C_Q03_01			2	Not marked	100
C_Q03_01	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_02			-1	Missing	001
C_Q03_02			1	Marked	000
C_Q03_02			2	Not marked	100
C_Q03_02	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_03			-1	Missing	001
C_Q03_03			1	Marked	000
C_Q03_03			2	Not marked	100
C_Q03_03	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_04			-1	Missing	001
C_Q03_04			1	Marked	000
C_Q03_04			2	Not marked	100
C_Q03_04	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_05			-1	Missing	001
C_Q03_05			1	Marked	000
C_Q03_05			2	Not marked	100
C_Q03_05	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_06			-1	Missing	001
C_Q03_06			1	Marked	000
C_Q03_06			2	Not marked	100
C_Q03_06	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03_07			-1	Missing	001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q03_07	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03_07			2	Not marked	100
C_Q03_07			6	Valid skip	010
C_Q03_08			-1	Missing	001
C_Q03_08	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03_08			2	Not marked	100
C_Q03_08			6	Valid skip	010
C_Q03_09			-1	Missing	001
C_Q03_09	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03_09			2	Not marked	100
C_Q03_09			6	Valid skip	010
C_Q03_10			-1	Missing	001
C_Q03_10	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03_10			2	Not marked	100
C_Q03_10			6	Valid skip	010
C_Q03_10			-1	Missing	001
C_Q04a	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04a			2	No	100
C_Q04a			6	Valid skip	010
C_Q04a			-1	Missing	001
C_Q04b	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04b			2	No	100
C_Q04b			6	Valid skip	010
C_Q04b			-1	Missing	001
C_Q04c	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04c			2	No	100
C_Q04c			6	Valid skip	010
C_Q04c			-1	Missing	001
C_Q04d	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04d			2	No	100
C_Q04d			6	Valid skip	010
C_Q04d			-1	Missing	001
C_Q04e	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04e			2	No	100
C_Q04e			6	Valid skip	010
C_Q04e			-1	Missing	001
C_Q04f	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04f			2	No	100
C_Q04f			6	Valid skip	010
C_Q04f			-1	Missing	001
C_Q04g	4	Current status/work history - Last month - Ways of	1	Yes	000
C_Q04g			2	No	100
C_Q04g			-1	Missing	001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q04g	4	Current status/work history - Last month - Ways of	6	Valid skip	010
C_Q04h			-1	Missing	001
C_Q04h			1	Yes	000
C_Q04h			2	No	100
C_Q04h	4	Current status/work history - Last month - Ways of	6	Valid skip	010
C_Q04i			-1	Missing	001
C_Q04i			1	Yes	000
C_Q04i			2	No	100
C_Q04i	4	Current status/work history - Last month - Ways of	6	Valid skip	010
C_Q04j			-1	Missing	001
C_Q04j			1	Yes	000
C_Q04j			2	No	100
C_Q04j	4	Current status/work history - Ability to start job	6	Valid skip	010
C_Q05			-1	Missing	001
C_Q05			1	Yes	000
C_Q05			2	No	100
C_Q05	4	Current status/work history - Last week - Number o	6	Valid skip	010
C_Q06			-1	Missing	001
C_Q06			1	One job or business	000
C_Q06			2	More than one job or	100
C_Q06	12	Current status/work history - Subjective status	6	Valid skip	010
C_Q07			-1	Missing	0000000001
C_Q07			1	Full-time employed (	0000000000
C_Q07			2	Part-time employed (	1000000000
C_Q07			3	Unemployed	0100000000
C_Q07			4	Pupil, student	0010000000
C_Q07			5	Apprentice, internsh	0001000000
C_Q07			6	In retirement or ear	0000100000
C_Q07			7	Permanently disabled	0000010000
C_Q07			8	In compulsory milita	0000001000
C_Q07			9	Fulfilling domestic	0000000100
C_Q07			10	Other	0000000010
C_Q07	4	Current status/work history - Ever paid work	96	Valid skip	0000000010
C_Q08a			-1	Missing	001
C_Q08a			1	Yes	000
C_Q08a			2	No	100
C_Q08a	4	Current status/work history - Last year - Paid wor	6	Valid skip	010
C_Q08b			-1	Missing	001
C_Q08b			1	Yes	000
C_Q08b			2	No	100
C_Q08b	3	Computer-based exercise agreement	6	Valid skip	010
CBA_START			-1	Missing	01

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
CBA_START	4	CBA MODULE1 BRANCH	1	Continue to computer	00
CBA_START			2	Continue to paper ba	10
CBAMOD1			-1	Missing	001
CBAMOD1			1	LIT	000
CBAMOD1	4	CBA MODULE1 STAGE1 BRANCH	2	NUM	100
CBAMOD1			3	PS1	010
CBAMOD1STG1			-1	Missing	001
CBAMOD1STG1			1	EASY	000
CBAMOD1STG1	5	CBA MODULE1 STAGE2 BRANCH	2	MEDIUM	100
CBAMOD1STG1			3	HARD	010
CBAMOD1STG2			-1	Missing	0001
CBAMOD1STG2			1	EASY	0000
CBAMOD1STG2	5	CBA MODULE1 STAGE2 BRANCH	2	MED1	1000
CBAMOD1STG2			3	MED2	0100
CBAMOD1STG2			4	HARD	0010
CBAMOD1STG2			-1	Missing	001
CBAMOD2	4	CBA MODULE2 BRANCH	1	LIT	000
CBAMOD2			2	NUM	100
CBAMOD2			3	PS2	010
CBAMOD2			-1	Missing	001
CBAMOD2ALT	8	CBA MODULE1&2 BRANCH	12	LIT-NUM	0000000
CBAMOD2ALT			13	LIT-PS2	1000000
CBAMOD2ALT			21	NUM-LIT	0100000
CBAMOD2ALT			23	NUM-PS2	0010000
CBAMOD2ALT			31	PS1-LIT	0001000
CBAMOD2ALT			32	PS1-NUM	0000100
CBAMOD2ALT			33	PS1-PS2	0000010
CBAMOD2ALT			-1	Missing	001
CBAMOD2STG1	4	CBA MODULE2 STAGE1 BRANCH	1	EASY	000
CBAMOD2STG1			2	MEDIUM	100
CBAMOD2STG1			3	HARD	010
CBAMOD2STG1			-1	Missing	0001
CBAMOD2STG2	5	CBA MODULE2 STAGE2 BRANCH	1	EASY	0000
CBAMOD2STG2			2	MED1	1000
CBAMOD2STG2			3	MED2	0100
CBAMOD2STG2			4	HARD	0010
E	3	Respondent experience with computer (DERIVED BY CA	-1	Missing	01
E			1	Experienced	00
E			2	Not experienced	10
CORESTAGE1_PASS	3	Core Stage 1 status	-1	Missing	01
CORESTAGE1_PASS			1	Passed	00
CORESTAGE1_PASS			29	Not passed	10

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
CORESTAGE2_PASS	3	Final indication of pass/not pass of Core Stage 2	-1	Missing	01
CORESTAGE2_PASS			1	Passed	00
CORESTAGE2_PASS			29	Not passed	10
D_Q03	5	Current work - Economic sector	-1	Missing	0001
D_Q03			1	The private sector (	0000
D_Q03			2	The public sector (f	1000
D_Q03			3	A non-profit organis	0100
D_Q03			6	Valid skip	0010
D_Q04	4	Current work - Employee or self-employed	-1	Missing	001
D_Q04			1	Employee	000
D_Q04			2	Self-employed	100
D_Q04			6	Valid skip	010
D_Q05a3	14	Current work - Start of work for employer - Month	-1	Missing	0000000000001
D_Q05a3			1	January	0000000000000
D_Q05a3			2	February	1000000000000
D_Q05a3			3	March	0100000000000
D_Q05a3			4	April	0010000000000
D_Q05a3			5	May	0001000000000
D_Q05a3			6	June	0000100000000
D_Q05a3			7	July	0000010000000
D_Q05a3			8	August	0000001000000
D_Q05a3			9	September	0000000100000
D_Q05a3			10	October	0000000010000
D_Q05a3			11	November	0000000001000
D_Q05a3			12	Dember	0000000000100
D_Q05a3			96	Valid skip	0000000000010
D_Q05b3	14	Current work - Start of work for business - Month	-1	Missing	0000000000001
D_Q05b3			1	January	0000000000000
D_Q05b3			2	February	1000000000000
D_Q05b3			3	March	0100000000000
D_Q05b3			4	April	0010000000000
D_Q05b3			5	May	0001000000000
D_Q05b3			6	June	0000100000000
D_Q05b3			7	July	0000010000000
D_Q05b3			8	August	0000001000000
D_Q05b3			9	September	0000000100000
D_Q05b3			10	October	0000000010000
D_Q05b3			11	November	0000000001000
D_Q05b3			12	Dember	0000000000100
D_Q05b3			96	Valid skip	0000000000010
D_Q06a	7	Current work - Amount of people working for employ	-1	Missing	000001
D_Q06a			1	1 to 10 people	000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q06a	5	Current work - Amount of people working for employ	2	11 to 50 people	100000
D_Q06a			3	51 to 250 people	010000
D_Q06a			4	251 to 1000 people	001000
D_Q06a			5	More than 1000 peopl	000100
D_Q06a			6	Valid skip	000010
D_Q06b			-1	Missing	0001
D_Q06b			1	Increased	0000
D_Q06b			2	Decreased	1000
D_Q06b			3	Stayed more or less	0100
D_Q06b			6	Valid skip	0010
D_Q06c	4	Current work - Part of a larger organization	-1	Missing	001
D_Q06c			1	Yes	000
D_Q06c			2	No	100
D_Q06c			6	Valid skip	010
D_Q07a	4	Current work - Employees working for you	-1	Missing	001
D_Q07a			1	Yes	000
D_Q07a			2	No	100
D_Q07a			6	Valid skip	010
D_Q07b	7	Current work - Employees working for you - Amount	-1	Missing	000001
D_Q07b			1	1 to 10 people	000000
D_Q07b			2	11 to 50 people	100000
D_Q07b			3	51 to 250 people	010000
D_Q07b			4	251 to 1000 people	001000
D_Q07b			5	More than 1000 peopl	000100
D_Q07b			6	Valid skip	000010
D_Q08a	4	Current work - Managing other employees	-1	Missing	001
D_Q08a			1	Yes	000
D_Q08a			2	No	100
D_Q08a			6	Valid skip	010
D_Q08b	7	Current work - Managing other employees - Amount	-1	Missing	000001
D_Q08b			1	1 to 5 people	000000
D_Q08b			2	6 to 10 people	100000
D_Q08b			3	11 to 24 people	010000
D_Q08b			4	25 to 99 people	001000
D_Q08b			5	100 or more people	000100
D_Q08b			6	Valid skip	000010
D_Q09	8	Current work - Type of contract	-1	Missing	0000001
D_Q09			1	An indefinite contra	0000000
D_Q09			2	A fixed term contrac	1000000
D_Q09			3	A temporary employme	0100000
D_Q09			4	An apprenticeship or	0010000
D_Q09			5	No contract	0001000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q09	7	Current work - Work flexibility - Sequence of task	6	Other	0000100
D_Q09			96	Valid skip	0000010
D_Q11a			-1	Missing	0000001
D_Q11a			1	Not at all	0000000
D_Q11a			2	Very little	1000000
D_Q11a			3	To some extent	0100000
D_Q11a			4	To a high extent	0010000
D_Q11a			5	To a very high exten	0001000
D_Q11a			6	Valid skip	0000010
D_Q11b	7	Current work - Work flexibility - How to do the wo	-1	Missing	0000001
D_Q11b			1	Not at all	0000000
D_Q11b			2	Very little	1000000
D_Q11b			3	To some extent	0100000
D_Q11b			4	To a high extent	0010000
D_Q11b			5	To a very high exten	0001000
D_Q11b			6	Valid skip	0000010
D_Q11c	7	Current work - Work flexibility - Speed of work	-1	Missing	0000001
D_Q11c			1	Not at all	0000000
D_Q11c			2	Very little	1000000
D_Q11c			3	To some extent	0100000
D_Q11c			4	To a high extent	0010000
D_Q11c			5	To a very high exten	0001000
D_Q11c			6	Valid skip	0000010
D_Q11d	7	Current work - Work flexibility - Working hours	-1	Missing	0000001
D_Q11d			1	Not at all	0000000
D_Q11d			2	Very little	1000000
D_Q11d			3	To some extent	0100000
D_Q11d			4	To a high extent	0010000
D_Q11d			5	To a very high exten	0001000
D_Q11d			6	Valid skip	0000010
D_Q12a	17	Current work - Requirements - Education level	-1	Missing	000000000000000001
D_Q12a			1	No formal qualificat	000000000000000000
D_Q12a			2	ISCED 1	100000000000000000
D_Q12a			3	ISCED 2	010000000000000000
D_Q12a			4	ISCED 3C shorter tha	001000000000000000
D_Q12a			5	ISCED 3C 2 years or	000100000000000000
D_Q12a			6	ISCED 3A-B	000010000000000000
D_Q12a			7	ISCED 3 (without dis	000001000000000000
D_Q12a			8	ISCED 4C	000000100000000000
D_Q12a			9	ISCED 4A-B	000000010000000000
D_Q12a			10	ISCED 4 (without dis	000000001000000000
D_Q12a			11	ISCED 5B	000000000100000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12a			12	ISCED 5A, bachelor d	0000000000100000
D_Q12a			13	ISCED 5A, master deg	0000000000010000
D_Q12a			14	ISCED 6	0000000000001000
D_Q12a			15	ISCED 5A bachelor de	0000000000000100
D_Q12a			96	Valid skip	0000000000000010
D_Q12b	5	Current work - Requirements - To do the job satisf	-1	Missing	0001
D_Q12b			1	This level is necess	0000
D_Q12b			2	A lower level would	1000
D_Q12b			3	A higher level would	0100
D_Q12b			6	Valid skip	0010
D_Q12c	8	Current work - Requirements - Related work experie	-1	Missing	0000001
D_Q12c			1	None	0000000
D_Q12c			2	Less than 1 month	1000000
D_Q12c			3	1 to 6 months	0100000
D_Q12c			4	7 to 11 months	0010000
D_Q12c			5	1 or 2 years	0001000
D_Q12c			6	3 years or more	0000100
D_Q12c	7	Current work - Learning - Learning from co-workers	96	Valid skip	0000010
D_Q13a			-1	Missing	000001
D_Q13a			1	Never	000000
D_Q13a			2	Less than once a mon	100000
D_Q13a			3	Less than once a wee	010000
D_Q13a			4	At least once a week	001000
D_Q13a			5	Every day	000100
D_Q13a	7	Current work - Learning - Learning-by-doing	6	Valid skip	000010
D_Q13b			-1	Missing	000001
D_Q13b			1	Never	000000
D_Q13b			2	Less than once a mon	100000
D_Q13b			3	Less than once a wee	010000
D_Q13b			4	At least once a week	001000
D_Q13b			5	Every day	000100
D_Q13b	7	Current work - Learning - Keeping up to date	6	Valid skip	000010
D_Q13c			-1	Missing	000001
D_Q13c			1	Never	000000
D_Q13c			2	Less than once a mon	100000
D_Q13c			3	Less than once a wee	010000
D_Q13c			4	At least once a week	001000
D_Q13c			5	Every day	000100
D_Q13c	7	Current work - Job satisfaction	6	Valid skip	000010
D_Q14			-1	Missing	000001
D_Q14			1	Extremely satisfied	000000
D_Q14			2	Satisfied	100000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q14	10	Current work - Earnings - Salary interval	3	Neither satisfied no	010000
D_Q14			4	Dissatisfied	001000
D_Q14			5	Extremely dissatisfi	000100
D_Q14			6	Valid skip	000010
D_Q16a			-1	Missing	000000001
D_Q16a			1	Per hour	000000000
D_Q16a			2	Per day	100000000
D_Q16a			3	Per week	010000000
D_Q16a			4	Per two weeks	001000000
D_Q16a			5	Per month	000100000
D_Q16a			6	Per year	000010000
D_Q16a			7	Piece rate	000001000
D_Q16a			8	I get no salary or w	000000100
D_Q16a			96	Valid skip	000000010
D_Q16c	4	Current work - Earnings - Gross pay in broad categ	-1	Missing	001
D_Q16c			1	Yes	000
D_Q16c			2	No	100
D_Q16c			6	Valid skip	010
D_Q16d1	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d1			1	Less than 10%	0000000
D_Q16d1			2	10% to less than 2	1000000
D_Q16d1			3	25% to less than 5	0100000
D_Q16d1			4	50% to less than 7	0010000
D_Q16d1			5	75% to less than 9	0001000
D_Q16d1			6	90% or more	0000100
D_Q16d1			96	Valid skip	0000010
D_Q16d2	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d2			1	Less than 10%	0000000
D_Q16d2			2	10% to less than 2	1000000
D_Q16d2			3	25% to less than 5	0100000
D_Q16d2			4	50% to less than 7	0010000
D_Q16d2			5	75% to less than 9	0001000
D_Q16d2			6	90% or more	0000100
D_Q16d2			96	Valid skip	0000010
D_Q16d3	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d3			1	Less than 10%	0000000
D_Q16d3			2	10% to less than 2	1000000
D_Q16d3			3	25% to less than 5	0100000
D_Q16d3			4	50% to less than 7	0010000
D_Q16d3			5	75% to less than 9	0001000
D_Q16d3			6	90% or more	0000100
D_Q16d3			96	Valid skip	0000010

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q16d4	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d4			1	Less than 10%	0000000
D_Q16d4			2	10% to less than 2	1000000
D_Q16d4			3	25% to less than 5	0100000
D_Q16d4			4	50% to less than 7	0010000
D_Q16d4			5	75% to less than 9	0001000
D_Q16d4			6	90% or more	0000100
D_Q16d4			96	Valid skip	0000010
D_Q16d5	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d5			1	Less than 10%	0000000
D_Q16d5			2	10% to less than 2	1000000
D_Q16d5			3	25% to less than 5	0100000
D_Q16d5			4	50% to less than 7	0010000
D_Q16d5			5	75% to less than 9	0001000
D_Q16d5			6	90% or more	0000100
D_Q16d5			96	Valid skip	0000010
D_Q16d6	8	Current work - Earnings - Broad categories - Gross	-1	Missing	0000001
D_Q16d6			1	Less than 10%	0000000
D_Q16d6			2	10% to less than 2	1000000
D_Q16d6			3	25% to less than 5	0100000
D_Q16d6			4	50% to less than 7	0010000
D_Q16d6			5	75% to less than 9	0001000
D_Q16d6			6	90% or more	0000100
D_Q16d6			96	Valid skip	0000010
D_Q17a	4	Current work - Earnings - Additional payments	-1	Missing	001
D_Q17a			1	Yes	000
D_Q17a			2	No	100
D_Q17a			6	Valid skip	010
D_Q17c	4	Current work - Earnings - Additional payments in b	-1	Missing	001
D_Q17c			1	Yes	000
D_Q17c			2	No	100
D_Q17c			6	Valid skip	010
D_Q17d	5	Current work - Earnings - Additional payments - Br	-1	Missing	0001
D_Q17d			1	Less than 5%	0000
D_Q17d			2	5% to less than 10	1000
D_Q17d			3	10% or more	0100
D_Q17d	6		6	Valid skip	0010
D_Q18b	4	Current work - Earnings - Total earnings broad cat	-1	Missing	001
D_Q18b			1	Yes	000
D_Q18b			2	No	100
D_Q18b			6	Valid skip	010
D_Q18c1	8	Current work - Earnings - Broad categories - Total	-1	Missing	0000001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q18c1	8	Current work - Earnings - Broad categories - Total	1	Less than 10%	0000000
D_Q18c1			2	10% to less than 2	1000000
D_Q18c1			3	25% to less than 5	0100000
D_Q18c1			4	50% to less than 7	0010000
D_Q18c1			5	75% to less than 9	0001000
D_Q18c1			6	90% or more	0000100
D_Q18c1			96	Valid skip	0000010
D_Q18c2			-1	Missing	0000001
D_Q18c2			1	Less than 10%	0000000
D_Q18c2			2	10% to less than 2	1000000
D_Q18c2			3	25% to less than 5	0100000
D_Q18c2			4	50% to less than 7	0010000
D_Q18c2			5	75% to less than 9	0001000
D_Q18c2			6	90% or more	0000100
D_Q18c2			96	Valid skip	0000010
E_Q03	5	Last job - Economic sector	-1	Missing	0001
E_Q03			1	The private sector (	0000
E_Q03			2	The public sector (f	1000
E_Q03			3	A non-profit organis	0100
E_Q03			6	Valid skip	0010
E_Q04	4	Last job - Employee or self-employed	-1	Missing	001
E_Q04			1	Employee	000
E_Q04			2	Self-employed	100
E_Q04			6	Valid skip	010
E_Q06	7	Last job - Amount of people working for employer	-1	Missing	000001
E_Q06			1	1 to 10 people	000000
E_Q06			2	11 to 50 people	100000
E_Q06			3	51 to 250 people	010000
E_Q06			4	251 to 1000 people	001000
E_Q06			5	More than 1000 peopl	000100
E_Q06	4	Last job - Employees working for you	6	Valid skip	000010
E_Q07a			-1	Missing	001
E_Q07a			1	Yes	000
E_Q07a			2	No	100
E_Q07a	7	Last job - Employees working for you - Amount	6	Valid skip	010
E_Q07b			-1	Missing	000001
E_Q07b			1	1 to 10 people	000000
E_Q07b			2	11 to 50 people	100000
E_Q07b			3	51 to 250 people	010000
E_Q07b			4	251 to 1000 people	001000
E_Q07b			5	More than 1000 peopl	000100
E_Q07b			6	Valid skip	000010

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q08	8	Last job - Type of contract	-1	Missing	0000001
E_Q08			1	An indefinite contra	0000000
E_Q08			2	A fixed term contrac	1000000
E_Q08			3	A temporary employe	0100000
E_Q08			4	An apprenticeship or	0010000
E_Q08			5	No contract	0001000
E_Q08			6	Other	0000100
E_Q08			96	Valid skip	0000010
E_Q10	12	Last job - Reason for end of job	-1	Missing	00000000001
E_Q10			1	I was dismissed	00000000000
E_Q10			2	I was made redundant	10000000000
E_Q10			3	It was a temporary j	01000000000
E_Q10			4	I resigned	00100000000
E_Q10			5	I gave up work for h	00010000000
E_Q10			6	I took early retirem	00001000000
E_Q10			7	I retired (at or aft	00000100000
E_Q10			8	I gave up work becau	00000010000
E_Q10			9	I gave up work in or	00000001000
E_Q10			10	I left for some othe	00000000100
E_Q10			96	Valid skip	00000000010
EDLEVEL3	4	Educational level of the respondent (DERIVED BY CA	-1	Missing	001
EDLEVEL3			1	Low	000
EDLEVEL3			2	Medium	100
EDLEVEL3			3	High	010
ETSAGEG5	13	Age groups in equal 5-year intervals from 16-65	-1	Missing	000000000001
ETSAGEG5			1	Age 16-20	000000000000
ETSAGEG5			2	Age 21-25	100000000000
ETSAGEG5			3	Age 26-30	010000000000
ETSAGEG5			4	Age 31-35	001000000000
ETSAGEG5			5	Age 36-40	000100000000
ETSAGEG5			6	Age 41-45	000010000000
ETSAGEG5			7	Age 46-50	000001000000
ETSAGEG5			8	Age 51-55	000000100000
ETSAGEG5			9	Age 56-60	000000010000
ETSAGEG5			10	Age 61-65	000000001000
ETSAGEG5			94	Age <16	000000000100
ETSAGEG5			95	Age >65	000000000010
F_Q01b	7	Skill use work - Time cooperating with co-workers	-1	Missing	000001
F_Q01b			1	None of the time	000000
F_Q01b			2	Up to a quarter of t	100000
F_Q01b			3	Up to half of the ti	010000
F_Q01b			4	More than half of th	001000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
F_Q01b	7	Skill use work - How often - Sharing work-related	5	All of the time	000100
F_Q01b			6	Valid skip	000010
F_Q02a			-1	Missing	000001
F_Q02a			1	Never	000000
F_Q02a			2	Less than once a mon	100000
F_Q02a			3	Less than once a wee	010000
F_Q02a			4	At least once a week	001000
F_Q02a			5	Every day	000100
F_Q02a	7	Skill use work - How often - Teaching people	6	Valid skip	000010
F_Q02b			-1	Missing	000001
F_Q02b			1	Never	000000
F_Q02b			2	Less than once a mon	100000
F_Q02b			3	Less than once a wee	010000
F_Q02b			4	At least once a week	001000
F_Q02b			5	Every day	000100
F_Q02b			6	Valid skip	000010
F_Q02c	7	Skill use work - How often - Presentations	-1	Missing	000001
F_Q02c			1	Never	000000
F_Q02c			2	Less than once a mon	100000
F_Q02c			3	Less than once a wee	010000
F_Q02c			4	At least once a week	001000
F_Q02c			5	Every day	000100
F_Q02c			6	Valid skip	000010
F_Q02d	7	Skill use work - How often - Selling	-1	Missing	000001
F_Q02d			1	Never	000000
F_Q02d			2	Less than once a mon	100000
F_Q02d			3	Less than once a wee	010000
F_Q02d			4	At least once a week	001000
F_Q02d			5	Every day	000100
F_Q02d			6	Valid skip	000010
F_Q02e	7	Skill use work - How often - Advising people	-1	Missing	000001
F_Q02e			1	Never	000000
F_Q02e			2	Less than once a mon	100000
F_Q02e			3	Less than once a wee	010000
F_Q02e			4	At least once a week	001000
F_Q02e			5	Every day	000100
F_Q02e			6	Valid skip	000010
F_Q03a	7	Skill use work - How often - Planning own activiti	-1	Missing	000001
F_Q03a			1	Never	000000
F_Q03a			2	Less than once a mon	100000
F_Q03a			3	Less than once a wee	010000
F_Q03a			4	At least once a week	001000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
F_Q03a	7	Skill use work - How often - Planning others activ	5	Every day	000100
F_Q03a			6	Valid skip	000010
F_Q03b			-1	Missing	000001
F_Q03b			1	Never	000000
F_Q03b			2	Less than once a mon	100000
F_Q03b			3	Less than once a wee	010000
F_Q03b			4	At least once a week	001000
F_Q03b	7	Skill use work - How often - Organising own time	5	Every day	000100
F_Q03b			6	Valid skip	000010
F_Q03c			-1	Missing	000001
F_Q03c			1	Never	000000
F_Q03c			2	Less than once a mon	100000
F_Q03c			3	Less than once a wee	010000
F_Q03c			4	At least once a week	001000
F_Q03c	7	Skill use work - How often - Influencing people	5	Every day	000100
F_Q03c			6	Valid skip	000010
F_Q04a			-1	Missing	000001
F_Q04a			1	Never	000000
F_Q04a			2	Less than once a mon	100000
F_Q04a			3	Less than once a wee	010000
F_Q04a			4	At least once a week	001000
F_Q04a	7	Skill use work - How often - Negotiating with peop	5	Every day	000100
F_Q04a			6	Valid skip	000010
F_Q04b			-1	Missing	000001
F_Q04b			1	Never	000000
F_Q04b			2	Less than once a mon	100000
F_Q04b			3	Less than once a wee	010000
F_Q04b			4	At least once a week	001000
F_Q04b	7	Skill use work - Problem solving - Simple problems	5	Every day	000100
F_Q04b			6	Valid skip	000010
F_Q05a			-1	Missing	000001
F_Q05a			1	Never	000000
F_Q05a			2	Less than once a mon	100000
F_Q05a			3	Less than once a wee	010000
F_Q05a			4	At least once a week	001000
F_Q05a	7	Skill use work - Problem solving - Complex problem	5	Every day	000100
F_Q05a			6	Valid skip	000010
F_Q05b			-1	Missing	000001
F_Q05b			1	Never	000000
F_Q05b			2	Less than once a mon	100000
F_Q05b			3	Less than once a wee	010000
F_Q05b			4	At least once a week	001000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
F_Q05b	7	Skill use work - How often - Working physically fo	5	Every day	000100
F_Q05b			6	Valid skip	000010
F_Q06b			-1	Missing	000001
F_Q06b			1	Never	000000
F_Q06b			2	Less than once a mon	100000
F_Q06b			3	Less than once a wee	010000
F_Q06b			4	At least once a week	001000
F_Q06b	7	Skill use work - How often - Using hands or finger	5	Every day	000100
F_Q06b			6	Valid skip	000010
F_Q06c			-1	Missing	000001
F_Q06c			1	Never	000000
F_Q06c			2	Less than once a mon	100000
F_Q06c			3	Less than once a wee	010000
F_Q06c			4	At least once a week	001000
F_Q06c	4	Skill use work - Not challenged enough	5	Every day	000100
F_Q06c			6	Valid skip	000010
F_Q07a			-1	Missing	001
F_Q07a			1	Yes	000
F_Q07a	4	Skill use work - Need more training	2	No	100
F_Q07a			6	Valid skip	010
F_Q07b			-1	Missing	001
F_Q07b			1	Yes	000
F_Q07b	7	Skill use work - Literacy - Read directions or ins	2	No	100
F_Q07b			6	Valid skip	010
G_Q01a			-1	Missing	000001
G_Q01a			1	Never	000000
G_Q01a	7	Skill use work - Literacy - Read letters memos or	2	Less than once a mon	100000
G_Q01a			3	Less than once a wee	010000
G_Q01a			4	At least once a week	001000
G_Q01a			5	Every day	000100
G_Q01a			6	Valid skip	000010
G_Q01b			-1	Missing	000001
G_Q01b			1	Never	000000
G_Q01b	7	Skill use work - Literacy - Read newspapers or mag	2	Less than once a mon	100000
G_Q01b			3	Less than once a wee	010000
G_Q01b			4	At least once a week	001000
G_Q01b			5	Every day	000100
G_Q01b			6	Valid skip	000010
G_Q01c			-1	Missing	000001
G_Q01c			1	Never	000000
G_Q01c	7		2	Less than once a mon	100000
G_Q01c			3	Less than once a wee	010000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
G_Q01c	7	Skill use work - Literacy - Read professional jour	4	At least once a week	001000
G_Q01c			5	Every day	000100
G_Q01c			6	Valid skip	000010
G_Q01d			-1	Missing	000001
G_Q01d			1	Never	000000
G_Q01d			2	Less than once a mon	100000
G_Q01d			3	Less than once a wee	010000
G_Q01d	7	Skill use work - Literacy - Read books	4	At least once a week	001000
G_Q01d			5	Every day	000100
G_Q01d			6	Valid skip	000010
G_Q01e			-1	Missing	000001
G_Q01e			1	Never	000000
G_Q01e			2	Less than once a mon	100000
G_Q01e			3	Less than once a wee	010000
G_Q01e	7	Skill use work - Literacy - Read manuals or refere	4	At least once a week	001000
G_Q01e			5	Every day	000100
G_Q01e			6	Valid skip	000010
G_Q01f			-1	Missing	000001
G_Q01f			1	Never	000000
G_Q01f			2	Less than once a mon	100000
G_Q01f			3	Less than once a wee	010000
G_Q01f	7	Skill use work - Literacy - Read financial stateme	4	At least once a week	001000
G_Q01f			5	Every day	000100
G_Q01f			6	Valid skip	000010
G_Q01g			-1	Missing	000001
G_Q01g			1	Never	000000
G_Q01g			2	Less than once a mon	100000
G_Q01g			3	Less than once a wee	010000
G_Q01g	7	Skill use work - Literacy - Read diagrams maps or	4	At least once a week	001000
G_Q01g			5	Every day	000100
G_Q01g			6	Valid skip	000010
G_Q01h			-1	Missing	000001
G_Q01h			1	Never	000000
G_Q01h			2	Less than once a mon	100000
G_Q01h			3	Less than once a wee	010000
G_Q01h	7	Skill use work - Literacy - Write letters memos or	4	At least once a week	001000
G_Q01h			5	Every day	000100
G_Q01h			6	Valid skip	000010
G_Q02a			-1	Missing	000001
G_Q02a			1	Never	000000
G_Q02a			2	Less than once a mon	100000
G_Q02a			3	Less than once a wee	010000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
G_Q02a	7	Skill use work - Literacy - Write articles	4	At least once a week	001000
G_Q02a			5	Every day	000100
G_Q02a			6	Valid skip	000010
G_Q02b			-1	Missing	000001
G_Q02b			1	Never	000000
G_Q02b			2	Less than once a mon	100000
G_Q02b			3	Less than once a wee	010000
G_Q02b			4	At least once a week	001000
G_Q02b			5	Every day	000100
G_Q02b			6	Valid skip	000010
G_Q02c	7	Skill use work - Literacy - Write reports	-1	Missing	000001
G_Q02c			1	Never	000000
G_Q02c			2	Less than once a mon	100000
G_Q02c			3	Less than once a wee	010000
G_Q02c			4	At least once a week	001000
G_Q02c			5	Every day	000100
G_Q02c			6	Valid skip	000010
G_Q02d	7	Skill use work - Literacy - Fill in forms	-1	Missing	000001
G_Q02d			1	Never	000000
G_Q02d			2	Less than once a mon	100000
G_Q02d			3	Less than once a wee	010000
G_Q02d			4	At least once a week	001000
G_Q02d			5	Every day	000100
G_Q02d			6	Valid skip	000010
G_Q03b	7	Skill use work - Numeracy - How often - Calculatin	-1	Missing	000001
G_Q03b			1	Never	000000
G_Q03b			2	Less than once a mon	100000
G_Q03b			3	Less than once a wee	010000
G_Q03b			4	At least once a week	001000
G_Q03b			5	Every day	000100
G_Q03b			6	Valid skip	000010
G_Q03c	7	Skill use work - Numeracy - How often - Use or cal	-1	Missing	000001
G_Q03c			1	Never	000000
G_Q03c			2	Less than once a mon	100000
G_Q03c			3	Less than once a wee	010000
G_Q03c			4	At least once a week	001000
G_Q03c			5	Every day	000100
G_Q03c			6	Valid skip	000010
G_Q03d	7	Skill use work - Numeracy - How often - Use a calc	-1	Missing	000001
G_Q03d			1	Never	000000
G_Q03d			2	Less than once a mon	100000
G_Q03d			3	Less than once a wee	010000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
G_Q03d	7	Skill use work - Numeracy - How often - Prepare ch	4	At least once a week	001000
G_Q03d			5	Every day	000100
G_Q03d			6	Valid skip	000010
G_Q03f			-1	Missing	000001
G_Q03f			1	Never	000000
G_Q03f			2	Less than once a mon	100000
G_Q03f			3	Less than once a wee	010000
G_Q03f			4	At least once a week	001000
G_Q03f			5	Every day	000100
G_Q03f			6	Valid skip	000010
G_Q03g	7	Skill use work - Numeracy - How often - Use simple	-1	Missing	000001
G_Q03g			1	Never	000000
G_Q03g			2	Less than once a mon	100000
G_Q03g			3	Less than once a wee	010000
G_Q03g			4	At least once a week	001000
G_Q03g			5	Every day	000100
G_Q03g			6	Valid skip	000010
G_Q03h	7	Skill use work - Numeracy - How often - Use advanc	-1	Missing	000001
G_Q03h			1	Never	000000
G_Q03h			2	Less than once a mon	100000
G_Q03h			3	Less than once a wee	010000
G_Q03h			4	At least once a week	001000
G_Q03h			5	Every day	000100
G_Q03h			6	Valid skip	000010
G_Q04	4	Skill use work - ICT - Experience with computer in	-1	Missing	001
G_Q04			1	Yes	000
G_Q04			2	No	100
G_Q04			6	Valid skip	010
G_Q05a	7	Skill use work - ICT - Internet - How often - For	-1	Missing	000001
G_Q05a			1	Never	000000
G_Q05a			2	Less than once a mon	100000
G_Q05a			3	Less than once a wee	010000
G_Q05a			4	At least once a week	001000
G_Q05a			5	Every day	000100
G_Q05a			6	Valid skip	000010
G_Q05c	7	Skill use work - ICT - Internet - How often - Work	-1	Missing	000001
G_Q05c			1	Never	000000
G_Q05c			2	Less than once a mon	100000
G_Q05c			3	Less than once a wee	010000
G_Q05c			4	At least once a week	001000
G_Q05c			5	Every day	000100
G_Q05c			6	Valid skip	000010

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
G_Q05d	7	Skill use work - ICT - Internet - How often - Cond	-1	Missing	000001
G_Q05d			1	Never	000000
G_Q05d			2	Less than once a mon	100000
G_Q05d			3	Less than once a wee	010000
G_Q05d			4	At least once a week	001000
G_Q05d			5	Every day	000100
G_Q05d	7	Skill use work - ICT - Computer - How often - Spre	6	Valid skip	000010
G_Q05e			-1	Missing	000001
G_Q05e			1	Never	000000
G_Q05e			2	Less than once a mon	100000
G_Q05e			3	Less than once a wee	010000
G_Q05e			4	At least once a week	001000
G_Q05e	7	Skill use work - ICT - Computer - How often - Word	5	Every day	000100
G_Q05e			6	Valid skip	000010
G_Q05f			-1	Missing	000001
G_Q05f			1	Never	000000
G_Q05f			2	Less than once a mon	100000
G_Q05f			3	Less than once a wee	010000
G_Q05f	7	Skill use work - ICT - Computer - How often - Prog	4	At least once a week	001000
G_Q05f			5	Every day	000100
G_Q05f			6	Valid skip	000010
G_Q05g			-1	Missing	000001
G_Q05g			1	Never	000000
G_Q05g			2	Less than once a mon	100000
G_Q05g	7	Skill use work - ICT - Computer - How often - Real	3	Less than once a wee	010000
G_Q05g			4	At least once a week	001000
G_Q05g			5	Every day	000100
G_Q05g			6	Valid skip	000010
G_Q05h			-1	Missing	000001
G_Q05h			1	Never	000000
G_Q05h	5	Skill use work - ICT - Computer - Level of compute	2	Less than once a mon	100000
G_Q05h			3	Less than once a wee	010000
G_Q05h			4	At least once a week	001000
G_Q05h			5	Every day	000100
G_Q05h			6	Valid skip	000010
G_Q06			-1	Missing	0001
G_Q06	4	Skill use work - ICT - Computer - Got the skills n	1	Straightforward	0000
G_Q06			2	Moderate	1000
G_Q06			3	Complex	0100
G_Q06			6	Valid skip	0010
G_Q07			-1	Missing	001
G_Q07			1	Yes	000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
G_Q07	4	Skill use work - ICT - Computer - Lack of skills a	2	No	100
G_Q07			6	Valid skip	010
G_Q08			-1	Missing	001
G_Q08			1	Yes	000
G_Q08			2	No	100
G_Q08			6	Valid skip	010
GENDER_R	3	Person resolved gender from BQ and QC check (deriv	-1	Missing	01
GENDER_R			1	Male	00
GENDER_R			2	Female	10
GQ_FLAG	3	Group quarters structure flag	-1	Missing	01
GQ_FLAG			0	False	00
GQ_FLAG			1	True	10
H_Q01a	7	Skill use everyday life - Literacy - Read directio	-1	Missing	000001
H_Q01a			1	Never	000000
H_Q01a			2	Less than once a mon	100000
H_Q01a			3	Less than once a wee	010000
H_Q01a			4	At least once a week	001000
H_Q01a			5	Every day	000100
H_Q01a	7	Skill use everyday life - Literacy - Read letters	6	Valid skip	000010
H_Q01b			-1	Missing	000001
H_Q01b			1	Never	000000
H_Q01b			2	Less than once a mon	100000
H_Q01b			3	Less than once a wee	010000
H_Q01b			4	At least once a week	001000
H_Q01b	7	Skill use everyday life - Literacy - Read newspaper	5	Every day	000100
H_Q01b			6	Valid skip	000010
H_Q01c			-1	Missing	000001
H_Q01c			1	Never	000000
H_Q01c			2	Less than once a mon	100000
H_Q01c			3	Less than once a wee	010000
H_Q01c	7	Skill use everyday life - Literacy - Read professi	4	At least once a week	001000
H_Q01c			5	Every day	000100
H_Q01c			6	Valid skip	000010
H_Q01d			-1	Missing	000001
H_Q01d			1	Never	000000
H_Q01d			2	Less than once a mon	100000
H_Q01d	7	Skill use everyday life - Literacy - Read books	3	Less than once a wee	010000
H_Q01d			4	At least once a week	001000
H_Q01d			5	Every day	000100
H_Q01d			6	Valid skip	000010
H_Q01e			-1	Missing	000001
H_Q01e			1	Never	000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
H_Q01e	7	Skill use everyday life - Literacy - Read manuals	2	Less than once a mon	100000
H_Q01e			3	Less than once a wee	010000
H_Q01e			4	At least once a week	001000
H_Q01e			5	Every day	000100
H_Q01e			6	Valid skip	000010
H_Q01f			-1	Missing	000001
H_Q01f			1	Never	000000
H_Q01f			2	Less than once a mon	100000
H_Q01f			3	Less than once a wee	010000
H_Q01f			4	At least once a week	001000
H_Q01f			5	Every day	000100
H_Q01f			6	Valid skip	000010
H_Q01g	7	Skill use everyday life - Literacy - Read financia	-1	Missing	000001
H_Q01g			1	Never	000000
H_Q01g			2	Less than once a mon	100000
H_Q01g			3	Less than once a wee	010000
H_Q01g			4	At least once a week	001000
H_Q01g			5	Every day	000100
H_Q01g			6	Valid skip	000010
H_Q01h	7	Skill use everyday life - Literacy - Read diagrams	-1	Missing	000001
H_Q01h			1	Never	000000
H_Q01h			2	Less than once a mon	100000
H_Q01h			3	Less than once a wee	010000
H_Q01h			4	At least once a week	001000
H_Q01h			5	Every day	000100
H_Q01h			6	Valid skip	000010
H_Q02a	7	Skill use everyday life - Literacy - Write letters	-1	Missing	000001
H_Q02a			1	Never	000000
H_Q02a			2	Less than once a mon	100000
H_Q02a			3	Less than once a wee	010000
H_Q02a			4	At least once a week	001000
H_Q02a			5	Every day	000100
H_Q02a			6	Valid skip	000010
H_Q02b	7	Skill use everyday life - Literacy - Write article	-1	Missing	000001
H_Q02b			1	Never	000000
H_Q02b			2	Less than once a mon	100000
H_Q02b			3	Less than once a wee	010000
H_Q02b			4	At least once a week	001000
H_Q02b			5	Every day	000100
H_Q02b			6	Valid skip	000010
H_Q02c	7	Skill use everyday life - Literacy - Write reports	-1	Missing	000001
H_Q02c			1	Never	000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
H_Q02c	7	Skill use everyday life - Literacy - Fill in forms	2	Less than once a mon	100000
H_Q02c			3	Less than once a wee	010000
H_Q02c			4	At least once a week	001000
H_Q02c			5	Every day	000100
H_Q02c			6	Valid skip	000010
H_Q02d			-1	Missing	000001
H_Q02d	7	Skill use everyday life - Literacy - Fill in forms	1	Never	000000
H_Q02d			2	Less than once a mon	100000
H_Q02d			3	Less than once a wee	010000
H_Q02d			4	At least once a week	001000
H_Q02d			5	Every day	000100
H_Q02d			6	Valid skip	000010
H_Q03b	7	Skill use everyday life - Numeracy - How often - C	-1	Missing	000001
H_Q03b			1	Never	000000
H_Q03b			2	Less than once a mon	100000
H_Q03b			3	Less than once a wee	010000
H_Q03b			4	At least once a week	001000
H_Q03b			5	Every day	000100
H_Q03b	7	Skill use everyday life - Numeracy - How often - C	6	Valid skip	000010
H_Q03c			-1	Missing	000001
H_Q03c			1	Never	000000
H_Q03c			2	Less than once a mon	100000
H_Q03c			3	Less than once a wee	010000
H_Q03c			4	At least once a week	001000
H_Q03c	7	Skill use everyday life - Numeracy - How often - U	5	Every day	000100
H_Q03c			6	Valid skip	000010
H_Q03d			-1	Missing	000001
H_Q03d			1	Never	000000
H_Q03d			2	Less than once a mon	100000
H_Q03d			3	Less than once a wee	010000
H_Q03d	7	Skill use everyday life - Numeracy - How often - U	4	At least once a week	001000
H_Q03d			5	Every day	000100
H_Q03d			6	Valid skip	000010
H_Q03f			-1	Missing	000001
H_Q03f			1	Never	000000
H_Q03f			2	Less than once a mon	100000
H_Q03f	7	Skill use everyday life - Numeracy - How often - P	3	Less than once a wee	010000
H_Q03f			4	At least once a week	001000
H_Q03f			5	Every day	000100
H_Q03f			6	Valid skip	000010
H_Q03g			-1	Missing	000001
H_Q03g			1	Never	000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
H_Q03g	7	Skill use everyday life - Numeracy - How often - U	2	Less than once a mon	100000
H_Q03g			3	Less than once a wee	010000
H_Q03g			4	At least once a week	001000
H_Q03g			5	Every day	000100
H_Q03g			6	Valid skip	000010
H_Q03h			-1	Missing	000001
H_Q03h	4	Skill use everyday life - ICT - Ever used computer	1	Never	000000
H_Q03h			2	Less than once a mon	100000
H_Q03h			3	Less than once a wee	010000
H_Q03h			4	At least once a week	001000
H_Q03h			5	Every day	000100
H_Q03h			6	Valid skip	000010
H_Q04a	4	Skill use everyday life - ICT - Experience with co	-1	Missing	001
H_Q04a			1	Yes	000
H_Q04a			2	No	100
H_Q04a			6	Valid skip	010
H_Q04b	4	Skill use everyday life - ICT - Internet - How oft	-1	Missing	001
H_Q04b			1	Yes	000
H_Q04b			2	No	100
H_Q04b			6	Valid skip	010
H_Q05a	7	Skill use everyday life - ICT - Internet - How oft	-1	Missing	000001
H_Q05a			1	Never	000000
H_Q05a			2	Less than once a mon	100000
H_Q05a			3	Less than once a wee	010000
H_Q05a			4	At least once a week	001000
H_Q05a			5	Every day	000100
H_Q05a	7	Skill use everyday life - ICT - Internet - How oft	6	Valid skip	000010
H_Q05c			-1	Missing	000001
H_Q05c			1	Never	000000
H_Q05c			2	Less than once a mon	100000
H_Q05c			3	Less than once a wee	010000
H_Q05c			4	At least once a week	001000
H_Q05c	7	Skill use everyday life - ICT - Internet - How oft	5	Every day	000100
H_Q05c			6	Valid skip	000010
H_Q05d			-1	Missing	000001
H_Q05d			1	Never	000000
H_Q05d			2	Less than once a mon	100000
H_Q05d			3	Less than once a wee	010000
H_Q05d	7	Skill use everyday life - ICT - Computer - How oft	4	At least once a week	001000
H_Q05d			5	Every day	000100
H_Q05d			6	Valid skip	000010
H_Q05e			-1	Missing	000001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
H_Q05e	7	Skill use everyday life - ICT - Computer - How oft	1	Never	000000
H_Q05e			2	Less than once a mon	100000
H_Q05e			3	Less than once a wee	010000
H_Q05e			4	At least once a week	001000
H_Q05e			5	Every day	000100
H_Q05e			6	Valid skip	000010
H_Q05f			-1	Missing	000001
H_Q05f			1	Never	000000
H_Q05f			2	Less than once a mon	100000
H_Q05f			3	Less than once a wee	010000
H_Q05f			4	At least once a week	001000
H_Q05f			5	Every day	000100
H_Q05f			6	Valid skip	000010
H_Q05g	7	Skill use everyday life - ICT - Computer - How oft	-1	Missing	000001
H_Q05g			1	Never	000000
H_Q05g			2	Less than once a mon	100000
H_Q05g			3	Less than once a wee	010000
H_Q05g			4	At least once a week	001000
H_Q05g			5	Every day	000100
H_Q05g			6	Valid skip	000010
H_Q05h	7	Skill use everyday life - ICT - Computer - How oft	-1	Missing	000001
H_Q05h			1	Never	000000
H_Q05h			2	Less than once a mon	100000
H_Q05h			3	Less than once a wee	010000
H_Q05h			4	At least once a week	001000
H_Q05h			5	Every day	000100
H_Q05h			6	Valid skip	000010
HIDD_DU	3	Hidden dwelling unit (DU)	-1	Missing	01
HIDD_DU			0	False	00
HIDD_DU			1	True	10
I_Q04b	7	About yourself - Learning strategies - Relate new	-1	Missing	000001
I_Q04b			1	Not at all	000000
I_Q04b			2	Very little	100000
I_Q04b			3	To some extent	010000
I_Q04b			4	To a high extent	001000
I_Q04b			5	To a very high exten	000100
I_Q04b			6	Valid skip	000010
I_Q04d	7	About yourself - Learning strategies - Like learni	-1	Missing	000001
I_Q04d			1	Not at all	000000
I_Q04d			2	Very little	100000
I_Q04d			3	To some extent	010000
I_Q04d			4	To a high extent	001000
I_Q04d					

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q04d	7	About yourself - Learning strategies - Attribute s	5	To a very high exten	000100
I_Q04d			6	Valid skip	000010
I_Q04h			-1	Missing	000001
I_Q04h			1	Not at all	000000
I_Q04h			2	Very little	100000
I_Q04h			3	To some extent	010000
I_Q04h			4	To a high extent	001000
I_Q04h			5	To a very high exten	000100
I_Q04h	7	About yourself - Learning strategies - Get to the	6	Valid skip	000010
I_Q04j			-1	Missing	000001
I_Q04j			1	Not at all	000000
I_Q04j			2	Very little	100000
I_Q04j			3	To some extent	010000
I_Q04j			4	To a high extent	001000
I_Q04j			5	To a very high exten	000100
I_Q04j			6	Valid skip	000010
I_Q04l	7	About yourself - Learning strategies - Figure out	-1	Missing	000001
I_Q04l			1	Not at all	000000
I_Q04l			2	Very little	100000
I_Q04l			3	To some extent	010000
I_Q04l			4	To a high extent	001000
I_Q04l			5	To a very high exten	000100
I_Q04l			6	Valid skip	000010
I_Q04m	7	About yourself - Learning strategies - Looking for	-1	Missing	000001
I_Q04m			1	Not at all	000000
I_Q04m			2	Very little	100000
I_Q04m			3	To some extent	010000
I_Q04m			4	To a high extent	001000
I_Q04m			5	To a very high exten	000100
I_Q04m			6	Valid skip	000010
I_Q05f	7	About yourself - Cultural engagement - Voluntary w	-1	Missing	000001
I_Q05f			1	Never	000000
I_Q05f			2	Less than once a mon	100000
I_Q05f			3	Less than once a wee	010000
I_Q05f			4	At least once a week	001000
I_Q05f			5	Every day	000100
I_Q05f			6	Valid skip	000010
I_Q06a	7	About yourself - Political efficacy - No influence	-1	Missing	000001
I_Q06a			1	Strongly agree	000000
I_Q06a			2	Agree	100000
I_Q06a			3	Neither agree nor di	010000
I_Q06a			4	Disagree	001000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q06a	7	About yourself - Social trust - Trust only few peo	5	Strongly disagree	000100
I_Q06a			6	Valid skip	000010
I_Q07a			-1	Missing	000001
I_Q07a			1	Strongly agree	000000
I_Q07a			2	Agree	100000
I_Q07a			3	Neither agree nor di	010000
I_Q07a			4	Disagree	001000
I_Q07a	7	About yourself - Social trust - Other people take	5	Strongly disagree	000100
I_Q07a			6	Valid skip	000010
I_Q07b			-1	Missing	000001
I_Q07b			1	Strongly agree	000000
I_Q07b			2	Agree	100000
I_Q07b			3	Neither agree nor di	010000
I_Q07b			4	Disagree	001000
I_Q07b	7	About yourself - Health - State	5	Strongly disagree	000100
I_Q07b			6	Valid skip	000010
I_Q08			-1	Missing	000001
I_Q08			1	Excellent	000000
I_Q08			2	Very good	100000
I_Q08			3	Good	010000
I_Q08			4	Fair	001000
I_Q08	17	Level of Highest Qualification (Foreign) - Respond	5	Poor	000100
I_Q08			6	Valid skip	000010
ISCED_HF			-1	Missing	0000000000000001
ISCED_HF			1	No formal qualificat	0000000000000000
ISCED_HF			2	ISCED 1	1000000000000000
ISCED_HF			3	ISCED 2	0100000000000000
ISCED_HF			4	ISCED 3C shorter tha	0010000000000000
ISCED_HF			5	ISCED 3C 2 years or	0001000000000000
ISCED_HF			6	ISCED 3A-B	0000100000000000
ISCED_HF			7	ISCED 3 (without dis	0000010000000000
ISCED_HF			8	ISCED 4C	0000001000000000
ISCED_HF			9	ISCED 4A-B	0000000100000000
ISCED_HF			10	ISCED 4 (without dis	0000000010000000
ISCED_HF			11	ISCED 5B	0000000001000000
ISCED_HF			12	ISCED 5A, bachelor d	0000000000100000
ISCED_HF			13	ISCED 5A, master deg	0000000000010000
ISCED_HF			14	ISCED 6	0000000000001000
ISCED_HF			15	ISCED 5A bachelor de	0000000000000100
ISCED_HF			96	Valid skip	0000000000000010
J_N05a2	4	Background - More than one language mentioned	-1	Missing	001
J_N05a2			1	Yes	000

[illegible]

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST		
J_Q03b			20	20 kids	00000000000000000010000000		
J_Q03b			21	21 kids	00000000000000000000100000		
J_Q03b			22	22 kids	00000000000000000000001000		
J_Q03b			23	23 kids	0000000000000000000000001000		
J_Q03b			24	24 kids	00000000000000000000000001000		
J_Q03b			25	25 kids	00000000000000000000000000100		
J_Q03b			96	Valid skip	0000000000000000000000000010		
J_Q04a			4	Background - Born in country	-1	Missing	001
J_Q04a	1	Yes			000		
J_Q04a	2	No			100		
J_Q04a	6	Valid skip			010		
J_Q06a	4	Background - Mother/female guardian - Whether born	-1	Missing	001		
J_Q06a			1	Yes	000		
J_Q06a			2	No	100		
J_Q06a			6	Valid skip	010		
J_Q06b	5	Background - Mother/female guardian - Highest leve	-1	Missing	0001		
J_Q06b			1	ISCED 1, 2, and 3C s	0000		
J_Q06b			2	ISCED 3 (excl 3C sho	1000		
J_Q06b			3	ISCED 5 and 6	0100		
J_Q06b			6	Valid skip	0010		
J_Q06c			5	Background - Mother/female guardian - Occupational	-1	Missing	0001
J_Q06c					1	Yes	0000
J_Q06c					2	No	1000
J_Q06c	3	Not applicable (Moth			0100		
J_Q06c			6	Valid skip	0010		
J_Q07a			4	Background - Father/male guardian - Whether born i	-1	Missing	001
J_Q07a					1	Yes	000
J_Q07a					2	No	100
J_Q07a	6	Valid skip			010		
J_Q07b	5	Background - Father/male guardian - Highest level	-1	Missing	0001		
J_Q07b			1	ISCED 1, 2, and 3C s	0000		
J_Q07b			2	ISCED 3 (excl 3C sho	1000		
J_Q07b			3	ISCED 5 and 6	0100		
J_Q07b			6	Valid skip	0010		
J_Q07c			5	Background - Father/male guardian - Occupational s	-1	Missing	0001
J_Q07c					1	Yes	0000
J_Q07c					2	No	1000
J_Q07c	3	Not applicable (Moth			0100		
J_Q07c			6	Valid skip	0010		
J_Q08			8	Background - Number of books at home	-1	Missing	0000001
J_Q08					1	10 books or less	0000000
J_Q08					2	11 to 25 books	1000000

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q08			3	26 to 100 books	0100000
J_Q08			4	101 to 200 books	0010000
J_Q08			5	201 to 500 books	0001000
J_Q08			6	More than 500 books	0000100
J_Q08			96	Valid skip	0000010
NATIVESPEAKER	4	Respondent is a native speaker (DERIVED BY CAPI)	-1	Missing	001
NATIVESPEAKER			1	Yes	000
NATIVESPEAKER			2	No	100
NATIVESPEAKER			6	Valid skip	010
PAPER	4	PAPER BRANCH	-1	Missing	001
PAPER			1	PP1-LIT	000
PAPER			2	PP2-NUM	100
PAPER			3	Failed PaperCore	010
PBROUTE	6	Paper-Based Routing	-1	Missing	00001
PBROUTE			1	No comp experience	00000
PBROUTE			2	Failed ICTcorestage1	10000
PBROUTE			3	Refused CBA	01000
PBROUTE			4	CBA	00100
PBROUTE			5	Uncategorized	00010
TECHPROB	7	Technical problem flag	-1	Missing	000001
TECHPROB			1	Zip file exists but	000000
TECHPROB			2	Zip file exists but	100000
TECHPROB			3	VM froze/crashed and	010000
TECHPROB			4	VM froze/crashed and	001000
TECHPROB			5	Scripts did not func	000100
TECHPROB			6	Other	000010
VET	4	Actual (sels highest level of education is vocatio	-1	Missing	001
VET			0	False	000
VET			1	True	100
VET			6	Valid skip	010
YEARLYINCPR	7	Categorical yearly income	-1	Missing	000001
YEARLYINCPR			1	Less than 10%	000000
YEARLYINCPR			2	10% to less than 25%	100000
YEARLYINCPR			3	25% to less than 50%	010000
YEARLYINCPR			4	50% to less than 75%	001000
YEARLYINCPR			5	75% to less than 90%	000100
YEARLYINCPR			6	90% or more	000010
ZZ1a	4	Observation module: Presence of additional person	-1	Missing	001
ZZ1a			1	Yes	000
ZZ1a			2	No	100
ZZ1a			6	Valid skip	010
ZZ1b_01	4	Observation module: Assistance in background quest	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
ZZ1b_01	4	Observation module: Assistance in skills assessmen	1	Yes	000
ZZ1b_01			2	No	100
ZZ1b_01			6	Valid skip	010
ZZ1b_02			-1	Missing	001
ZZ1b_02			1	Yes	000
ZZ1b_02			2	No	100
ZZ1b_02	6	Observation module: Respondent understood the ques	6	Valid skip	010
ZZ2			-1	Missing	00001
ZZ2			1	Never	00000
ZZ2			2	Almost never	10000
ZZ2			3	Now and then	01000
ZZ2			4	Often	00100
ZZ2	4	Observation module: Clarification necessary	5	Very Often	00010
ZZ3			-1	Missing	001
ZZ3			1	Yes	000
ZZ3			2	No	100
ZZ3			6	Valid skip	010
ZZ4_01	4	Observation module: Respondent held a conversation	-1	Missing	001
ZZ4_01			1	Yes	000
ZZ4_01			2	No	100
ZZ4_01			6	Valid skip	010
ZZ4_02	4	Observation module: Respondent answered a phone ca	-1	Missing	001
ZZ4_02			1	Yes	000
ZZ4_02			2	No	100
ZZ4_02			6	Valid skip	010
ZZ4_03	4	Observation module: Respondent was looking after c	-1	Missing	001
ZZ4_03			1	Yes	000
ZZ4_03			2	No	100
ZZ4_03			6	Valid skip	010
ZZ4_04	4	Observation module: Respondent was undertaking dom	-1	Missing	001
ZZ4_04			1	Yes	000
ZZ4_04			2	No	100
ZZ4_04			6	Valid skip	010
ZZ4_05	4	Observation module: Television, radio, game consol	-1	Missing	001
ZZ4_05			1	Yes	000
ZZ4_05			2	No	100
ZZ4_05			6	Valid skip	010
ZZ4_06	4	Observation module: Respondent was interrupted by	-1	Missing	001
ZZ4_06			1	Yes	000
ZZ4_06			2	No	100
ZZ4_06			6	Valid skip	010
ZZ5	4	Observation module: Assessment taking too long	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - International Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
ZZ5	9	Observation module: Room of assessment	1	Yes	000
ZZ5			2	No	100
ZZ5			6	Valid skip	010
ZZ6			-1	Missing	00000001
ZZ6			1	Living/dining room	00000000
ZZ6			2	Kitchen	10000000
ZZ6			3	Bedroom	01000000
ZZ6			4	Entrance	00100000
ZZ6			5	Hallway or corridor	00010000
ZZ6			6	Office	00001000
ZZ6			7	Other space in the h	00000100
ZZ6			8	Other space outside	00000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
A_N01UKX	6	Country in which interview conducted	-1	Missing	00001
A_N01UKX			1	England	00000
A_N01UKX			2	Wales	10000
A_N01UKX			3	Scotland	01000
A_N01UKX			4	Northern Ireland	00100
A_N01UKX			6	Valid skip	00010
A_N03a1ca	4	Language - More than one language mentioned	-1	Missing	001
A_N03a1ca			1	Yes	000
A_N03a1ca			2	No	100
A_N03a1ca			6	Valid skip	010
A_Q01BCA1	9	Respondent age range	-1	Missing	00000001
A_Q01BCA1			1	Less than 16 years	00000000
A_Q01BCA1			2	16-24	10000000
A_Q01BCA1			3	25-34	01000000
A_Q01BCA1			4	35-44	00100000
A_Q01BCA1			5	45-54	00010000
A_Q01BCA1			6	55-65	00001000
A_Q01BCA1			7	66 and over	00000100
A_Q01BCA1			96	Valid skip	00000010
A_Q02CA	4	Background - Born in Canada	-1	Missing	001
A_Q02CA			1	Yes	000
A_Q02CA			2	No	100
A_Q02CA			6	Valid skip	010
A_Q03A1CA	15	Language - First learned language	-1	Missing	00000000000001
A_Q03A1CA			1	English	00000000000000
A_Q03A1CA			2	French	10000000000000
A_Q03A1CA			3	Italian	01000000000000
A_Q03A1CA			4	Chinese	00100000000000
A_Q03A1CA			5	German	00010000000000
A_Q03A1CA			6	Portuguese	00001000000000
A_Q03A1CA			7	Polish	00000100000000
A_Q03A1CA			8	Ukrainian	00000010000000
A_Q03A1CA			9	Spanish	00000001000000
A_Q03A1CA			10	Dutch	00000000100000
A_Q03A1CA			11	Punjabi	00000000010000
A_Q03A1CA			12	Greek	00000000001000
A_Q03A1CA			13	Other - specify	00000000000100
A_Q03A1CA			96	Valid skip	00000000000010
A_Q03a2ca	15	Language - Second learned language	-1	Missing	00000000000001
A_Q03a2ca			1	English	00000000000000
A_Q03a2ca			2	French	10000000000000
A_Q03a2ca			3	Italian	01000000000000
A_Q03a2ca			4	Chinese	00100000000000
A_Q03a2ca			5	German	00010000000000
A_Q03a2ca			6	Portuguese	00001000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
A_Q03a2ca	15	Language - Language spoken at home	7	Polish	00000100000000
A_Q03a2ca			8	Ukrainian	00000010000000
A_Q03a2ca			9	Spanish	00000001000000
A_Q03a2ca			10	Dutch	00000000100000
A_Q03a2ca			11	Punjabi	00000000010000
A_Q03a2ca			12	Greek	00000000001000
A_Q03a2ca			13	Other - specify	00000000000100
A_Q03a2ca			96	Valid skip	00000000000010
A_Q04bca			-1	Missing	00000000000001
A_Q04bca			1	English	00000000000000
A_Q04bca			2	French	10000000000000
A_Q04bca			3	Italian	01000000000000
A_Q04bca			4	Chinese	00100000000000
A_Q04bca			5	German	00010000000000
A_Q04bca			6	Portuguese	00001000000000
A_Q04bca			7	Polish	00000100000000
A_Q04bca	4	Language - Other language spoken at home - Yes/No	8	Ukrainian	00000010000000
A_Q04bca			9	Spanish	00000001000000
A_Q04bca			10	Dutch	00000000100000
A_Q04bca			11	Punjabi	00000000010000
A_Q04bca			12	Greek	00000000001000
A_Q04bca			13	Other - specify	00000000000100
A_Q04cca	4	Language - Other language spoken at home - English	96	Valid skip	00000000000010
A_Q04cca			-1	Missing	001
A_Q04cca			1	Yes	000
A_Q04cca			2	No	100
A_Q04cca1_01	4	Language - Other language spoken at home - French	6	Valid skip	010
A_Q04cca1_01			-1	Missing	001
A_Q04cca1_01			1	Marked	000
A_Q04cca1_01			2	Not marked	100
A_Q04cca1_02	4	Language - Other language spoken at home - Italian	6	Valid skip	010
A_Q04cca1_02			-1	Missing	001
A_Q04cca1_02			1	Marked	000
A_Q04cca1_02			2	Not marked	100
A_Q04cca1_03	4	Language - Other language spoken at home - Chinese	6	Valid skip	010
A_Q04cca1_03			-1	Missing	001
A_Q04cca1_03			1	Marked	000
A_Q04cca1_03			2	Not marked	100
A_Q04cca1_04	4	Language - Other language spoken at home - German	6	Valid skip	010
A_Q04cca1_04			-1	Missing	001
A_Q04cca1_04			1	Marked	000
A_Q04cca1_04			2	Not marked	100
A_Q04cca1_05	4	Language - Other language spoken at home - Yes/No	6	Valid skip	010
A_Q04cca1_05			-1	Missing	001
A_Q04cca1_05			1	Marked	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
A_Q04cca1_05	4	Language - Other language spoken at home - Portugu	2	Not marked	100
A_Q04cca1_05			6	Valid skip	010
A_Q04cca1_06			-1	Missing	001
A_Q04cca1_06			1	Marked	000
A_Q04cca1_06			2	Not marked	100
A_Q04cca1_06	4	Language - Other language spoken at home - Polish	6	Valid skip	010
A_Q04cca1_07			-1	Missing	001
A_Q04cca1_07			1	Marked	000
A_Q04cca1_07			2	Not marked	100
A_Q04cca1_07			6	Valid skip	010
A_Q04cca1_08	4	Language - Other language spoken at home - Ukraini	-1	Missing	001
A_Q04cca1_08			1	Marked	000
A_Q04cca1_08			2	Not marked	100
A_Q04cca1_08			6	Valid skip	010
A_Q04cca1_09			-1	Missing	001
A_Q04cca1_09	4	Language - Other language spoken at home - Spanish	1	Marked	000
A_Q04cca1_09			2	Not marked	100
A_Q04cca1_09			6	Valid skip	010
A_Q04cca1_10			-1	Missing	001
A_Q04cca1_10			1	Marked	000
A_Q04cca1_10	4	Language - Other language spoken at home - Dutch	2	Not marked	100
A_Q04cca1_10			6	Valid skip	010
A_Q04cca1_11			-1	Missing	001
A_Q04cca1_11			1	Marked	000
A_Q04cca1_11			2	Not marked	100
A_Q04cca1_11	4	Language - Other language spoken at home - Punjabi	6	Valid skip	010
A_Q04cca1_12			-1	Missing	001
A_Q04cca1_12			1	Marked	000
A_Q04cca1_12			2	Not marked	100
A_Q04cca1_12			6	Valid skip	010
A_Q04cca1_13	4	Language - Other language spoken at home - Other-	-1	Missing	001
A_Q04cca1_13			1	Marked	000
A_Q04cca1_13			2	Not marked	100
A_Q04cca1_13			6	Valid skip	010
A_Q04fca	7	Language - Current reading skills in English/Frenc	-1	Missing	000001
A_Q04fca			1	Cannot read this lan	000000
A_Q04fca			2	Poor	100000
A_Q04fca			3	Fair	010000
A_Q04fca			4	Good	001000
A_Q04fca			5	Very good	000100
A_Q04fca			6	Valid skip	000010
A_Q04gca	7	Language - Current writing skills in English/Frenc	-1	Missing	000001
A_Q04gca			1	Cannot write in this	000000
A_Q04gca			2	Poor	100000
A_Q04gca			3	Fair	010000
A_Q04gca					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
A_Q04gca	7	Language - Current reading skills in English/Frenc	4	Good	001000
A_Q04gca			5	Very good	000100
A_Q04gca			6	Valid skip	000010
A_Q04ica			-1	Missing	000001
A_Q04ica			1	Cannot read this lan	000000
A_Q04ica			2	Poor	100000
A_Q04ica			3	Fair	010000
A_Q04ica	7	Language - Current writing skills in English/Frenc	4	Good	001000
A_Q04ica			5	Very good	000100
A_Q04ica			6	Valid skip	000010
A_Q04jca			-1	Missing	000001
A_Q04jca			1	Cannot write in this	000000
A_Q04jca			2	Poor	100000
A_Q04jca			3	Fair	010000
A_Q04jca	7	Language - Current ability to speak English/French	4	Good	001000
A_Q04jca			5	Very good	000100
A_Q04jca			6	Valid skip	000010
A_Q04lca1			-1	Missing	000001
A_Q04lca1			1	Cannot speak in this	000000
A_Q04lca1			2	Poor	100000
A_Q04lca1			3	Fair	010000
A_Q04lca1	7	Language - Current ability to speak English/French	4	Good	001000
A_Q04lca1			5	Very good	000100
A_Q04lca1			6	Valid skip	000010
A_Q04lca2			-1	Missing	000001
A_Q04lca2			1	Cannot speak in this	000000
A_Q04lca2			2	Poor	100000
A_Q04lca2			3	Fair	010000
A_Q04lca2	5	Respondent Language of Preference - From CMS	4	Good	001000
A_Q04lca2			5	Very good	000100
A_Q04lca2			6	Valid skip	000010
AA2			-1	Missing	0001
AA2			1	English	0000
AA2			2	French	1000
AA2			3	Other - specify	0100
AA2	13	Education National - Highest Level of Education -	6	Valid skip	0010
B_D01a3DE1			-1	Missing	000000000001
B_D01a3DE1			1	No formal qualificat	000000000000
B_D01a3DE1			2	Left school in Germa	100000000000
B_D01a3DE1			3	German General educa	010000000000
B_D01a3DE1			4	German Evening schoo	001000000000
B_D01a3DE1			5	German vocational ed	000100000000
B_D01a3DE1			6	German university ed	000010000000
B_D01a3DE1			7	German other degree	000001000000
B_D01a3DE1			8	Left school in other	000000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_D01a3DE1	7	Education National - Current Level of Education -	9	Foreign general educ	000000010000
B_D01a3DE1			10	Foreign vocational e	000000001000
B_D01a3DE1			11	Foreign university	000000000100
B_D01a3DE1			96	Valid skip	000000000010
B_D02b3DE1			-1	Missing	000001
B_D02b3DE1			1	General education	000000
B_D02b3DE1			2	Evening school	100000
B_D02b3DE1			3	Vocational education	010000
B_D02b3DE1			4	University education	001000
B_D02b3DE1			5	German other degree	000100
B_D02b3DE1	7	Education National - Uncompleted Education - Deriv	6	Valid skip	000010
B_D03b3DE1			-1	Missing	000001
B_D03b3DE1			1	General education	000000
B_D03b3DE1			2	Evening school	100000
B_D03b3DE1			3	Vocational education	010000
B_D03b3DE1			4	University education	001000
B_D03b3DE1			5	German other degree	000100
B_D03b3DE1			6	Valid skip	000010
B_D03b3DE1			-1	Missing	000001
B_D03b3DE1			1	General education	000000
B_D05a3DE1	7	Education National - Formal Level of Education - D	2	Evening school	100000
B_D05a3DE1			3	Vocational education	010000
B_D05a3DE1			4	University education	001000
B_D05a3DE1			5	German other degree	000100
B_D05a3DE1			6	Valid skip	000010
B_D05a3DE1			-1	Missing	000001
B_D05a3DE1			1	General education	000000
B_D05a3DE1			2	Evening school	100000
B_D05a3DE1			3	Vocational education	010000
B_D05a3DE1			4	University education	001000
B_Q00CZ01	4	Education - Level 01	5	German other degree	000100
B_Q00CZ01			6	Valid skip	000010
B_Q00CZ01			-1	Missing	001
B_Q00CZ01			1	Yes	000
B_Q00CZ02	4	Education - Level 02	2	No	100
B_Q00CZ02			6	Valid skip	010
B_Q00CZ02			-1	Missing	001
B_Q00CZ02			1	Yes	000
B_Q00CZ03	4	Education - Level 03	2	No	100
B_Q00CZ03			6	Valid skip	010
B_Q00CZ03			-1	Missing	001
B_Q00CZ03			1	Yes	000
B_Q00CZ04	4	Education - Level 04	2	No	100
B_Q00CZ04			6	Valid skip	010
B_Q00CZ04			-1	Missing	001
B_Q00CZ04			1	Yes	000
B_Q00CZ05	4	Education - Level 05	2	No	100
B_Q00CZ05			6	Valid skip	010
B_Q00CZ05			-1	Missing	001
B_Q00CZ05			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q00CZ06	4	Education - Level 06	-1	Missing	001
B_Q00CZ06			1	Yes	000
B_Q00CZ06			2	No	100
B_Q00CZ06			6	Valid skip	010
B_Q00CZ07	4	Education - Level 07	-1	Missing	001
B_Q00CZ07			1	Yes	000
B_Q00CZ07			2	No	100
B_Q00CZ07			6	Valid skip	010
B_Q00CZ08	4	Education - Level 08	-1	Missing	001
B_Q00CZ08			1	Yes	000
B_Q00CZ08			2	No	100
B_Q00CZ08			6	Valid skip	010
B_Q00CZ09	4	Education - Level 09	-1	Missing	001
B_Q00CZ09			1	Yes	000
B_Q00CZ09			2	No	100
B_Q00CZ09			6	Valid skip	010
B_Q00CZ10	4	Education - Level 10	-1	Missing	001
B_Q00CZ10			1	Yes	000
B_Q00CZ10			2	No	100
B_Q00CZ10			6	Valid skip	010
B_Q00CZ11	4	Education - Level 11	-1	Missing	001
B_Q00CZ11			1	Yes	000
B_Q00CZ11			2	No	100
B_Q00CZ11			6	Valid skip	010
B_Q00CZ12	4	Education - Level 12	-1	Missing	001
B_Q00CZ12			1	Yes	000
B_Q00CZ12			2	No	100
B_Q00CZ12			6	Valid skip	010
B_Q00CZ13	4	Education - Level 13	-1	Missing	001
B_Q00CZ13			1	Yes	000
B_Q00CZ13			2	No	100
B_Q00CZ13			6	Valid skip	010
B_Q00CZ14	4	Education - Level 14	-1	Missing	001
B_Q00CZ14			1	Yes	000
B_Q00CZ14			2	No	100
B_Q00CZ14			6	Valid skip	010
B_Q00SEX	4	Verification education	-1	Missing	001
B_Q00SEX			1	Yes	000
B_Q00SEX			2	No	100
B_Q00SEX			6	Valid skip	010
B_Q00UKX_01	4	Education - All qualifications - Degree level	-1	Missing	001
B_Q00UKX_01			1	Marked	000
B_Q00UKX_01			2	Not marked	100
B_Q00UKX_01			6	Valid skip	010
B_Q00UKX_02	4	Education - All qualifications - Diploma in HE	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q00UKX_02	4	Education - All qualifications - HNC/HND	1	Marked	000
B_Q00UKX_02			2	Not marked	100
B_Q00UKX_02			6	Valid skip	010
B_Q00UKX_03			-1	Missing	001
B_Q00UKX_03	4	Education - All qualifications - ONC/OND	1	Marked	000
B_Q00UKX_03			2	Not marked	100
B_Q00UKX_03			6	Valid skip	010
B_Q00UKX_04			-1	Missing	001
B_Q00UKX_04	4	Education - All qualifications - BTEC,BEC,TEC, EdE	1	Marked	000
B_Q00UKX_04			2	Not marked	100
B_Q00UKX_04			6	Valid skip	010
B_Q00UKX_05			-1	Missing	001
B_Q00UKX_05	4	Education - All qualifications - SCOTVEC,SCOTEC,SC	1	Marked	000
B_Q00UKX_05			2	Not marked	100
B_Q00UKX_05			6	Valid skip	010
B_Q00UKX_06			-1	Missing	001
B_Q00UKX_06	4	Education - All qualifications - Teaching qual exc	1	Marked	000
B_Q00UKX_06			2	Not marked	100
B_Q00UKX_06			6	Valid skip	010
B_Q00UKX_07			-1	Missing	001
B_Q00UKX_07	4	Education - All qualifications - Nursing or other	1	Marked	000
B_Q00UKX_07			2	Not marked	100
B_Q00UKX_07			6	Valid skip	010
B_Q00UKX_08			-1	Missing	001
B_Q00UKX_08	4	Education - All qualifications - Other HE qual bel	1	Marked	000
B_Q00UKX_08			2	Not marked	100
B_Q00UKX_08			6	Valid skip	010
B_Q00UKX_09			-1	Missing	001
B_Q00UKX_09	4	Education - All qualifications - A Level/vocationa	1	Marked	000
B_Q00UKX_09			2	Not marked	100
B_Q00UKX_09			6	Valid skip	010
B_Q00UKX_10			-1	Missing	001
B_Q00UKX_10	4	Education - All qualifications - highsers (Scotland	1	Marked	000
B_Q00UKX_10			2	Not marked	100
B_Q00UKX_10			6	Valid skip	010
B_Q00UKX_11			-1	Missing	001
B_Q00UKX_11	4	Education - All qualifications - NVQ/SVQ	1	Marked	000
B_Q00UKX_11			2	Not marked	100
B_Q00UKX_11			6	Valid skip	010
B_Q00UKX_12			-1	Missing	001
B_Q00UKX_12	4	Education - All qualifications - GNVQ/GSVQ	1	Marked	000
B_Q00UKX_12			2	Not marked	100
B_Q00UKX_12			6	Valid skip	010
B_Q00UKX_13			-1	Missing	001
B_Q00UKX_13			1	Marked	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q00UKX_13	4	Education - All qualifications - AS Level/Vocation	2	Not marked	100
B_Q00UKX_13			6	Valid skip	010
B_Q00UKX_14			-1	Missing	001
B_Q00UKX_14			1	Marked	000
B_Q00UKX_14	4	Education - All qualifications - Advanced Highers/	2	Not marked	100
B_Q00UKX_14			6	Valid skip	010
B_Q00UKX_15			-1	Missing	001
B_Q00UKX_15			1	Marked	000
B_Q00UKX_15	4	Education - All qualifications - Access to HE	2	Not marked	100
B_Q00UKX_15			6	Valid skip	010
B_Q00UKX_16			-1	Missing	001
B_Q00UKX_16			1	Marked	000
B_Q00UKX_16	4	Education - All qualifications - O Level/GCSE/Voca	2	Not marked	100
B_Q00UKX_16			6	Valid skip	010
B_Q00UKX_17			-1	Missing	001
B_Q00UKX_17			1	Marked	000
B_Q00UKX_17	4	Education - All qualifications - Intermediate 1 or	2	Not marked	100
B_Q00UKX_17			6	Valid skip	010
B_Q00UKX_18			-1	Missing	001
B_Q00UKX_18			1	Marked	000
B_Q00UKX_18	4	Education - All qualifications - Standard Grade or	2	Not marked	100
B_Q00UKX_18			6	Valid skip	010
B_Q00UKX_19			-1	Missing	001
B_Q00UKX_19			1	Marked	000
B_Q00UKX_19	4	Education - All qualifications - National Qualific	2	Not marked	100
B_Q00UKX_19			6	Valid skip	010
B_Q00UKX_20			-1	Missing	001
B_Q00UKX_20			1	Marked	000
B_Q00UKX_20	4	Education - All qualifications - RSA/OCR	2	Not marked	100
B_Q00UKX_20			6	Valid skip	010
B_Q00UKX_21			-1	Missing	001
B_Q00UKX_21			1	Marked	000
B_Q00UKX_21	4	Education - All qualifications - City and Guilds	2	Not marked	100
B_Q00UKX_21			6	Valid skip	010
B_Q00UKX_22			-1	Missing	001
B_Q00UKX_22			1	Marked	000
B_Q00UKX_22	4	Education - All qualifications - YT Certificate/YT	2	Not marked	100
B_Q00UKX_22			6	Valid skip	010
B_Q00UKX_23			-1	Missing	001
B_Q00UKX_23			1	Marked	000
B_Q00UKX_23	4	Education - All qualifications - Key Skills/Basic	2	Not marked	100
B_Q00UKX_23			6	Valid skip	010
B_Q00UKX_24			-1	Missing	001
B_Q00UKX_24			1	Marked	000
B_Q00UKX_24			2	Not marked	100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q00UKX_24	4	Education - All qualifications - Entry Level quali	6	Valid skip	010
B_Q00UKX_25			-1	Missing	001
B_Q00UKX_25			1	Marked	000
B_Q00UKX_25			2	Not marked	100
B_Q00UKX_25	4	Education - All qualifications - Foreign Qualifica	6	Valid skip	010
B_Q00UKX_26			-1	Missing	001
B_Q00UKX_26			1	Marked	000
B_Q00UKX_26			2	Not marked	100
B_Q00UKX_26	4	Education - All qualifications - Any other profess	6	Valid skip	010
B_Q00UKX_27			-1	Missing	001
B_Q00UKX_27			1	Marked	000
B_Q00UKX_27			2	Not marked	100
B_Q00UKX_27	4	Education - All qualifications - No formal qualifi	6	Valid skip	010
B_Q00UKX_28			-1	Missing	001
B_Q00UKX_28			1	Marked	000
B_Q00UKX_28			2	Not marked	100
B_Q00UKX_28	13	Education - Highest primary/secondary school - Cou	6	Valid skip	010
B_Q01a1AU			-1	Missing	000000000001
B_Q01a1AU			1	Australia	000000000000
B_Q01a1AU			2	England	100000000000
B_Q01a1AU			3	New Zealand	010000000000
B_Q01a1AU			4	Italy	001000000000
B_Q01a1AU			5	Viet Nam	000100000000
B_Q01a1AU			6	Scotland	000010000000
B_Q01a1AU			7	Greece	000001000000
B_Q01a1AU			8	Germany	000000100000
B_Q01a1AU			9	Philippines	000000010000
B_Q01a1AU			10	India	000000001000
B_Q01a1AU			11	Other - please speci	000000000100
B_Q01a1AU			96	Valid skip	000000000010
B_Q01a1AU12	14	Education - Highest primary/secondary - Month stop	-1	Missing	0000000000001
B_Q01a1AU12			1	January	0000000000000
B_Q01a1AU12			2	February	1000000000000
B_Q01a1AU12			3	March	0100000000000
B_Q01a1AU12			4	April	0010000000000
B_Q01a1AU12			5	May	0001000000000
B_Q01a1AU12			6	June	0000100000000
B_Q01a1AU12			7	July	0000010000000
B_Q01a1AU12			8	August	0000001000000
B_Q01a1AU12			9	September	0000000100000
B_Q01a1AU12			10	October	0000000010000
B_Q01a1AU12			11	November	0000000001000
B_Q01a1AU12			12	December	0000000000100
B_Q01a1AU12			96	Valid skip	0000000000010
B_Q01a1AU7	4	Education - Ever started but did not complete a le	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a1AU7	8	Education - Highest primary/secondary school - Stu	1	Yes	000
B_Q01a1AU7			2	No	100
B_Q01a1AU7			6	Valid skip	010
B_Q01a1AU8			-1	Missing	0000001
B_Q01a1AU8			1	Year 12 or equivalen	0000000
B_Q01a1AU8			2	Year 11 or equivalen	1000000
B_Q01a1AU8			3	Year 10 or equivalen	0100000
B_Q01a1AU8			4	Year 9 or equivalent	0010000
B_Q01a1AU8			5	Year 8 or equivalent	0001000
B_Q01a1AU8			6	Year 7 or below	0000100
B_Q01a1AU8			96	Valid skip	0000010
B_Q01a2AT	8	Education - Highest qualification - Country of for	-1	Missing	0000001
B_Q01a2AT			1	Turkey	0000000
B_Q01a2AT			2	Serbia	1000000
B_Q01a2AT			3	Bosnia-Herzegovina	0100000
B_Q01a2AT			4	Croatia	0010000
B_Q01a2AT			5	Germany	0001000
B_Q01a2AT			6	Other country	0000100
B_Q01a2AT			96	Valid skip	0000010
B_Q01a2AU	12	Education - Highest qualification - Country comple	-1	Missing	00000000001
B_Q01a2AU			1	England	00000000000
B_Q01a2AU			2	New Zealand	10000000000
B_Q01a2AU			3	Italy	01000000000
B_Q01a2AU			4	Viet Nam	00100000000
B_Q01a2AU			5	Scotland	00010000000
B_Q01a2AU			6	Greece	00001000000
B_Q01a2AU			7	Germany	00000100000
B_Q01a2AU			8	Philippines	00000010000
B_Q01a2AU			9	India	00000001000
B_Q01a2AU			10	Other - please speci	00000000100
B_Q01a2AU			96	Valid skip	00000000010
B_Q01a2BE	12	Education - Highest qualification - Country of for	-1	Missing	00000000001
B_Q01a2BE			1	The Netherlands	00000000000
B_Q01a2BE			2	Italy	10000000000
B_Q01a2BE			3	France	01000000000
B_Q01a2BE			4	Germany	00100000000
B_Q01a2BE			5	Spain	00010000000
B_Q01a2BE			6	Morocco	00001000000
B_Q01a2BE			7	Turkey	00000100000
B_Q01a2BE			8	Poland	00000010000
B_Q01a2BE			9	Former Yugoslavia	00000001000
B_Q01a2BE			10	Other country	00000000100
B_Q01a2BE			96	Valid skip	00000000010
B_Q01a2CY	9	Education - Highest qualification - Country of for	-1	Missing	00000001
B_Q01a2CY			1	Cyprus	00000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a2CY	9	Education - Highest qualification - Country of for	2	Greece	10000000
B_Q01a2CY			3	United Kingdom	01000000
B_Q01a2CY			4	USA	00100000
B_Q01a2CY			5	Russian Federation	00010000
B_Q01a2CY			6	France	00001000
B_Q01a2CY			7	Other Country	00000100
B_Q01a2CY			96	Valid skip	00000010
B_Q01a2CZ			-1	Missing	00000001
B_Q01a2CZ			1	Country 1	00000000
B_Q01a2CZ			2	Country 2	10000000
B_Q01a2CZ			3	Country 3	01000000
B_Q01a2CZ			4	Country 4	00100000
B_Q01a2CZ			5	Country 5	00010000
B_Q01a2CZ			6	Country 6	00001000
B_Q01a2CZ			7	Other country	00000100
B_Q01a2CZ			96	Valid skip	00000010
B_Q01a2DE2	13	Education National - Highest qualification - Count	-1	Missing	000000000001
B_Q01a2DE2			1	Turkey	000000000000
B_Q01a2DE2			2	Italy	100000000000
B_Q01a2DE2			3	Poland	010000000000
B_Q01a2DE2			4	Greece	001000000000
B_Q01a2DE2			5	Serbia	000100000000
B_Q01a2DE2			6	Croatia	000010000000
B_Q01a2DE2			7	Russian Federation	000001000000
B_Q01a2DE2			8	Bosnia and Herzegovi	000000100000
B_Q01a2DE2			9	United Kingdom	000000010000
B_Q01a2DE2			10	United States	000000001000
B_Q01a2DE2			11	Another country	000000000100
B_Q01a2DE2			96	Valid skip	000000000010
B_Q01a2DK	9	In which country did you gain this qualification?	-1	Missing	00000001
B_Q01a2DK			1	Turkey	00000000
B_Q01a2DK			2	Germany	10000000
B_Q01a2DK			3	Poland	01000000
B_Q01a2DK			4	Iraq	00100000
B_Q01a2DK			5	Bosnia-Herzegovinia	00010000
B_Q01a2DK			6	Norway	00001000
B_Q01a2DK			7	Other country	00000100
B_Q01a2DK			96	Valid skip	00000010
B_Q01a2EE	9	Education - Highest qualification - Country of for	-1	Missing	00000001
B_Q01a2EE			1	Russia	00000000
B_Q01a2EE			2	USA	10000000
B_Q01a2EE			3	Germany	01000000
B_Q01a2EE			4	UK	00100000
B_Q01a2EE			5	Finland	00010000
B_Q01a2EE			6	Sweden	00001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a2EE	13	Education - Highest qualification - Country of for	7	Other country	00000100
B_Q01a2EE			96	Valid skip	00000010
B_Q01a2ES			-1	Missing	000000000001
B_Q01a2ES			1	Argentina	000000000000
B_Q01a2ES			2	Colombia	100000000000
B_Q01a2ES			3	Ecuador	010000000000
B_Q01a2ES			4	Marruecos	001000000000
B_Q01a2ES			5	Marruecos	000100000000
B_Q01a2ES			6	Marrblica Dominicana	000010000000
B_Q01a2ES			7	Marrbla	000001000000
B_Q01a2ES			8	Venezuela	000000100000
B_Q01a2ES			9	Reino Unido	000000010000
B_Q01a2ES			10	Alemania	000000001000
B_Q01a2ES			11	Alemanias	000000000100
B_Q01a2ES			96	Valid skip	000000000010
B_Q01a2FI	7	Education - Highest qualification - Country of for	-1	Missing	000001
B_Q01a2FI			1	Sweden	000000
B_Q01a2FI			2	Russia	100000
B_Q01a2FI			3	Former Soviet Union	010000
B_Q01a2FI			4	Estonia	001000
B_Q01a2FI			5	Other country	000100
B_Q01a2FI	12	Education - Highest qualification - Country of for	96	Valid skip	000010
B_Q01a2FR			-1	Missing	000000000001
B_Q01a2FR			1	Algeria	000000000000
B_Q01a2FR			2	Germany	100000000000
B_Q01a2FR			3	Spain	010000000000
B_Q01a2FR			4	Italy	001000000000
B_Q01a2FR			5	Morocco	000100000000
B_Q01a2FR			6	Portugal	000010000000
B_Q01a2FR			7	United Kingdom	000001000000
B_Q01a2FR			8	Tunisia	000000100000
B_Q01a2FR			9	Turkey	000000010000
B_Q01a2FR			10	Other countries	000000001000
B_Q01a2FR			96	Valid skip	000000000010
B_Q01a2IE	10	Education - Highest qualification - Country of for	-1	Missing	0000000001
B_Q01a2IE			1	Poland	0000000000
B_Q01a2IE			2	United Kingdom	1000000000
B_Q01a2IE			3	Lithuania	0100000000
B_Q01a2IE			4	Latvia	0010000000
B_Q01a2IE			5	Germany	0001000000
B_Q01a2IE			6	Romania	0000100000
B_Q01a2IE			7	Northern Ireland	0000010000
B_Q01a2IE			8	Other country	0000000100
B_Q01a2IE			96	Valid skip	0000000010
B_Q01a2IT	18	Education - Highest qualification - Country of for	-1	Missing	000000000000000001
B_Q01a2IT					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a2IT	12	Education - Highest qualification - Country of for	1	Albania	0000000000000000
B_Q01a2IT			2	China	1000000000000000
B_Q01a2IT			3	Ecuador	0100000000000000
B_Q01a2IT			4	Philippines	0010000000000000
B_Q01a2IT			5	France	0001000000000000
B_Q01a2IT			6	Germany	0000100000000000
B_Q01a2IT			7	Morocco	0000010000000000
B_Q01a2IT			8	Peru	0000001000000000
B_Q01a2IT			9	Poland	0000000100000000
B_Q01a2IT			10	United Kingdom	0000000010000000
B_Q01a2IT			11	Romania	0000000001000000
B_Q01a2IT			12	Spain	0000000000100000
B_Q01a2IT			13	United States of Ame	0000000000010000
B_Q01a2IT			14	Tunisia	0000000000001000
B_Q01a2IT			15	Ukraine	0000000000000100
B_Q01a2IT			16	Other	0000000000000010
B_Q01a2IT	9	KO_Education - earned country	96	Valid skip	0000000000000010
B_Q01a2JP			-1	Missing	00000000001
B_Q01a2JP			1	USA	00000000000
B_Q01a2JP			2	Canada	10000000000
B_Q01a2JP			3	UK	01000000000
B_Q01a2JP			4	Australia	00100000000
B_Q01a2JP			5	New Zealand	00010000000
B_Q01a2JP			6	Republic of Korea	00001000000
B_Q01a2JP			7	China	00000100000
B_Q01a2JP			8	Germany	00000010000
B_Q01a2JP			9	France	00000001000
B_Q01a2JP			10	Other country	00000000100
B_Q01a2JP			96	Valid skip	00000000010
B_Q01a2KO			-1	Missing	00000001
B_Q01a2KO			1	China	00000000
B_Q01a2KO			2	United States	10000000
B_Q01a2KO	9	Education - Highest qualification - Country of for	3	Vietnam	01000000
B_Q01a2KO			4	Philippines	00100000
B_Q01a2KO			5	Thailand	00010000
B_Q01a2KO			6	Japan	00001000
B_Q01a2KO			7	Other country	00000100
B_Q01a2KO			96	Valid skip	00000010
B_Q01a2NL			-1	Missing	00000001
B_Q01a2NL			1	Marocco	00000000
B_Q01a2NL			2	Turkey	10000000
B_Q01a2NL			3	Germany	01000000
B_Q01a2NL			4	Belgium	00100000
B_Q01a2NL			5	France	00010000
B_Q01a2NL			6	United Kingdom	00001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a2NL	9	Education - Highest qualification - Country of for	7	Other country	00000100
B_Q01a2NL			96	Valid skip	00000010
B_Q01a2NO			-1	Missing	00000001
B_Q01a2NO			1	Australia	00000000
B_Q01a2NO			2	Denmark	10000000
B_Q01a2NO			3	Pakistan	01000000
B_Q01a2NO			4	UK	00100000
B_Q01a2NO			5	Sweden	00010000
B_Q01a2NO			6	USA	00001000
B_Q01a2NO			7	Other country	00000100
B_Q01a2NO	15	Education - Highest qualification - Country of for	96	Valid skip	00000010
B_Q01a2PL			-1	Missing	0000000000000001
B_Q01a2PL			1	Belarus	0000000000000000
B_Q01a2PL			2	Czech Republic	1000000000000000
B_Q01a2PL			3	England	0100000000000000
B_Q01a2PL			4	France	0010000000000000
B_Q01a2PL			5	Germany	0001000000000000
B_Q01a2PL			6	Lithuania	0000100000000000
B_Q01a2PL			7	Netherlands	0000010000000000
B_Q01a2PL			8	Poland	0000001000000000
B_Q01a2PL			9	Russia	0000000100000000
B_Q01a2PL			10	Slovakia	0000000010000000
B_Q01a2PL			11	Ukraine	0000000001000000
B_Q01a2PL			12	United States of Ame	0000000000100000
B_Q01a2PL			13	Other country	0000000000010000
B_Q01a2PL			96	Valid skip	0000000000000100
B_Q01a2RU	9	Education - Highest qualification - Country of for	-1	Missing	00000001
B_Q01a2RU			1	Country 1	00000000
B_Q01a2RU			2	Country 2	10000000
B_Q01a2RU			3	Country 3	01000000
B_Q01a2RU			4	Country 4	00100000
B_Q01a2RU			5	Country 5	00010000
B_Q01a2RU			6	Country 6	00001000
B_Q01a2RU			7	Other country	00000100
B_Q01a2RU			96	Valid skip	00000010
B_Q01a2RU	15	Education - Highest qualification - Country of for	-1	Missing	0000000000000001
B_Q01a2SE			1	Finland	0000000000000000
B_Q01a2SE			2	Irak	1000000000000000
B_Q01a2SE			3	Serbien	0100000000000000
B_Q01a2SE			4	Iran	0010000000000000
B_Q01a2SE			5	Polen	0001000000000000
B_Q01a2SE			6	Bosnien-Hercegovina	0000100000000000
B_Q01a2SE			7	Turkiet	0000010000000000
B_Q01a2SE			8	Danmark	0000001000000000
B_Q01a2SE			9	Norge	0000000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a2SE	9	Education - Highest qualification - Country of for	10	Chile	00000000100000
B_Q01a2SE			11	Tyskland	00000000010000
B_Q01a2SE			12	Kroatien	00000000001000
B_Q01a2SE			13	Annat land var god a	00000000000100
B_Q01a2SE			96	Valid skip	00000000000010
B_Q01a2SK			-1	Missing	00000001
B_Q01a2SK			1	Czech republic	00000000
B_Q01a2SK			2	Hungary	10000000
B_Q01a2SK			3	Austria	01000000
B_Q01a2SK			4	Poland	00100000
B_Q01a2SK			5	Russia	00010000
B_Q01a2SK			6	Great Britain	00001000
B_Q01a2SK			7	other country	00000100
B_Q01a2SK			96	Valid skip	00000010
B_Q01a2UK	15	Education - Highest qualification - Country of for	-1	Missing	00000000000001
B_Q01a2UK			1	India	00000000000000
B_Q01a2UK			2	Poland	10000000000000
B_Q01a2UK			3	Pakistan	01000000000000
B_Q01a2UK			4	Germany	00100000000000
B_Q01a2UK			5	South Africa	00010000000000
B_Q01a2UK			6	Bangladesh	00001000000000
B_Q01a2UK			7	Nigeria	00000100000000
B_Q01a2UK			8	Kenya	00000010000000
B_Q01a2UK			9	United States	00000001000000
B_Q01a2UK			10	Phillippines	00000000100000
B_Q01a2UK			11	France	00000000010000
B_Q01a2UK			12	Australia	00000000001000
B_Q01a2UK			13	Other Country	00000000000100
B_Q01a2UK			96	Valid skip	00000000000010
B_Q01a2US	9	Education - Highest qualification - Country of for	-1	Missing	00000001
B_Q01a2US			1	Mexico	00000000
B_Q01a2US			2	China	10000000
B_Q01a2US			3	Phillippines	01000000
B_Q01a2US			4	India	00100000
B_Q01a2US			5	Russia	00010000
B_Q01a2US			6	Colombia	00001000
B_Q01a2US			7	Other country	00000100
B_Q01a2US			96	Valid skip	00000010
B_Q01a3AT	18	Education - Highest qualification - Level of forei	-1	Missing	0000000000000001
B_Q01a3AT			1	No compulsory school	0000000000000000
B_Q01a3AT			2	Compulsory school	1000000000000000
B_Q01a3AT			3	Apprenticeship	0100000000000000
B_Q01a3AT			4	Vocational School (<	0010000000000000
B_Q01a3AT			5	Vocational School (2	0001000000000000
B_Q01a3AT			6	Nursing	0000100000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3AT	12	Education - Highest qualification - Level of quali	7	Master craftsman's c	000001000000000000
B_Q01a3AT			8	Academic Secondary S	000000100000000000
B_Q01a3AT			9	Vocational college	000000010000000000
B_Q01a3AT			10	Post-secondary cours	000000001000000000
B_Q01a3AT			11	Post-secondary colle	000000000100000000
B_Q01a3AT			12	University courses	000000000010000000
B_Q01a3AT			13	University-Bachelor	000000000001000000
B_Q01a3AT			14	University-Master	000000000000100000
B_Q01a3AT			15	Post-graduate course	000000000000010000
B_Q01a3AT			16	Doctoral Programme	000000000000001000
B_Q01a3AT			96	Valid skip	000000000000000010
B_Q01a3AU			-1	Missing	000000000001
B_Q01a3AU			1	Certificate I	000000000000
B_Q01a3AU			2	Certificate II	100000000000
B_Q01a3AU			3	Certificate III	010000000000
B_Q01a3AU			4	Certificate IV	001000000000
B_Q01a3AU			5	Diploma	000100000000
B_Q01a3AU			6	Advanced Diploma and	000010000000
B_Q01a3AU			7	Bachelor degree (inc	000001000000
B_Q01a3AU			8	Graduate Diploma or	000000100000
B_Q01a3AU			9	Masters	000000010000
B_Q01a3AU			10	Doctorate	000000001000
B_Q01a3AU			96	Valid skip	000000000010
B_Q01a3BE	13	Education - Highest qualification - Level of forei	-1	Missing	000000000001
B_Q01a3BE			1	No formal qualificat	000000000000
B_Q01a3BE			2	ISCED 1	100000000000
B_Q01a3BE			3	ISCED 2	010000000000
B_Q01a3BE			4	ISCED 3C 2 years or	001000000000
B_Q01a3BE			5	ISCED 3A-B	000100000000
B_Q01a3BE			6	ISCED 3 (without dis	000010000000
B_Q01a3BE			7	ISCED 4A-B	000001000000
B_Q01a3BE			8	ISCED 5B	000000100000
B_Q01a3BE			9	ISCED 5A, bachelor d	000000010000
B_Q01a3BE			10	ISCED 5A, master deg	000000001000
B_Q01a3BE			11	ISCED 6	000000000100
B_Q01a3BE			96	Valid skip	000000000010
B_Q01a3CY	10	Education - Highest qualification - Level of forei	-1	Missing	0000000001
B_Q01a3CY			1	I never went to scho	0000000000
B_Q01a3CY			2	Primary school	1000000000
B_Q01a3CY			3	Public/Private Secon	0100000000
B_Q01a3CY			4	High School/Vocation	0010000000
B_Q01a3CY			5	Non-Univ. Degree/Dip	0001000000
B_Q01a3CY			6	Undergraduate degree	0000100000
B_Q01a3CY			7	Postgraduate degree,	0000010000
B_Q01a3CY			8	Doctorate	0000001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3CY	15	Education - Highest qualification - Level of forei	96	Valid skip	000000010
B_Q01a3CZ			-1	Missing	00000000000001
B_Q01a3CZ			1	No formal education	00000000000000
B_Q01a3CZ			2	First level of basic	10000000000000
B_Q01a3CZ			3	basic ISCED 2	01000000000000
B_Q01a3CZ			4	vocational without m	00100000000000
B_Q01a3CZ			5	vocational without m	00010000000000
B_Q01a3CZ			6	ISCED 3A vocational	00001000000000
B_Q01a3CZ			7	ISCED 3A technical w	00000100000000
B_Q01a3CZ			8	ISCED 3A general wit	00000010000000
B_Q01a3CZ			9	ISCED 4 follow-up co	00000001000000
B_Q01a3CZ			10	ISCED 5B higher prof	00000000100000
B_Q01a3CZ			11	ISCED 5A, bachelor	00000000010000
B_Q01a3CZ			12	ISCED 5A, master	00000000001000
B_Q01a3CZ			13	ISCED 6, post gradua	00000000000100
B_Q01a3CZ	8	Education National - Highest school qualification	96	Valid skip	00000000000010
B_Q01a3DE2a			-1	Missing	0000001
B_Q01a3DE2a			1	Left school without	0000000
B_Q01a3DE2a			2	Hauptschulabschluss	1000000
B_Q01a3DE2a			3	Realschulabschluss (	0100000
B_Q01a3DE2a			4	Fachhochschulreife,	0010000
B_Q01a3DE2a	11	Education National - Highest professional qualific	5	Abitur/EOS (General	0001000
B_Q01a3DE2a			6	Did not attend schoo	0000100
B_Q01a3DE2a			96	Valid skip	0000010
B_Q01a3DE2b			-1	Missing	0000000001
B_Q01a3DE2b			1	Apprenticeship (Lehr	0000000000
B_Q01a3DE2b			2	Basic vocational tra	1000000000
B_Q01a3DE2b			3	Training at Fachschu	0100000000
B_Q01a3DE2b			4	Berufsakademie, Fach	0010000000
B_Q01a3DE2b			5	Bachelor at Fachhoch	0001000000
B_Q01a3DE2b			6	Master/Diplom at Fac	0000100000
B_Q01a3DE2b			7	Bachelor at universi	0000010000
B_Q01a3DE2b			8	Master/Diplom at uni	0000001000
B_Q01a3DE2b			9	Doctorate	0000000100
B_Q01a3DE2b			96	Valid skip	0000000010
B_Q01a3DK	16	Can you indicate which level in our national educa	-1	Missing	000000000000001
B_Q01a3DK			1	No formal education	00000000000000
B_Q01a3DK			2	Primary school, grad	10000000000000
B_Q01a3DK			3	Lower secondary, gra	01000000000000
B_Q01a3DK			4	Upper secondary voca	00100000000000
B_Q01a3DK			5	Upper secondary voca	00010000000000
B_Q01a3DK			6	Upper secondary gene	00001000000000
B_Q01a3DK			7	Upper secondary unde	00000100000000
B_Q01a3DK			8	Post secondary short	00000010000000
B_Q01a3DK			9	Post secondary entra	00000001000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3DK	20	Education - Highest qualification - Level of forei	10	Post secondary non t	000000001000000
B_Q01a3DK			11	Tertiary not researc	000000000100000
B_Q01a3DK			12	Bachelor degree	000000000010000
B_Q01a3DK			13	Master degree	000000000001000
B_Q01a3DK			14	Ph.d or otther resea	000000000000100
B_Q01a3DK			96	Valid skip	000000000000010
B_Q01a3EE			-1	Missing	000000000000000001
B_Q01a3EE			1	Without primary educ	000000000000000000
B_Q01a3EE			2	Primary education	100000000000000000
B_Q01a3EE			3	Basic education	010000000000000000
B_Q01a3EE			4	General secondary ed	001000000000000000
B_Q01a3EE			5	Vocational education	000100000000000000
B_Q01a3EE			6	Vocational education	000010000000000000
B_Q01a3EE			7	Vocational education	000001000000000000
B_Q01a3EE			8	Vocational secondary	000000100000000000
B_Q01a3EE			9	Secondary specialise	000000010000000000
B_Q01a3EE			10	Vocational secondary	000000001000000000
B_Q01a3EE			11	Secondary specialise	000000000100000000
B_Q01a3EE			12	Applied higher educa	000000000010000000
B_Q01a3EE			13	Bachelor's degree (3	000000000001000000
B_Q01a3EE			14	Bachelor's degree (4	000000000000100000
B_Q01a3EE	13	Education - Highest qualification - Level of forei	15	Higher education (st	000000000000010000
B_Q01a3EE			16	Master's degree (3+2	000000000000001000
B_Q01a3EE			17	Master's degree (4+2	000000000000000100
B_Q01a3EE			18	Doctoral degree (inc	0000000000000000100
B_Q01a3EE			96	Valid skip	000000000000000010
B_Q01a3FI			-1	Missing	0000000000001
B_Q01a3FI			1	No formal qualificat	0000000000000
B_Q01a3FI			2	ISCED 1	100000000000
B_Q01a3FI			3	ISCED 2	010000000000
B_Q01a3FI			4	Upper secondary voca	001000000000
B_Q01a3FI			5	General upper second	000100000000
B_Q01a3FI			6	Specialist vocationa	000010000000
B_Q01a3FI			7	Vocational post-seco	000001000000
B_Q01a3FI			8	Polytechnic degree (	000000100000
B_Q01a3FI			9	Bachelor's degree (l	000000010000
B_Q01a3FI			10	Master's degree (ISC	000000001000
B_Q01a3FI			11	Licentiate's and doc	000000000100
B_Q01a3FI			96	Valid skip	000000000010
B_Q01a3FR	16	Education - Highest qualification - Level of forei	-1	Missing	0000000000000001
B_Q01a3FR			1	No formal qualificat	0000000000000000
B_Q01a3FR			2	ISCED 1	1000000000000000
B_Q01a3FR			3	ISCED 2	0100000000000000
B_Q01a3FR			4	ISCED 3C shorter tha	0010000000000000
B_Q01a3FR			5	ISCED 3C 2 years or	0001000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3FR	15	Education - Highest qualification - Level of forei	6	ISCED 3A-B	000010000000000
B_Q01a3FR			7	ISCED 3 (without dis	000001000000000
B_Q01a3FR			8	ISCED 4C	000000100000000
B_Q01a3FR			9	ISCED 4A-B	000000010000000
B_Q01a3FR			10	ISCED 4 (without dis	000000001000000
B_Q01a3FR			11	ISCED 5B	000000000100000
B_Q01a3FR			12	ISCED 5A, bachelor d	000000000010000
B_Q01a3FR			13	ISCED 5A, master deg	000000000001000
B_Q01a3FR			14	ISCED 6	000000000000100
B_Q01a3FR			96	Valid skip	000000000000010
B_Q01a3IE			-1	Missing	000000000000001
B_Q01a3IE			1	No formal education	000000000000000
B_Q01a3IE			2	Primary education (o	100000000000000
B_Q01a3IE			3	Secondary 1 (Junior/	010000000000000
B_Q01a3IE			4	Transition year prog	001000000000000
B_Q01a3IE			5	Secondary 2 (Leaving	000100000000000
B_Q01a3IE			6	Technical or Vocatio	000010000000000
B_Q01a3IE			7	Advanced Certificate	000001000000000
B_Q01a3IE			8	Higher Certificate (	000000100000000
B_Q01a3IE			9	Diploma (e.g. Nation	000000010000000
B_Q01a3IE			10	Honours Bachelor Deg	000000001000000
B_Q01a3IE			11	Professional (Honour	000000000100000
B_Q01a3IE			12	Post-Graduate (e.g.	000000000010000
B_Q01a3IE			13	Doctorate or higher	000000000001000
B_Q01a3IE			96	Valid skip	000000000000010
B_Q01a3IT	13	Education - Highest qualification - Level of forei	-1	Missing	000000000000001
B_Q01a3IT			1	No formal qualificat	000000000000000
B_Q01a3IT			2	Primary education or	100000000000000
B_Q01a3IT			3	Lower secondary or s	010000000000000
B_Q01a3IT			4	Regional Vocational	001000000000000
B_Q01a3IT			5	Educational and voca	000100000000000
B_Q01a3IT			6	Upper secondary educ	000010000000000
B_Q01a3IT			7	Post-second. non ter	000001000000000
B_Q01a3IT			8	Music Conservatory D	000000100000000
B_Q01a3IT			9	First stage of terti	000000010000000
B_Q01a3IT			10	First or second leve	000000001000000
B_Q01a3IT			11	Research Doctoral de	000000000010000
B_Q01a3IT			96	Valid skip	000000000000010
B_Q01a3JP	16	Education - Highest qualification - Level of forei	-1	Missing	0000000000000001
B_Q01a3JP			1	No formal school edu	000000000000000
B_Q01a3JP			2	Elementary school	100000000000000
B_Q01a3JP			3	Lower secondary scho	010000000000000
B_Q01a3JP			4	Short-term course of	001000000000000
B_Q01a3JP			5	Specialized course o	000100000000000
B_Q01a3JP			6	General/integrated c	000010000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3JP	13	KO_Education -comparision	7	Passed upper seconda	000001000000000
B_Q01a3JP			8	Advanced course of u	000000100000000
B_Q01a3JP			9	Regular/advanced cou	000000010000000
B_Q01a3JP			10	Undergraduate progr	000000001000000
B_Q01a3JP			11	Master's programs/Do	000000000100000
B_Q01a3JP			12	Completed all work o	000000000010000
B_Q01a3JP			13	Doctoral programs of	000000000001000
B_Q01a3JP			14	Specialized training	000000000000100
B_Q01a3JP			96	Valid skip	000000000000010
B_Q01a3KO			-1	Missing	0000000000001
B_Q01a3KO			1	no formal education	0000000000000
B_Q01a3KO			2	Elementary school	1000000000000
B_Q01a3KO			3	Middle school	0100000000000
B_Q01a3KO			4	High school(college	0010000000000
B_Q01a3KO			5	High school(vocation	0001000000000
B_Q01a3KO			6	2-3 year college	0000100000000
B_Q01a3KO			7	4 year college(speci	0000010000000
B_Q01a3KO			8	4 year college(gener	0000001000000
B_Q01a3KO			9	Master's degree(spec	0000000100000
B_Q01a3KO			10	Master's degree(gene	0000000010000
B_Q01a3KO			11	Doctoral degree	0000000001000
B_Q01a3KO			96	Valid skip	0000000000010
B_Q01a3NL	18	Education - Highest qualification - Level of forei	-1	Missing	00000000000000001
B_Q01a3NL			1	no formal qualificat	00000000000000000
B_Q01a3NL			2	primary education (i	10000000000000000
B_Q01a3NL			3	sec education, first	01000000000000000
B_Q01a3NL			4	sec education, first	00100000000000000
B_Q01a3NL			5	secondary education,	00010000000000000
B_Q01a3NL			6	secondary education,	00001000000000000
B_Q01a3NL			7	secondary education,	00000100000000000
B_Q01a3NL			8	secondary education,	00000010000000000
B_Q01a3NL			9	secondary education,	00000001000000000
B_Q01a3NL			10	secondary education,	00000000100000000
B_Q01a3NL			11	secondary education,	00000000010000000
B_Q01a3NL			12	tertiary education,	00000000001000000
B_Q01a3NL			13	tertiary education,	00000000000100000
B_Q01a3NL			14	tertiary education,	00000000000010000
B_Q01a3NL			15	tertiary education,	00000000000001000
B_Q01a3NL			16	tertiary education,	00000000000000100
B_Q01a3NL			96	Valid skip	00000000000000010
B_Q01a3NO	14	Education - Highest qualification - Level of forei	-1	Missing	000000000000001
B_Q01a3NO			1	No formal qualificat	000000000000000
B_Q01a3NO			2	ISCED 1	100000000000000
B_Q01a3NO			3	ISCED 2	010000000000000
B_Q01a3NO			4	ISCED 3C shorter tha	001000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3NO	12	Education - Highest qualification - Level of forei	5	ISCED 3C 2 years or	0001000000000
B_Q01a3NO			6	ISCED 3A-B	0000100000000
B_Q01a3NO			7	ISCED 4C	0000010000000
B_Q01a3NO			8	ISCED 4A-B	0000001000000
B_Q01a3NO			9	ISCED 5B	0000000100000
B_Q01a3NO			10	ISCED 5A, bachelor d	0000000010000
B_Q01a3NO			11	ISCED 5A, Master deg	0000000001000
B_Q01a3NO			12	ISCED 6	0000000000100
B_Q01a3NO			96	Valid skip	0000000000010
B_Q01a3PL			-1	Missing	0000000000001
B_Q01a3PL			1	No formal qualificat	0000000000000
B_Q01a3PL			2	ISCED 1	1000000000000
B_Q01a3PL			3	ISCED 2	0100000000000
B_Q01a3PL			4	ISCED 3C	0010000000000
B_Q01a3PL			5	ISCED 3B	0001000000000
B_Q01a3PL			6	ISCED 3A	0000100000000
B_Q01a3PL			7	ISCED 4	0000010000000
B_Q01a3PL			8	BA, ISCED 5A (I degr	0000001000000
B_Q01a3PL			9	MA, ISCED 5A (II deg	0000000100000
B_Q01a3PL			10	ISCED 6	0000000010000
B_Q01a3PL			96	Valid skip	0000000000010
B_Q01a3RU	11	Education - Highest qualification - Level of forei	-1	Missing	0000000000001
B_Q01a3RU			1	No formal qualificat	0000000000000
B_Q01a3RU			2	ISCED 1	1000000000000
B_Q01a3RU			3	ISCED 2	0100000000000
B_Q01a3RU			4	ISCED 3 (without dis	0010000000000
B_Q01a3RU			5	ISCED 4 (without dis	0001000000000
B_Q01a3RU			6	ISCED 5B	0000100000000
B_Q01a3RU			7	ISCED 5A, bachelor d	0000010000000
B_Q01a3RU			8	ISCED 5A, master deg	0000001000000
B_Q01a3RU			9	ISCED 6	0000000100000
B_Q01a3RU			96	Valid skip	0000000000010
B_Q01a3RU			-1	Missing	0000000000000000001
B_Q01a3SE1	18	Education correspondance	1	Not stated or inferr	0000000000000000000
B_Q01a3SE1			2	Not stated or inr	1000000000000000000
B_Q01a3SE1			3	Grundskola, enhetssk	0100000000000000000
B_Q01a3SE1			4	Yrkesutbildning	0010000000000000000
B_Q01a3SE1			5	Grundskolekompetens	0001000000000000000
B_Q01a3SE1			6	Flickskola	0000100000000000000
B_Q01a3SE1			7	Gymnasie fackskola y	0000010000000000000
B_Q01a3SE1			8	Gymnasie fackskola y	0000001000000000000
B_Q01a3SE1			9	Gymnasie fackskola y	0000000100000000000
B_Q01a3SE1			10	Vuxenutbildning mots	0000000010000000000
B_Q01a3SE1			11	Vuxenutbildning mots	0000000001000000000
B_Q01a3SE1			12	Eftergymnasial utbil	0000000000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3SE1	4	Degree univ/coll	13	Eftergymnasial utbil	00000000000100000
B_Q01a3SE1			14	Eftergymnasial utbil	00000000000010000
B_Q01a3SE1			15	Eftergymnasial utbil	000000000000001000
B_Q01a3SE1			16	Forskarutbildning	000000000000000100
B_Q01a3SE1			96	Valid skip	000000000000000010
B_Q01a3SE2			-1	Missing	001
B_Q01a3SE2			1	Yes	000
B_Q01a3SE2			2	No	100
B_Q01a3SE2			6	Valid skip	010
B_Q01a3SE2			-1	Missing	00001
B_Q01a3SE3	6	Type of degree	1	Fil Kand	00000
B_Q01a3SE3			2	Fil Mag	10000
B_Q01a3SE3			3	Master	01000
B_Q01a3SE3			4	Annan typ av examen	00100
B_Q01a3SE3			6	Valid skip	00010
B_Q01a3SE3			-1	Missing	0000000000001
B_Q01a3SK	13	Education - Highest qualification - Level of forei	1	Pre school education	0000000000000
B_Q01a3SK			2	Primary school 1-4.	1000000000000
B_Q01a3SK			3	Primary school 5.-9.	0100000000000
B_Q01a3SK			4	Secondary technical	0010000000000
B_Q01a3SK			5	Secondary technical	0001000000000
B_Q01a3SK			6	Secondary schools wi	0000100000000
B_Q01a3SK			7	Upper secondary scho	0000010000000
B_Q01a3SK			8	Pre-tertiary school,	0000001000000
B_Q01a3SK			9	Bachelor degree, Gra	0000000100000
B_Q01a3SK			10	Master degree	0000000010000
B_Q01a3SK			11	PhD studies, Second	0000000000100
B_Q01a3SK			96	Valid skip	0000000000010
B_Q01a3SK			-1	Missing	00000000001
B_Q01a3SK			1	No qualifications	00000000000
B_Q01a3SK			2	Key Skills, Basic sk	10000000000
B_Q01a3SK			3	O levels, GCSE or eq	01000000000
B_Q01a3SK			4	NVQ Level2, City & G	00100000000
B_Q01a3SK			5	A Levels or equivale	00010000000
B_Q01a3UK	11	Education - Highest qualification - Level of forei	6	Trade apprenticeship	00001000000
B_Q01a3UK			7	NVQ Level 3, City &	00000100000
B_Q01a3UK			8	Degree or higher deg	00000010000
B_Q01a3UK			9	NVQ Level 4 or 5, HN	00000001000
B_Q01a3UK			96	Valid skip	00000000010
B_Q01a3UK			-1	Missing	0000000000001
B_Q01a3UK			1	Pre-primary or no sc	0000000000000
B_Q01a3UK			2	Grades 1-6	1000000000000
B_Q01a3UK			3	Grades 7-9	0100000000000
B_Q01a3UK			4	High school diploma	0010000000000
B_Q01a3US	13	Education - Highest qualification - Level of forei	5	Pre-associate educat	0001000000000
B_Q01a3US					
B_Q01a3US					
B_Q01a3US					
B_Q01a3US					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01a3US	19	Education - Highest qualification - Level - NATION	7	A certificate from a	000010000000
B_Q01a3US			8	Associate degree	000001000000
B_Q01a3US			9	Bachelor's degree (e	000000100000
B_Q01a3US			10	Master's degree (e.g	000000010000
B_Q01a3US			11	Professional degree	000000001000
B_Q01a3US			12	Doctorate degree (e.	000000000100
B_Q01a3US			96	Valid skip	000000000010
B_Q01aAT			-1	Missing	00000000000000001
B_Q01aAT			1	No compulsory school	00000000000000000
B_Q01aAT			2	Compulsory school	10000000000000000
B_Q01aAT			3	Apprenticeship	01000000000000000
B_Q01aAT			4	Vocational School (<	00100000000000000
B_Q01aAT			5	Vocational School (2	00010000000000000
B_Q01aAT			6	Nursing	00001000000000000
B_Q01aAT			7	Master craftsman's c	00000100000000000
B_Q01aAT			8	Academic Secondary S	00000010000000000
B_Q01aAT			9	Vocational college	00000001000000000
B_Q01aAT			10	Post-secondary cours	00000000100000000
B_Q01aAT			11	Post-secondary colle	00000000010000000
B_Q01aAT			12	University courses	00000000001000000
B_Q01aAT			13	University-Bachelor	00000000000100000
B_Q01aAT			14	University-Master	00000000000010000
B_Q01aAT			15	Post-graduate course	00000000000001000
B_Q01aAT			16	Doctoral Programme	00000000000000100
B_Q01aAT			17	Foreign qualificatio	00000000000000010
B_Q01aAT			96	Valid skip	00000000000000010
B_Q01aAU1	9	Education - Highest primary/secondary school - Com	-1	Missing	00000001
B_Q01aAU1			1	Year 12 or equivalen	00000000
B_Q01aAU1			2	Year 11 or equivalen	10000000
B_Q01aAU1			3	Year 10 or equivalen	01000000
B_Q01aAU1			4	Year 9 or equivalent	00100000
B_Q01aAU1			5	Year 8 or equivalent	00010000
B_Q01aAU1			6	Year 7 or below	00001000
B_Q01aAU1			7	Never attended schoo	00000100
B_Q01aAU1	6	Education - Highest qualification - Completed Leve	96	Valid skip	00000010
B_Q01aAU10			-1	Missing	00001
B_Q01aAU10			1	Level (to be specifi	00000
B_Q01aAU10			2	Year 12 certificate	10000
B_Q01aAU10			3	Statement of attainm	01000
B_Q01aAU10			4	Foreign Qualificiati	00100
B_Q01aAU10	4	Education - Completed any other qualifications	6	Valid skip	00010
B_Q01aAU11			-1	Missing	001
B_Q01aAU11			1	Yes	000
B_Q01aAU11			2	No	100
B_Q01aAU11			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aAU3	14	Education - Highest qualification - Month of finis	-1	Missing	0000000000001
B_Q01aAU3			1	January	0000000000000
B_Q01aAU3			2	February	1000000000000
B_Q01aAU3			3	March	0100000000000
B_Q01aAU3			4	April	0010000000000
B_Q01aAU3			5	May	0001000000000
B_Q01aAU3			6	June	0000100000000
B_Q01aAU3			7	July	0000010000000
B_Q01aAU3			8	August	0000001000000
B_Q01aAU3			9	September	0000000100000
B_Q01aAU3			10	October	0000000010000
B_Q01aAU3			11	November	0000000001000
B_Q01aAU3			12	December	0000000000100
B_Q01aAU3			96	Valid skip	0000000000010
B_Q01aAU4	4	Education - Did you complete primary school	-1	Missing	001
B_Q01aAU4			1	Yes	000
B_Q01aAU4			2	No	100
B_Q01aAU4			6	Valid skip	010
B_Q01aAU5	6	Education - Highest primary/secondary school - Cur	-1	Missing	00001
B_Q01aAU5			1	Year 12 or equivalen	00000
B_Q01aAU5			2	Year 11 or equivalen	10000
B_Q01aAU5			3	Year 10 or equivalen	01000
B_Q01aAU5			4	Year 9 or below	00100
B_Q01aAU5			6	Valid skip	00010
B_Q01aAU6	4	Education - Undertaking VET subjects/courses as pa	-1	Missing	001
B_Q01aAU6			1	Yes	000
B_Q01aAU6			2	No	100
B_Q01aAU6			6	Valid skip	010
B_Q01aAU9	4	Education - Completed trade certificate, diploma,	-1	Missing	001
B_Q01aAU9			1	Yes	000
B_Q01aAU9			2	No	100
B_Q01aAU9			6	Valid skip	010
B_Q01aBE	14	Education - Highest qualification - Level	-1	Missing	0000000000001
B_Q01aBE			1	No formal qualificat	0000000000000
B_Q01aBE			2	ISCED 1	1000000000000
B_Q01aBE			3	ISCED 2	0100000000000
B_Q01aBE			4	ISCED 3C 2 years or	0010000000000
B_Q01aBE			5	ISCED 3A-B	0001000000000
B_Q01aBE			6	ISCED 3 (without dis	0000100000000
B_Q01aBE			7	ISCED 4A-B	0000010000000
B_Q01aBE			8	ISCED 5B	0000001000000
B_Q01aBE			9	ISCED 5A, bachelor d	0000000100000
B_Q01aBE			10	ISCED 5A, master deg	0000000010000
B_Q01aBE			11	ISCED 6	0000000001000
B_Q01aBE			12	Foreign qualificatio	0000000000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aBE			96	Valid skip	0000000000010
B_Q01aca1	4	Education - Overall education - Graduated from hig	-1	Missing	001
B_Q01aca1			1	Yes	000
B_Q01aca1			2	No	100
B_Q01aca1			6	Valid skip	010
B_Q01aca10	12	Education - Overall education - Country attained I	-1	Missing	00000000001
B_Q01aca10			1	China (People's Repu	00000000000
B_Q01aca10			2	Germany	10000000000
B_Q01aca10			3	Hong Kong	01000000000
B_Q01aca10			4	India	00100000000
B_Q01aca10			5	Italy	00010000000
B_Q01aca10			6	Jamaica	00001000000
B_Q01aca10			7	Philippines	00000100000
B_Q01aca10			8	United Kingdom (e.g.	00000010000
B_Q01aca10			9	United States	00000001000
B_Q01aca10			10	Other - specify	00000000100
B_Q01aca10			96	Valid skip	00000000010
B_Q01aca2	7	Education - Overall education - Highest grade of e	-1	Missing	000001
B_Q01aca2			1	Less than Grade 6	000000
B_Q01aca2			2	Grade 6	100000
B_Q01aca2			3	Grade 7-8 (Secondary	010000
B_Q01aca2			4	Grade 9 (Secondary 3	001000
B_Q01aca2			5	Grade 10 - 13 (Secon	000100
B_Q01aca2	17	Education - Overall education - Province/territory	6	Valid skip	000010
B_Q01aca3			-1	Missing	0000000000000001
B_Q01aca3			10	Newfoundland	000000000000000
B_Q01aca3			11	Prince Edward Island	100000000000000
B_Q01aca3			12	Nova Scotia	010000000000000
B_Q01aca3			13	New Brunswick	001000000000000
B_Q01aca3			24	Quebec	000100000000000
B_Q01aca3			35	Ontario	000010000000000
B_Q01aca3			46	Manitoba	000001000000000
B_Q01aca3			47	Saskatchewan	000000100000000
B_Q01aca3			48	Alberta	000000010000000
B_Q01aca3			59	British Columbia	000000001000000
B_Q01aca3			60	Yukon	000000000100000
B_Q01aca3			61	Northwest Territorie	000000000010000
B_Q01aca3			62	Nunavut	000000000001000
B_Q01aca3			76	U.S.A.	0000000000001000
B_Q01aca3			77	Outside Canada/U.S.A	0000000000000100
B_Q01aca3			96	Valid skip	000000000000010
B_Q01aca5	4	Education - Overall education - High/secondary sch	-1	Missing	001
B_Q01aca5			1	Yes	000
B_Q01aca5			2	No	100
B_Q01aca5			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aca6	17	Education - Overall education - Highest level of s	-1	Missing	0000000000000001
B_Q01aca6			1	No formal education	0000000000000000
B_Q01aca6			2	Less than high schoo	1000000000000000
B_Q01aca6			3	High school diploma	0100000000000000
B_Q01aca6			4	Trade/vocational cer	0010000000000000
B_Q01aca6			5	Apprenticeship certi	0001000000000000
B_Q01aca6			6	CEGEP diploma or cer	0000100000000000
B_Q01aca6			7	Non-university certi	0000010000000000
B_Q01aca6			8	University transfer	0000001000000000
B_Q01aca6			9	University certifica	0000000100000000
B_Q01aca6			10	Bachelor's degree	0000000010000000
B_Q01aca6			11	University certifica	0000000001000000
B_Q01aca6			12	First professional d	0000000000100000
B_Q01aca6			13	Master's	0000000000010000
B_Q01aca6			14	Ph.D.	0000000000001000
B_Q01aca6			15	Education not defina	0000000000000100
B_Q01aca6			96	Valid skip	0000000000000010
B_Q01aca7	4	Education - Overall education - CEGEP diploma/cert	-1	Missing	001
B_Q01aca7			1	Yes	000
B_Q01aca7			2	No	100
B_Q01aca7			6	Valid skip	010
B_Q01aca8	9	Education - Overall education - Length - Complete	-1	Missing	00000001
B_Q01aca8			1	Less than 3 months	00000000
B_Q01aca8			2	3 months to less tha	10000000
B_Q01aca8			3	One year	01000000
B_Q01aca8			4	Greater than one yea	00100000
B_Q01aca8			5	Two years	00010000
B_Q01aca8			6	Greater than two yea	00001000
B_Q01aca8			7	Three years or more	00000100
B_Q01aca8			96	Valid skip	00000010
B_Q01aca9	4	Education - Overall education - Obtained trade/voc	-1	Missing	001
B_Q01aca9			1	Yes	000
B_Q01aca9			2	No	100
B_Q01aca9			6	Valid skip	010
B_Q01aCY	11	Education - Highest qualification - Level	-1	Missing	0000000001
B_Q01aCY			1	I never went to scho	0000000000
B_Q01aCY			2	Primary school	1000000000
B_Q01aCY			3	Public/Private Secon	0100000000
B_Q01aCY			4	High School/Vocation	0010000000
B_Q01aCY			5	Non-Univ. Degree/Dip	0001000000
B_Q01aCY			6	Undergraduate degree	0000100000
B_Q01aCY			7	Postgraduate degree,	0000010000
B_Q01aCY			8	Doctorate	0000001000
B_Q01aCY			9	Foreign qualificatio	0000000100
B_Q01aCY			96	Valid skip	0000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aCZ	16	Education - Highest qualification - Level	-1	Missing	000000000000001
B_Q01aCZ			1	No formal education	000000000000000
B_Q01aCZ			2	First level of basic	100000000000000
B_Q01aCZ			3	basic ISCED 2	010000000000000
B_Q01aCZ			4	vocational without m	001000000000000
B_Q01aCZ			5	vocational without m	000100000000000
B_Q01aCZ			6	ISCED 3A vocational	000010000000000
B_Q01aCZ			7	ISCED 3A technical w	000001000000000
B_Q01aCZ			8	ISCED 3A general wit	000000100000000
B_Q01aCZ			9	ISCED 4 follow-up co	000000010000000
B_Q01aCZ			10	ISCED 5B higher prof	000000001000000
B_Q01aCZ			11	ISCED 5A, bachelor	000000000100000
B_Q01aCZ			12	ISCED 5A, master	000000000010000
B_Q01aCZ			13	ISCED 6, post gradua	000000000001000
B_Q01aCZ			14	Foreign qualificatio	000000000000100
B_Q01aCZ			96	Valid skip	000000000000010
B_Q01aDE1	14	Education National - Highest school qualification	-1	Missing	00000000000001
B_Q01aDE1			1	No formal education	000000000000000
B_Q01aDE1			2	No Hauptschulabschlu	100000000000000
B_Q01aDE1			3	Hauptschulabschluss	010000000000000
B_Q01aDE1			4	Realschulabschluss (	001000000000000
B_Q01aDE1			5	Polytechnische Obers	000100000000000
B_Q01aDE1			6	Polytechnische Obers	000010000000000
B_Q01aDE1			7	Fachhochschulreife,	000001000000000
B_Q01aDE1			8	Abitur/EOS (General	000000100000000
B_Q01aDE1			9	Abitur (General high	000000010000000
B_Q01aDE1			10	Foreign school leavi	000000001000000
B_Q01aDE1			11	Another school leavi	000000000100000
B_Q01aDE1	14	Education National - Highest school qualification	12	No school qualificat	0000000000100
B_Q01aDE1			96	Valid skip	0000000000010
B_Q01aDE1_REC			-1	Missing	00000000000001
B_Q01aDE1_REC			1	No formal education	000000000000000
B_Q01aDE1_REC			2	No Hauptschulabschlu	100000000000000
B_Q01aDE1_REC			3	Hauptschulabschluss	010000000000000
B_Q01aDE1_REC			4	Realschulabschluss (	001000000000000
B_Q01aDE1_REC			5	Polytechnische Obers	000100000000000
B_Q01aDE1_REC			6	Polytechnische Obers	000010000000000
B_Q01aDE1_REC			7	Fachhochschulreife,	000001000000000
B_Q01aDE1_REC			8	Abitur/EOS (General	000000100000000
B_Q01aDE1_REC			9	Abitur (General high	000000010000000
B_Q01aDE1_REC	14	Education National - Highest professional qualific	10	Foreign school leavi	000000001000000
B_Q01aDE1_REC			11	Another school leavi	000000000100000
B_Q01aDE1_REC			12	No school qualificat	0000000000100
B_Q01aDE1_REC			96	Valid skip	0000000000010
B_Q01aDE2			-1	Missing	00000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aDE2	14	Education National - Highest professional qualific	1	No professional qual	0000000000000
B_Q01aDE2			2	Apprenticeship (Lehr	1000000000000
B_Q01aDE2			3	Basic vocational tra	0100000000000
B_Q01aDE2			4	Training at Fachschu	0010000000000
B_Q01aDE2			5	Berufsakademie, Fach	0001000000000
B_Q01aDE2			6	Bachelor at Fachhoch	0000100000000
B_Q01aDE2			7	Master/Diplom at Fac	0000010000000
B_Q01aDE2			8	Bachelor at universi	0000001000000
B_Q01aDE2			9	Master/Diplom at uni	0000000100000
B_Q01aDE2			10	Doctorate	0000000010000
B_Q01aDE2			11	Foreign professional	0000000001000
B_Q01aDE2			12	Another professional	0000000000100
B_Q01aDE2			96	Valid skip	0000000000010
B_Q01aDE2_REC			-1	Missing	0000000000001
B_Q01aDE2_REC			1	No professional qual	0000000000000
B_Q01aDE2_REC			2	Apprenticeship (Lehr	1000000000000
B_Q01aDE2_REC			3	Basic vocational tra	0100000000000
B_Q01aDE2_REC			4	Training at Fachschu	0010000000000
B_Q01aDE2_REC			5	Berufsakademie, Fach	0001000000000
B_Q01aDE2_REC			6	Bachelor at Fachhoch	0000100000000
B_Q01aDE2_REC			7	Master/Diplom at Fac	0000010000000
B_Q01aDE2_REC			8	Bachelor at universi	0000001000000
B_Q01aDE2_REC			9	Master/Diplom at uni	0000000100000
B_Q01aDE2_REC			10	Doctorate	0000000010000
B_Q01aDE2_REC			11	Foreign professional	0000000001000
B_Q01aDE2_REC			12	Another professional	0000000000100
B_Q01aDE2_REC			96	Valid skip	0000000000010
B_Q01aDK	17	Education - Highest qualification - Level	-1	Missing	0000000000000001
B_Q01aDK			1	No formal education	000000000000000
B_Q01aDK			2	Primary school, grad	100000000000000
B_Q01aDK			3	Lower secondary, gra	010000000000000
B_Q01aDK			4	Upper secondary voca	001000000000000
B_Q01aDK			5	Upper secondary voca	000100000000000
B_Q01aDK			6	Upper secondary gene	000010000000000
B_Q01aDK			7	Upper secondary unde	000001000000000
B_Q01aDK			8	Post secondary short	000000100000000
B_Q01aDK			9	Post secondary entra	000000010000000
B_Q01aDK			10	Post secondary non t	000000001000000
B_Q01aDK			11	Tertiary not researc	000000000100000
B_Q01aDK			12	Bachelor degree	000000000010000
B_Q01aDK			13	Master degree	000000000001000
B_Q01aDK			14	Ph.d or otther resea	0000000000001000
B_Q01aDK			15	Foreign qualificatio	0000000000000100
B_Q01aDK			96	Valid skip	000000000000010
B_Q01aEE	21	Education - Highest qualification - Level	-1	Missing	000000000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aEE	14	Education - Highest qualification - Level	1	Without primary educ	00000000000000000000
B_Q01aEE			2	Primary education	10000000000000000000
B_Q01aEE			3	Basic education	01000000000000000000
B_Q01aEE			4	General secondary ed	00100000000000000000
B_Q01aEE			5	Vocational education	00010000000000000000
B_Q01aEE			6	Vocational education	00001000000000000000
B_Q01aEE			7	Vocational education	00000100000000000000
B_Q01aEE			8	Vocational secondary	00000010000000000000
B_Q01aEE			9	Secondary specialise	00000001000000000000
B_Q01aEE			10	Vocational secondary	00000000100000000000
B_Q01aEE			11	Secondary specialise	00000000010000000000
B_Q01aEE			12	Applied higher educa	00000000001000000000
B_Q01aEE			13	Bachelor's degree (3	00000000000100000000
B_Q01aEE			14	Bachelor's degree (4	00000000000010000000
B_Q01aEE			15	Higher education (st	00000000000001000000
B_Q01aEE			16	Master's degree (3+2	00000000000000100000
B_Q01aEE			17	Master's degree (4+2	00000000000000010000
B_Q01aEE			18	Doctoral degree (inc	00000000000000001000
B_Q01aEE			19	Foreign qualificatio	00000000000000000100
B_Q01aEE			96	Valid skip	00000000000000000010
B_Q01aES	14	Education - Highest qualification - Level	-1	Missing	0000000000000001
B_Q01aES			1	Not stated	0000000000000000
B_Q01aES			2	Not stated	1000000000000000
B_Q01aES			3	Not stated	0100000000000000
B_Q01aES			4	Not stated	0010000000000000
B_Q01aES			5	Not stated	0001000000000000
B_Q01aES			6	Bachillerato, antigu	0000100000000000
B_Q01aES			7	Pruebas de acceso a	0000010000000000
B_Q01aES			8	Pruebas de acceso a	0000001000000000
B_Q01aES			9	Pruebas de acceso a	0000000100000000
B_Q01aES			10	Pruebas de aster y e	0000000010000000
B_Q01aES			11	Programas de doctora	0000000001000000
B_Q01aES			12	ProgramasN EXTRANJER	0000000000100000
B_Q01aES			96	Valid skip	0000000000010000
B_Q01aFI	14	Education - Highest qualification - Level	-1	Missing	0000000000000001
B_Q01aFI			1	No formal qualificat	0000000000000000
B_Q01aFI			2	ISCED 1	1000000000000000
B_Q01aFI			3	ISCED 2	0100000000000000
B_Q01aFI			4	Upper secondary voca	0010000000000000
B_Q01aFI			5	General upper second	0001000000000000
B_Q01aFI			6	Specialist vocationa	0000100000000000
B_Q01aFI			7	Vocational post-seco	0000010000000000
B_Q01aFI			8	Polytechnic degree (	0000001000000000
B_Q01aFI			9	Bachelor's degree (I	0000000100000000
B_Q01aFI			10	Master's degree (ISC	0000000010000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aFI	7	Education - Highest qualification - Level	11	Licentiate's and doc	0000000001000
B_Q01aFI			12	Foreign qualificatio	0000000000100
B_Q01aFI			96	Valid skip	0000000000010
B_Q01aFR1			-1	Missing	000001
B_Q01aFR1			1	No formal education	000000
B_Q01aFR1			2	ISCED 1	100000
B_Q01aFR1			3	ISCED 234C	010000
B_Q01aFR1	11	Education - Highest qualification - Level	4	ISCED 4C56	001000
B_Q01aFR1			5	Foreign qualificatio	000100
B_Q01aFR1			6	Valid skip	000010
B_Q01aFR2			-1	Missing	0000000001
B_Q01aFR2			1	Secondary education	0000000000
B_Q01aFR2			2	Secondary education	1000000000
B_Q01aFR2			3	Secondary education	0100000000
B_Q01aFR2			4	Secondary education	0010000000
B_Q01aFR2			5	Secondary education	0001000000
B_Q01aFR2			6	Secondary education	0000100000
B_Q01aFR2	10	Education - Highest qualification - Diploma	7	Secondary education	0000010000
B_Q01aFR2			8	Secondary education	0000001000
B_Q01aFR2			9	Secondary education	0000000100
B_Q01aFR2			96	Valid skip	0000000010
B_Q01aFR3			-1	Missing	0000000001
B_Q01aFR3			1	No diploma	0000000000
B_Q01aFR3			2	Primary school certi	1000000000
B_Q01aFR3			3	Secondary education	0100000000
B_Q01aFR3			4	Vocational training	0010000000
B_Q01aFR3			5	Technological baccal	0001000000
B_Q01aFR3	10	Education - Highest qualification - Diploma	6	Professional baccala	0000100000
B_Q01aFR3			7	Professional or tech	0000010000
B_Q01aFR3			8	General baccalaur -a	0000001000
B_Q01aFR3			96	Valid skip	0000000010
B_Q01aFR4			-1	Missing	0000000001
B_Q01aFR4			1	ISCED 4C	0000000000
B_Q01aFR4			2	ISCED 4A-B	1000000000
B_Q01aFR4			3	ISCED 4 (without dis	0100000000
B_Q01aFR4			4	ISCED 5B	0010000000
B_Q01aFR4			5	ISCED 5A, bachelor d	0001000000
B_Q01aFR4	16	Education - Highest qualification - Level	6	ISCED 5A, master deg	0000100000
B_Q01aFR4			7	ISCED 6	0000010000
B_Q01aFR4			8	Other. Please specif	0000001000
B_Q01aFR4			96	Valid skip	0000000010
B_Q01aIE			-1	Missing	0000000000000001
B_Q01aIE			1	No formal education	0000000000000000
B_Q01aIE			2	Primary education (o	1000000000000000
B_Q01aIE			3	Secondary 1 (Junior/	0100000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aIE	14	Education - Highest qualification - Level	4	Transition year prog	001000000000000
B_Q01aIE			5	Secondary 2 (Leaving	000100000000000
B_Q01aIE			6	Technical or Vocatio	000010000000000
B_Q01aIE			7	Advanced Certificate	000001000000000
B_Q01aIE			8	Higher Certificate (	000000100000000
B_Q01aIE			9	Diploma (e.g. Nation	000000010000000
B_Q01aIE			10	Honours Bachelor Deg	000000001000000
B_Q01aIE			11	Professional (Honour	000000000100000
B_Q01aIE			12	Post-Graduate (e.g.	000000000010000
B_Q01aIE			13	Doctorate or higher	000000000001000
B_Q01aIE			14	Foreign qualificatio	000000000000100
B_Q01aIE			96	Valid skip	000000000000010
B_Q01aIT			-1	Missing	000000000000001
B_Q01aIT			1	Non formal qualifica	000000000000000
B_Q01aIT			2	Primary education or	100000000000000
B_Q01aIT			3	Lower secondary or s	010000000000000
B_Q01aIT			4	Regional Vocational	001000000000000
B_Q01aIT			5	Educational and voca	000100000000000
B_Q01aIT			6	Upper secondary educ	000010000000000
B_Q01aIT			7	Post-second. non ter	000001000000000
B_Q01aIT			8	Music Conservatory D	000000100000000
B_Q01aIT			9	First stage of terti	000000010000000
B_Q01aIT			10	First or second leve	000000001000000
B_Q01aIT			11	Research Doctoral de	000000000100000
B_Q01aIT			12	Foreign qualificatio	000000000010000
B_Q01aIT			96	Valid skip	00000000000010
B_Q01aJP	17	Education - Highest qualification - Level	-1	Missing	00000000000000001
B_Q01aJP			1	No formal school edu	00000000000000000
B_Q01aJP			2	Elementary school	10000000000000000
B_Q01aJP			3	Lower secondary scho	01000000000000000
B_Q01aJP			4	Short-term course of	00100000000000000
B_Q01aJP			5	Specialized course o	00010000000000000
B_Q01aJP			6	General/integrated c	00001000000000000
B_Q01aJP			7	Passed upper seconda	00000100000000000
B_Q01aJP			8	Advanced course of u	00000010000000000
B_Q01aJP			9	Regular/Advanced cou	00000001000000000
B_Q01aJP			10	Undergraduate progra	00000000100000000
B_Q01aJP			11	Master's program/Doc	00000000010000000
B_Q01aJP			12	Completed all work o	00000000001000000
B_Q01aJP			13	Doctoral programs of	00000000000100000
B_Q01aJP			14	Specialized training	00000000000010000
B_Q01aJP			15	Foreign qualificatio	00000000000001000
B_Q01aJP			96	Valid skip	00000000000000010
B_Q01aJPX1			-1	Missing	00000000000000001
B_Q01aJPX1			1	No formal school edu	00000000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aJPX1	4	Education - Highets qualification - Scholarship	2	Elementary school	10000000000000
B_Q01aJPX1			3	Lower secondary scho	01000000000000
B_Q01aJPX1			4	Short-term course of	00100000000000
B_Q01aJPX1			5	Specialized course o	00010000000000
B_Q01aJPX1			6	General/integrated c	00001000000000
B_Q01aJPX1			7	Passed upper seconda	00000100000000
B_Q01aJPX1			8	Advanced course of u	00000010000000
B_Q01aJPX1			9	Regular/advanced cou	00000001000000
B_Q01aJPX1			10	Undergraduate progra	00000000100000
B_Q01aJPX1			11	Master's program/Doc	00000000010000
B_Q01aJPX1			12	Completed all work o	00000000001000
B_Q01aJPX1			13	Doctoral programs of	00000000000100
B_Q01aJPX1			96	Valid skip	00000000000010
B_Q01aJPX2	4	Education - Highets qualification - Scholarship	-1	Missing	001
B_Q01aJPX2			1	Yes	000
B_Q01aJPX2			2	No	100
B_Q01aJPX2			6	Valid skip	010
B_Q01aKO			-1	Missing	00000000000001
B_Q01aKO	14	KO_Education - Highest qualification - Level	1	no formal education	00000000000000
B_Q01aKO			2	Elementary school	10000000000000
B_Q01aKO			3	Middle school	01000000000000
B_Q01aKO			4	High school(college	00100000000000
B_Q01aKO			5	High school(vocation	00010000000000
B_Q01aKO			6	2-3 year college	00001000000000
B_Q01aKO			7	4 year college(speci	00000100000000
B_Q01aKO			8	4 year college(gener	00000010000000
B_Q01aKO			9	Master's degree(spec	00000001000000
B_Q01aKO			10	Master's degree(gene	00000000100000
B_Q01aKO			11	Doctoral degree	00000000010000
B_Q01aKO			12	Foreign qualificatio	00000000001000
B_Q01aKO			96	Valid skip	00000000000010
B_Q01aNL	19	Education - Highest qualification - Level	-1	Missing	000000000000000001
B_Q01aNL			1	no formal qualificat	000000000000000000
B_Q01aNL			2	primary education (i	100000000000000000
B_Q01aNL			3	sec education, first	010000000000000000
B_Q01aNL			4	sec education, first	001000000000000000
B_Q01aNL			5	secondary education,	000100000000000000
B_Q01aNL			6	secondary education,	000010000000000000
B_Q01aNL			7	secondary education,	000001000000000000
B_Q01aNL			8	secondary education,	000000100000000000
B_Q01aNL			9	secondary education,	000000010000000000
B_Q01aNL			10	secondary education,	000000001000000000
B_Q01aNL			11	secondary education,	000000000100000000
B_Q01aNL			12	tertiary education,	000000000010000000
B_Q01aNL			13	tertiary education,	000000000001000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aNL	15	Education - Highest qualification - Level	14	tertiary education,	000000000000100000
B_Q01aNL			15	tertiary education,	000000000000010000
B_Q01aNL			16	tertiary education,	000000000000001000
B_Q01aNL			17	foreign qualificatio	000000000000000100
B_Q01aNL			96	Valid skip	000000000000000010
B_Q01aNO			-1	Missing	0000000000000001
B_Q01aNO			1	No formal qualificat	0000000000000000
B_Q01aNO			2	ISCED 1	1000000000000000
B_Q01aNO			3	ISCED 2	0100000000000000
B_Q01aNO			4	ISCED 3C shorter tha	0010000000000000
B_Q01aNO			5	ISCED 3C 2 years or	0001000000000000
B_Q01aNO			6	ISCED 3A-B	0000100000000000
B_Q01aNO			7	ISCED 4C	0000010000000000
B_Q01aNO			8	ISCED 4A-B	0000001000000000
B_Q01aNO			9	ISCED 5B	0000000100000000
B_Q01aNO			10	ISCED 5A, bachelor d	0000000010000000
B_Q01aNO			11	ISCED 5A, Master deg	0000000001000000
B_Q01aNO			12	ISCED 6	0000000000100000
B_Q01aNO			13	Foreign qualificatio	0000000000010000
B_Q01aNO			96	Valid skip	0000000000000100
B_Q01aPL	13	Education - Highest qualification - Level	-1	Missing	00000000000001
B_Q01aPL			1	No formal qualificat	0000000000000000
B_Q01aPL			2	ISCED 1	1000000000000000
B_Q01aPL			3	ISCED 2	0100000000000000
B_Q01aPL			4	ISCED 3C	0010000000000000
B_Q01aPL			5	ISCED 3B	0001000000000000
B_Q01aPL			6	ISCED 3A	0000100000000000
B_Q01aPL			7	ISCED 4	0000010000000000
B_Q01aPL			8	BA, ISCED 5A (I degr	0000001000000000
B_Q01aPL			9	MA, ISCED 5A (II deg	0000000100000000
B_Q01aPL			10	ISCED 6	0000000010000000
B_Q01aPL			11	Foreign qualificatio	0000000001000000
B_Q01aPL			96	Valid skip	0000000000010000
B_Q01aRU	12	Education - Highest qualification - Level	-1	Missing	000000000001
B_Q01aRU			1	No formal qualificat	000000000000
B_Q01aRU			2	ISCED 1	100000000000
B_Q01aRU			3	ISCED 2	010000000000
B_Q01aRU			4	ISCED 3 (without dis	001000000000
B_Q01aRU			5	ISCED 4 (without dis	000100000000
B_Q01aRU			6	ISCED 5B	000010000000
B_Q01aRU			7	ISCED 5A, bachelor d	000001000000
B_Q01aRU			8	ISCED 5A, master deg	000000100000
B_Q01aRU			9	ISCED 6	000000010000
B_Q01aRU			10	Foreign qualificatio	000000001000
B_Q01aRU			96	Valid skip	000000000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aSE1	19	Education - Highest qualification - Level	-1	Missing	000000000000000001
B_Q01aSE1			1	Not stated or inferr	000000000000000000
B_Q01aSE1			2	Not stated or inr	100000000000000000
B_Q01aSE1			3	Grundskola, enhetssk	010000000000000000
B_Q01aSE1			4	Yrkesutbildning	001000000000000000
B_Q01aSE1			5	Grundskolekompetens	000100000000000000
B_Q01aSE1			6	Flickskola	000010000000000000
B_Q01aSE1			7	Gymnasie fackskola y	000001000000000000
B_Q01aSE1			8	Gymnasie fackskola y	000000100000000000
B_Q01aSE1			9	Gymnasie fackskola y	000000010000000000
B_Q01aSE1			10	Vuxenutbildning mots	000000001000000000
B_Q01aSE1			11	Vuxenutbildning mots	000000000100000000
B_Q01aSE1			12	Eftergymnasial utbil	000000000010000000
B_Q01aSE1			13	Eftergymnasial utbil	000000000001000000
B_Q01aSE1			14	Eftergymnasial utbil	000000000000100000
B_Q01aSE1			15	Eftergymnasial utbil	000000000000010000
B_Q01aSE1			16	Forskarutbildning	0000000000000001000
B_Q01aSE1			17	Forsndsk utbildning	0000000000000000100
B_Q01aSE1			96	Valid skip	0000000000000000010
B_Q01aSE2	4	Degree	-1	Missing	001
B_Q01aSE2			1	Yes	000
B_Q01aSE2			2	No	100
B_Q01aSE2			6	Valid skip	010
B_Q01aSE3	6	Type of degree	-1	Missing	00001
B_Q01aSE3			1	Fil Kand	00000
B_Q01aSE3			2	Fil Mag	10000
B_Q01aSE3			3	Master	01000
B_Q01aSE3			4	Annan typ av examen	00100
B_Q01aSE3			6	Valid skip	00010
B_Q01aSK	14	Education - Highest qualification - Level	-1	Missing	00000000000001
B_Q01aSK			1	Pre school education	0000000000000000
B_Q01aSK			2	Primary school 1-4.	1000000000000000
B_Q01aSK			3	Primary school 5.-9.	0100000000000000
B_Q01aSK			4	Secondary technical	0010000000000000
B_Q01aSK			5	Secondary technical	0001000000000000
B_Q01aSK			6	Secondary schools wi	0000100000000000
B_Q01aSK			7	Upper secondary scho	0000010000000000
B_Q01aSK			8	Pre-tertiary school,	0000001000000000
B_Q01aSK			9	Bachelor degree, Gra	0000000100000000
B_Q01aSK			10	Master degree	0000000010000000
B_Q01aSK			11	PhD studies, Second	0000000001000000
B_Q01aSK			12	Foreign qualificatio	0000000000010000
B_Q01aSK			96	Valid skip	0000000000000100
B_Q01aUK1	30	Education - Highest qualification - Level	-1	Missing	000000000000000000000000000001
B_Q01aUK1			1	Degree level qualifi	000000000000000000000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aUK1	7	Education - Highest SCOTVEC/SCOTEC/SCOTBec qualifi	2	Diploma in higher ed	10000000000000000000000000000000
B_Q01aUK1			3	HNC/HND	01000000000000000000000000000000
B_Q01aUK1			4	ONC/OND	00100000000000000000000000000000
B_Q01aUK1			5	BTEC, BEC, TEC or Ed	00010000000000000000000000000000
B_Q01aUK1			6	SCOTVEC, SCOTEC, SCO	00001000000000000000000000000000
B_Q01aUK1			7	Teaching qualificati	00000100000000000000000000000000
B_Q01aUK1			8	Nursing or other med	00000010000000000000000000000000
B_Q01aUK1			9	other Higher Educati	00000001000000000000000000000000
B_Q01aUK1			10	A Level/Vocational A	00000000100000000000000000000000
B_Q01aUK1			11	Highers (Scotland)	00000000010000000000000000000000
B_Q01aUK1			12	NVQ/SVQ	00000000001000000000000000000000
B_Q01aUK1			13	GNVQ/GSVQ	00000000000100000000000000000000
B_Q01aUK1			14	AS Level/Vocational	00000000000010000000000000000000
B_Q01aUK1			15	Advanced highers or	00000000000001000000000000000000
B_Q01aUK1			16	Access to HE	00000000000000100000000000000000
B_Q01aUK1			17	O Level/GCSE/Vocatio	00000000000000010000000000000000
B_Q01aUK1			18	Intermediate 1 or 2	00000000000000000100000000000000
B_Q01aUK1			19	Standard Grade or O	00000000000000000001000000000000
B_Q01aUK1			20	National Qualificati	00000000000000000000100000000000
B_Q01aUK1			21	RSA/OCR	00000000000000000000010000000000
B_Q01aUK1			22	City and Guilds	00000000000000000000000100000000
B_Q01aUK1			23	YT Certificate/YTP	00000000000000000000000010000000
B_Q01aUK1			24	Key skills/Basic ski	00000000000000000000000001000000
B_Q01aUK1			25	Entry level qualific	00000000000000000000000000100000
B_Q01aUK1			26	Foreign qualificatio	00000000000000000000000000010000
B_Q01aUK1			27	Any other profession	00000000000000000000000000000100
B_Q01aUK1			28	No formal qualificat	00000000000000000000000000000010
B_Q01aUK1			96	Valid skip	00000000000000000000000000000010
B_Q01aUK10	7	Education - Highest GNVQ/GSVQ qualification	-1	Missing	000001
B_Q01aUK10			1	A higher Level (leve	000000
B_Q01aUK10			2	Full national certif	100000
B_Q01aUK10			3	A first diploma or g	010000
B_Q01aUK10			4	A first certificate	001000
B_Q01aUK10			5	Modules towards a Na	000100
B_Q01aUK10			6	Valid skip	000010
B_Q01aUK11			-1	Missing	000001
B_Q01aUK11			1	Advanced level	000000
B_Q01aUK11			2	Full intermediate le	100000
B_Q01aUK11	6	Education - Highest RSA/OCR qualification	3	Part 1 intermediate	010000
B_Q01aUK11			4	Full foundation leve	001000
B_Q01aUK11			5	Part 1 foundation le	000100
B_Q01aUK11			6	Valid skip	000010
B_Q01aUK12			-1	Missing	000001
B_Q01aUK12			1	a higher diploma	000000
B_Q01aUK12			2	an advanced diploma	100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aUK12	5	Education - Highest City & Guilds qualification	3	a diploma	01000
B_Q01aUK12			4	or some other RSA (i	00100
B_Q01aUK12			6	Valid skip	00010
B_Q01aUK13			-1	Missing	0001
B_Q01aUK13			1	Advanced craft/part	0000
B_Q01aUK13			2	craft/part 2	1000
B_Q01aUK13			3	foundation/part 1	0100
B_Q01aUK13			6	Valid skip	0010
B_Q01aUK2	7	Education - Highest full NVQ/SVQ - Level	-1	Missing	000001
B_Q01aUK2			1	Level 1	000000
B_Q01aUK2			2	Level 2	100000
B_Q01aUK2			3	Level 3	010000
B_Q01aUK2			4	Level 4	001000
B_Q01aUK2			5	Level 5	000100
B_Q01aUK2			6	Valid skip	000010
B_Q01aUK3	4	Education - Number of A Levels	-1	Missing	001
B_Q01aUK3			1	one A level (or equi	000
B_Q01aUK3			2	more than one	100
B_Q01aUK3			6	Valid skip	010
B_Q01aUK4	4	Education - Number of SCE Highers	-1	Missing	001
B_Q01aUK4			1	3 or more Highers	000
B_Q01aUK4			2	Fewer than 3 Highers	100
B_Q01aUK4			6	Valid skip	010
B_Q01aUK5	5	Education - Number of AS Levels	-1	Missing	0001
B_Q01aUK5			1	1 AS level	0000
B_Q01aUK5			2	2 or 3 AS levels	1000
B_Q01aUK5			3	4 or more AS levels	0100
B_Q01aUK5			6	Valid skip	0010
B_Q01aUK6_01	4	Education - O levels/GCSE levels- GCSE Grade C or	-1	Missing	001
B_Q01aUK6_01			1	Marked	000
B_Q01aUK6_01			2	Not marked	100
B_Q01aUK6_01			6	Valid skip	010
B_Q01aUK6_02	4	Education - O levels/GCSE levels- O level grade c	-1	Missing	001
B_Q01aUK6_02			1	Marked	000
B_Q01aUK6_02			2	Not marked	100
B_Q01aUK6_02			6	Valid skip	010
B_Q01aUK6_03	4	Education - O levels/GCSE levels- CSEs Grade 1	-1	Missing	001
B_Q01aUK6_03			1	Marked	000
B_Q01aUK6_03			2	Not marked	100
B_Q01aUK6_03			6	Valid skip	010
B_Q01aUK6_04	4	Education - O levels/GCSE levels- Standards Grade	-1	Missing	001
B_Q01aUK6_04			1	Marked	000
B_Q01aUK6_04			2	Not marked	100
B_Q01aUK6_04			6	Valid skip	010
B_Q01aUK6_05	4	Education - O levels/GCSE levels- intermediate 1 g	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01aUK6_05	4	Education - O levels/GCSE levels- intermediate 2 g	1	Marked	000
B_Q01aUK6_05			2	Not marked	100
B_Q01aUK6_05			6	Valid skip	010
B_Q01aUK6_06			-1	Missing	001
B_Q01aUK6_06			1	Marked	000
B_Q01aUK6_06			2	Not marked	100
B_Q01aUK6_06	4	Education - O levels/GCSE levels- none of these	6	Valid skip	010
B_Q01aUK6_07			-1	Missing	001
B_Q01aUK6_07			1	Marked	000
B_Q01aUK6_07			2	Not marked	100
B_Q01aUK6_07	4	Education - Number GCSE (or equiv) passes	6	Valid skip	010
B_Q01aUK7			-1	Missing	001
B_Q01aUK7			1	Fewer than 5	000
B_Q01aUK7			2	5 or more	100
B_Q01aUK7	6	Education - Maths/English GCSE (or equiv)	6	Valid skip	010
B_Q01aUK8			-1	Missing	00001
B_Q01aUK8			1	English	00000
B_Q01aUK8			2	Maths	10000
B_Q01aUK8			3	Both	01000
B_Q01aUK8			4	Neither	00100
B_Q01aUK8	6	Education - Highest BTEC/BEC/TEC/EdExcel qualifica	6	Valid skip	00010
B_Q01aUK9			-1	Missing	00001
B_Q01aUK9			1	A higher Level (leve	00000
B_Q01aUK9			2	National Certificate	10000
B_Q01aUK9			3	First Diploma or gen	01000
B_Q01aUK9			4	First certificate or	00100
B_Q01aUK9	14	Education - Highest qualification - Level	6	Valid skip	00010
B_Q01aUS			-1	Missing	0000000000001
B_Q01aUS			1	Pre-primary or no sc	0000000000000
B_Q01aUS			2	Grades 1-6	1000000000000
B_Q01aUS			3	Grades 7-9	0100000000000
B_Q01aUS			4	High school diploma	0010000000000
B_Q01aUS			5	Pre-associate educat	0001000000000
B_Q01aUS			7	A certificate from a	0000100000000
B_Q01aUS			8	Associate degree	0000010000000
B_Q01aUS			9	Bachelor's degree (e	0000001000000
B_Q01aUS			10	Master's degree (e.g	0000000100000
B_Q01aUS			11	Professional degree	0000000010000
B_Q01aUS			12	Doctorate degree (e.	0000000001000
B_Q01aUS			13	Foreign degree	0000000000100
B_Q01aUS	11	Education - Highest level of schooling - Field of	96	Valid skip	0000000000010
B_Q01bca1			-1	Missing	00000000001
B_Q01bca1			1	General programs	00000000000
B_Q01bca1			2	Teacher training and	10000000000
B_Q01bca1			3	Humanities, language	01000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01bca1	13	Education - Highest qualification - Area of study	4	Social sciences, bus	0010000000
B_Q01bca1			5	Science, mathematics	0001000000
B_Q01bca1			6	Engineering, manufac	0000100000
B_Q01bca1			7	Agriculture and vete	0000010000
B_Q01bca1			8	Health and welfare	0000001000
B_Q01bca1			9	Services	0000000100
B_Q01bca1			96	Valid skip	0000000010
B_Q01bCZ			-1	Missing	000000000001
B_Q01bCZ			1	General programmes	000000000000
B_Q01bCZ			2	Teacher training and	100000000000
B_Q01bCZ			3	Humanities, language	010000000000
B_Q01bCZ			4	Social sciences	001000000000
B_Q01bCZ			5	Business and law	000100000000
B_Q01bCZ			6	Science, mathematics	000010000000
B_Q01bCZ			7	Engineering, manufac	000001000000
B_Q01bCZ			8	Agriculture and vete	000000100000
B_Q01bCZ	12	KO_Education - major	9	Health	000000010000
B_Q01bCZ			10	Welfare	000000001000
B_Q01bCZ			11	Services	000000000100
B_Q01bCZ			96	Valid skip	000000000010
B_Q01bKO			-1	Missing	000000000001
B_Q01bKO			1	General programmes	000000000000
B_Q01bKO			2	Teacher training and	100000000000
B_Q01bKO			3	Humanities, language	010000000000
B_Q01bKO			4	Social sciences, bus	001000000000
B_Q01bKO			5	Science, mathematics	000100000000
B_Q01bKO			6	Engineering, manufac	000010000000
B_Q01bKO			7	Agriculture and vete	000001000000
B_Q01bKO			8	Dental and medicine	000000100000
B_Q01bKO			9	Health and welfare	000000010000
B_Q01bKO			10	Services	000000001000
B_Q01bKO			96	Valid skip	000000000010
B_Q01bNL	13	Education - Highest qualification - Area of study	-1	Missing	00000000000001
B_Q01bNL			1	general programmes	00000000000000
B_Q01bNL			2	teacher training, ed	10000000000000
B_Q01bNL			3	humanities, language	01000000000000
B_Q01bNL			4	social sciences, com	00100000000000
B_Q01bNL			5	economy, business, m	00010000000000
B_Q01bNL			6	law, civil service,	00001000000000
B_Q01bNL			7	mathematics, natural	00000100000000
B_Q01bNL			8	technics	00000010000000
B_Q01bNL			9	agriculture, veterin	00000001000000
B_Q01bNL			10	health, welfare, per	00000000100000
B_Q01bNL			11	tourism, horeca, tra	00000000010000
B_Q01bNL			96	Valid skip	00000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01bUK	21	Education - Highest qualification - Area of study	-1	Missing	00000000000000000001
B_Q01bUK			1	General programmes	00000000000000000000
B_Q01bUK			2	Medicine	10000000000000000000
B_Q01bUK			3	Medical related subj	01000000000000000000
B_Q01bUK			4	Biological Sciences	00100000000000000000
B_Q01bUK			5	Agricultural science	00010000000000000000
B_Q01bUK			6	Physical/Environment	00001000000000000000
B_Q01bUK			7	Mathematical Science	00000100000000000000
B_Q01bUK			8	Engineering	00000010000000000000
B_Q01bUK			9	Technology	00000001000000000000
B_Q01bUK			10	Architecture and rel	00000000100000000000
B_Q01bUK			11	Social Sciences (inc	00000000010000000000
B_Q01bUK			12	Business and Financi	00000000001000000000
B_Q01bUK			13	Librarianship and In	00000000000100000000
B_Q01bUK			14	Linguistics, English	00000000000010000000
B_Q01bUK			15	European Languages	00000000000001000000
B_Q01bUK			16	Other languages	00000000000000100000
B_Q01bUK			17	Humanities	00000000000000010000
B_Q01bUK			18	Arts	00000000000000001000
B_Q01bUK			19	Education	000000000000000000100
B_Q01bUK			96	Valid skip	00000000000000000010
B_Q01dca2	18	Education - Highest level of education - Attained	-1	Missing	00000000000000000001
B_Q01dca2			1	No Formal Education	00000000000000000000
B_Q01dca2			2	Some elementary scho	10000000000000000000
B_Q01dca2			3	Some high school	01000000000000000000
B_Q01dca2			4	High school diploma	00100000000000000000
B_Q01dca2			5	Some trade/vocationa	00010000000000000000
B_Q01dca2			6	Trade/vocational cer	00001000000000000000
B_Q01dca2			7	Apprenticeship certi	00000100000000000000
B_Q01dca2			8	Non-university certi	00000010000000000000
B_Q01dca2			9	University transfer	00000001000000000000
B_Q01dca2			10	University certifica	00000000100000000000
B_Q01dca2			11	Bachelor's degree	00000000010000000000
B_Q01dca2			12	University certifica	00000000001000000000
B_Q01dca2			13	First professional d	00000000000100000000
B_Q01dca2			14	Master's	00000000000010000000
B_Q01dca2			15	Ph.D.	00000000000001000000
B_Q01dca2			16	Education not defina	000000000000000100
B_Q01dca2			96	Valid skip	000000000000000010
B_Q01dca3	12	Education - Highest level of education - Country	-1	Missing	000000000001
B_Q01dca3			1	China (People's Repu	000000000000
B_Q01dca3			2	Germany	100000000000
B_Q01dca3			3	Hong Kong	010000000000
B_Q01dca3			4	India	001000000000
B_Q01dca3			5	Italy	000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q01dca3	4	Education - Highest qualification - completed an a	6	Jamaica	0000100000
B_Q01dca3			7	Philippines	00000100000
B_Q01dca3			8	United Kingdom (e.g.	00000010000
B_Q01dca3			9	United States	00000001000
B_Q01dca3			10	Other - specify	00000000100
B_Q01dca3			96	Valid skip	00000000010
B_Q01dUKX			-1	Missing	001
B_Q01dUKX	10	Education - Years spent in Kindergarten	1	Yes	000
B_Q01dUKX			2	No	100
B_Q01dUKX			6	Valid skip	010
B_Q01eJPX			-1	Missing	000000001
B_Q01eJPX			1	Never	000000000
B_Q01eJPX			2	Less than 6 months	100000000
B_Q01eJPX			3	6 months to 1 year	010000000
B_Q01eJPX			4	1 to 1 1/2 year	001000000
B_Q01eJPX			5	1 1/2 to 2 years	000100000
B_Q01eJPX			6	2 to 2 1/2 years	000010000
B_Q01eJPX			7	2 1/2 to 3 years	000001000
B_Q01eJPX			8	3 years	000000100
B_Q01eJPX			96	Valid skip	000000010
B_Q02aAT		4	-1	Missing	001
B_Q02aAT			1	Yes	000
B_Q02aAT			2	No	100
B_Q02aAT	4	Education - Currently studying	6	Valid skip	010
B_Q02aAU			-1	Missing	001
B_Q02aAU			1	Yes	000
B_Q02aAU	6	Education National - Current qualification	2	No	100
B_Q02aAU			6	Valid skip	010
B_Q02aDE			-1	Missing	00001
B_Q02aDE			1	Yes, school providin	00000
B_Q02aDE			2	Yes, professional tr	10000
B_Q02aDE			3	Yes, both of the abo	01000
B_Q02aDE			4	No	00100
B_Q02aDE			6	Valid skip	00010
B_Q02alEX		10	-1	Missing	000000001
B_Q02alEX			1	Had enough education	000000000
B_Q02alEX			2	Had to work\financia	100000000
B_Q02alEX			3	Wanted to work \ wan	010000000
B_Q02alEX			4	Family reasons (e.g.	001000000
B_Q02alEX			5	Did not like school	000100000
B_Q02alEX			6	Did not do well in s	000010000
B_Q02alEX			7	Personal illness or	000001000
B_Q02alEX			8	School not available	000000100
B_Q02alEX			9	Other	000000010
B_Q02b2RU	9	Education - Current qualification - Country of fo	-1	Missing	00000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02b2RU	20	Education - Current qualification - Level - NATION	1	Country 1	00000000
B_Q02b2RU			2	Country 2	10000000
B_Q02b2RU			3	Country 3	01000000
B_Q02b2RU			4	Country 4	00100000
B_Q02b2RU			5	Country 5	00010000
B_Q02b2RU			6	Country 6	00001000
B_Q02b2RU			7	Other country	00000100
B_Q02b2RU			96	Valid skip	00000010
B_Q02bAT			-1	Missing	00000000000000000001
B_Q02bAT			1	Lower secondary Scho	00000000000000000000
B_Q02bAT			2	Prevocational School	10000000000000000000
B_Q02bAT			3	Apprenticeship	01000000000000000000
B_Q02bAT			4	Vocational School (<	00100000000000000000
B_Q02bAT			5	Vocational School (2	00010000000000000000
B_Q02bAT			6	Nursing	00001000000000000000
B_Q02bAT			7	Master craftsman's c	00000100000000000000
B_Q02bAT			8	Academic secondary s	00000010000000000000
B_Q02bAT			9	1-3rd Class in a Voc	00000001000000000000
B_Q02bAT			10	4 or 5th Class in a	00000000100000000000
B_Q02bAT			11	Post-secondary cours	00000000010000000000
B_Q02bAT			12	Post-secondary colle	00000000001000000000
B_Q02bAT			13	University courses	00000000000100000000
B_Q02bAT			14	University-Bachelor	00000000000010000000
B_Q02bAT			15	University-Master	00000000000001000000
B_Q02bAT			16	Post-graduate course	00000000000000100000
B_Q02bAT			17	Doctoral Programme	00000000000000001000
B_Q02bAT			18	Foreign Qualificatio	00000000000000000100
B_Q02bAT			96	Valid skip	00000000000000000010
B_Q02bAU1	5	Education - Current qualification - Currently Stud	-1	Missing	0001
B_Q02bAU1			1	Level	0000
B_Q02bAU1			2	Year 12 or equivalen	1000
B_Q02bAU1			3	Statement of attainm	0100
B_Q02bAU1	13	Education - Current qualification - Level	6	Valid skip	0010
B_Q02bBE			-1	Missing	000000000001
B_Q02bBE			1	ISCED 1	000000000000
B_Q02bBE			2	ISCED 2	100000000000
B_Q02bBE			3	ISCED 3C 2 years or	010000000000
B_Q02bBE			4	ISCED 3A-B	001000000000
B_Q02bBE			5	ISCED 3 (without dis	000100000000
B_Q02bBE			6	ISCED 4A-B	000010000000
B_Q02bBE			7	ISCED 5B	000001000000
B_Q02bBE			8	ISCED 5A, bachelor d	000000100000
B_Q02bBE			9	ISCED 5A, master deg	000000010000
B_Q02bBE			10	ISCED 6	000000001000
B_Q02bBE			11	Foreign qualificatio	000000000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bBE	16	Education - Current study - Level of education	96	Valid skip	000000000010
B_Q02bca1			-1	Missing	000000000000001
B_Q02bca1			1	Grade 6	000000000000000
B_Q02bca1			2	Less than high schoo	100000000000000
B_Q02bca1			3	High school diploma	010000000000000
B_Q02bca1			4	Trade/vocational cer	001000000000000
B_Q02bca1			5	Apprenticeship certi	000100000000000
B_Q02bca1			6	CEGEP diploma or cer	000010000000000
B_Q02bca1			7	Non-university certi	000001000000000
B_Q02bca1			8	University transfer	000000100000000
B_Q02bca1			9	University certifica	000000010000000
B_Q02bca1			10	Bachelor's degree	000000001000000
B_Q02bca1			11	University certifica	000000000100000
B_Q02bca1			12	First professional d	000000000010000
B_Q02bca1			13	Master's	000000000001000
B_Q02bca1			14	Ph.D.	000000000000100
B_Q02bca1	4	Education - Current study - CEGEP diploma/certific	96	Valid skip	000000000000010
B_Q02bca2			-1	Missing	001
B_Q02bca2			1	Yes	000
B_Q02bca2			2	No	100
B_Q02bca2	9	Education - Current study - Length - Complete trad	6	Valid skip	010
B_Q02bca3			-1	Missing	00000001
B_Q02bca3			1	Less than 3 months	00000000
B_Q02bca3			2	3 months to less tha	10000000
B_Q02bca3			3	One year	01000000
B_Q02bca3			4	Greater than one yea	00100000
B_Q02bca3			5	Two years	00010000
B_Q02bca3			6	Greater than two yea	00001000
B_Q02bca3	9	Education - Current qualification - Level	7	Three years or more	00000100
B_Q02bca3			96	Valid skip	00000010
B_Q02bCY			-1	Missing	00000001
B_Q02bCY			1	Primary school	00000000
B_Q02bCY			2	Public/Private Secon	10000000
B_Q02bCY			3	High School/Vocation	01000000
B_Q02bCY			4	Non-Univ. Degree/Dip	00100000
B_Q02bCY			5	Undergraduate degree	00010000
B_Q02bCY			6	Postgraduate degree,	00001000
B_Q02bCY			7	Doctorate	00000100
B_Q02bCY	14	Education - Current qualification - Level	96	Valid skip	00000010
B_Q02bCZ			-1	Missing	00000000000001
B_Q02bCZ			1	First level of basic	00000000000000
B_Q02bCZ			2	basic ISCED 2	10000000000000
B_Q02bCZ			3	vocational without m	01000000000000
B_Q02bCZ			4	vocational without m	00100000000000
B_Q02bCZ			5	ISCED 3A vocational	00010000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bCZ	8	Education National - Current school qualification	6	ISCED 3A technical w	0000100000000
B_Q02bCZ			7	ISCED 3A general wit	0000010000000
B_Q02bCZ			8	ISCED 4 follow-up co	0000001000000
B_Q02bCZ			9	ISCED 5B higher prof	0000000100000
B_Q02bCZ			10	ISCED 5A, bachelor	0000000010000
B_Q02bCZ			11	ISCED 5A, master	0000000001000
B_Q02bCZ			12	ISCED 6, post gradua	0000000000100
B_Q02bCZ			96	Valid skip	0000000000010
B_Q02bDE1			-1	Missing	0000001
B_Q02bDE1			1	Hauptschulabschluss	0000000
B_Q02bDE1			2	Realschulabschluss (	1000000
B_Q02bDE1			3	Fachhochschulreife,	0100000
B_Q02bDE1			4	Abitur/EOS (General	0010000
B_Q02bDE1			5	Abitur (General high	0001000
B_Q02bDE1			6	Another school leavi	0000100
B_Q02bDE1			96	Valid skip	0000010
B_Q02bDE1_REC	8	Education National - Current school qualification	-1	Missing	0000001
B_Q02bDE1_REC			1	Hauptschulabschluss	0000000
B_Q02bDE1_REC			2	Realschulabschluss (	1000000
B_Q02bDE1_REC			3	Fachhochschulreife,	0100000
B_Q02bDE1_REC			4	Abitur/EOS (General	0010000
B_Q02bDE1_REC			5	Abitur (General high	0001000
B_Q02bDE1_REC			6	Another school leavi	0000100
B_Q02bDE1_REC			96	Valid skip	0000010
B_Q02bDE2	12	Education National - Current professional qualific	-1	Missing	00000000001
B_Q02bDE2			1	Completed Apprentice	00000000000
B_Q02bDE2			2	Basic vocational tra	10000000000
B_Q02bDE2			3	Training at Fachschu	01000000000
B_Q02bDE2			4	Berufsakademie, Fach	00100000000
B_Q02bDE2			5	Bachelor at Fachhoch	00010000000
B_Q02bDE2			6	Master/Diplom at Fac	00001000000
B_Q02bDE2			7	Bachelor at universi	00000100000
B_Q02bDE2			8	Master/Diplom at uni	00000010000
B_Q02bDE2			9	Doctorate	00000001000
B_Q02bDE2			10	Another professional	00000000100
B_Q02bDE2			96	Valid skip	00000000010
B_Q02bDE2_REC	12	Education National - Current professional qualific	-1	Missing	00000000001
B_Q02bDE2_REC			1	Completed Apprentice	00000000000
B_Q02bDE2_REC			2	Basic vocational tra	10000000000
B_Q02bDE2_REC			3	Training at Fachschu	01000000000
B_Q02bDE2_REC			4	Berufsakademie, Fach	00100000000
B_Q02bDE2_REC			5	Bachelor at Fachhoch	00010000000
B_Q02bDE2_REC			6	Master/Diplom at Fac	00001000000
B_Q02bDE2_REC			7	Bachelor at universi	00000100000
B_Q02bDE2_REC			8	Master/Diplom at uni	00000010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bDE2_REC	15	What is the level of the qualification you are cur	9	Doctorate	00000001000
B_Q02bDE2_REC			10	Another professional	00000000100
B_Q02bDE2_REC			96	Valid skip	00000000010
B_Q02bDK			-1	Missing	00000000000001
B_Q02bDK			1	Primary school, grad	00000000000000
B_Q02bDK			2	Lower secondary, gra	10000000000000
B_Q02bDK			3	Upper secondary voca	01000000000000
B_Q02bDK			4	Upper secondary voca	00100000000000
B_Q02bDK			5	Upper secondary gene	00010000000000
B_Q02bDK			6	Upper secondary unde	00001000000000
B_Q02bDK			7	Post secondary short	00000100000000
B_Q02bDK			8	Post secondary entra	00000010000000
B_Q02bDK			9	Post secondary non t	00000001000000
B_Q02bDK			10	Tertiary not researc	00000000100000
B_Q02bDK			11	Bachelor degree	00000000010000
B_Q02bDK			12	Master degree	00000000001000
B_Q02bDK			13	Ph.d or otther resea	00000000000100
B_Q02bDK			96	Valid skip	00000000000010
B_Q02bEE	14	Education - Current qualification - Level	-1	Missing	00000000000001
B_Q02bEE			1	Primary education (1	00000000000000
B_Q02bEE			2	Basic education (7-9	10000000000000
B_Q02bEE			3	General secondary ed	01000000000000
B_Q02bEE			4	Vocational education	00100000000000
B_Q02bEE			5	Vocational education	00010000000000
B_Q02bEE			6	Voc ed on the basis	00001000000000
B_Q02bEE			7	Vocational secondary	00000100000000
B_Q02bEE			8	Vocational secondary	00000010000000
B_Q02bEE			9	Applied higher educa	00000001000000
B_Q02bEE			10	Bachelor's degree (3	00000000100000
B_Q02bEE			11	Master's degree (3+2	00000000010000
B_Q02bEE	12	Education - Current qualification - Level	12	Doctoral degree	00000000001000
B_Q02bEE			96	Valid skip	00000000000010
B_Q02bES			-1	Missing	00000000000001
B_Q02bES			1	Not stated or inferr	00000000000000
B_Q02bES			2	Not stated or inferr	10000000000000
B_Q02bES			3	Not stated or inferr	01000000000000
B_Q02bES			4	Not stated or inferr	00100000000000
B_Q02bES			5	Bachillerato,. Y sim	00010000000000
B_Q02bES			6	Pruebas de acceso a	00001000000000
B_Q02bES			7	Pruebas de acceso a	00000100000000
B_Q02bES			8	Pruebas de acceso a	00000010000000
B_Q02bES			9	Pruebas de aster y e	00000001000000
B_Q02bES	12	Education - Current qualification - Level	10	Programas de doctora	00000000100000
B_Q02bES			96	Valid skip	00000000001000
B_Q02bFI			-1	Missing	00000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST		
B_Q02bFI	16	Education - Current qualification - Level	1	ISCED 1	00000000000		
B_Q02bFI			2	ISCED 2	10000000000		
B_Q02bFI			3	Upper secondary voca	01000000000		
B_Q02bFI			4	General upper second	00100000000		
B_Q02bFI			5	Specialist vocationa	00010000000		
B_Q02bFI			6	Vocational post-seco	00001000000		
B_Q02bFI			7	Polytechnic degree (	00000100000	
B_Q02bFI			8	Bachelor's degree (I	00000010000		
B_Q02bFI			9	Master's degree (ISC	00000001000		
B_Q02bFI			10	Licentiate's and doc	00000000100		
B_Q02bFI			96	Valid skip	00000000010		
B_Q02bFR1			-1	Missing	000000000000001		
B_Q02bFR1			1	ISCED 1	000000000000000		
B_Q02bFR1			2	ISCED 2	100000000000000		
B_Q02bFR1			3	ISCED 3C shorter tha	010000000000000		
B_Q02bFR1			4	ISCED 3C 2 years or	001000000000000		
B_Q02bFR1			5	ISCED 3A-B	000100000000000		
B_Q02bFR1			6	ISCED 3 (without dis	000010000000000		
B_Q02bFR1			7	ISCED 4C	000001000000000		
B_Q02bFR1			8	ISCED 4A-B	000000100000000		
B_Q02bFR1			9	ISCED 4 (without dis	000000010000000		
B_Q02bFR1			10	ISCED 5B	000000001000000		
B_Q02bFR1			11	ISCED 5A, bachelor d	000000000100000		
B_Q02bFR1			12	ISCED 5A, master deg	000000000010000		
B_Q02bFR1	13	ISCED 6	000000000001000				
B_Q02bFR1	14	Foreign qualificatio	000000000000100				
B_Q02bFR1	96	Valid skip	000000000000010				
B_Q02bIE	15	Education - Current qualification - Level	-1	Missing	000000000000001		
B_Q02bIE			1	No formal education	000000000000000		
B_Q02bIE			2	Primary education (o	100000000000000		
B_Q02bIE			3	Secondary 1 (Junior/	010000000000000		
B_Q02bIE			4	Transition year prog	001000000000000		
B_Q02bIE			5	Secondary 2 (Leaving	000100000000000		
B_Q02bIE			6	Technical or Vocatio	000010000000000		
B_Q02bIE			7	Advanced Certificate	000001000000000		
B_Q02bIE			8	Higher Certificate (	000000100000000	
B_Q02bIE			9	Diploma (e.g. Nation	000000010000000		
B_Q02bIE			10	Honours Bachelor Deg	000000001000000		
B_Q02bIE			11	Professional (Honour	000000000100000		
B_Q02bIE			12	Post-Graduate (e.g.	000000000010000		
B_Q02bIE			13	Doctorate or higher	000000000000100		
B_Q02bIE			96	Valid skip	000000000000010		
B_Q02bIT			12	Education - Current qualification - Level	-1	Missing	00000000001
B_Q02bIT					1	Primary education or	00000000000
B_Q02bIT					2	Lower secondary or s	10000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bIT	14	Education - Current qualification - Level	3	Regional Vocational	01000000000
B_Q02bIT			4	Educational and voca	00100000000
B_Q02bIT			5	Upper secondary educ	00010000000
B_Q02bIT			6	Post-second. non ter	00001000000
B_Q02bIT			7	Music Conservatory D	00000100000
B_Q02bIT			8	First stage of terti	00000010000
B_Q02bIT			9	First or second leve	00000001000
B_Q02bIT			10	Research Doctoral de	00000000100
B_Q02bIT			96	Valid skip	00000000010
B_Q02bJP			-1	Missing	0000000000001
B_Q02bJP			1	Elementary school	0000000000000
B_Q02bJP			2	Lower secondary scho	1000000000000
B_Q02bJP			3	Short-term course of	0100000000000
B_Q02bJP			4	Specialized course o	0010000000000
B_Q02bJP			5	General/integrated c	0001000000000
B_Q02bJP			6	Passed upper seconda	0000100000000
B_Q02bJP			7	Advanced course of u	0000010000000
B_Q02bJP			8	Regular/advanced cou	0000001000000
B_Q02bJP			9	Undergraduate progra	0000000100000
B_Q02bJP			10	Master's program/Doc	0000000010000
B_Q02bJP			11	Doctoral programs of	0000000001000
B_Q02bJP			12	Specialized training	0000000000100
B_Q02bJP			96	Valid skip	0000000000010
B_Q02bKO	12	KO_Education - Current education	-1	Missing	00000000001
B_Q02bKO			1	Elementary school	00000000000
B_Q02bKO			2	Middle school	10000000000
B_Q02bKO			3	High school(college	01000000000
B_Q02bKO			4	High school(vocation	00100000000
B_Q02bKO			5	2-3 year college	00010000000
B_Q02bKO			6	4 year college(speci	00001000000
B_Q02bKO			7	4 year college(gener	00000100000
B_Q02bKO			8	Master's degree(spec	00000010000
B_Q02bKO			9	Master's degree(gene	00000001000
B_Q02bKO			10	Doctoral degree	00000000100
B_Q02bKO			96	Valid skip	00000000010
B_Q02bNL	17	Education - Current qualification - Level	-1	Missing	0000000000000001
B_Q02bNL			1	primary education (i	000000000000000
B_Q02bNL			2	sec education,first	100000000000000
B_Q02bNL			3	sec education, first	010000000000000
B_Q02bNL			4	secondary education,	001000000000000
B_Q02bNL			5	secondary education,	000100000000000
B_Q02bNL			6	secondary education,	000010000000000
B_Q02bNL			7	secondary education,	000001000000000
B_Q02bNL			8	secondary education,	000000100000000
B_Q02bNL			9	sec education, secon	000000010000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bNL	13	Education - Current qualification - Level	10	secondary education,	0000000010000000
B_Q02bNL			11	tertiary education,	0000000001000000
B_Q02bNL			12	tertiary education,	0000000000100000
B_Q02bNL			13	tertiary education,	0000000000010000
B_Q02bNL			14	tertiary education,	0000000000001000
B_Q02bNL			15	tertiary education,	0000000000000100
B_Q02bNL			96	Valid skip	0000000000000010
B_Q02bNO			-1	Missing	0000000000001
B_Q02bNO			1	ISCED 1	000000000000
B_Q02bNO			2	ISCED 2	100000000000
B_Q02bNO			3	ISCED 3C shorter tha	010000000000
B_Q02bNO			4	ISCED 3C 2 years or	001000000000
B_Q02bNO			5	ISCED 3A-B	000100000000
B_Q02bNO			6	ISCED 4C	000010000000
B_Q02bNO			7	ISCED 4A-B	000001000000
B_Q02bNO			8	ISCED 5B	000000100000
B_Q02bNO			9	ISCED 5A, bachelor d	000000010000
B_Q02bNO			10	ISCED 5A, Master deg	000000001000
B_Q02bNO			11	ISCED 6	000000000100
B_Q02bNO			96	Valid skip	000000000010
B_Q02bPL	11	Education - Current qualification - Level	-1	Missing	00000000001
B_Q02bPL			1	ISCED 1	0000000000
B_Q02bPL			2	ISCED 2	1000000000
B_Q02bPL			3	ISCED 3C	0100000000
B_Q02bPL			4	ISCED 3B	0010000000
B_Q02bPL			5	ISCED 3A	0001000000
B_Q02bPL			6	ISCED 4	0000100000
B_Q02bPL			7	BA, ISCED 5A (I degr	0000010000
B_Q02bPL			8	MA, ISCED 5A (II deg	0000001000
B_Q02bPL			9	ISCED 6	0000000100
B_Q02bPL			96	Valid skip	0000000010
B_Q02bRU	10	Education - Current qualification - Level	-1	Missing	0000000001
B_Q02bRU			1	ISCED 1	0000000000
B_Q02bRU			2	ISCED 2	1000000000
B_Q02bRU			3	ISCED 3 (without dis	0100000000
B_Q02bRU			4	ISCED 4 (without dis	0010000000
B_Q02bRU			5	ISCED 5B	0001000000
B_Q02bRU			6	ISCED 5A, bachelor d	0000100000
B_Q02bRU			7	ISCED 5A, master deg	0000010000
B_Q02bRU			8	ISCED 6	0000001000
B_Q02bRU			96	Valid skip	0000000010
B_Q02bSE	15	Level of education	-1	Missing	000000000000001
B_Q02bSE			1	Not stated ok 1-6	00000000000000
B_Q02bSE			2	Not stated ok 7-9	10000000000000
B_Q02bSE			3	Grundskolekompetens	01000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bSE	12	Education - Current qualification - Level	4	Gymnasie fackskola y	00100000000000
B_Q02bSE			5	Gymnasie fackskola y	00010000000000
B_Q02bSE			6	Gymnasie fackskola y	00001000000000
B_Q02bSE			7	Vuxenutbildning mots	00000100000000
B_Q02bSE			8	Vuxenutbildning mots	00000010000000
B_Q02bSE			9	Eftergymnasial utbil	00000001000000
B_Q02bSE			10	Eftergymnasial utbil	00000000100000
B_Q02bSE			11	Eftergymnasial utbil	00000000010000
B_Q02bSE			12	Eftergymnasial utbil	00000000001000
B_Q02bSE			13	Forskarutbildning	00000000000100
B_Q02bSE			96	Valid skip	00000000000010
B_Q02bSK			-1	Missing	000000000001
B_Q02bSK			1	Primary school 1-4.	000000000000
B_Q02bSK			2	Primary school 5.-9.	100000000000
B_Q02bSK			3	Secondary technical	010000000000
B_Q02bSK			4	Secondary technical	001000000000
B_Q02bSK			5	Secondary schools wi	000100000000
B_Q02bSK			6	Upper secondary scho	000010000000
B_Q02bSK			7	Pre-tertiary school,	000001000000
B_Q02bSK			8	Bachelor degree, Gra	000000100000
B_Q02bSK			9	Master degree	000000010000
B_Q02bSK			10	PhD studies, Second	000000001000
B_Q02bSK			96	Valid skip	000000000010
B_Q02bUK1_01	4	Education - Current qualification - Level - Degree	-1	Missing	001
B_Q02bUK1_01			1	Marked	000
B_Q02bUK1_01			2	Not marked	100
B_Q02bUK1_01			6	Valid skip	010
B_Q02bUK1_02	4	Education - Current qualification - Level - Diplom	-1	Missing	001
B_Q02bUK1_02			1	Marked	000
B_Q02bUK1_02			2	Not marked	100
B_Q02bUK1_02			6	Valid skip	010
B_Q02bUK1_03	4	Education - Current qualification - Level - HNC/HN	-1	Missing	001
B_Q02bUK1_03			1	Marked	000
B_Q02bUK1_03			2	Not marked	100
B_Q02bUK1_03			6	Valid skip	010
B_Q02bUK1_04	4	Education - Current qualification - Level - ONC/ON	-1	Missing	001
B_Q02bUK1_04			1	Marked	000
B_Q02bUK1_04			2	Not marked	100
B_Q02bUK1_04			6	Valid skip	010
B_Q02bUK1_05	4	Education - Current qualification - Level - BTEC/E	-1	Missing	001
B_Q02bUK1_05			1	Marked	000
B_Q02bUK1_05			2	Not marked	100
B_Q02bUK1_05			6	Valid skip	010
B_Q02bUK1_06	4	Education - Current qualification - Level - SCOTVE	-1	Missing	001
B_Q02bUK1_06			1	Marked	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bUK1_06	4	Education - Current qualification - Level - Teachi	2	Not marked	100
B_Q02bUK1_06			6	Valid skip	010
B_Q02bUK1_07			-1	Missing	001
B_Q02bUK1_07			1	Marked	000
B_Q02bUK1_07	4	Education - Current qualification - Level - Nursin	2	Not marked	100
B_Q02bUK1_07			6	Valid skip	010
B_Q02bUK1_08			-1	Missing	001
B_Q02bUK1_08			1	Marked	000
B_Q02bUK1_08	4	Education - Current qualification - Level - Other	2	Not marked	100
B_Q02bUK1_08			6	Valid skip	010
B_Q02bUK1_09			-1	Missing	001
B_Q02bUK1_09			1	Marked	000
B_Q02bUK1_09	4	Education - Current qualification - Level - A Leve	2	Not marked	100
B_Q02bUK1_09			6	Valid skip	010
B_Q02bUK1_10			-1	Missing	001
B_Q02bUK1_10			1	Marked	000
B_Q02bUK1_10	4	Education - Current qualification - Level - NVQ/SV	2	Not marked	100
B_Q02bUK1_10			6	Valid skip	010
B_Q02bUK1_11			-1	Missing	001
B_Q02bUK1_11			1	Marked	000
B_Q02bUK1_11	4	Education - Current qualification - Level - AS Lev	2	Not marked	100
B_Q02bUK1_11			6	Valid skip	010
B_Q02bUK1_12			-1	Missing	001
B_Q02bUK1_12			1	Marked	000
B_Q02bUK1_12	4	Education - Current qualification - Level - Access	2	Not marked	100
B_Q02bUK1_12			6	Valid skip	010
B_Q02bUK1_13			-1	Missing	001
B_Q02bUK1_13			1	Marked	000
B_Q02bUK1_13	4	Education - Current qualification - Level - Advanc	2	Not marked	100
B_Q02bUK1_13			6	Valid skip	010
B_Q02bUK1_14			-1	Missing	001
B_Q02bUK1_14			1	Marked	000
B_Q02bUK1_14	4	Education - Current qualification - Level - Higher	2	Not marked	100
B_Q02bUK1_14			6	Valid skip	010
B_Q02bUK1_15			-1	Missing	001
B_Q02bUK1_15			1	Marked	000
B_Q02bUK1_15	4	Education - Current qualification - Level - Intern	2	Not marked	100
B_Q02bUK1_15			6	Valid skip	010
B_Q02bUK1_16			-1	Missing	001
B_Q02bUK1_16			1	Marked	000
B_Q02bUK1_16	4	Education - Current qualification - Level - Intern	2	Not marked	100
B_Q02bUK1_16			6	Valid skip	010
B_Q02bUK1_17			-1	Missing	001
B_Q02bUK1_17			1	Marked	000
B_Q02bUK1_17			2	Not marked	100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bUK1_17	4	Education - Current qualification - Level - Access	6	Valid skip	010
B_Q02bUK1_18			-1	Missing	001
B_Q02bUK1_18			1	Marked	000
B_Q02bUK1_18			2	Not marked	100
B_Q02bUK1_18	4	Education - Current qualification - Level - Nation	6	Valid skip	010
B_Q02bUK1_19			-1	Missing	001
B_Q02bUK1_19			1	Marked	000
B_Q02bUK1_19			2	Not marked	100
B_Q02bUK1_19	4	Education - Current qualification - Level - GCSE/V	6	Valid skip	010
B_Q02bUK1_20			-1	Missing	001
B_Q02bUK1_20			1	Marked	000
B_Q02bUK1_20			2	Not marked	100
B_Q02bUK1_20	4	Education - Current qualification - Level - RSA/OC	6	Valid skip	010
B_Q02bUK1_21			-1	Missing	001
B_Q02bUK1_21			1	Marked	000
B_Q02bUK1_21			2	Not marked	100
B_Q02bUK1_21	4	Education - Current qualification - Level - City a	6	Valid skip	010
B_Q02bUK1_22			-1	Missing	001
B_Q02bUK1_22			1	Marked	000
B_Q02bUK1_22			2	Not marked	100
B_Q02bUK1_22	4	Education - Current qualification - Level - key Sk	6	Valid skip	010
B_Q02bUK1_23			-1	Missing	001
B_Q02bUK1_23			1	Marked	000
B_Q02bUK1_23			2	Not marked	100
B_Q02bUK1_23	4	Education - Current qualification - Level - Entry	6	Valid skip	010
B_Q02bUK1_24			-1	Missing	001
B_Q02bUK1_24			1	Marked	000
B_Q02bUK1_24			2	Not marked	100
B_Q02bUK1_24	4	Education - Current qualification - Level - Any ot	6	Valid skip	010
B_Q02bUK1_25			-1	Missing	001
B_Q02bUK1_25			1	Marked	000
B_Q02bUK1_25			2	Not marked	100
B_Q02bUK1_25	7	Education - Current qualification - NVQ/SVQ Level	6	Valid skip	010
B_Q02bUK2			-1	Missing	000001
B_Q02bUK2			1	Level 1	000000
B_Q02bUK2			2	Level 2	100000
B_Q02bUK2			3	Level 3	010000
B_Q02bUK2			4	Level 4	001000
B_Q02bUK2	6	Education - Current qualification - BTEC/EdExcel/L	5	Level 5	000100
B_Q02bUK2			6	Valid skip	000010
B_Q02bUK3			-1	Missing	00001
B_Q02bUK3			1	A higher Level (leve	00000
B_Q02bUK3			2	National Certificate	10000
B_Q02bUK3			3	First Diploma or gen	01000
B_Q02bUK3			4	First certificate or	00100
B_Q02bUK3					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02bUK3	7	Education - Current qualification - SCOTVEC Level	6	Valid skip	00010
B_Q02bUK4			-1	Missing	000001
B_Q02bUK4			1	A higher Level (leve	000000
B_Q02bUK4			2	Full national certif	100000
B_Q02bUK4			3	A first diploma or g	010000
B_Q02bUK4			4	A first certificate	001000
B_Q02bUK4			5	Modules towards a Na	000100
B_Q02bUK4			6	Valid skip	000010
B_Q02bUK5	7	Education - Current qualification - National Quali	-1	Missing	000001
B_Q02bUK5			1	Access Level	000000
B_Q02bUK5			2	Intermediate 1	100000
B_Q02bUK5			3	Intermediate 2	010000
B_Q02bUK5			4	Higher	001000
B_Q02bUK5			5	Advanced Higher	000100
B_Q02bUK5	6	Education - Current qualification - RSA Level	6	Valid skip	000010
B_Q02bUK6			-1	Missing	00001
B_Q02bUK6			1	a higher diploma	00000
B_Q02bUK6			2	an advanced diploma	10000
B_Q02bUK6			3	a diploma	01000
B_Q02bUK6			4	or some other RSA (i	00100
B_Q02bUK6	5	Education - Current qualification - City & Guilds	6	Valid skip	00010
B_Q02bUK7			-1	Missing	0001
B_Q02bUK7			1	Advanced craft/part	0000
B_Q02bUK7			2	craft/part 2	1000
B_Q02bUK7			3	foundation/part 1	0100
B_Q02bUK7			6	Valid skip	0010
B_Q02bUK8	4	Education - Current qualification - Doing an appre	-1	Missing	001
B_Q02bUK8			1	Yes	000
B_Q02bUK8			2	No	100
B_Q02bUK8			6	Valid skip	010
B_Q02bUS	12	Education - Current qualification - Level	-1	Missing	00000000001
B_Q02bUS			1	Grades 1-6	00000000000
B_Q02bUS			2	Grades 7-9	10000000000
B_Q02bUS			3	High school diploma	01000000000
B_Q02bUS			4	Pre-associate educat	00100000000
B_Q02bUS			6	A certificate from a	00010000000
B_Q02bUS			7	Associate degree	00001000000
B_Q02bUS			8	Bachelor's degree (e	00000100000
B_Q02bUS			9	Master's degree (e.g	00000010000
B_Q02bUS			10	Professional degree	00000001000
B_Q02bUS			11	Doctorate degree (e.	00000000100
B_Q02bUS			96	Valid skip	00000000010
B_Q02cCZ	13	Education - Current qualification - Area of study	-1	Missing	000000000001
B_Q02cCZ			1	General programmes	00000000000
B_Q02cCZ			2	Teacher training and	10000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02cCZ	12	KO_Education - Current qualification - Area of stu	3	Humanities, language	010000000000
B_Q02cCZ			4	Social sciences	001000000000
B_Q02cCZ			5	Business and law	000100000000
B_Q02cCZ			6	Science, mathematics	000010000000
B_Q02cCZ			7	Engineering, manufac	000001000000
B_Q02cCZ			8	Agriculture and vete	000000100000
B_Q02cCZ			9	Health	000000010000
B_Q02cCZ			10	Welfare	000000001000
B_Q02cCZ			11	Services	000000000100
B_Q02cCZ			96	Valid skip	000000000010
B_Q02cKO			-1	Missing	000000000001
B_Q02cKO			1	General programmes	000000000000
B_Q02cKO			2	Teacher training and	100000000000
B_Q02cKO			3	Humanities, language	010000000000
B_Q02cKO			4	Social sciences, bus	001000000000
B_Q02cKO			5	Science, mathematics	000100000000
B_Q02cKO			6	Engineering, manufac	000010000000
B_Q02cKO			7	Agriculture and vete	000001000000
B_Q02cKO			8	Dental and medicine	000000100000
B_Q02cKO			9	Health and welfare	000000010000
B_Q02cKO			10	Services	000000001000
B_Q02cKO			96	Valid skip	000000000010
B_Q02cNL	13	Education - Current qualification - Area of study	-1	Missing	0000000000001
B_Q02cNL			1	general programmes	000000000000
B_Q02cNL			2	teacher training, ed	100000000000
B_Q02cNL			3	humanities, language	010000000000
B_Q02cNL			4	social sciences, com	001000000000
B_Q02cNL			5	economy, business, m	000100000000
B_Q02cNL			6	law, civil service,	000010000000
B_Q02cNL			7	mathematics, natural	000001000000
B_Q02cNL			8	technics	000000100000
B_Q02cNL			9	agriculture, veterin	000000010000
B_Q02cNL			10	health, welfare, per	000000001000
B_Q02cNL			11	tourism, horeca, tra	000000000100
B_Q02cNL			96	Valid skip	000000000010
B_Q02cUK	21	Education - Current qualification - Area of study	-1	Missing	00000000000000000001
B_Q02cUK			1	General programmes	00000000000000000000
B_Q02cUK			2	Medicine	10000000000000000000
B_Q02cUK			3	Medical related subj	01000000000000000000
B_Q02cUK			4	Biological Sciences	00100000000000000000
B_Q02cUK			5	Agricultural science	00010000000000000000
B_Q02cUK			6	Physical/Environment	00001000000000000000
B_Q02cUK			7	Mathematical Science	00000100000000000000
B_Q02cUK			8	Engineering	00000010000000000000
B_Q02cUK			9	Technology	00000001000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q02cUK			10	Architecture and rel	00000000100000000000
B_Q02cUK			11	Social Sciences (inc	00000000010000000000
B_Q02cUK			12	Business and Financi	00000000001000000000
B_Q02cUK			13	Librarianship and In	00000000000100000000
B_Q02cUK			14	Linguistics, English	00000000000010000000
B_Q02cUK			15	European Languages	00000000000001000000
B_Q02cUK			16	Other languages	00000000000000100000
B_Q02cUK			17	Humanities	00000000000000010000
B_Q02cUK			18	Arts	00000000000000001000
B_Q02cUK			19	Education	00000000000000000100
B_Q02cUK			96	Valid skip	00000000000000000010
B_Q03aAU	4	Education - Uncompleted qualification	-1	Missing	001
B_Q03aAU			1	Yes	000
B_Q03aAU			2	No	100
B_Q03aAU			6	Valid skip	010
B_Q03aDE	6	Education National - Uncompleted qualification	-1	Missing	00001
B_Q03aDE			1	Yes, school providin	00000
B_Q03aDE			2	Yes, professional tr	10000
B_Q03aDE			3	Yes, both of the abo	01000
B_Q03aDE			4	No	00100
B_Q03aDE			6	Valid skip	00010
B_Q03b3FR	15	Education - Uncompleted qualification - Level of f	-1	Missing	000000000000001
B_Q03b3FR			1	ISCED 1	0000000000000000
B_Q03b3FR			2	ISCED 2	1000000000000000
B_Q03b3FR			3	ISCED 3C shorter tha	0100000000000000
B_Q03b3FR			4	ISCED 3C 2 years or	0010000000000000
B_Q03b3FR			5	ISCED 3A-B	0001000000000000
B_Q03b3FR			6	ISCED 3 (without dis	0000100000000000
B_Q03b3FR			7	ISCED 4C	0000010000000000
B_Q03b3FR			8	ISCED 4A-B	0000001000000000
B_Q03b3FR			9	ISCED 4 (without dis	0000000100000000
B_Q03b3FR			10	ISCED 5B	0000000010000000
B_Q03b3FR			11	ISCED 5A, bachelor d	0000000001000000
B_Q03b3FR			12	ISCED 5A, master deg	0000000000100000
B_Q03b3FR			13	ISCED 6	0000000000010000
B_Q03b3FR			96	Valid skip	000000000000010
B_Q03bAT	18	Education - Uncompleted qualification - Level - NA	-1	Missing	00000000000000001
B_Q03bAT			1	Compulsory school	000000000000000000
B_Q03bAT			2	Apprenticeship	100000000000000000
B_Q03bAT			3	Vocational School (<	010000000000000000
B_Q03bAT			4	Vocational School (2	001000000000000000
B_Q03bAT			5	Nursing	000100000000000000
B_Q03bAT			6	Master craftsman's c	000010000000000000
B_Q03bAT			7	Academic Secondary S	000001000000000000
B_Q03bAT			8	Vocational college	000000100000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bAT	5	Education - Uncompleted qualification - Level not	9	Post-secondary cours	0000000100000000
B_Q03bAT			10	Post-secondary colle	0000000010000000
B_Q03bAT			11	University courses	0000000001000000
B_Q03bAT			12	University-Bachelor	0000000000100000
B_Q03bAT			13	University-Master	0000000000010000
B_Q03bAT			14	Post-graduate course	0000000000001000
B_Q03bAT			15	Doctoral Programme	0000000000000100
B_Q03bAT			16	Foreign Qualificatio	0000000000000010
B_Q03bAT			96	Valid skip	0000000000000010
B_Q03bAU			-1	Missing	0001
B_Q03bAU			1	Level	0000
B_Q03bAU			2	Year 12 or equivalen	1000
B_Q03bAU			3	Statement of attainm	0100
B_Q03bAU			6	Valid skip	0010
B_Q03bBE	13	Education - Uncompleted qualification - Level	-1	Missing	000000000001
B_Q03bBE			1	ISCED 1	000000000000
B_Q03bBE			2	ISCED 2	100000000000
B_Q03bBE			3	ISCED 3C 2 years or	010000000000
B_Q03bBE			4	ISCED 3A-B	001000000000
B_Q03bBE			5	ISCED 3 (without dis	000100000000
B_Q03bBE			6	ISCED 4A-B	000010000000
B_Q03bBE			7	ISCED 5B	000001000000
B_Q03bBE			8	ISCED 5A, bachelor d	000000100000
B_Q03bBE			9	ISCED 5A, master deg	000000010000
B_Q03bBE			10	ISCED 6	000000001000
B_Q03bBE			11	Foreign qualificatio	000000000100
B_Q03bBE			96	Valid skip	000000000010
B_Q03bca1	16	Education - Uncompleted program of study - Level	-1	Missing	0000000000000001
B_Q03bca1			1	Grade 6	0000000000000000
B_Q03bca1			2	Less than high schoo	1000000000000000
B_Q03bca1			3	High school diploma	0100000000000000
B_Q03bca1			4	Trade/vocational cer	0010000000000000
B_Q03bca1			5	Apprenticeship certi	0001000000000000
B_Q03bca1			6	CEGEP diploma or cer	0000100000000000
B_Q03bca1			7	Non-university certi	0000010000000000
B_Q03bca1			8	University transfer	0000001000000000
B_Q03bca1			9	University certifica	0000000100000000
B_Q03bca1			10	Bachelor's degree	0000000010000000
B_Q03bca1			11	University certifica	0000000001000000
B_Q03bca1			12	First professional d	0000000000100000
B_Q03bca1			13	Master's	0000000000010000
B_Q03bca1			14	Ph.D.	0000000000001000
B_Q03bca1			96	Valid skip	0000000000000010
B_Q03bca2	4	Education - Uncompleted program of study - CEGEP d	-1	Missing	001
B_Q03bca2			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bca2	9	Education - Uncompleted program of study - Length	2	No	100
B_Q03bca2			6	Valid skip	010
B_Q03bca3			-1	Missing	00000001
B_Q03bca3			1	Less than 3 months	00000000
B_Q03bca3			2	3 months to less tha	10000000
B_Q03bca3			3	One year	01000000
B_Q03bca3			4	Greater than one yea	00100000
B_Q03bca3			5	Two years	00010000
B_Q03bca3			6	Greater than two yea	00001000
B_Q03bca3			7	Three years or more	00000100
B_Q03bca3	9	Education - Uncompleted qualification - Level	96	Valid skip	00000010
B_Q03bCY			-1	Missing	00000001
B_Q03bCY			1	Primary school	00000000
B_Q03bCY			2	Public/Private Secon	10000000
B_Q03bCY			3	High School/Vocation	01000000
B_Q03bCY			4	Non-Univ. Degree/Dip	00100000
B_Q03bCY			5	Undergraduate degree	00010000
B_Q03bCY			6	Postgraduate degree,	00001000
B_Q03bCY			7	Doctorate	00000100
B_Q03bCY			96	Valid skip	00000010
B_Q03bCZ	14	Education - Uncompleted qualification - Level	-1	Missing	0000000000001
B_Q03bCZ			1	First level of basic	0000000000000
B_Q03bCZ			2	basic ISCED 2	1000000000000
B_Q03bCZ			3	vocational without m	0100000000000
B_Q03bCZ			4	vocational without m	0010000000000
B_Q03bCZ			5	ISCED 3A vocational	0001000000000
B_Q03bCZ			6	ISCED 3A technical w	0000100000000
B_Q03bCZ			7	ISCED 3A general wit	0000010000000
B_Q03bCZ			8	ISCED 4 follow-up co	0000001000000
B_Q03bCZ			9	ISCED 5B higher prof	0000000100000
B_Q03bCZ			10	ISCED 5A, bachelor	0000000010000
B_Q03bCZ			11	ISCED 5A, master	0000000001000
B_Q03bCZ			12	ISCED 6, post gradua	0000000000100
B_Q03bCZ			96	Valid skip	0000000000010
B_Q03bDE1	10	Education National - Uncompleted school qualificat	-1	Missing	000000001
B_Q03bDE1			1	Hauptschulabschluss	000000000
B_Q03bDE1			2	Realschulabschluss (	100000000
B_Q03bDE1			3	Polytechnische Obers	010000000
B_Q03bDE1			4	Polytechnische Obers	001000000
B_Q03bDE1			5	Fachhochschulereife,	000100000
B_Q03bDE1			6	Abitur/EOS (General	000010000
B_Q03bDE1			7	Abitur (General high	000001000
B_Q03bDE1			8	Another school leavi	000000100
B_Q03bDE1			96	Valid skip	000000010
B_Q03bDE2	12	Education National - Uncompleted professional qual	-1	Missing	00000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bDE2	15	Education - Uncompleted qualification - Level	1	Completed Apprentice	00000000000
B_Q03bDE2			2	Basic vocational tra	10000000000
B_Q03bDE2			3	Training at Fachschu	01000000000
B_Q03bDE2			4	Berufsakademie, Fach	00100000000
B_Q03bDE2			5	Bachelor at Fachhoch	00010000000
B_Q03bDE2			6	Master/Diplom at Fac	00001000000
B_Q03bDE2			7	Bachelor at universi	00000100000
B_Q03bDE2			8	Master/Diplom at uni	00000010000
B_Q03bDE2			9	Doctorate	00000001000
B_Q03bDE2			10	Another professional	00000000100
B_Q03bDE2			96	Valid skip	00000000010
B_Q03bDK			-1	Missing	00000000000001
B_Q03bDK			1	Primary school, grad	00000000000000
B_Q03bDK			2	Lower secondary, gra	10000000000000
B_Q03bDK			3	Upper secondary voca	01000000000000
B_Q03bDK			4	Upper secondary voca	00100000000000
B_Q03bDK			5	Upper secondary gene	00010000000000
B_Q03bDK			6	Upper secondary unde	00001000000000
B_Q03bDK			7	Post secondary short	00000100000000
B_Q03bDK			8	Post secondary entra	00000010000000
B_Q03bDK			9	Post secondary non t	00000001000000
B_Q03bDK			10	Tertiary not researc	00000000100000
B_Q03bDK	19	Education - Uncompleted qualification - Level	11	Bachelor degree	00000000010000
B_Q03bDK			12	Master degree	00000000001000
B_Q03bDK			13	Ph.d or otther resea	00000000000100
B_Q03bDK			96	Valid skip	00000000000010
B_Q03bEE			-1	Missing	00000000000000001
B_Q03bEE			1	Primary education	0000000000000000
B_Q03bEE			2	Basic education	1000000000000000
B_Q03bEE			3	General secondary ed	0100000000000000
B_Q03bEE			4	Vocational education	0010000000000000
B_Q03bEE			5	Vocational education	0001000000000000
B_Q03bEE			6	Vocational education	0000100000000000
B_Q03bEE			7	Vocational secondary	0000010000000000
B_Q03bEE			8	Secondary specialise	0000001000000000
B_Q03bEE			9	Vocational secondary	0000000100000000
B_Q03bEE			10	Secondary specialise	0000000010000000
B_Q03bEE			11	Applied higher educa	0000000001000000
B_Q03bEE			12	Bachelor's degree (3	0000000000100000
B_Q03bEE			13	Bachelor's degree (4	0000000000010000
B_Q03bEE			14	Higher education (st	0000000000001000
B_Q03bEE			15	Master's degree (3+2	0000000000000100
B_Q03bEE			16	Master's degree (4+2	0000000000000010
B_Q03bEE			17	Doctoral degree (inc	0000000000000010
B_Q03bEE			96	Valid skip	0000000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bES	12	Education - Uncompleted qualification - Level	-1	Missing	00000000001
B_Q03bES			1	Not stated or inferr	00000000000
B_Q03bES			2	Not stated or inferr	10000000000
B_Q03bES			3	Not stated or inferr	01000000000
B_Q03bES			4	Not stated or inferr	00100000000
B_Q03bES			5	Bachillerato,. Y sim	00010000000
B_Q03bES			6	Pruebas de acceso a	00001000000
B_Q03bES			7	Pruebas de acceso a	00000100000
B_Q03bES			8	Pruebas de acceso a	00000010000
B_Q03bES			9	Pruebas de aster y e	00000001000
B_Q03bES			10	Programas de doctora	00000000100
B_Q03bES			96	Valid skip	00000000010
B_Q03bFI	12	Education - Uncompleted qualification - Level	-1	Missing	00000000001
B_Q03bFI			1	ISCED 1	00000000000
B_Q03bFI			2	ISCED 2	10000000000
B_Q03bFI			3	Upper secondary voca	01000000000
B_Q03bFI			4	General upper second	00100000000
B_Q03bFI			5	Specialist vocationa	00010000000
B_Q03bFI			6	Vocational post-seco	00001000000
B_Q03bFI			7	Polytechnic degree (	00000100000
B_Q03bFI			8	Bachelor's degree (l	00000010000
B_Q03bFI			9	Master's degree (ISC	00000001000
B_Q03bFI			10	Licentiate's and doc	00000000100
B_Q03bFI			96	Valid skip	00000000010
B_Q03bFR1	16	Education - Uncompleted qualification - Level	-1	Missing	000000000000001
B_Q03bFR1			1	ISCED 1	000000000000000
B_Q03bFR1			2	ISCED 2	100000000000000
B_Q03bFR1			3	ISCED 3C shorter tha	010000000000000
B_Q03bFR1			4	ISCED 3C 2 years or	001000000000000
B_Q03bFR1			5	ISCED 3A-B	000100000000000
B_Q03bFR1			6	ISCED 3 (without dis	000010000000000
B_Q03bFR1			7	ISCED 4C	000001000000000
B_Q03bFR1			8	ISCED 4A-B	000000100000000
B_Q03bFR1			9	ISCED 4 (without dis	000000010000000
B_Q03bFR1			10	ISCED 5B	000000001000000
B_Q03bFR1			11	ISCED 5A, bachelor d	000000000100000
B_Q03bFR1			12	ISCED 5A, master deg	000000000010000
B_Q03bFR1			13	ISCED 6	000000000001000
B_Q03bFR1	15	Education - Uncompleted qualification - Level	14	Foreign qualificatio	000000000000100
B_Q03bFR1			96	Valid skip	000000000000010
B_Q03bIE			-1	Missing	000000000000001
B_Q03bIE			1	No formal education	000000000000000
B_Q03bIE			2	Primary education (o	100000000000000
B_Q03bIE			3	Secondary 1 (Junior/	010000000000000
B_Q03bIE			4	Transition year prog	001000000000000
B_Q03bIE					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bIE	12	Education - Uncompleted qualification - Level	5	Secondary 2 (Leaving	00010000000000
B_Q03bIE			6	Technical or Vocatio	00001000000000
B_Q03bIE			7	Advanced Certificate	00000100000000
B_Q03bIE			8	Higher Certificate (	00000010000000
B_Q03bIE			9	Diploma (e.g. Nation	00000001000000
B_Q03bIE			10	Honours Bachelor Deg	00000000100000
B_Q03bIE			11	Professional (Honour	00000000010000
B_Q03bIE			12	Post-Graduate (e.g.	00000000001000
B_Q03bIE			13	Doctorate or higher	00000000000100
B_Q03bIE			96	Valid skip	00000000000010
B_Q03bIT			-1	Missing	000000000001
B_Q03bIT			1	Primary education or	000000000000
B_Q03bIT			2	Lower secondary or s	100000000000
B_Q03bIT			3	Regional Vocational	010000000000
B_Q03bIT			4	Educational and voca	001000000000
B_Q03bIT			5	Upper secondary educ	000100000000
B_Q03bIT			6	Post-second. non ter	000010000000
B_Q03bIT	14	Education - Uncompleted qualification - Level	7	Music Conservatory D	000001000000
B_Q03bIT			8	First stage of terti	000000100000
B_Q03bIT			9	First or second leve	000000010000
B_Q03bIT			10	Research Doctoral de	000000001000
B_Q03bIT			96	Valid skip	000000000010
B_Q03bJP			-1	Missing	00000000000001
B_Q03bJP			1	Elementary school	00000000000000
B_Q03bJP			2	Lower secondary scho	10000000000000
B_Q03bJP			3	Short-term course of	01000000000000
B_Q03bJP			4	Specialized course o	00100000000000
B_Q03bJP			5	General/integrated c	00010000000000
B_Q03bJP			6	Passed upper seconda	00001000000000
B_Q03bJP			7	Advanced course of u	00000100000000
B_Q03bJP			8	Regular/advanced cou	00000010000000
B_Q03bJP			9	Undergraduate progra	00000001000000
B_Q03bJP			10	Master's program/Doc	00000000100000
B_Q03bJP	12	KO_Education - Uncompleted qualification - Level	11	Doctoral programs of	00000000010000
B_Q03bJP			12	Specialized training	00000000001000
B_Q03bJP			96	Valid skip	00000000000010
B_Q03bKO			-1	Missing	000000000001
B_Q03bKO			1	Elementary school	000000000000
B_Q03bKO			2	Middle school	100000000000
B_Q03bKO			3	High school(college	010000000000
B_Q03bKO			4	High school(vocation	001000000000
B_Q03bKO			5	2-3 year college	000100000000
B_Q03bKO			6	4 year college(speci	000010000000
B_Q03bKO			7	4 year college(gener	000001000000
B_Q03bKO			8	Master's degree(spec	000000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bKO	17	Education - Uncompleted qualification - Level	9	Master's degree(gene	00000001000
B_Q03bKO			10	Doctoral degree	00000000100
B_Q03bKO			96	Valid skip	00000000010
B_Q03bNL			-1	Missing	0000000000000001
B_Q03bNL			1	primary education (i	0000000000000000
B_Q03bNL			2	sec education, first	1000000000000000
B_Q03bNL			3	sec education, first	0100000000000000
B_Q03bNL			4	secondary education,	0010000000000000
B_Q03bNL			5	secondary education,	0001000000000000
B_Q03bNL			6	secondary education,	0000100000000000
B_Q03bNL			7	secondary education,	0000010000000000
B_Q03bNL			8	secondary education,	0000001000000000
B_Q03bNL			9	sec education, secon	0000000100000000
B_Q03bNL			10	secondary education,	0000000010000000
B_Q03bNL			11	tertiary education,	0000000001000000
B_Q03bNL			12	tertiary education,	0000000000100000
B_Q03bNL			13	tertiary education,	0000000000010000
B_Q03bNL			14	tertiary education,	0000000000001000
B_Q03bNL			15	tertiary education,	0000000000000100
B_Q03bNL			96	Valid skip	0000000000000010
B_Q03bNO	13	Education - Uncompleted qualification - Level	-1	Missing	0000000000001
B_Q03bNO			1	ISCED 1	0000000000000
B_Q03bNO			2	ISCED 2	1000000000000
B_Q03bNO			3	ISCED 3C shorter tha	0100000000000
B_Q03bNO			4	ISCED 3C 2 years or	0010000000000
B_Q03bNO			5	ISCED 3A-B	0001000000000
B_Q03bNO			6	ISCED 4C	0000100000000
B_Q03bNO			7	ISCED 4A-B	0000010000000
B_Q03bNO			8	ISCED 5B	0000001000000
B_Q03bNO			9	ISCED 5A, bachelor d	0000000100000
B_Q03bNO			10	ISCED 5A, Master deg	0000000010000
B_Q03bNO			11	ISCED 6	0000000001000
B_Q03bNO			96	Valid skip	0000000000010
B_Q03bPL	11	Education - Uncompleted qualification - Level	-1	Missing	00000000001
B_Q03bPL			1	ISCED 1	00000000000
B_Q03bPL			2	ISCED 2	10000000000
B_Q03bPL			3	ISCED 3C	01000000000
B_Q03bPL			4	ISCED 3B	00100000000
B_Q03bPL			5	ISCED 3A	00010000000
B_Q03bPL			6	ISCED 4	00001000000
B_Q03bPL			7	BA, ISCED 5A (I degr	00000100000
B_Q03bPL			8	MA, ISCED 5A (II deg	00000010000
B_Q03bPL			9	ISCED 6	00000000100
B_Q03bPL			96	Valid skip	00000000010
B_Q03bRU	10	Education - Uncompleted qualification - Level	-1	Missing	000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bRU	18	Education - Uncompleted qualification - Level	1	ISCED 1	000000000
B_Q03bRU			2	ISCED 2	100000000
B_Q03bRU			3	ISCED 3 (without dis	010000000
B_Q03bRU			4	ISCED 4 (without dis	001000000
B_Q03bRU			5	ISCED 5B	000100000
B_Q03bRU			6	ISCED 5A, bachelor d	000010000
B_Q03bRU			7	ISCED 5A, master deg	000001000
B_Q03bRU			8	ISCED 6	000000100
B_Q03bRU			96	Valid skip	000000010
B_Q03bSE			-1	Missing	0000000000000000001
B_Q03bSE			1	Not stated or inferr	0000000000000000000
B_Q03bSE			2	Not stated or inr	1000000000000000000
B_Q03bSE			3	Grundskola, enhetssk	0100000000000000000
B_Q03bSE			4	Yrkesutbildning	0010000000000000000
B_Q03bSE			5	Grundskolekompetens	0001000000000000000
B_Q03bSE			6	Flickskola	0000100000000000000
B_Q03bSE			7	Gymnasie fackskola y	0000010000000000000
B_Q03bSE			8	Gymnasie fackskola y	0000001000000000000
B_Q03bSE			9	Gymnasie fackskola y	0000000100000000000
B_Q03bSE			10	Vuxenutbildning mots	0000000010000000000
B_Q03bSE			11	Vuxenutbildning mots	0000000001000000000
B_Q03bSE	12	Education - Uncompleted qualification - Level	12	Eftergymnasial utbil	0000000000100000000
B_Q03bSE			13	Eftergymnasial utbil	0000000000010000000
B_Q03bSE			14	Eftergymnasial utbil	0000000000001000000
B_Q03bSE			15	Eftergymnasial utbil	0000000000000100000
B_Q03bSE			16	Forskarutbildning	0000000000000001000
B_Q03bSE			96	Valid skip	000000000000000010
B_Q03bSK			-1	Missing	00000000001
B_Q03bSK			1	Primary school 1-4.	00000000000
B_Q03bSK			2	Primary school 5-9.	10000000000
B_Q03bSK			3	Secondary technical	01000000000
B_Q03bSK			4	Secondary technical	00100000000
B_Q03bSK			5	Secondary schools wi	00010000000
B_Q03bSK			6	Upper secondary scho	00001000000
B_Q03bSK			7	Pre-tertiary school,	00000100000
B_Q03bSK			8	Bachelor degree, Gra	00000010000
B_Q03bSK			9	Master degree	00000001000
B_Q03bSK			10	PhD studies, Second	00000000100
B_Q03bSK			96	Valid skip	00000000010
B_Q03bUK1	28	Education - Uncompleted qualification - Level	-1	Missing	000000000000000000000000000000001
B_Q03bUK1			1	Degree level qualifi	000000000000000000000000000000000
B_Q03bUK1			2	Diploma in higher ed	100000000000000000000000000000000
B_Q03bUK1			3	HNC/HND	010000000000000000000000000000000
B_Q03bUK1			4	ONC/OND	001000000000000000000000000000000
B_Q03bUK1			5	BTEC, BEC, TEC or Ed	000100000000000000000000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bUK1	7	Education - Uncompleted qualification - NVQ/SVQ Le	6	SCOTVEC, SCOTEC, SCO	000010000000000000000000000000
B_Q03bUK1			7	Teaching qualificati	000001000000000000000000000000
B_Q03bUK1			8	Nursing or other med	000000100000000000000000000000
B_Q03bUK1			9	other Higher Educati	000000010000000000000000000000
B_Q03bUK1			10	A Level/Vocational A	000000001000000000000000000000
B_Q03bUK1			11	Highers (Scotland)	000000000100000000000000000000
B_Q03bUK1			12	NVQ/SVQ	000000000010000000000000000000
B_Q03bUK1			13	GNVQ/GSVQ	000000000001000000000000000000
B_Q03bUK1			14	AS Level/Vocational	000000000000100000000000000000
B_Q03bUK1			15	Advanced highers or	000000000000010000000000000000
B_Q03bUK1			16	Access to HE	000000000000000100000000000000
B_Q03bUK1			17	O Level/GCSE/Vocatio	000000000000000010000000000000
B_Q03bUK1			18	Intermediate 1 or 2	000000000000000001000000000000
B_Q03bUK1			19	Standard Grade or O	000000000000000000010000000000
B_Q03bUK1			20	National Qualificati	000000000000000000001000000000
B_Q03bUK1			21	RSA/OCR	000000000000000000000100000000
B_Q03bUK1			22	City and Guilds	000000000000000000000001000000
B_Q03bUK1			23	YT Certificate/YTP	0000000000000000000000000100000
B_Q03bUK1			24	Key skills/Basic ski	00000000000000000000000000010000
B_Q03bUK1			25	Entry level qualific	000000000000000000000000000001000
B_Q03bUK1			26	Any other profession	0000000000000000000000000000000100
B_Q03bUK1			96	Valid skip	000000000000000000000000000000010
B_Q03bUK2			-1	Missing	000001
B_Q03bUK2			1	Level 1	000000
B_Q03bUK2			2	Level 2	100000
B_Q03bUK2			3	Level 3	010000
B_Q03bUK2			4	Level 4	001000
B_Q03bUK2			5	Level 5	000100
B_Q03bUK2			6	Valid skip	000010
B_Q03bUK3	6	Education - Uncompleted qualification - BTEC/BEC/T	-1	Missing	00001
B_Q03bUK3			1	A higher Level (leve	00000
B_Q03bUK3			2	National Certificate	10000
B_Q03bUK3			3	First Diploma or gen	01000
B_Q03bUK3			4	First certificate or	00100
B_Q03bUK3			6	Valid skip	00010
B_Q03bUK4	7	Education - Uncompleted qualification - SCOTVEC/SC	-1	Missing	000001
B_Q03bUK4			1	A higher Level (leve	000000
B_Q03bUK4			2	Full national certif	100000
B_Q03bUK4			3	A first diploma or g	010000
B_Q03bUK4			4	A first certificate	001000
B_Q03bUK4			5	Modules towards a Na	000100
B_Q03bUK4	7	Education - Uncompleted qualification - National Q	6	Valid skip	000010
B_Q03bUK5			-1	Missing	000001
B_Q03bUK5			1	Access Level	000000
B_Q03bUK5			2	Intermediate 1	100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q03bUK5	6	Education - Uncompleted qualification - RSA Level	3	Intermediate 2	010000
B_Q03bUK5			4	Higher	001000
B_Q03bUK5			5	Advanced Higher	000100
B_Q03bUK5			6	Valid skip	000010
B_Q03bUK6			-1	Missing	00001
B_Q03bUK6			1	a higher diploma	00000
B_Q03bUK6			2	an advanced diploma	10000
B_Q03bUK6			3	a diploma	01000
B_Q03bUK6			4	or some other RSA (i	00100
B_Q03bUK6			6	Valid skip	00010
B_Q03bUK7	5	Education - Uncompleted qualification - City & Gui	-1	Missing	0001
B_Q03bUK7			1	Advanced craft/part	0000
B_Q03bUK7			2	craft/part 2	1000
B_Q03bUK7			3	foundation/part 1	0100
B_Q03bUK7	4	Education - Uncompleted qualification - doing Appr	6	Valid skip	0010
B_Q03bUK8			-1	Missing	001
B_Q03bUK8			1	Yes	000
B_Q03bUK8			2	No	100
B_Q03bUK8	12	Education - Uncompleted qualification - Level	6	Valid skip	010
B_Q03bUS			-1	Missing	00000000001
B_Q03bUS			1	Grades 1-6	00000000000
B_Q03bUS			2	Grades 7-9	10000000000
B_Q03bUS			3	High school diploma	01000000000
B_Q03bUS			4	Pre-associate educat	00100000000
B_Q03bUS			6	A certificate from a	00010000000
B_Q03bUS			7	Associate degree	00001000000
B_Q03bUS			8	Bachelor's degree (e	00000100000
B_Q03bUS			9	Master's degree (e.g	00000010000
B_Q03bUS			10	Professional degree	00000001000
B_Q03bUS			11	Doctorate degree (e.	00000000100
B_Q03bUS			96	Valid skip	00000000010
B_Q04aAU	4	Education - Formal qualification - Last 12 months	-1	Missing	001
B_Q04aAU			1	Yes	000
B_Q04aAU			2	No	100
B_Q04aAU			6	Valid skip	010
B_Q04aDE	6	Education National - Last 12 months	-1	Missing	00001
B_Q04aDE			1	Yes, school providin	00000
B_Q04aDE			2	Yes, professional tr	10000
B_Q04aDE			3	Yes, both of the abo	01000
B_Q04aDE			4	No	00100
B_Q04aDE	4	Education National - Type of qualification last at	6	Valid skip	00010
B_Q04bDE			-1	Missing	001
B_Q04bDE			1	General education qu	000
B_Q04bDE			2	Professional trainin	100
B_Q04bDE			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05a2RU	9	Education - Formal qualification - Country of fore	-1	Missing	00000001
B_Q05a2RU			1	Country 1	00000000
B_Q05a2RU			2	Country 2	10000000
B_Q05a2RU			3	Country 3	01000000
B_Q05a2RU			4	Country 4	00100000
B_Q05a2RU			5	Country 5	00010000
B_Q05a2RU			6	Country 6	00001000
B_Q05a2RU			7	Other country	00000100
B_Q05a2RU			96	Valid skip	00000010
B_Q05aAT	20	Education - Formal qualification - Level - NATIONA	-1	Missing	00000000000000000001
B_Q05aAT			1	Lower secondary Scho	00000000000000000000
B_Q05aAT			2	Prevocational School	10000000000000000000
B_Q05aAT			3	Apprenticeship	01000000000000000000
B_Q05aAT			4	Vocational School (<	00100000000000000000
B_Q05aAT			5	Vocational School (2	00010000000000000000
B_Q05aAT			6	Nursing	00001000000000000000
B_Q05aAT			7	Master craftsman's c	00000100000000000000
B_Q05aAT			8	Academic secondary s	00000010000000000000
B_Q05aAT			9	1-3rd Class in a Voc	00000001000000000000
B_Q05aAT			10	4 or 5th Class in a	00000000100000000000
B_Q05aAT			11	Post-secondary cours	00000000010000000000
B_Q05aAT			12	Post-secondary colle	00000000001000000000
B_Q05aAT			13	University courses	00000000000100000000
B_Q05aAT			14	University-Bachelor	00000000000010000000
B_Q05aAT			15	University-Master	00000000000001000000
B_Q05aAT			16	Post-graduate course	00000000000000100000
B_Q05aAT			17	Doctoral Programme	00000000000000001000
B_Q05aAT			18	Foreign Qualificatio	00000000000000000100
B_Q05aAT			96	Valid skip	00000000000000000010
B_Q05aAU	4	Education - Formal qualification - Last 12 months	-1	Missing	001
B_Q05aAU			1	Level	000
B_Q05aAU			2	Statement of attainm	100
B_Q05aAU			6	Valid skip	010
B_Q05aBE	13	Education - Formal qualification - Level	-1	Missing	000000000001
B_Q05aBE			1	ISCED 1	000000000000
B_Q05aBE			2	ISCED 2	100000000000
B_Q05aBE			3	ISCED 3C 2 years or	010000000000
B_Q05aBE			4	ISCED 3A-B	001000000000
B_Q05aBE			5	ISCED 3 (without dis	000100000000
B_Q05aBE			6	ISCED 4A-B	000010000000
B_Q05aBE			7	ISCED 5B	000001000000
B_Q05aBE			8	ISCED 5A, bachelor d	000000100000
B_Q05aBE			9	ISCED 5A, master deg	000000010000
B_Q05aBE			10	ISCED 6	000000001000
B_Q05aBE			11	Foreign qualificatio	000000000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aBE	16	Education - Formal education - Level	96	Valid skip	000000000010
B_Q05aca1			-1	Missing	000000000000001
B_Q05aca1			1	Grade 6	000000000000000
B_Q05aca1			2	Less than high schoo	100000000000000
B_Q05aca1			3	High school diploma	010000000000000
B_Q05aca1			4	Trade/vocational cer	001000000000000
B_Q05aca1			5	Apprenticeship certi	000100000000000
B_Q05aca1			6	CEGEP diploma or cer	000010000000000
B_Q05aca1			7	Non-university certi	000001000000000
B_Q05aca1			8	University transfer	000000100000000
B_Q05aca1			9	University certifica	000000010000000
B_Q05aca1			10	Bachelor's degree	000000001000000
B_Q05aca1			11	University certifica	000000000100000
B_Q05aca1			12	First professional d	000000000010000
B_Q05aca1	4	Education - Formal education - CEGEP diploma/certi	13	Master's	000000000001000
B_Q05aca1			14	Ph.D.	000000000000100
B_Q05aca1			96	Valid skip	000000000000010
B_Q05aca1			-1	Missing	001
B_Q05aca2	9	Education - Formal education - Length - Complete t	1	Yes	000
B_Q05aca2			2	No	100
B_Q05aca2			6	Valid skip	010
B_Q05aca2			-1	Missing	00000001
B_Q05aca3	9	Education - Formal qualification - Level	1	Less than 3 months	00000000
B_Q05aca3			2	3 months to less tha	10000000
B_Q05aca3			3	One year	01000000
B_Q05aca3			4	Greater than one yea	00100000
B_Q05aca3			5	Two years	00010000
B_Q05aca3			6	Greater than two yea	00001000
B_Q05aca3			7	Three years or more	00000100
B_Q05aca3			96	Valid skip	00000010
B_Q05aCY			-1	Missing	00000001
B_Q05aCY			1	Primary school	00000000
B_Q05aCY			2	Public/Private Secon	10000000
B_Q05aCY			3	High School/Vocation	01000000
B_Q05aCY			4	Non-Univ. Degree/Dip	00100000
B_Q05aCY			5	Undergraduate degree	00010000
B_Q05aCY	14	Education - Formal qualification - Level	6	Postgraduate degree,	00001000
B_Q05aCY			7	Doctorate	00000100
B_Q05aCY			96	Valid skip	00000010
B_Q05aCZ			-1	Missing	00000000000001
B_Q05aCZ			1	First level of basic	000000000000000
B_Q05aCZ			2	basic ISCED 2	100000000000000
B_Q05aCZ			3	vocational without m	010000000000000
B_Q05aCZ			4	vocational without m	001000000000000
B_Q05aCZ			5	ISCED 3A vocational	000100000000000
B_Q05aCZ					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aCZ	8	Education National - Formal school qualification -	6	ISCED 3A technical w	0000100000000
B_Q05aCZ			7	ISCED 3A general wit	0000010000000
B_Q05aCZ			8	ISCED 4 follow-up co	0000001000000
B_Q05aCZ			9	ISCED 5B higher prof	0000000100000
B_Q05aCZ			10	ISCED 5A, bachelor	0000000010000
B_Q05aCZ			11	ISCED 5A, master	0000000001000
B_Q05aCZ			12	ISCED 6, post gradua	0000000000100
B_Q05aCZ			96	Valid skip	0000000000010
B_Q05aDE1			-1	Missing	0000001
B_Q05aDE1			1	Hauptschulabschluss	0000000
B_Q05aDE1			2	Realschulabschluss (	1000000
B_Q05aDE1			3	Fachhochschulreife,	0100000
B_Q05aDE1			4	Abitur/EOS (General	0010000
B_Q05aDE1			5	Abitur (General high	0001000
B_Q05aDE1			6	Another school leavi	0000100
B_Q05aDE1			96	Valid skip	0000010
B_Q05aDE2	12	Education National - Formal professional qualifica	-1	Missing	00000000001
B_Q05aDE2			1	Completed Apprentice	00000000000
B_Q05aDE2			2	Basic vocational tra	10000000000
B_Q05aDE2			3	Training at Fachschu	01000000000
B_Q05aDE2			4	Berufsakademie, Fach	00100000000
B_Q05aDE2			5	Bachelor at Fachhoch	00010000000
B_Q05aDE2			6	Master/Diplom at Fac	00001000000
B_Q05aDE2			7	Bachelor at universi	00000100000
B_Q05aDE2			8	Master/Diplom at uni	00000010000
B_Q05aDE2			9	Doctorate	00000001000
B_Q05aDE2			10	Another professional	00000000100
B_Q05aDE2			96	Valid skip	00000000010
B_Q05aDK	15	What was the level of this qualification?	-1	Missing	0000000000001
B_Q05aDK			1	Primary school, grad	0000000000000
B_Q05aDK			2	Lower secondary, gra	1000000000000
B_Q05aDK			3	Upper secondary voca	0100000000000
B_Q05aDK			4	Upper secondary voca	0010000000000
B_Q05aDK			5	Upper secondary gene	0001000000000
B_Q05aDK			6	Upper secondary unde	0000100000000
B_Q05aDK			7	Post secondary short	0000010000000
B_Q05aDK			8	Post secondary entra	0000001000000
B_Q05aDK			9	Post secondary non t	0000000100000
B_Q05aDK			10	Tertiary not researc	0000000010000
B_Q05aDK			11	Bachelor degree	0000000001000
B_Q05aDK			12	Master degree	0000000000100
B_Q05aDK			13	Ph.d or other resea	00000000000100
B_Q05aDK			96	Valid skip	0000000000010
B_Q05aEE	14	Education - Formal qualification - Level	-1	Missing	0000000000001
B_Q05aEE			1	Primary education (1	0000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aEE	12	Education - Formal qualification - Level	2	Basic education (7-9	1000000000000
B_Q05aEE			3	General secondary ed	0100000000000
B_Q05aEE			4	Vocational education	0010000000000
B_Q05aEE			5	Vocational education	0001000000000
B_Q05aEE			6	Voc ed on the basis	0000100000000
B_Q05aEE			7	Vocational secondary	0000010000000
B_Q05aEE			8	Vocational secondary	0000001000000
B_Q05aEE			9	Applied higher educa	0000000100000
B_Q05aEE			10	Bachelor's degree (3	0000000010000
B_Q05aEE			11	Master's degree (3+2	0000000001000
B_Q05aEE			12	Doctoral degree	0000000000100
B_Q05aEE			96	Valid skip	0000000000010
B_Q05aES			-1	Missing	0000000000001
B_Q05aES			1	Not stated or inferr	0000000000000
B_Q05aES			2	Not stated or inferr	1000000000000
B_Q05aES			3	Not stated or inferr	0100000000000
B_Q05aES			4	Not stated or inferr	0010000000000
B_Q05aES			5	Bachillerato,. Y sim	0001000000000
B_Q05aES			6	Pruebas de acceso a	0000100000000
B_Q05aES			7	Pruebas de acceso a	0000010000000
B_Q05aES			8	Pruebas de acceso a	0000001000000
B_Q05aES			9	Pruebas de aster y e	0000000100000
B_Q05aES			10	Programas de doctora	0000000010000
B_Q05aES			96	Valid skip	000000000010
B_Q05aFI	12	Education - Formal qualification - Level	-1	Missing	0000000000001
B_Q05aFI			1	ISCED 1	0000000000000
B_Q05aFI			2	ISCED 2	1000000000000
B_Q05aFI			3	Upper secondary voca	0100000000000
B_Q05aFI			4	General upper second	0010000000000
B_Q05aFI			5	Specialist vocationa	0001000000000
B_Q05aFI			6	Vocational post-seco	0000100000000
B_Q05aFI			7	Polytechnic degree (	0000010000000
B_Q05aFI			8	Bachelor's degree (I	0000001000000
B_Q05aFI			9	Master's degree (ISC	0000000100000
B_Q05aFI			10	Licentiate's and doc	0000000010000
B_Q05aFI			96	Valid skip	000000000010
B_Q05aFR1	16	Education - Formal qualification - Level	-1	Missing	000000000000001
B_Q05aFR1			1	ISCED 1	000000000000000
B_Q05aFR1			2	ISCED 2	100000000000000
B_Q05aFR1			3	ISCED 3C shorter tha	010000000000000
B_Q05aFR1			4	ISCED 3C 2 years or	001000000000000
B_Q05aFR1			5	ISCED 3A-B	000100000000000
B_Q05aFR1			6	ISCED 3 (without dis	000010000000000
B_Q05aFR1			7	ISCED 4C	000001000000000
B_Q05aFR1			8	ISCED 4A-B	000000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aFR1	15	Education - Formal qualification - Level	9	ISCED 4 (without dis	000000010000000
B_Q05aFR1			10	ISCED 5B	000000001000000
B_Q05aFR1			11	ISCED 5A, bachelor d	000000000100000
B_Q05aFR1			12	ISCED 5A, master deg	000000000010000
B_Q05aFR1			13	ISCED 6	000000000001000
B_Q05aFR1			14	Foreign qualificatio	000000000000100
B_Q05aFR1			96	Valid skip	000000000000010
B_Q05aE			-1	Missing	000000000000001
B_Q05aE			1	No formal education	000000000000000
B_Q05aE			2	Primary education (o	100000000000000
B_Q05aE			3	Secondary 1 (Junior/	010000000000000
B_Q05aE			4	Transition year prog	001000000000000
B_Q05aE			5	Secondary 2 (Leaving	000100000000000
B_Q05aE			6	Technical or Vocatio	000010000000000
B_Q05aE			7	Advanced Certificate	000001000000000
B_Q05aE			8	Higher Certificate (	000000100000000
B_Q05aE			9	Diploma (e.g. Nation	000000010000000
B_Q05aE			10	Honours Bachelor Deg	000000001000000
B_Q05aE			11	Professional (Honour	000000000100000
B_Q05aE			12	Post-Graduate (e.g.	000000000010000
B_Q05aE			13	Doctorate or higher	000000000001000
B_Q05aE	12	Education - Formal qualification - Level	96	Valid skip	000000000000010
B_Q05aT			-1	Missing	000000000000001
B_Q05aT			1	Primary education or	000000000000000
B_Q05aT			2	Lower secondary or s	100000000000000
B_Q05aT			3	Regional Vocational	010000000000000
B_Q05aT			4	Educational and voca	001000000000000
B_Q05aT			5	Upper secondary educ	000100000000000
B_Q05aT			6	Post-second. non ter	000010000000000
B_Q05aT			7	Music Conservatory D	000001000000000
B_Q05aT			8	First stage of teriti	000000100000000
B_Q05aT			9	First or second leve	000000010000000
B_Q05aT			10	Research Doctoral de	000000001000000
B_Q05aT			96	Valid skip	000000000000010
B_Q05aJP			-1	Missing	000000000000001
B_Q05aJP			1	Elementary school	000000000000000
B_Q05aJP			2	Lower secondary scho	100000000000000
B_Q05aJP			3	Short-term course of	010000000000000
B_Q05aJP			4	Specialized course o	001000000000000
B_Q05aJP			5	General/integrated c	000100000000000
B_Q05aJP	14	Education - Formal qualification - Level	6	Passed upper seconda	000010000000000
B_Q05aJP			7	Advanced course of u	000001000000000
B_Q05aJP			8	Regular/advanced cou	000000100000000
B_Q05aJP			9	Undergraduate progra	000000010000000
B_Q05aJP			10	Master's program/Doc	000000001000000
B_Q05aJP					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aJP	12	KO_Education - Formal qualification - Level	11	Doctoral programs of	0000000001000
B_Q05aJP			12	Specialized training	0000000000100
B_Q05aJP			96	Valid skip	0000000000010
B_Q05aKO			-1	Missing	000000000001
B_Q05aKO			1	Elementary school	000000000000
B_Q05aKO			2	Middle school	100000000000
B_Q05aKO			3	High school(college	010000000000
B_Q05aKO			4	High school(vocation	001000000000
B_Q05aKO			5	2-3 year college	000100000000
B_Q05aKO			6	4 year college(speci	000010000000
B_Q05aKO			7	4 year college(gener	000001000000
B_Q05aKO			8	Master's degree(spec	000000100000
B_Q05aKO			9	Master's degree(gene	000000010000
B_Q05aKO			10	Doctoral degree	000000001000
B_Q05aKO			96	Valid skip	000000000010
B_Q05aNL	17	Education - Formal qualification - Level	-1	Missing	0000000000000001
B_Q05aNL			1	primary education (i	0000000000000000
B_Q05aNL			2	sec education,first	1000000000000000
B_Q05aNL			3	sec education, first	0100000000000000
B_Q05aNL			4	secondary education,	0010000000000000
B_Q05aNL			5	secondary education,	0001000000000000
B_Q05aNL			6	secondary education,	0000100000000000
B_Q05aNL			7	secondary education,	0000010000000000
B_Q05aNL			8	secondary education,	0000001000000000
B_Q05aNL			9	sec education, secon	0000000100000000
B_Q05aNL			10	secondary education,	0000000010000000
B_Q05aNL			11	tertiary education,	0000000001000000
B_Q05aNL			12	tertiary education,	0000000000100000
B_Q05aNL			13	tertiary education,	0000000000010000
B_Q05aNL			14	tertiary education,	0000000000001000
B_Q05aNL			15	tertiary education,	0000000000000100
B_Q05aNL			96	Valid skip	0000000000000010
B_Q05aNO	13	Education - Formal qualification - Level	-1	Missing	0000000000001
B_Q05aNO			1	ISCED 1	00000000000000
B_Q05aNO			2	ISCED 2	10000000000000
B_Q05aNO			3	ISCED 3C shorter tha	01000000000000
B_Q05aNO			4	ISCED 3C 2 years or	00100000000000
B_Q05aNO			5	ISCED 3A-B	00010000000000
B_Q05aNO			6	ISCED 4C	00001000000000
B_Q05aNO			7	ISCED 4A-B	00000100000000
B_Q05aNO			8	ISCED 5B	00000010000000
B_Q05aNO			9	ISCED 5A, bachelor d	00000001000000
B_Q05aNO			10	ISCED 5A, Master deg	00000000100000
B_Q05aNO			11	ISCED 6	00000000010000
B_Q05aNO			96	Valid skip	0000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aPL	11	Education - Formal qualification - Level	-1	Missing	0000000001
B_Q05aPL			1	ISCED 1	0000000000
B_Q05aPL			2	ISCED 2	1000000000
B_Q05aPL			3	ISCED 3C	0100000000
B_Q05aPL			4	ISCED 3B	0010000000
B_Q05aPL			5	ISCED 3A	0001000000
B_Q05aPL			6	ISCED 4	0000100000
B_Q05aPL			7	BA, ISCED 5A (I degr	0000010000
B_Q05aPL			8	MA, ISCED 5A (II deg	0000001000
B_Q05aPL			9	ISCED 6	0000000100
B_Q05aPL			96	Valid skip	0000000010
B_Q05aRU	10	Education - Formal qualification - Level	-1	Missing	0000000001
B_Q05aRU			1	ISCED 1	0000000000
B_Q05aRU			2	ISCED 2	1000000000
B_Q05aRU			3	ISCED 3 (without dis	0100000000
B_Q05aRU			4	ISCED 4 (without dis	0010000000
B_Q05aRU			5	ISCED 5B	0001000000
B_Q05aRU			6	ISCED 5A, bachelor d	0000100000
B_Q05aRU			7	ISCED 5A, master deg	0000010000
B_Q05aRU			8	ISCED 6	0000001000
B_Q05aRU			96	Valid skip	0000000010
B_Q05aSE	15	Education - Formal qualification - Level	-1	Missing	00000000000001
B_Q05aSE			1	Not stated ok 1-6	00000000000000
B_Q05aSE			2	Not stated ok 7-9	10000000000000
B_Q05aSE			3	Grundskolekompetens	01000000000000
B_Q05aSE			4	Gymnasie fackskola y	00100000000000
B_Q05aSE			5	Gymnasie fackskola y	00010000000000
B_Q05aSE			6	Gymnasie fackskola y	00001000000000
B_Q05aSE			7	Vuxenutbildning mots	00000100000000
B_Q05aSE			8	Vuxenutbildning mots	00000010000000
B_Q05aSE			9	Eftergymnasial utbil	00000001000000
B_Q05aSE			10	Eftergymnasial utbil	00000000100000
B_Q05aSE			11	Eftergymnasial utbil	00000000010000
B_Q05aSE			12	Eftergymnasial utbil	00000000001000
B_Q05aSE			13	Forskarutbildning	00000000000100
B_Q05aSE			96	Valid skip	00000000000010
B_Q05aSK	12	Education - Formal qualification - Level	-1	Missing	000000000001
B_Q05aSK			1	Primary school 1-4.	000000000000
B_Q05aSK			2	Primary school 5.-9.	100000000000
B_Q05aSK			3	Secondary technical	010000000000
B_Q05aSK			4	Secondary technical	001000000000
B_Q05aSK			5	Secondary schools wi	000100000000
B_Q05aSK			6	Upper secondary scho	000010000000
B_Q05aSK			7	Pre-tertiary school,	000001000000
B_Q05aSK			8	Bachelor degree, Gra	000000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aSK	27	Education - Formal qualification - Level	9	Master degree	00000001000
B_Q05aSK			10	PhD studies, Second	00000000100
B_Q05aSK			96	Valid skip	00000000010
B_Q05aUK1			-1	Missing	00000000000000000000000001
B_Q05aUK1			1	Degree level qualifi	00000000000000000000000000
B_Q05aUK1			2	Diploma in higher ed	10000000000000000000000000
B_Q05aUK1			3	HNC/HND	01000000000000000000000000
B_Q05aUK1			4	ONC/OND	00100000000000000000000000
B_Q05aUK1			5	EdExcel/LQL	00010000000000000000000000
B_Q05aUK1			6	SCOTVEC (Scotland)	00001000000000000000000000
B_Q05aUK1			7	Teaching qualificati	00000100000000000000000000
B_Q05aUK1			8	Nursing or other med	00000010000000000000000000
B_Q05aUK1			9	other Higher Educati	00000001000000000000000000
B_Q05aUK1			10	A Level/Vocational A	00000000100000000000000000
B_Q05aUK1			11	NVQ/SVQ	00000000010000000000000000
B_Q05aUK1			12	AS Level/Vocational	00000000001000000000000000
B_Q05aUK1			13	Access to HE	00000000000100000000000000
B_Q05aUK1			14	Advanced Highers (Sc	00000000000010000000000000
B_Q05aUK1			15	Highers (Scotland)	00000000000001000000000000
B_Q05aUK1			16	Intermediate 2 NQs (	00000000000000100000000000
B_Q05aUK1			17	Intermediate 1 NQs (	00000000000000001000000000
B_Q05aUK1			18	Access Level (Scotla	00000000000000000100000000
B_Q05aUK1			19	National Qualificati	00000000000000000010000000
B_Q05aUK1			20	GCSE/Vocational GCSE	00000000000000000001000000
B_Q05aUK1			21	RSA/OCR	00000000000000000000100000
B_Q05aUK1			22	City and Guilds	00000000000000000000001000
B_Q05aUK1			23	Key skills/Basic ski	00000000000000000000000100
B_Q05aUK1			24	Entry level qualific	00000000000000000000000010
B_Q05aUK1			25	Any other profession	00000000000000000000000010
B_Q05aUK1			96	Valid skip	00000000000000000000000001
B_Q05aUK2	7	Education - Formal qualification - NVQ/SVQ Level	-1	Missing	000001
B_Q05aUK2			1	Level 1	000000
B_Q05aUK2			2	Level 2	100000
B_Q05aUK2			3	Level 3	010000
B_Q05aUK2			4	Level 4	001000
B_Q05aUK2			5	Level 5	000100
B_Q05aUK2	6	Education - Formal qualification - BTEC/EdExcel/LQ	6	Valid skip	000010
B_Q05aUK3			-1	Missing	00001
B_Q05aUK3			1	A higher Level (leve	00000
B_Q05aUK3			2	National Certificate	10000
B_Q05aUK3			3	First Diploma or gen	01000
B_Q05aUK3			4	First certificate or	00100
B_Q05aUK3	7	Education - Formal qualification - SCOTVEC Level	6	Valid skip	00010
B_Q05aUK4			-1	Missing	000001
B_Q05aUK4			1	A higher Level (leve	000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05aUK4	7	Education - Formal qualification - National Qualif	2	Full national certif	100000
B_Q05aUK4			3	A first diploma or g	010000
B_Q05aUK4			4	A first certificate	001000
B_Q05aUK4			5	Modules towards a Na	000100
B_Q05aUK4			6	Valid skip	000010
B_Q05aUK5			-1	Missing	000001
B_Q05aUK5			1	Access Level	000000
B_Q05aUK5			2	Intermediate 1	100000
B_Q05aUK5			3	Intermediate 2	010000
B_Q05aUK5			4	Higher	001000
B_Q05aUK5			5	Advanced Higher	000100
B_Q05aUK5			6	Valid skip	000010
B_Q05aUK6	6	Education - Formal qualification - RSA/OCR Level	-1	Missing	00001
B_Q05aUK6			1	a higher diploma	00000
B_Q05aUK6			2	an advanced diploma	10000
B_Q05aUK6			3	a diploma	01000
B_Q05aUK6			4	or some other RSA (i	00100
B_Q05aUK6			6	Valid skip	00010
B_Q05aUK7	5	Education - Formal qualification - City & Guilds L	-1	Missing	0001
B_Q05aUK7			1	Advanced craft/part	0000
B_Q05aUK7			2	craft/part 2	1000
B_Q05aUK7			3	foundation/part 1	0100
B_Q05aUK7			6	Valid skip	0010
B_Q05aUK8	4	Education - Formal qualification - doing apprentic	-1	Missing	001
B_Q05aUK8			1	Yes	000
B_Q05aUK8			2	No	100
B_Q05aUK8			6	Valid skip	010
B_Q05aUS	12	Education - Formal qualification - Level	-1	Missing	00000000001
B_Q05aUS			1	Grades 1-6	00000000000
B_Q05aUS			2	Grades 7-9	10000000000
B_Q05aUS			3	High school diploma	01000000000
B_Q05aUS			4	Pre-associate educat	00100000000
B_Q05aUS			6	A certificate from a	00010000000
B_Q05aUS			7	Associate degree	00001000000
B_Q05aUS			8	Bachelor's degree (e	00000100000
B_Q05aUS			9	Master's degree (e.g	00000010000
B_Q05aUS			10	Professional degree	00000001000
B_Q05aUS			11	Doctorate degree (e.	00000000100
B_Q05aUS	13	Education - Formal qualification - Area of study	96	Valid skip	00000000010
B_Q05bCZ			-1	Missing	00000000001
B_Q05bCZ			1	General programmes	00000000000
B_Q05bCZ			2	Teacher training and	10000000000
B_Q05bCZ			3	Humanities, language	01000000000
B_Q05bCZ			4	Social sciences	00100000000
B_Q05bCZ			5	Business and law	00010000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05bCZ	12	KO_Education - Formal qualification - Area of stud	6	Science, mathematics	000010000000
B_Q05bCZ			7	Engineering, manufac	000001000000
B_Q05bCZ			8	Agriculture and vete	000000100000
B_Q05bCZ			9	Health	000000010000
B_Q05bCZ			10	Welfare	000000001000
B_Q05bCZ			11	Services	000000000100
B_Q05bCZ			96	Valid skip	000000000010
B_Q05bKO			-1	Missing	000000000001
B_Q05bKO			1	General programmes	000000000000
B_Q05bKO			2	Teacher training and	100000000000
B_Q05bKO			3	Humanities, language	010000000000
B_Q05bKO			4	Social sciences, bus	001000000000
B_Q05bKO			5	Science, mathematics	000100000000
B_Q05bKO			6	Engineering, manufac	000010000000
B_Q05bKO			7	Agriculture and vete	000001000000
B_Q05bKO			8	Dental and medicine	000000100000
B_Q05bKO	13	Education - Formal qualification - Area of study	9	Health and welfare	000000010000
B_Q05bKO			10	Services	000000001000
B_Q05bKO			96	Valid skip	000000000100
B_Q05bNL			-1	Missing	000000000001
B_Q05bNL			1	general programmes	000000000000
B_Q05bNL			2	teacher training, ed	100000000000
B_Q05bNL			3	humanities, language	010000000000
B_Q05bNL			4	social sciences, com	001000000000
B_Q05bNL			5	economy, business, m	000100000000
B_Q05bNL			6	law, civil service,	000010000000
B_Q05bNL			7	mathematics, natural	000001000000
B_Q05bNL			8	technics	000000100000
B_Q05bNL			9	agriculture, veterin	000000010000
B_Q05bNL			10	health, welfare, per	000000001000
B_Q05bNL			11	tourism, horeca, tra	000000000100
B_Q05bNL			96	Valid skip	000000000010
B_Q05bUK	21	Education - Formal qualification - Area of study	-1	Missing	00000000000000000001
B_Q05bUK			1	General programmes	00000000000000000000
B_Q05bUK			2	Medicine	10000000000000000000
B_Q05bUK			3	Medical related subj	01000000000000000000
B_Q05bUK			4	Biological Sciences	00100000000000000000
B_Q05bUK			5	Agricultural science	00010000000000000000
B_Q05bUK			6	Physical/Environment	00001000000000000000
B_Q05bUK			7	Mathematical Science	00000100000000000000
B_Q05bUK			8	Engineering	00000010000000000000
B_Q05bUK			9	Technology	00000001000000000000
B_Q05bUK			10	Architecture and rel	00000000100000000000
B_Q05bUK			11	Social Sciences (inc	00000000010000000000
B_Q05bUK			12	Business and Financi	00000000001000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q05bUK			13	Librarianship and In	00000000000100000000
B_Q05bUK			14	Linguistics, English	00000000000010000000
B_Q05bUK			15	European Languages	00000000000001000000
B_Q05bUK			16	Other languages	00000000000000100000
B_Q05bUK			17	Humanities	00000000000000010000
B_Q05bUK			18	Arts	00000000000000001000
B_Q05bUK			19	Education	00000000000000000100
B_Q05bUK			96	Valid skip	00000000000000000010
B_Q05cUSX1	5	Education - Formal qualification - Degree personal	-1	Missing	0001
B_Q05cUSX1			1	Yes, I studied as mu	0000
B_Q05cUSX1			2	Yes, but personal in	1000
B_Q05cUSX1			3	No	0100
B_Q05cUSX1			6	Valid skip	0010
B_Q05cUSX2	4	Education - Formal qualification - Degree personal	-1	Missing	001
B_Q05cUSX2			1	Personal interest	000
B_Q05cUSX2			2	Personal interest an	100
B_Q05cUSX2			6	Valid skip	010
B_Q10dEEX	6	Education - Formal qualification - Employed - Usef	-1	Missing	00001
B_Q10dEEX			1	Not useful at all	00000
B_Q10dEEX			2	Somewhat useful	10000
B_Q10dEEX			3	Moderately useful	01000
B_Q10dEEX			4	Very useful	00100
B_Q10dEEX			6	Valid skip	00010
B_Q11ATX1	4	Education - Kindergarten - NATIONAL	-1	Missing	001
B_Q11ATX1			1	Yes	000
B_Q11ATX1			2	No	100
B_Q11ATX1			6	Valid skip	010
B_Q11ATX3	6	Education - Lower secondary level - NATIONAL	-1	Missing	00001
B_Q11ATX3			1	Upper level of prima	00000
B_Q11ATX3			2	General secondary sc	10000
B_Q11ATX3			3	General secondary sc	01000
B_Q11ATX3			4	Other	00100
B_Q11ATX3	6	Education - School leaving exam - NATIONAL	6	Valid skip	00010
B_Q11ATX4			-1	Missing	00001
B_Q11ATX4			1	Not stated or inferr	00000
B_Q11ATX4			2	Vocational college	10000
B_Q11ATX4			3	No School leaving ex	01000
B_Q11ATX4			4	Other	00100
B_Q11ATX4	6	Education - Formal qualification subsidy	6	Valid skip	00010
B_Q11JPX1			-1	Missing	00001
B_Q11JPX1			1	Yes, totally	00000
B_Q11JPX1			2	Yes, partly	10000
B_Q11JPX1			3	No, not at all	01000
B_Q11JPX1			4	There were no such c	00100
B_Q11JPX1			6	Valid skip	00010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q11JPX2	11	Education - Formal qualification financial burden	-1	Missing	0000000001
B_Q11JPX2			1	Less than 50,000 yen	0000000000
B_Q11JPX2			2	50,000 to 99,999 yen	1000000000
B_Q11JPX2			3	100,000 to 199,999 y	0100000000
B_Q11JPX2			4	200,000 to 299,999 y	0010000000
B_Q11JPX2			5	300,000 to 499,999 y	0001000000
B_Q11JPX2			6	500,000 to 999,999 y	0000100000
B_Q11JPX2			7	1,000,000 to 1,499,9	0000010000
B_Q11JPX2			8	1,500,000 to 1,999,9	0000001000
B_Q11JPX2			9	2,000,000 yen or mor	0000000100
B_Q11JPX2			96	Valid skip	0000000010
B_Q11NLX	5	Education - Formal qualification - Initiative part	-1	Missing	0001
B_Q11NLX			1	respondent	0000
B_Q11NLX			2	employer	1000
B_Q11NLX			3	other	0100
B_Q11NLX			6	Valid skip	0010
B_Q13AU	6	Activities - Last year - Activity specified (AUS)	-1	Missing	00001
B_Q13AU			1	A correspondence or	00000
B_Q13AU			2	An organised session	10000
B_Q13AU			3	A seminar or worksho	01000
B_Q13AU			4	Other kind of course	00100
B_Q13AU			6	Valid skip	00010
B_Q14bUSX1	5	Activities - Last year - Activity Participation fo	-1	Missing	0001
B_Q14bUSX1			1	Yes, I participated	0000
B_Q14bUSX1			2	Yes, but personal in	1000
B_Q14bUSX1			3	No	0100
B_Q14bUSX1			6	Valid skip	0010
B_Q14bUSX2	4	Activities - Last year - Activity Participation ma	-1	Missing	001
B_Q14bUSX2			1	Personal interest	000
B_Q14bUSX2			2	Personal interest an	100
B_Q14bUSX2			6	Valid skip	010
B_Q16NLX	5	Activities - Last year - Initiative participation	-1	Missing	0001
B_Q16NLX			1	respondent	0000
B_Q16NLX			2	employer	1000
B_Q16NLX			3	other	0100
B_Q16NLX			6	Valid skip	0010
B_Q26aAU	4	Activities - Last year - Wanted but didn't start (	-1	Missing	001
B_Q26aAU			1	Yes	000
B_Q26aAU			2	No	100
B_Q26aAU			6	Valid skip	010
B_Q26bJPX	4	Activities - ICT skills	-1	Missing	001
B_Q26bJPX			1	Yes (Please specify.	000
B_Q26bJPX			2	No	100
B_Q26bJPX			6	Valid skip	010
B_Q26NLX1	4	Activities - Last year - Participation APL	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
B_Q26NLX1	4	Activites - Class - Class/tutor basic skills	1	Yes	000
B_Q26NLX1			2	No	100
B_Q26NLX1			6	Valid skip	010
B_Q27aUSX			-1	Missing	001
B_Q27aUSX	4	Activites - Class - Class/tutor GED	1	Yes	000
B_Q27aUSX			2	No	100
B_Q27aUSX			6	Valid skip	010
B_Q27bUSX			-1	Missing	001
B_Q27bUSX	4	Activites - Class - Class/tutor other equivalency	1	Yes	000
B_Q27bUSX			2	No	100
B_Q27bUSX			6	Valid skip	010
B_Q27cUSX			-1	Missing	001
B_Q27cUSX	5	Activites - Class - Class/tutor main reason	1	Yes	000
B_Q27cUSX			2	No	100
B_Q27cUSX			6	Valid skip	010
B_Q27dUSX			-1	Missing	0001
B_Q27dUSX	8	Activites - Class - Class attendance, unit	1	WORK-RELATED	0000
B_Q27dUSX			2	PERSONAL INTEREST	1000
B_Q27dUSX			3	BOTH EQUALLY	0100
B_Q27dUSX			6	Valid skip	0010
B_Q27eUSXb			-1	Missing	0000001
B_Q27eUSXb			1	Day	0000000
B_Q27eUSXb			2	Week	1000000
B_Q27eUSXb			3	Month	0100000
B_Q27eUSXb			4	Semester	0010000
B_Q27eUSXb			5	Quarter	0001000
B_Q27eUSXb			6	Other specify	0000100
B_Q27eUSXb			96	Valid skip	0000010
B_Q29aUSX	4	Activites - Apprentice - Was apprentice	-1	Missing	001
B_Q29aUSX			1	Yes	000
B_Q29aUSX			2	No	100
B_Q29aUSX			6	Valid skip	010
B_S26bEEX	7	Activities - Last year - Wanted but didn't start -	-1	Missing	000001
B_S26bEEX			1	I did not have infor	000000
B_S26bEEX			2	Temporary or chronic	100000
B_S26bEEX			3	The course was full	010000
B_S26bEEX			4	The expected benefit	001000
B_S26bEEX			5	Other	000100
B_S26bEEX			96	Valid skip	000010
B_S26bSEX	4	Activities - Last year - Wanted but didn't start -	-1	Missing	001
B_S26bSEX			1	Not stated or inferr	000
B_S26bSEX			2	Jag hade inte tid pg	100
B_S26bSEX			6	Valid skip	010
C_Q02aAU	5	Current status/work history - Last month - Looking	-1	Missing	0001
C_Q02aAU			1	Yes, full time work	0000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q02aAU	5	Current status/work history - Last month - Job see	2	Yes, part-time work	1000
C_Q02aAU			3	No	0100
C_Q02aAU			6	Valid skip	0010
C_Q02aFRX			-1	Missing	0001
C_Q02aFRX			1	Registered and having	0000
C_Q02aFRX	4	Current status/work history - Last month - Looking	2	Registered but withou	1000
C_Q02aFRX			3	No registered	0100
C_Q02aFRX			6	Valid skip	0010
C_Q02aJPX			-1	Missing	001
C_Q02aJPX			1	Yes	000
C_Q02aJPX	4	Current status/work history - Last month - Looking	2	No	100
C_Q02aJPX			6	Valid skip	010
C_Q02aUK2			-1	Missing	001
C_Q02aUK2			1	Yes	000
C_Q02aUK2			2	No	100
C_Q02aUK2	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03DE_01			-1	Missing	001
C_Q03DE_01			1	Marked	000
C_Q03DE_01			2	Not marked	100
C_Q03DE_01			6	Valid skip	010
C_Q03DE_02	4	Current status/work history - Last month - Reason	-1	Missing	001
C_Q03DE_02			1	Marked	000
C_Q03DE_02			2	Not marked	100
C_Q03DE_02			6	Valid skip	010
C_Q03DE_02			-1	Missing	001
C_Q03DE_03	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_03			2	Not marked	100
C_Q03DE_03			6	Valid skip	010
C_Q03DE_03			-1	Missing	001
C_Q03DE_03			1	Marked	000
C_Q03DE_04	4	Current status/work history - Last month - Reason	2	Not marked	100
C_Q03DE_04			6	Valid skip	010
C_Q03DE_04			-1	Missing	001
C_Q03DE_04			1	Marked	000
C_Q03DE_04			2	Not marked	100
C_Q03DE_05	4	Current status/work history - Last month - Reason	6	Valid skip	010
C_Q03DE_05			-1	Missing	001
C_Q03DE_05			1	Marked	000
C_Q03DE_05			2	Not marked	100
C_Q03DE_05			6	Valid skip	010
C_Q03DE_06	4	Current status/work history - Last month - Reason	-1	Missing	001
C_Q03DE_06			1	Marked	000
C_Q03DE_06			2	Not marked	100
C_Q03DE_06			6	Valid skip	010
C_Q03DE_06			-1	Missing	001
C_Q03DE_07	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_07			2	Not marked	100
C_Q03DE_07			6	Valid skip	010
C_Q03DE_07			-1	Missing	001
C_Q03DE_07			1	Marked	000
C_Q03DE_08	4	Current status/work history - Last month - Reason	2	Not marked	100
			6	Valid skip	010
			-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q03DE_08	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_08			2	Not marked	100
C_Q03DE_08			6	Valid skip	010
C_Q03DE_09			-1	Missing	001
C_Q03DE_09	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_09			2	Not marked	100
C_Q03DE_09			6	Valid skip	010
C_Q03DE_09			-1	Missing	001
C_Q03DE_10	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_10			2	Not marked	100
C_Q03DE_10			6	Valid skip	010
C_Q03DE_10			-1	Missing	001
C_Q03DE_11	4	Current status/work history - Last month - Reason	1	Marked	000
C_Q03DE_11			2	Not marked	100
C_Q03DE_11			6	Valid skip	010
C_Q03DE_11			-1	Missing	001
C_Q04aAU	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aAU			1	Yes	000
C_Q04aAU			2	No	100
C_Q04aAU			6	Valid skip	010
C_Q04aBE1	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aBE1			1	Yes	000
C_Q04aBE1			2	No	100
C_Q04aBE1			6	Valid skip	010
C_Q04aBE2	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aBE2			1	Yes	000
C_Q04aBE2			2	No	100
C_Q04aBE2			6	Valid skip	010
C_Q04aSEX1	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aSEX1			1	Yes	000
C_Q04aSEX1			2	No	100
C_Q04aSEX1			6	Valid skip	010
C_Q04aSEX2	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aSEX2			1	Yes	000
C_Q04aSEX2			2	No	100
C_Q04aSEX2			6	Valid skip	010
C_Q04aUK1	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aUK1			1	Yes	000
C_Q04aUK1			2	No	100
C_Q04aUK1			6	Valid skip	010
C_Q04aUK2	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aUK2			1	Yes	000
C_Q04aUK2			2	No	100
C_Q04aUK2			6	Valid skip	010
C_Q04aUK3	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04aUK3			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q04aUK3	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04aUK3			6	Valid skip	010
C_Q04bAU			-1	Missing	001
C_Q04bAU			1	Yes	000
C_Q04bAU	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04bAU			6	Valid skip	010
C_Q04cAU			-1	Missing	001
C_Q04cAU			1	Yes	000
C_Q04cAU	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04cAU			6	Valid skip	010
C_Q04dSE1			-1	Missing	001
C_Q04dSE1			1	Yes	000
C_Q04dSE1	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04dSE1			6	Valid skip	010
C_Q04dSE2			-1	Missing	001
C_Q04dSE2			1	Yes	000
C_Q04dSE2	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04dSE2			6	Valid skip	010
C_Q04eAU			-1	Missing	001
C_Q04eAU			1	Yes	000
C_Q04eAU	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04eAU			6	Valid skip	010
C_Q04eUK2			-1	Missing	001
C_Q04eUK2			1	Yes	000
C_Q04eUK2	4	Current status/work history - Last month - Ways of	2	No	100
C_Q04eUK2			6	Valid skip	010
C_Q04fAU			-1	Missing	001
C_Q04fAU			1	Yes	000
C_Q04fAU	7	Current status/work history - Last month - Ways of	2	No	100
C_Q04fAU			6	Valid skip	010
C_Q04gAU			-1	Missing	000001
C_Q04gAU			1	Advertised or tender	000000
C_Q04gAU			2	Contacted friends/re	100000
C_Q04gAU			3	Other	010000
C_Q04gAU			4	Only looked in newsp	001000
C_Q04gAU			5	None of these	000100
C_Q04gAU	4	Current status/work history - Last month - Ways of	6	Valid skip	000010
C_Q04glT1			-1	Missing	001
C_Q04glT1			1	Yes	000
C_Q04glT1			2	No	100
C_Q04glT1	4	Current status/work history - Last month - Ways of	6	Valid skip	010
C_Q04glT2			-1	Missing	001
C_Q04glT2			1	Yes	000
C_Q04glT2			2	No	100
C_Q04glT2			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q04iBEX1	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04iBEX1			1	Yes	000
C_Q04iBEX1			2	No	100
C_Q04iBEX1			6	Valid skip	010
C_Q04iBEX2	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04iBEX2			1	Yes	000
C_Q04iBEX2			2	No	100
C_Q04iBEX2			6	Valid skip	010
C_Q04iEE	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04iEE			1	Yes	000
C_Q04iEE			2	No	100
C_Q04iEE			6	Valid skip	010
C_Q04iJPX	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04iJPX			1	Yes	000
C_Q04iJPX			2	No	100
C_Q04iJPX			6	Valid skip	010
C_Q04iSEX	4	Current status/work history - Last month - Ways of	-1	Missing	001
C_Q04iSEX			1	Yes	000
C_Q04iSEX			2	No	100
C_Q04iSEX			6	Valid skip	010
C_Q05AU1X	5	Current status/work history - Not looking for work	-1	Missing	0001
C_Q05AU1X			1	Yes	0000
C_Q05AU1X			2	Maybe/It depends	1000
C_Q05AU1X			3	No	0100
C_Q05AU1X	5	Current status/work history - If suitable childcar	6	Valid skip	0010
C_Q05AU3X			-1	Missing	0001
C_Q05AU3X			1	Yes	0000
C_Q05AU3X			2	Maybe/It depends	1000
C_Q05AU3X	4	Current status/work history - Childcare available,	3	No	0100
C_Q05AU3X			6	Valid skip	0010
C_Q05AU4X			-1	Missing	001
C_Q05AU4X			1	Yes	000
C_Q05AU4X	4	Current status/work history - Ability to start job	2	No	100
C_Q05AU4X			6	Valid skip	010
C_Q05AUX			-1	Missing	001
C_Q05AUX			1	Yes	000
C_Q05AUX	4	Current status/work history - Subjective status	2	No	100
C_Q05AUX			6	Valid skip	010
C_Q07CZ			-1	Missing	0000000001
C_Q07CZ			1	Full-time employed (	0000000000
C_Q07CZ	11	Current status/work history - Subjective status	2	Part-time employed (	1000000000
C_Q07CZ			3	Unemployed	0100000000
C_Q07CZ			4	Pupil, student	0010000000
C_Q07CZ			5	Apprentice, internsh	0001000000
C_Q07CZ	11	Current status/work history - Subjective status	6	In retirement or ear	0000100000
C_Q07CZ					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q07CZ	11	Current status/work history - Subjective status	7	Permanently disabled	0000010000
C_Q07CZ			8	Fulfilling domestic	0000001000
C_Q07CZ			9	Other	0000000100
C_Q07CZ			96	Valid skip	0000000010
C_Q07IE			-1	Missing	0000000001
C_Q07IE			1	Full-time employed (	0000000000
C_Q07IE			2	Part-time employed (	1000000000
C_Q07IE			3	Unemployed	0100000000
C_Q07IE			4	Pupil, student	0010000000
C_Q07IE			5	Apprentice, internsh	0001000000
C_Q07IE			6	In retirement or ear	0000100000
C_Q07IE			7	Permanently disabled	0000010000
C_Q07IE			8	Fulfilling domestic	0000001000
C_Q07IE			9	Other	0000000100
C_Q07IE			96	Valid skip	0000000010
C_Q07JP	11	Current status/work history - Subjective status	-1	Missing	0000000001
C_Q07JP			1	Full-time employed (	0000000000
C_Q07JP			2	Part-time employed (	1000000000
C_Q07JP			3	Unemployed	0100000000
C_Q07JP			4	Pupil, student	0010000000
C_Q07JP			5	Apprentice, internsh	0001000000
C_Q07JP			6	In retirement or ear	0000100000
C_Q07JP			7	Permanently disabled	0000010000
C_Q07JP			8	Fulfilling domestic	0000001000
C_Q07JP			9	Other	0000000100
C_Q07JP			96	Valid skip	0000000010
C_Q07NL	11	Current status/work history - Subjective status	-1	Missing	0000000001
C_Q07NL			1	Full-time employed (	0000000000
C_Q07NL			2	Part-time employed (	1000000000
C_Q07NL			3	Unemployed	0100000000
C_Q07NL			4	Pupil, student	0010000000
C_Q07NL			5	Apprentice, internsh	0001000000
C_Q07NL			6	In retirement or ear	0000100000
C_Q07NL			7	Permanently disabled	0000010000
C_Q07NL			8	Fulfilling domestic	0000001000
C_Q07NL			9	Other	0000000100
C_Q07NL			96	Valid skip	0000000010
C_Q07NLX	4	Current status/work history - Combination working	-1	Missing	001
C_Q07NLX			1	Yes	000
C_Q07NLX			2	No	100
C_Q07NLX			6	Valid skip	010
C_Q08bca2	4	Current status/work history - Ever worked at a job	-1	Missing	001
C_Q08bca2			1	Yes	000
C_Q08bca2			2	No	100
C_Q08bca2			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
C_Q10aAU	9	Current status/work history - Last 5 years - How m	-1	Missing	00000001
C_Q10aAU			1	1	00000000
C_Q10aAU			2	2	10000000
C_Q10aAU			3	3	01000000
C_Q10aAU			4	4	00100000
C_Q10aAU			5	5	00010000
C_Q10aAU			6	6	00001000
C_Q10aAU			7	7 or more	00000100
C_Q10aAU			96	Valid skip	00000010
C_Q10bCZ	4	Unemployment > 3 months	-1	Missing	001
C_Q10bCZ			1	Yes	000
C_Q10bCZ			2	No	100
C_Q10bCZ			6	Valid skip	010
C_Q11dkx1	5	new tasks in a job?	-1	Missing	0001
C_Q11dkx1			1	Yes	0000
C_Q11dkx1			2	No	1000
C_Q11dkx1			3	Never participated i	0100
C_Q11dkx1			96	Valid skip	0010
C_Q11dkx2	4	more responsibility in a job?	-1	Missing	001
C_Q11dkx2			1	Yes	000
C_Q11dkx2			2	No	100
C_Q11dkx2			96	Valid skip	010
C_Q11dkx3	4	higher income?	-1	Missing	001
C_Q11dkx3			1	Yes	000
C_Q11dkx3			2	No	100
C_Q11dkx3			96	Valid skip	010
C_Q11dkx4	4	better chances to stay in a job?	-1	Missing	001
C_Q11dkx4			1	Yes	000
C_Q11dkx4			2	No	100
C_Q11dkx4			96	Valid skip	010
C_Q11dkx5	4	better chances to get a new job?	-1	Missing	001
C_Q11dkx5			1	Yes	000
C_Q11dkx5			2	No	100
C_Q11dkx5			96	Valid skip	010
C_S07DEX	5	Participation in part time retirement scheme	-1	Missing	0001
C_S07DEX			1	Yes, still actively	0000
C_S07DEX			2	Yes, not actively wo	1000
C_S07DEX			3	No	0100
C_S07DEX			6	Valid skip	0010
Childunder13AU	5	Number of children under 13	-1	Missing	0001
Childunder13AU			1	One child under 13	0000
Childunder13AU			2	Two or more children	1000
Childunder13AU			3	No children under 13	0100
Childunder13AU			6	Valid skip	0010
CNT_BRTH_DEX	14	Country of birth - Respondent	-1	Missing	00000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
CNT_BRTH_DEX			276	Germany	000000000000
CNT_BRTH_DEX			398	Kazakhstan	100000000000
CNT_BRTH_DEX			616	Poland	010000000000
CNT_BRTH_DEX			642	Romania	001000000000
CNT_BRTH_DEX			643	Russian Federation	000100000000
CNT_BRTH_DEX			792	Turkey	000010000000
CNT_BRTH_DEX			1000	Europe	000001000000
CNT_BRTH_DEX			2000	Africa	000000100000
CNT_BRTH_DEX			3000	Americas	000000010000
CNT_BRTH_DEX			4000	Asia	000000001000
CNT_BRTH_DEX			5000	Australia and Oceani	000000000100
CNT_BRTH_DEX			6000	Other	0000000000100
CNT_BRTH_DEX			9996	Valid skip	0000000000010
CNT_BRTHAU	5	Country of birth - Respondent (UN M49 numerical)	-1	Missing	0001
CNT_BRTHAU			36	Australia	0000
CNT_BRTHAU			826	Main English speakin	1000
CNT_BRTHAU			894	Other country	0100
CNT_BRTHAU			996	Valid skip	0010
CNT_HAU	4	Country in which highest qualification was gained	-1	Missing	001
CNT_HAU			36	Australia	000
CNT_HAU			894	Other country	100
CNT_HAU			996	Valid skip	010
D_D04	4	Current work - Employee or self-employed	-1	Missing	001
D_D04			1	Employee	000
D_D04			2	Self-employed	100
D_D04			6	Valid skip	010
D_D04AT	4	Current work - Employee or self-employed - NATIONAL	-1	Missing	001
D_D04AT			1	Employee	000
D_D04AT			2	Self-employed	100
D_D04AT			6	Valid skip	010
D_Q01aFIX	4	Can I check, is your current job <INSERT JOB TITLE	-1	Missing	001
D_Q01aFIX			1	Yes	000
D_Q01aFIX			2	No	100
D_Q01aFIX			6	Valid skip	010
D_Q01aFR1	11	Current work - Job status	-1	Missing	0000000001
D_Q01aFR1			1	Civil servant workin	0000000000
D_Q01aFR1			2	Civil servant workin	1000000000
D_Q01aFR1			3	Employee on the Soci	0100000000
D_Q01aFR1			4	Employee of a public	0010000000
D_Q01aFR1			5	Employee of private	0001000000
D_Q01aFR1			6	Employee of and indi	0000100000
D_Q01aFR1			7	Employee in your own	0000010000
D_Q01aFR1			8	Running your own bnu	0000001000
D_Q01aFR1			9	Helping one of your	0000000100
D_Q01aFR1			96	Valid skip	0000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q01aFR3	10	Current work - Job classification	-1	Missing	000000001
D_Q01aFR3			1	Unskilled industrial	000000000
D_Q01aFR3			2	Skilled industrial w	100000000
D_Q01aFR3			3	Technician	010000000
D_Q01aFR3			4	Civil servant with a	001000000
D_Q01aFR3			5	Civil servant with a	000100000
D_Q01aFR3			6	Civil servant with a	000010000
D_Q01aFR3			7	Civil servant with a	000001000
D_Q01aFR3			8	Other. Specify.	000000100
D_Q01aFR3			96	Valid skip	000000010
D_Q01aFR4	10	Current work - Job classification	-1	Missing	000000001
D_Q01aFR4			1	Unskilled industrial	000000000
D_Q01aFR4			2	Skilled industrial w	100000000
D_Q01aFR4			3	Technician	010000000
D_Q01aFR4			4	Foreman, salesman	001000000
D_Q01aFR4			5	Engineer, executive	000100000
D_Q01aFR4			6	Chief executive, top	000010000
D_Q01aFR4			7	Office clerck, sales	000001000
D_Q01aFR4			8	Other. Specify.	000000100
D_Q01aFR4			96	Valid skip	000000010
D_Q01aFR5	10	Current work - Job classification	-1	Missing	000000001
D_Q01aFR5			1	Director of your own	000000000
D_Q01aFR5			2	Leading manager of a	100000000
D_Q01aFR5			3	Free manager or rent	010000000
D_Q01aFR5			4	Minority manager	001000000
D_Q01aFR5			5	Associate	000100000
D_Q01aFR5			6	Partner in a busines	000010000
D_Q01aFR5			7	Other self-employed	000001000
D_Q01aFR5			8	Other. Specify.	000000100
D_Q01aFR5			96	Valid skip	000000010
D_Q01aFR6	12	Current work - Main task	-1	Missing	00000000001
D_Q01aFR6			1	Production, construc	00000000000
D_Q01aFR6			2	Repairing, maintaini	10000000000
D_Q01aFR6			3	Cleaning, caretaking	01000000000
D_Q01aFR6			4	Handing, logistics	00100000000
D_Q01aFR6			5	Secretary, reception	00010000000
D_Q01aFR6			6	Accounting, administ	00001000000
D_Q01aFR6			7	Sales and marketing	00000100000
D_Q01aFR6			8	Research and develop	00000010000
D_Q01aFR6			9	Education, healthcar	00000001000
D_Q01aFR6	4	Current work - Job title - Is registry correct	10	Other. Specify.	00000000100
D_Q01aFR6			96	Valid skip	00000000010
D_Q01aNOX			-1	Missing	001
D_Q01aNOX			1	Yes	000
D_Q01aNOX			2	No	100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q01aNOX	4	Current work - Job title - Register verification	6	Valid skip	010
D_Q01aSEX			-1	Missing	001
D_Q01aSEX			1	Yes	000
D_Q01aSEX			2	No	100
D_Q01aSEX	4	Current work - Kind of business, industry or servi	6	Valid skip	010
D_Q02aNOX			-1	Missing	001
D_Q02aNOX			1	Yes	000
D_Q02aNOX			2	No	100
D_Q02aNOX	4	Current work - Verification	6	Valid skip	010
D_Q02aSEX1			-1	Missing	001
D_Q02aSEX1			1	Yes	000
D_Q02aSEX1			2	No	100
D_Q02aSEX1	5	Current work - Economic sector	6	Valid skip	010
D_Q03US			-1	Missing	0001
D_Q03US			1	The private sector (	0000
D_Q03US			2	The public sector (f	1000
D_Q03US	6	Current work - Occupational status - NATIONAL	3	A non-profit organis	0100
D_Q03US			6	Valid skip	0010
D_Q04AT1			-1	Missing	0000001
D_Q04AT1			1	white-collar worker	0000000
D_Q04AT1	8	Current work - Occupational status - NATIONAL	2	blue-collar worker	1000000
D_Q04AT1			3	magistrate	0100000
D_Q04AT1			4	Contract agent	0010000
D_Q04AT1			5	Freelancer	0001000
D_Q04AT1	6	Current work - Degree of difficulty of the job - N	6	self-employed	0000100
D_Q04AT1			96	Valid skip	0000010
D_Q04AT2			-1	Missing	00001
D_Q04AT2			1	easy tasks	00000
D_Q04AT2	5	Current work - Work for Employer or in own busines	2	average tasks	10000
D_Q04AT2			3	higher tasks	01000
D_Q04AT2			4	highly skilled tasks	00100
D_Q04AT2			6	Valid skip	00010
D_Q04AU	5	Current work - Work for Employer or in own busines	-1	Missing	0001
D_Q04AU			1	Employer	0000
D_Q04AU			2	Own business	1000
D_Q04AU			3	Other/Uncertain	0100
D_Q04AU	4	Current work - Form of payment - Wage or Salary	6	Valid skip	0010
D_Q04AU1			-1	Missing	001
D_Q04AU1			1	Wage/Salary	000
D_Q04AU1			2	Other/Uncertain	100
D_Q04AU1	11	Current work - Payment or working arrangements	6	Valid skip	010
D_Q04AU2			-1	Missing	0000000001
D_Q04AU2			1	Contractor/Subcontra	0000000000
D_Q04AU2			2	Own business/Partner	1000000000
D_Q04AU2	3	Commission only	3	Commission only	0100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q04AU2	4	Current work - Employees in business	4	Commission with reta	0010000000
D_Q04AU2			5	In a family business	0001000000
D_Q04AU2			6	Payment in kind	0000100000
D_Q04AU2			7	Paid by the price/it	0000010000
D_Q04AU2			8	Wage/salary earner	0000001000
D_Q04AU2			9	Other	0000000100
D_Q04AU2			96	Valid skip	0000000010
D_Q04AU3			-1	Missing	001
D_Q04AU3			1	Yes	000
D_Q04AU3	4	Current work - Is business incorporated	2	No	100
D_Q04AU3			6	Valid skip	010
D_Q04AU4			-1	Missing	001
D_Q04AU4			1	Yes	000
D_Q04AU4	8	Working - Planning own enterprise	2	No	100
D_Q04AU4			6	Valid skip	010
D_Q04EEX			-1	Missing	0000001
D_Q04EEX			1	I have not thought a	0000000
D_Q04EEX			2	I think about it	1000000
D_Q04EEX			3	I have gave up the i	0100000
D_Q04EEX			4	I am just about to s	0010000
D_Q04EEX			5	I was an entrepreneu	0001000
D_Q04EEX			6	I am actually an ent	0000100
D_Q04EEX	8	KO_Current work - Amount of people working for emp	96	Valid skip	0000010
D_Q06aKO			-1	Missing	0000001
D_Q06aKO			1	1 to 10 people	0000000
D_Q06aKO			2	11 to 50 people	1000000
D_Q06aKO			3	51 to 250 people	0100000
D_Q06aKO			4	251 to 300 people	0010000
D_Q06aKO			5	301 to 1000 people	0001000
D_Q06aKO			6	1001 people and over	0000100
D_Q06aKO			96	Valid skip	0000010
D_Q06cFRX	7	Current work - Size of compagny	-1	Missing	0000001
D_Q06cFRX			1	1 to 10 people	0000000
D_Q06cFRX			2	11 to 50 people	1000000
D_Q06cFRX			3	51 to 250 people	0100000
D_Q06cFRX			4	251 to 1000 people	0010000
D_Q06cFRX			5	More than 1000 peopl	0001000
D_Q06cFRX			6	Valid skip	0000010
D_Q07bKO	8	KO_Current work - Employees working for you - Amou	-1	Missing	0000001
D_Q07bKO			1	1 to 10 people	0000000
D_Q07bKO			2	11 to 50 people	1000000
D_Q07bKO			3	51 to 250 people	0100000
D_Q07bKO			4	251 to 300 people	0010000
D_Q07bKO			5	301 to 1000 people	0001000
D_Q07bKO			6	1001 people and over	0000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q07bKO			96	Valid skip	0000010
D_Q09ca1	10	Current work - Type of contract	-1	Missing	000000001
D_Q09ca1			1	A permanent contract	000000000
D_Q09ca1			2	A seasonal job	100000000
D_Q09ca1			3	A term or contract j	010000000
D_Q09ca1			4	A casual job	001000000
D_Q09ca1			5	Other temporary jobs	000100000
D_Q09ca1			6	An apprenticeship or	000010000
D_Q09ca1			7	No contract	000001000
D_Q09ca1			8	Other, please specif	000000100
D_Q09ca1			96	Valid skip	000000010
D_Q09CZ	7	Current work - Type of contract	-1	Missing	000001
D_Q09CZ			1	An indefinite contra	000000
D_Q09CZ			2	A fixed term contrac	100000
D_Q09CZ			3	A temporary employe	010000
D_Q09CZ			4	No contract	001000
D_Q09CZ			5	Other, please specif	000100
D_Q09CZ	10	Current work - Type of contract	6	Valid skip	000010
D_Q09DE			-1	Missing	000000001
D_Q09DE			1	An indefinite contra	000000000
D_Q09DE			2	A fixed term contrac	100000000
D_Q09DE			3	A temporary employe	010000000
D_Q09DE			4	An apprenticeship or	001000000
D_Q09DE			5	A honorary or freela	000100000
D_Q09DE			6	Seasonal contract	000010000
D_Q09DE			7	No written contract	000001000
D_Q09DE			8	Other	000000100
D_Q09DE	10	Current work - Type of contract	96	Valid skip	000000010
D_Q09EE			-1	Missing	000000001
D_Q09EE			1	Indefinite contract	000000000
D_Q09EE			2	Fixed term contract	100000000
D_Q09EE			3	A temporary subcontr	010000000
D_Q09EE			4	Indenture, incl publ	001000000
D_Q09EE			5	An apprenticeship co	000100000
D_Q09EE			6	A temporary contract	000010000
D_Q09EE			7	No contract	000001000
D_Q09EE			8	Other, please specif	000000100
D_Q09EE	9	Current work - Type of contract	96	Valid skip	000000010
D_Q09FR			-1	Missing	00000001
D_Q09FR			1	An indefinite contra	00000000
D_Q09FR			2	A fixed term contrac	10000000
D_Q09FR			3	A temporary employe	01000000
D_Q09FR			4	An apprenticeship	00100000
D_Q09FR			5	Training contract	00010000
D_Q09FR			6	No contract	00001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q09FR	9	Current work - Type of contract	7	Other. Specify.	00000100
D_Q09FR			96	Valid skip	00000010
D_Q09IT			-1	Missing	00000001
D_Q09IT			1	An indefinite contra	00000000
D_Q09IT			2	A fixed term contrac	10000000
D_Q09IT			3	A temporary employe	01000000
D_Q09IT			4	An apprenticeship or	00100000
D_Q09IT			5	Project-based contra	00010000
D_Q09IT			6	No contract	00001000
D_Q09IT			7	Other	00000100
D_Q09IT	12	Current work - Type of contract	96	Valid skip	00000010
D_Q09JP			-1	Missing	00000000001
D_Q09JP			1	Regular staff(indefi	00000000000
D_Q09JP			2	Regular staff(fixed	10000000000
D_Q09JP			3	A contract employee	01000000000
D_Q09JP			4	A part-time worker(i	00100000000
D_Q09JP			5	A part-time worker(f	00010000000
D_Q09JP			6	A temporary employe	00001000000
D_Q09JP			7	An entrusted employe	00000100000
D_Q09JP			8	An apprenticeship	00000010000
D_Q09JP			9	No contract	00000001000
D_Q09JP			10	Other	00000000100
D_Q09JP			96	Valid skip	00000000010
D_Q09KOX1		5	-1	Missing	0001
D_Q09KOX1			1	A permanent worker	0000
D_Q09KOX1			2	A temporary worker	1000
D_Q09KOX1			3	A daily worker	0100
D_Q09KOX1			96	Valid skip	0010
D_Q09KOX2	4	KO_Current work - regular_irregular	-1	Missing	001
D_Q09KOX2			1	regular	000
D_Q09KOX2			2	irregular	100
D_Q09KOX2			96	Valid skip	010
D_Q09RU	7	Current work - Type of contract	-1	Missing	000001
D_Q09RU			1	An indefinite contra	000000
D_Q09RU			2	A fixed term contrac	100000
D_Q09RU			3	An apprenticeship or	010000
D_Q09RU			4	No contract	001000
D_Q09RU			5	Other	000100
D_Q09RU			96	Valid skip	000010
D_Q09SE	10	Current work - Type of contract	-1	Missing	000000001
D_Q09SE			1	Fast/tillsvidare	000000000
D_Q09SE			2	Fast/tillsvidare II	100000000
D_Q09SE			3	Fast/tillsvidare II	010000000
D_Q09SE			4	Fast/tillsvidare II	001000000
D_Q09SE			5	Kallas vid behov	000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q09SE	6	KO_Current work - shift	6	Karling, praktik	000010000
D_Q09SE			7	Arbetsmarknadspoliti	000001000
D_Q09SE			8	Annan beskriv	000000100
D_Q09SE			96	Valid skip	000000010
D_Q10KOX3			-1	Missing	00001
D_Q10KOX3			1	No shift	00000
D_Q10KOX3			2	2 shifts	10000
D_Q10KOX3			3	3 shifts and over	01000
D_Q10KOX3			4	Work every other day	00100
D_Q10KOX3			6	Valid skip	00010
D_Q12aAT	18	Current work - Requirements - Education level - NA	-1	Missing	000000000000000001
D_Q12aAT			1	No compulsory school	000000000000000000
D_Q12aAT			2	Compulsory school	100000000000000000
D_Q12aAT			3	Apprenticeship	010000000000000000
D_Q12aAT			4	Vocational School (<	001000000000000000
D_Q12aAT			5	Vocational School (2	000100000000000000
D_Q12aAT			6	Nursing	000010000000000000
D_Q12aAT			7	Master craftsman's c	000001000000000000
D_Q12aAT			8	Academic Secondary S	000000100000000000
D_Q12aAT			9	Vocational college	000000010000000000
D_Q12aAT			10	Post-secondary cours	000000001000000000
D_Q12aAT			11	Post-secondary colle	000000000100000000
D_Q12aAT			12	University courses	000000000010000000
D_Q12aAT			13	University-Bachelor	000000000001000000
D_Q12aAT			14	University-Master	000000000000100000
D_Q12aAT			15	Post-graduate course	000000000000010000
D_Q12aAT			16	Doctoral Programme	000000000000000100
D_Q12aAT			96	Valid skip	000000000000000010
D_Q12aAU	17	Current work - Requirements - Education level	-1	Missing	000000000000000001
D_Q12aAU			1	Year 8 or below	000000000000000000
D_Q12aAU			2	Year 9 or equivalent	100000000000000000
D_Q12aAU			3	Year 10 or equivalen	010000000000000000
D_Q12aAU			4	Year 11 or equivalen	001000000000000000
D_Q12aAU			5	Year 12 or equivalen	000100000000000000
D_Q12aAU			6	Certificate I	000010000000000000
D_Q12aAU			7	Certificate II	000001000000000000
D_Q12aAU			8	Certificate III	000000100000000000
D_Q12aAU			9	Certificate IV	000000010000000000
D_Q12aAU			10	Diploma	000000001000000000
D_Q12aAU			11	Advanced Diploma and	000000000100000000
D_Q12aAU			12	Bachelor degree (inc	000000000010000000
D_Q12aAU			13	Graduate Diploma or	000000000001000000
D_Q12aAU			14	Masters	000000000000100000
D_Q12aAU			15	Doctorate	000000000000010000
D_Q12aAU			96	Valid skip	000000000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aBE	13	Current work - Requirements - Education level	-1	Missing	000000000001
D_Q12aBE			1	No formal qualificat	000000000000
D_Q12aBE			2	ISCED 1	100000000000
D_Q12aBE			3	ISCED 2	010000000000
D_Q12aBE			4	ISCED 3C 2 years or	001000000000
D_Q12aBE			5	ISCED 3A-B	000100000000
D_Q12aBE			6	ISCED 3 (without dis	000010000000
D_Q12aBE			7	ISCED 4A-B	000001000000
D_Q12aBE			8	ISCED 5B	000000100000
D_Q12aBE			9	ISCED 5A, bachelor d	000000010000
D_Q12aBE			10	ISCED 5A, master deg	000000001000
D_Q12aBE			11	ISCED 6	000000000100
D_Q12aBE			96	Valid skip	000000000010
D_Q12aca	15	Current work - Requirements - Education level	-1	Missing	00000000000001
D_Q12aca			1	No formal education	00000000000000
D_Q12aca			2	Grade 6	10000000000000
D_Q12aca			3	Less than high schoo	01000000000000
D_Q12aca			4	High school diploma	00100000000000
D_Q12aca			5	Trade/vocational cer	00010000000000
D_Q12aca			6	Apprenticeship certi	00001000000000
D_Q12aca			7	Non-university certi	00000100000000
D_Q12aca			8	University certifica	00000010000000
D_Q12aca			9	Bachelor's degree	00000001000000
D_Q12aca			10	University certifica	00000000100000
D_Q12aca			11	First professional d	00000000010000
D_Q12aca			12	Master's	00000000001000
D_Q12aca	10	Current work - Requirements - Education level	13	Ph.D.	000000000000100
D_Q12aca			96	Valid skip	00000000000010
D_Q12aCY			-1	Missing	000000001
D_Q12aCY			1	I never went to scho	000000000
D_Q12aCY			2	Primary school	100000000
D_Q12aCY			3	Public/Private Secon	010000000
D_Q12aCY			4	High School/Vocation	001000000
D_Q12aCY			5	Non-Univ. Degree/Dip	000100000
D_Q12aCY			6	Undergraduate degree	000010000
D_Q12aCY			7	Postgraduate degree,	000001000
D_Q12aCY			8	Doctorate	000000100
D_Q12aCY			96	Valid skip	000000010
D_Q12aCZ	15	Current work - Requirements - Education level	-1	Missing	000000000000001
D_Q12aCZ			1	No formal education	00000000000000
D_Q12aCZ			2	First level of basic	10000000000000
D_Q12aCZ			3	basic ISCED 2	01000000000000
D_Q12aCZ			4	vocational without m	00100000000000
D_Q12aCZ			5	vocational without m	00010000000000
D_Q12aCZ			6	ISCED 3A vocational	00001000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aCZ	13	Current work - Requirements - Professional qualifi	7	ISCED 3A technical w	00000100000000
D_Q12aCZ			8	ISCED 3A general wit	00000010000000
D_Q12aCZ			9	ISCED 4 follow-up co	00000001000000
D_Q12aCZ			10	ISCED 5B higher prof	00000000100000
D_Q12aCZ			11	ISCED 5A, bachelor	00000000010000
D_Q12aCZ			12	ISCED 5A, master	00000000001000
D_Q12aCZ			13	ISCED 6, post gradua	00000000000100
D_Q12aCZ			96	Valid skip	00000000000010
D_Q12aDE1			-1	Missing	0000000000001
D_Q12aDE1			1	No professional qual	0000000000000
D_Q12aDE1			2	Apprenticeship (Lehr	1000000000000
D_Q12aDE1			3	Basic vocational tra	0100000000000
D_Q12aDE1			4	Training at Fachschu	0010000000000
D_Q12aDE1			5	Berufsakademie, Fach	0001000000000
D_Q12aDE1			6	Bachelor at Fachhoch	0000100000000
D_Q12aDE1			7	Master/Diplom at Fac	0000010000000
D_Q12aDE1			8	Bachelor at universi	0000001000000
D_Q12aDE1			9	Master/Diplom at uni	0000000100000
D_Q12aDE1			10	Doctorate	0000000010000
D_Q12aDE1			11	Another professional	0000000001000
D_Q12aDE1			96	Valid skip	0000000000010
D_Q12aDE2	7	Current work - Requirements - School qualification	-1	Missing	000001
D_Q12aDE2			1	Hauptschulabschluss	000000
D_Q12aDE2			2	Realschulabschluss (	100000
D_Q12aDE2			3	Fachhochschulreife,	010000
D_Q12aDE2			4	Abitur/EOS (General	001000
D_Q12aDE2			5	Another school leavi	000100
D_Q12aDE2			6	Valid skip	000010
D_Q12aDK	16	Current work - Requirements - Education level	-1	Missing	000000000000001
D_Q12aDK			1	No formal education	00000000000000
D_Q12aDK			2	Primary school, grad	10000000000000
D_Q12aDK			3	Lower secondary, gra	01000000000000
D_Q12aDK			4	Upper secondary voca	00100000000000
D_Q12aDK			5	Upper secondary voca	00010000000000
D_Q12aDK			6	Upper secondary gene	00001000000000
D_Q12aDK			7	Upper secondary unde	00000100000000
D_Q12aDK			8	Post secondary short	00000010000000
D_Q12aDK			9	Post secondary entra	00000001000000
D_Q12aDK			10	Post secondary non t	00000000100000
D_Q12aDK			11	Tertiary not researc	00000000010000
D_Q12aDK			12	Bachelor degree	00000000001000
D_Q12aDK			13	Master degree	00000000000100
D_Q12aDK			14	Ph.d or otther resea	00000000000010
D_Q12aDK			96	Valid skip	00000000000001
D_Q12aEE	20	Current work - Requirements - Education level	-1	Missing	00000000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aEE	13	Current work - Requirements - Education level	1	Without primary educ	000000000000000000
D_Q12aEE			2	Primary education	100000000000000000
D_Q12aEE			3	Basic education	010000000000000000
D_Q12aEE			4	General secondary ed	001000000000000000
D_Q12aEE			5	Vocational education	000100000000000000
D_Q12aEE			6	Vocational education	000010000000000000
D_Q12aEE			7	Vocational education	000001000000000000
D_Q12aEE			8	Vocational secondary	000000100000000000
D_Q12aEE			9	Secondary specialise	000000010000000000
D_Q12aEE			10	Vocational secondary	000000001000000000
D_Q12aEE			11	Secondary specialise	000000000100000000
D_Q12aEE			12	Applied higher educa	000000000010000000
D_Q12aEE			13	Bachelor's degree (3	000000000001000000
D_Q12aEE			14	Bachelor's degree (4	000000000000100000
D_Q12aEE			15	Higher education (st	000000000000010000
D_Q12aEE			16	Master's degree (3+2	000000000000001000
D_Q12aEE			17	Master's degree (4+2	000000000000000100
D_Q12aEE			18	Doctoral degree (inc	000000000000000010
D_Q12aEE			96	Valid skip	000000000000000010
D_Q12aES			-1	Missing	000000000001
D_Q12aES			1	Not stated or inferr	000000000000
D_Q12aES			2	Not stated or inferr	100000000000
D_Q12aES			3	Not stated or inferr	010000000000
D_Q12aES			4	Not stated or inferr	001000000000
D_Q12aES			5	Not stated or inferr	000100000000
D_Q12aES			6	Bachillerato,. y sim	000010000000
D_Q12aES			7	Pruebas de acceso a	000001000000
D_Q12aES			8	Pruebas de acceso a	000000100000
D_Q12aES			9	Pruebas de acceso a	000000010000
D_Q12aES			10	Pruebas de aster y e	000000001000
D_Q12aES			11	Programas de doctora	000000000100
D_Q12aES			96	Valid skip	000000000010
D_Q12aFI	13	Current work - Requirements - Education level	-1	Missing	000000000001
D_Q12aFI			1	No formal qualificat	000000000000
D_Q12aFI			2	ISCED 1	100000000000
D_Q12aFI			3	ISCED 2	010000000000
D_Q12aFI			4	Upper secondary voca	001000000000
D_Q12aFI			5	General upper second	000100000000
D_Q12aFI			6	Specialist vocationa	000010000000
D_Q12aFI			7	Vocational post-seco	000001000000
D_Q12aFI			8	Polytechnic degree (	000000100000
D_Q12aFI			9	Bachelor's degree (l	000000010000
D_Q12aFI			10	Master's degree (ISC	000000001000
D_Q12aFI			11	Licentiate's and doc	000000000100
D_Q12aFI			96	Valid skip	000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aFR	16	Current work - Requirements - Education level	-1	Missing	000000000000001
D_Q12aFR			1	No formal qualificat	000000000000000
D_Q12aFR			2	ISCED 1	100000000000000
D_Q12aFR			3	ISCED 2	010000000000000
D_Q12aFR			4	ISCED 3C shorter tha	001000000000000
D_Q12aFR			5	ISCED 3C 2 years or	000100000000000
D_Q12aFR			6	ISCED 3A-B	000010000000000
D_Q12aFR			7	ISCED 3 (without dis	000001000000000
D_Q12aFR			8	ISCED 4C	000000100000000
D_Q12aFR			9	ISCED 4A-B	000000010000000
D_Q12aFR			10	ISCED 4 (without dis	000000001000000
D_Q12aFR			11	ISCED 5B	000000000100000
D_Q12aFR			12	ISCED 5A, bachelor d	000000000010000
D_Q12aFR			13	ISCED 5A, master deg	000000000001000
D_Q12aFR			14	ISCED 6	000000000000100
D_Q12aFR			96	Valid skip	000000000000010
D_Q12aIE	15	Current work - Requirements - Education level	-1	Missing	000000000000001
D_Q12aIE			1	No formal education	000000000000000
D_Q12aIE			2	Primary education (o	100000000000000
D_Q12aIE			3	Secondary 1 (Junior/	010000000000000
D_Q12aIE			4	Transition year prog	001000000000000
D_Q12aIE			5	Secondary 2 (Leaving	000100000000000
D_Q12aIE			6	Technical or Vocatio	000010000000000
D_Q12aIE			7	Advanced Certificate	000001000000000
D_Q12aIE			8	Higher Certificate (	000000100000000
D_Q12aIE			9	Diploma (e.g. Nation	000000010000000
D_Q12aIE			10	Honours Bachelor Deg	000000001000000
D_Q12aIE			11	Professional (Honour	000000000100000
D_Q12aIE			12	Post-Graduate (e.g.	000000000010000
D_Q12aIE	13	Current work - Requirements - Education level	13	Doctorate or higher	000000000001000
D_Q12aIE			96	Valid skip	000000000000010
D_Q12aIT			-1	Missing	000000000000001
D_Q12aIT			1	Non formal education	000000000000000
D_Q12aIT			2	Primary education or	100000000000000
D_Q12aIT			3	Lower secondary or s	010000000000000
D_Q12aIT			4	Professional qualifi	001000000000000
D_Q12aIT			5	Upper secondary educ	000100000000000
D_Q12aIT			6	Post-secondary non t	000010000000000
D_Q12aIT			7	Music Conservatory D	000001000000000
D_Q12aIT			8	First stage of terti	000000100000000
D_Q12aIT			9	First or second leve	000000010000000
D_Q12aIT			10	Specialisation degre	000000001000000
D_Q12aIT	16	Current work - Requirements - Education level	11	Research Doctoral de	000000000010000
D_Q12aIT			96	Valid skip	000000000000100
D_Q12aJP			-1	Missing	000000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aJP			1	No formal school edu	000000000000000
D_Q12aJP			2	Elementary school	100000000000000
D_Q12aJP			3	Lower secondary scho	010000000000000
D_Q12aJP			4	Short-term course of	001000000000000
D_Q12aJP			5	Specialized course o	000100000000000
D_Q12aJP			6	General/integrated c	000010000000000
D_Q12aJP			7	Passed upper seconda	000001000000000
D_Q12aJP			8	Advanced course of u	000000100000000
D_Q12aJP			9	Regular/advanced cou	000000010000000
D_Q12aJP			10	Undergraduate progr	000000001000000
D_Q12aJP			11	Master's programs/Do	000000000100000
D_Q12aJP			12	Completed all work o	000000000010000
D_Q12aJP			13	Doctoral programs of	000000000001000
D_Q12aJP			14	Specialized training	000000000000100
D_Q12aJP			96	Valid skip	000000000000010
D_Q12aKO	13	KO_Current work - Requirements - Education level	-1	Missing	0000000000001
D_Q12aKO			1	no formal education	0000000000000
D_Q12aKO			2	Elementary school	1000000000000
D_Q12aKO			3	Middle school	0100000000000
D_Q12aKO			4	High school(college	0010000000000
D_Q12aKO			5	High school(vocation	0001000000000
D_Q12aKO			6	2-3 year college	0000100000000
D_Q12aKO			7	4 year college(speci	0000010000000
D_Q12aKO			8	4 year college(gener	0000001000000
D_Q12aKO			9	Master's degree(spec	0000000100000
D_Q12aKO			10	Master's degree(gene	0000000010000
D_Q12aKO			11	Doctoral degree	0000000001000
D_Q12aKO			96	Valid skip	0000000000010
D_Q12aNL	18	Current work - Requirements - Education level	-1	Missing	00000000000000001
D_Q12aNL			1	no formal qualificat	000000000000000
D_Q12aNL			2	primary education (i	100000000000000
D_Q12aNL			3	sec education, first	010000000000000
D_Q12aNL			4	sec education, first	001000000000000
D_Q12aNL			5	secondary education,	000100000000000
D_Q12aNL			6	secondary education,	000010000000000
D_Q12aNL			7	secondary education,	000001000000000
D_Q12aNL			8	secondary education,	000000100000000
D_Q12aNL			9	secondary education,	000000010000000
D_Q12aNL			10	secondary education,	000000001000000
D_Q12aNL			11	secondary education,	000000000100000
D_Q12aNL			12	tertiary education,	000000000010000
D_Q12aNL			13	tertiary education,	000000000001000
D_Q12aNL			14	tertiary education,	000000000000100
D_Q12aNL			15	tertiary education,	000000000000010
D_Q12aNL			16	tertiary education,	000000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aNL	13	Current work - Requirements - Education level	96	Valid skip	0000000000000010
D_Q12aNO			-1	Missing	000000000001
D_Q12aNO			1	No formal qualificat	000000000000
D_Q12aNO			2	ISCED 1	100000000000
D_Q12aNO			3	ISCED 2	010000000000
D_Q12aNO			4	ISCED 3C shorter tha	001000000000
D_Q12aNO			5	ISCED 3C 2 years or	000100000000
D_Q12aNO			6	ISCED 3A-B	000010000000
D_Q12aNO			7	ISCED 4C	000001000000
D_Q12aNO			8	ISCED 4A-B	000000100000
D_Q12aNO			9	ISCED 5B	000000010000
D_Q12aNO			10	ISCED 5A, bachelor d	000000001000
D_Q12aNO	12	Current work - Requirements - Education level	11	ISCED 5A, Master deg	000000000100
D_Q12aNO			12	ISCED 6	000000000010
D_Q12aPL			-1	Missing	000000000001
D_Q12aPL			1	No formal qualificat	000000000000
D_Q12aPL			2	ISCED 1	100000000000
D_Q12aPL			3	ISCED 2	010000000000
D_Q12aPL			4	ISCED 3C	001000000000
D_Q12aPL			5	ISCED 3B	000100000000
D_Q12aPL			6	ISCED 3A	000010000000
D_Q12aPL			7	ISCED 4	000001000000
D_Q12aPL			8	BA, ISCED 5A (I degr	000000100000
D_Q12aPL			9	MA, ISCED 5A (II deg	000000010000
D_Q12aPL	11	Current work - Requirements - Education level	10	ISCED 6	000000001000
D_Q12aPL			96	Valid skip	000000000010
D_Q12aRU			-1	Missing	000000000001
D_Q12aRU			1	No formal qualificat	000000000000
D_Q12aRU			2	ISCED 1	100000000000
D_Q12aRU			3	ISCED 2	010000000000
D_Q12aRU			4	ISCED 3 (without dis	001000000000
D_Q12aRU			5	ISCED 4 (without dis	000100000000
D_Q12aRU			6	ISCED 5B	000010000000
D_Q12aRU			7	ISCED 5A, bachelor d	000001000000
D_Q12aRU			8	ISCED 5A, master deg	000000100000
D_Q12aRU			9	ISCED 6	000000001000
D_Q12aRU	14	Current work - Requirements - Education level	96	Valid skip	000000000010
D_Q12aSE			-1	Missing	00000000000001
D_Q12aSE			1	Not stated or inferr	00000000000000
D_Q12aSE			2	Not stated or inr	10000000000000
D_Q12aSE			3	Not stated or inrr	01000000000000
D_Q12aSE			4	Gymnasie eller yrkes	00100000000000
D_Q12aSE			5	Gymnasie eller yrkes	00010000000000
D_Q12aSE			6	Gymnasie eller yrkes	00001000000000
D_Q12aSE			7	Gymnasie eller yrkes	00000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

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PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aUK1	7	Current work - Requirements - Level of NVQ/SVQ	25	Entry level qualific	0000000000000000000010000
D_Q12aUK1			26	Any other profession	0000000000000000000000001000
D_Q12aUK1			27	No qualifications re	0000000000000000000000000100
D_Q12aUK1			96	Valid skip	0000000000000000000000000010
D_Q12aUK2			-1	Missing	000001
D_Q12aUK2			1	Level 1	000000
D_Q12aUK2			2	Level 2	100000
D_Q12aUK2			3	Level 3	010000
D_Q12aUK2			4	Level 4	001000
D_Q12aUK2			5	Level 5	000100
D_Q12aUK2	6	Valid skip	000010		
D_Q12aUK3	6	Current work - Requirements - Level of BTEC/BEC/TE	-1	Missing	00001
D_Q12aUK3			1	A higher Level (leve	00000
D_Q12aUK3			2	National Certificate	10000
D_Q12aUK3			3	First Diploma or gen	01000
D_Q12aUK3			4	First certificate or	00100
D_Q12aUK3			6	Valid skip	00010
D_Q12aUK4	7	Current work - Requirements - Level of SCOTVEC/SCO	-1	Missing	000001
D_Q12aUK4			1	A higher Level (leve	000000
D_Q12aUK4			2	Full national certif	100000
D_Q12aUK4			3	A first diploma or g	010000
D_Q12aUK4			4	A first certificate	001000
D_Q12aUK4			5	Modules towards a Na	000100
D_Q12aUK4	6	Valid skip	000010		
D_Q12aUK5	7	Current work - Requirements - Level of GNVQ/GSVQ	-1	Missing	000001
D_Q12aUK5			1	Advanced level	000000
D_Q12aUK5			2	Full intermediate le	100000
D_Q12aUK5			3	Part 1 intermediate	010000
D_Q12aUK5			4	Full foundation leve	001000
D_Q12aUK5			5	Part 1 foundation le	000100
D_Q12aUK5	6	Valid skip	000010		
D_Q12aUK6	7	Current work - Requirements - Level of National Qu	-1	Missing	000001
D_Q12aUK6			1	Access Level	000000
D_Q12aUK6			2	Intermediate 1	100000
D_Q12aUK6			3	Intermediate 2	010000
D_Q12aUK6			4	Higher	001000
D_Q12aUK6			5	Advanced Higher	000100
D_Q12aUK6	6	Valid skip	000010		
D_Q12aUK7	6	Current work - Requirements - Level of RSA/OCR	-1	Missing	00001
D_Q12aUK7			1	a higher diploma	00000
D_Q12aUK7			2	an advanced diploma	10000
D_Q12aUK7			3	a diploma	01000
D_Q12aUK7			4	or some other RSA (i	00100
D_Q12aUK7			6	Valid skip	00010
D_Q12aUK8	5	Current work - Requirements - Level of City & Guil	-1	Missing	0001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q12aUK8	4	Current work - Requirements - Need apprenticeship	1	Advanced craft/part	0000
D_Q12aUK8			2	craft/part 2	1000
D_Q12aUK8			3	foundation/part 1	0100
D_Q12aUK8			6	Valid skip	0010
D_Q12aUKApp1			-1	Missing	001
D_Q12aUKApp1			1	Yes	000
D_Q12aUKApp1			2	No - it would requir	100
D_Q12aUKApp1			6	Valid skip	010
D_Q12aUS	13	Current work - Requirements - Education level	-1	Missing	000000000001
D_Q12aUS			1	Pre-primary or no sc	000000000000
D_Q12aUS			2	Grades 1-6	100000000000
D_Q12aUS			3	Grades 7-9	010000000000
D_Q12aUS			4	High school diploma	001000000000
D_Q12aUS			5	Pre-associate educat	000100000000
D_Q12aUS			7	A certificate from a	000010000000
D_Q12aUS			8	Associate degree	000001000000
D_Q12aUS			9	Bachelor's degree (e	000000100000
D_Q12aUS			10	Master's degree (e.g	000000010000
D_Q12aUS			11	Professional degree	000000001000
D_Q12aUS			12	Doctorate degree (e.	000000000100
D_Q12aUS			96	Valid skip	000000000010
D_Q13cATX1	7	Current work - Knowledge and skills - Utilized in	-1	Missing	000001
D_Q13cATX1			1	Not at all	000000
D_Q13cATX1			2	Very little	100000
D_Q13cATX1			3	To some extent	010000
D_Q13cATX1			4	To a high extent	001000
D_Q13cATX1			5	To a very high exten	000100
D_Q13cATX1			6	Valid skip	000010
D_Q13cATX2	7	Current work - Knowledge and skills - Learning Act	-1	Missing	000001
D_Q13cATX2			1	Not at all	000000
D_Q13cATX2			2	Very little	100000
D_Q13cATX2			3	To some extent	010000
D_Q13cATX2			4	To a high extent	001000
D_Q13cATX2			5	To a very high exten	000100
D_Q13cATX2			6	Valid skip	000010
D_Q13cATX3	7	Current work - Knowledge and skills - Learning Act	-1	Missing	000001
D_Q13cATX3			1	Not at all	000000
D_Q13cATX3			2	Very little	100000
D_Q13cATX3			3	To some extent	010000
D_Q13cATX3			4	To a high extent	001000
D_Q13cATX3			5	To a very high exten	000100
D_Q13cATX3			6	Valid skip	000010
D_Q13cATX4	7	Current work - Knowledge and skills - Learning Act	-1	Missing	000001
D_Q13cATX4			1	Not at all	000000
D_Q13cATX4			2	Very little	100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q13cATX4	7	Current work - Knowledge and skills - Learning Act	3	To some extent	010000
D_Q13cATX4			4	To a high extent	001000
D_Q13cATX4			5	To a very high exten	000100
D_Q13cATX4			6	Valid skip	000010
D_Q13cATX5			-1	Missing	000001
D_Q13cATX5			1	Not at all	000000
D_Q13cATX5			2	Very little	100000
D_Q13cATX5			3	To some extent	010000
D_Q13cATX5			4	To a high extent	001000
D_Q13cATX5			5	To a very high exten	000100
D_Q13cATX5	7	Current work - To what extent do you agree or disa	6	Valid skip	000010
D_Q15aEEX			-1	Missing	000001
D_Q15aEEX			1	Strongly agree	000000
D_Q15aEEX			2	Agree	100000
D_Q15aEEX			3	Neither agree nor di	010000
D_Q15aEEX			4	Disagree	001000
D_Q15aEEX			5	Strongly disagree	000100
D_Q15aEEX			6	Valid skip	000010
D_Q15bEEX		7	-1	Missing	000001
D_Q15bEEX			1	Strongly agree	000000
D_Q15bEEX			2	Agree	100000
D_Q15bEEX			3	Neither agree nor di	010000
D_Q15bEEX			4	Disagree	001000
D_Q15bEEX			5	Strongly disagree	000100
D_Q15bEEX			6	Valid skip	000010
D_Q15cEEX		7	-1	Missing	000001
D_Q15cEEX			1	Strongly agree	000000
D_Q15cEEX			2	Agree	100000
D_Q15cEEX			3	Neither agree nor di	010000
D_Q15cEEX			4	Disagree	001000
D_Q15cEEX			5	Strongly disagree	000100
D_Q15cEEX			6	Valid skip	000010
D_Q15dEEX		7	-1	Missing	000001
D_Q15dEEX			1	Strongly agree	000000
D_Q15dEEX			2	Agree	100000
D_Q15dEEX			3	Neither agree nor di	010000
D_Q15dEEX			4	Disagree	001000
D_Q15dEEX			5	Strongly disagree	000100
D_Q15dEEX			6	Valid skip	000010
D_Q15eEEX		7	-1	Missing	000001
D_Q15eEEX			1	Strongly agree	000000
D_Q15eEEX			2	Agree	100000
D_Q15eEEX			3	Neither agree nor di	010000
D_Q15eEEX			4	Disagree	001000
D_Q15eEEX			5	Strongly disagree	000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q15eEEX	4	Current work - Earnings - Net or gross salary	6	Valid skip	000010
D_Q16aEEX			-1	Missing	001
D_Q16aEEX			1	as sum that You get	000
D_Q16aEEX			2	together with taxes	100
D_Q16aEEX	8	Current work - Earnings - Net pay per hour	6	Valid skip	010
D_Q16d1EE1			-1	Missing	0000001
D_Q16d1EE1			1	up to 1,5 euro	0000000
D_Q16d1EE1			2	1,5-2 euro	1000000
D_Q16d1EE1			3	2,1-3 euro	0100000
D_Q16d1EE1			4	3,1-5 euro	0010000
D_Q16d1EE1			5	5,1-7 euro	0001000
D_Q16d1EE1			6	above 7 euro	0000100
D_Q16d1EE1			96	Valid skip	0000010
D_Q16d1EE2		8	-1	Missing	0000001
D_Q16d1EE2			1	up to 2 euro	0000000
D_Q16d1EE2			2	2,1-3 euro	1000000
D_Q16d1EE2			3	3,1-4 euro	0100000
D_Q16d1EE2			4	4,1-6 euro	0010000
D_Q16d1EE2			5	6,1-9 euro	0001000
D_Q16d1EE2			6	above 9 euro	0000100
D_Q16d1EE2			96	Valid skip	0000010
D_Q16d2EE1	8	Current work - Earnings - Net pay per day	-1	Missing	0000001
D_Q16d2EE1			1	up to 13 euro	0000000
D_Q16d2EE1			2	13-19 euro	1000000
D_Q16d2EE1			3	20-24 euro	0100000
D_Q16d2EE1			4	25-30 euro	0010000
D_Q16d2EE1			5	31-55 euro	0001000
D_Q16d2EE1			6	above 55 euro	0000100
D_Q16d2EE1			96	Valid skip	0000010
D_Q16d2EE2		8	-1	Missing	0000001
D_Q16d2EE2			1	up to 15 euro	0000000
D_Q16d2EE2			2	15-20 euro	1000000
D_Q16d2EE2			3	21-30 euro	0100000
D_Q16d2EE2			4	31-45 euro	0010000
D_Q16d2EE2			5	46-70 euro	0001000
D_Q16d2EE2			6	above 70 euro	0000100
D_Q16d2EE2			96	Valid skip	0000010
D_Q16d3EE1	8	Current work - Earnings - Net pay per week	-1	Missing	0000001
D_Q16d3EE1			1	up to 70 euro	0000000
D_Q16d3EE1			2	70-90 euro	1000000
D_Q16d3EE1			3	91-130 euro	0100000
D_Q16d3EE1			4	131-190 euro	0010000
D_Q16d3EE1			5	191-260 euro	0001000
D_Q16d3EE1			6	above 260 euro	0000100
D_Q16d3EE1			96	Valid skip	0000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q16d3EE2	8	Current work - Earnings - Gross pay per week	-1	Missing	0000001
D_Q16d3EE2			1	up to 70 euro	0000000
D_Q16d3EE2			2	70-100 euro	1000000
D_Q16d3EE2			3	101-150 euro	0100000
D_Q16d3EE2			4	151-220 euro	0010000
D_Q16d3EE2			5	221-330 euro	0001000
D_Q16d3EE2			6	above 330 euro	0000100
D_Q16d3EE2			96	Valid skip	0000010
D_Q16d4EE1	8	Current work - Earnings - Net pay per 2 weeks	-1	Missing	0000001
D_Q16d4EE1			1	up to 130 euro	0000000
D_Q16d4EE1			2	130-180 euro	1000000
D_Q16d4EE1			3	181-260 euro	0100000
D_Q16d4EE1			4	261-370 euro	0010000
D_Q16d4EE1			5	371-540 euro	0001000
D_Q16d4EE1			6	above 540 euro	0000100
D_Q16d4EE1			96	Valid skip	0000010
D_Q16d4EE2	8	Current work - Earnings - Gross pay per 2 weeks	-1	Missing	0000001
D_Q16d4EE2			1	up to 140 euro	0000000
D_Q16d4EE2			2	140-200 euro	1000000
D_Q16d4EE2			3	201-300 euro	0100000
D_Q16d4EE2			4	301-450 euro	0010000
D_Q16d4EE2			5	451-650 euro	0001000
D_Q16d4EE2			6	above 650 euro	0000100
D_Q16d4EE2			96	Valid skip	0000010
D_Q16d5EE1	8	Current work - Earnings - Net pay per month	-1	Missing	0000001
D_Q16d5EE1			1	up to 270 euro	0000000
D_Q16d5EE1			2	270-400 euro	1000000
D_Q16d5EE1			3	401-550 euro	0100000
D_Q16d5EE1			4	551-800 euro	0010000
D_Q16d5EE1			5	801-1200 euro	0001000
D_Q16d5EE1			6	above 1200 euro	0000100
D_Q16d5EE1			96	Valid skip	0000010
D_Q16d5EE2	8	Current work - Earnings - Gross pay per month	-1	Missing	0000001
D_Q16d5EE2			1	up to 300 euro	0000000
D_Q16d5EE2			2	300-450 euro	1000000
D_Q16d5EE2			3	451-670 euro	0100000
D_Q16d5EE2			4	671-1000 euro	0010000
D_Q16d5EE2			5	1001-1450 euro	0001000
D_Q16d5EE2			6	above 1450 euro	0000100
D_Q16d5EE2			96	Valid skip	0000010
D_Q16d6EE1	8	Current work - Earnings - Net pay per year	-1	Missing	0000001
D_Q16d6EE1			1	up to 3300 euro	0000000
D_Q16d6EE1			2	3300-4600 euro	1000000
D_Q16d6EE1			3	4601-6600 euro	0100000
D_Q16d6EE1			4	6601-9600 euro	0010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q16d6EE1	8	Current work - Earnings - Gross pay per year	5	9601-14000 euro	0001000
D_Q16d6EE1			6	above 14000 euro	0000100
D_Q16d6EE1			96	Valid skip	0000010
D_Q16d6EE2			-1	Missing	0000001
D_Q16d6EE2			1	up to 3700 euro	0000000
D_Q16d6EE2			2	3700-5400 euro	1000000
D_Q16d6EE2			3	5401-8000 euro	0100000
D_Q16d6EE2			4	8001-12000 euro	0010000
D_Q16d6EE2			5	12001-17300 euro	0001000
D_Q16d6EE2			6	above 17300 euro	0000100
D_Q16d6EE2			96	Valid skip	0000010
D_Q16dFRX	4	Current work - Earnings - Broad categories - Gross	-1	Missing	001
D_Q16dFRX			1	Yes	000
D_Q16dFRX			2	No	100
D_Q16dFRX	4	Current work - Earnings - Additional payments 13th	6	Valid skip	010
D_Q16eATX			-1	Missing	001
D_Q16eATX			1	Yes	000
D_Q16eATX	4	Current work - Earnings - Additional payments - NA	2	No	100
D_Q16eATX			6	Valid skip	010
D_Q17aAT			-1	Missing	001
D_Q17aAT	4	Current work - Earnings - Additional payments - NA	1	Yes	000
D_Q17aAT			2	No	100
D_Q17aAT			6	Valid skip	010
D_Q17dEE1	5	Current work - Earnings - Additional payments - Br	-1	Missing	0001
D_Q17dEE1			1	less than 330 euro	0000
D_Q17dEE1			2	330-660 euro	1000
D_Q17dEE1	5	Current work - Earnings - Additional payments - Br	3	over 660 euro	0100
D_Q17dEE1			6	Valid skip	0010
D_Q17dEE2			-1	Missing	0001
D_Q17dEE2	5	Current work - Earnings - Additional payments - Br	1	less than 400 euro	0000
D_Q17dEE2			2	400-800 euro	1000
D_Q17dEE2			3	over 800 euro	0100
D_Q17dEE2	5	Current work - Earnings - Total business profit/lo	6	Valid skip	0010
D_Q18aAU1X			-1	Missing	0001
D_Q18aAU1X			1	Profit	0000
D_Q18aAU1X	8	Current work - Earnings - Broad categories - Total	2	Loss	1000
D_Q18aAU1X			3	Neither (nil income)	0100
D_Q18aAU1X			6	Valid skip	0010
D_Q18c1EE	8	Current work - Earnings - Broad categories - Total	-1	Missing	0000001
D_Q18c1EE			1	up to 300 euro	0000000
D_Q18c1EE			2	300-450 euro	1000000
D_Q18c1EE			3	451-670 euro	0100000
D_Q18c1EE			4	671-1000 euro	0010000
D_Q18c1EE			5	1001-1450 euro	0001000
D_Q18c1EE			6	above 1450 euro	0000100

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
D_Q18c1EE	8	Current work - Earnings - Broad categories - Total	96	Valid skip	0000010
D_Q18c2EE			-1	Missing	0000001
D_Q18c2EE			1	up to 3700 euro	0000000
D_Q18c2EE			2	3700-5400 euro	1000000
D_Q18c2EE			3	5401-8000 euro	0100000
D_Q18c2EE			4	8001-12000 euro	0010000
D_Q18c2EE			5	12001-17300 euro	0001000
D_Q18c2EE			6	above 17300 euro	0000100
D_Q18c2EE	8	Current work - Earnings - Salary period	96	Valid skip	0000010
D_S16bAU			-1	Missing	0000001
D_S16bAU			1	Week	0000000
D_S16bAU			2	Fortnight	1000000
D_S16bAU			3	Four weeks	0100000
D_S16bAU			4	Calendar month	0010000
D_S16bAU			5	Year	0001000
D_S16bAU			6	Other (please specif	0000100
D_S16bAU	4	Current work - Employee or self-employed	96	Valid skip	0000010
E_D04			-1	Missing	001
E_D04			1	Employee	000
E_D04			2	Self-employed	100
E_D04	4	Last job- Employee or self-employed - NATIONAL	6	Valid skip	010
E_D04AT			-1	Missing	001
E_D04AT			1	Employee	000
E_D04AT			2	Self-employed	100
E_D04AT	4	Can I check, is your last job <INSERT JOB TITLE>?	6	Valid skip	010
E_Q01aFIX			-1	Missing	001
E_Q01aFIX			1	Yes	000
E_Q01aFIX			2	No	100
E_Q01aFIX	11	Last job - Job status	6	Valid skip	010
E_Q01aFR1			-1	Missing	000000001
E_Q01aFR1			1	Civil servant workin	0000000000
E_Q01aFR1			2	Civil servant workin	1000000000
E_Q01aFR1			3	Employee on the Soci	0100000000
E_Q01aFR1			4	Employee of a public	0010000000
E_Q01aFR1			5	Employee of private	0001000000
E_Q01aFR1			6	Employee of and indi	0000100000
E_Q01aFR1			7	Employee in your own	0000010000
E_Q01aFR1			8	Running your own bnu	0000001000
E_Q01aFR1			9	Helping one of your	0000000100
E_Q01aFR1	10	Last job - Job classification	96	Valid skip	0000000010
E_Q01aFR3			-1	Missing	000000001
E_Q01aFR3			1	Unskilled industrial	0000000000
E_Q01aFR3			2	Skilled industrial w	1000000000
E_Q01aFR3			3	Technician	0100000000
E_Q01aFR3			4	Civil servant with a	0010000000

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q01aFR3	10	Last job - Job classification	5	Civil servant with a	000100000
E_Q01aFR3			6	Civil servant with a	000010000
E_Q01aFR3			7	Civil servant with a	000001000
E_Q01aFR3			8	Other. Specify.	000000100
E_Q01aFR3			96	Valid skip	000000010
E_Q01aFR4			-1	Missing	000000001
E_Q01aFR4			1	Unskilled industrial	000000000
E_Q01aFR4			2	Skilled industrial w	100000000
E_Q01aFR4			3	Technician	010000000
E_Q01aFR4			4	Foreman, salesman	001000000
E_Q01aFR4			5	Engineer, executive	000100000
E_Q01aFR4			6	Chief executive, top	000010000
E_Q01aFR4			7	Office clerck, sales	000001000
E_Q01aFR4			8	Other. Specify.	000000100
E_Q01aFR4			96	Valid skip	000000010
E_Q01aFR5	10	Last job - Job classification	-1	Missing	000000001
E_Q01aFR5			1	Director of your own	000000000
E_Q01aFR5			2	Leading manager of a	100000000
E_Q01aFR5			3	Free manager or rent	010000000
E_Q01aFR5			4	Minority manager	001000000
E_Q01aFR5			5	Associate	000100000
E_Q01aFR5			6	Partner in a busines	000010000
E_Q01aFR5			7	Other self-employed	000001000
E_Q01aFR5			8	Other. Specify.	000000100
E_Q01aFR5			96	Valid skip	000000010
E_Q01aFR6	12	Last job - Main task	-1	Missing	00000000001
E_Q01aFR6			1	Production, construc	00000000000
E_Q01aFR6			2	Repairing, maintaini	10000000000
E_Q01aFR6			3	Cleaning, caretaking	01000000000
E_Q01aFR6			4	Handing, logistics	00100000000
E_Q01aFR6			5	Secretary, reception	00010000000
E_Q01aFR6			6	Accounting, administ	00001000000
E_Q01aFR6			7	Sales and marketing	00000100000
E_Q01aFR6			8	Research and develop	00000010000
E_Q01aFR6			9	Education, healthcar	00000001000
E_Q01aFR6			10	Other. Specify.	00000000100
E_Q01aFR6			96	Valid skip	00000000010
E_Q01aNOX	4	Last job - Job title - Is registry correct	-1	Missing	001
E_Q01aNOX			1	Yes	000
E_Q01aNOX			2	No	100
E_Q02aNOX	4	Last job - Kind of business, industry or service	6	Valid skip	010
E_Q02aNOX			-1	Missing	001
E_Q02aNOX			1	Yes	000
E_Q02aNOX			2	No	100
E_Q02aNOX			6	Valid skip	010

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q03US	5	Last job - Economic sector	-1	Missing	0001
E_Q03US			1	The private sector (	0000
E_Q03US			2	The public sector (f	1000
E_Q03US			3	A non-profit organis	0100
E_Q03US			6	Valid skip	0010
E_Q04AT1	8	Last job - Occupational status - NATIONAL	-1	Missing	0000001
E_Q04AT1			1	white-collar worker	0000000
E_Q04AT1			2	blue-collar worker	1000000
E_Q04AT1			3	magistrate	0100000
E_Q04AT1			4	Contract agent	0010000
E_Q04AT1			5	Freelancer	0001000
E_Q04AT1			6	self-employed	0000100
E_Q04AT1	6	Last job - Degree of difficulty of the job - NATIO	96	Valid skip	0000010
E_Q04AT2			-1	Missing	00001
E_Q04AT2			1	easy tasks	00000
E_Q04AT2			2	average tasks	10000
E_Q04AT2			3	higher tasks	01000
E_Q04AT2			4	highly skilled tasks	00100
E_Q04AT2			6	Valid skip	00010
E_Q04AU	5	Last job - Employee or self-employed	-1	Missing	0001
E_Q04AU			1	Employer	0000
E_Q04AU			2	Own business	1000
E_Q04AU			3	Other/Uncertain	0100
E_Q04AU			6	Valid skip	0010
E_Q04AU1	4	Last job - Form of payment - Wage or Salary	-1	Missing	001
E_Q04AU1			1	Wage/Salary	000
E_Q04AU1			2	Other/Uncertain	100
E_Q04AU1			6	Valid skip	010
E_Q04AU2	11	Last job - Payment or working arrangements	-1	Missing	000000001
E_Q04AU2			1	Contractor/Subcontra	000000000
E_Q04AU2			2	Own business/Partner	100000000
E_Q04AU2			3	Commission only	010000000
E_Q04AU2			4	Commission with reta	001000000
E_Q04AU2			5	In a family business	000100000
E_Q04AU2			6	Payment in kind	000010000
E_Q04AU2			7	Paid by the price/it	000001000
E_Q04AU2			8	Wage/salary earner	000000100
E_Q04AU2			9	Other	000000010
E_Q04AU2			96	Valid skip	000000010
E_Q04AU3	4	Last job - Employees working for you	-1	Missing	001
E_Q04AU3			1	Yes	000
E_Q04AU3			2	No	100
E_Q04AU3			6	Valid skip	010
E_Q04AU4	4	Last job - Is business incorporated	-1	Missing	001
E_Q04AU4			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q04AU4	7	Last job - Size of compagny	2	No	100
E_Q04AU4			6	Valid skip	010
E_Q06bFRX			-1	Missing	000001
E_Q06bFRX			1	1 to 10 people	000000
E_Q06bFRX			2	11 to 50 people	100000
E_Q06bFRX			3	51 to 250 people	010000
E_Q06bFRX			4	251 to 1000 people	001000
E_Q06bFRX			5	More than 1000 peopl	000100
E_Q06bFRX			6	Valid skip	000010
E_Q06KO	8	KO_Last job - Amount of people working for employe	-1	Missing	0000001
E_Q06KO			1	1 to 10 people	0000000
E_Q06KO			2	11 to 50 people	1000000
E_Q06KO			3	51 to 250 people	0100000
E_Q06KO			4	251 to 300 people	0010000
E_Q06KO			5	301 to 1000 people	0001000
E_Q06KO			6	1001 people and over	0000100
E_Q06KO			96	Valid skip	0000010
E_Q07bKO	8	KO_Last job - Employees working for you - Amount	-1	Missing	0000001
E_Q07bKO			1	1 to 10 people	0000000
E_Q07bKO			2	11 to 50 people	1000000
E_Q07bKO			3	51 to 250 people	0100000
E_Q07bKO			4	251 to 300 people	0010000
E_Q07bKO			5	301 to 1000 people	0001000
E_Q07bKO			6	1001 people and over	0000100
E_Q07bKO			96	Valid skip	0000010
E_Q08ca1	10	Last job - Type of contract	-1	Missing	000000001
E_Q08ca1			1	A permanent contract	000000000
E_Q08ca1			2	A seasonal job	100000000
E_Q08ca1			3	A term or contract j	010000000
E_Q08ca1			4	A casual job	001000000
E_Q08ca1			5	Other temporary jobs	000100000
E_Q08ca1			6	An apprenticeship or	000010000
E_Q08ca1			7	No contract	000001000
E_Q08ca1			8	Other, please specif	000000100
E_Q08ca1			96	Valid skip	000000010
E_Q08CZ	7	Last job - Type of contract	-1	Missing	000001
E_Q08CZ			1	An indefinite contra	000000
E_Q08CZ			2	A fixed term contrac	100000
E_Q08CZ			3	A temporary employe	010000
E_Q08CZ			4	No contract	001000
E_Q08CZ			5	Other, please specif	000100
E_Q08CZ			6	Valid skip	000010
E_Q08DE	10	Last job - Type of contract	-1	Missing	000000001
E_Q08DE			1	An indefinite contra	000000000
E_Q08DE			2	A fixed term contrac	100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q08DE	10	Last job - Type of contract	3	A temporary employe	010000000
E_Q08DE			4	An apprenticeship or	001000000
E_Q08DE			5	A honorary or freela	000100000
E_Q08DE			6	Seasonal contract	000010000
E_Q08DE			7	No written contract	000001000
E_Q08DE			8	Other	000000100
E_Q08DE			96	Valid skip	000000010
E_Q08EE			-1	Missing	000000001
E_Q08EE			1	Indefinite contract	000000000
E_Q08EE			2	Fixed term contract	100000000
E_Q08EE			3	A temporary subcontr	010000000
E_Q08EE			4	Indenture, incl publ	001000000
E_Q08EE			5	An apprenticeship co	000100000
E_Q08EE			6	A temporary contract	000010000
E_Q08EE			7	No contract	000001000
E_Q08EE			8	Other, please specif	000000100
E_Q08EE	9	Last job - Type of contract	96	Valid skip	000000010
E_Q08FR			-1	Missing	000000001
E_Q08FR			1	An indefinite contra	000000000
E_Q08FR			2	A fixed term contrac	100000000
E_Q08FR			3	A temporary employe	010000000
E_Q08FR			4	An apprenticeship	001000000
E_Q08FR			5	Training contract	000100000
E_Q08FR			6	No contract	000010000
E_Q08FR			7	Other. Specify.	000001000
E_Q08FR			96	Valid skip	000000010
E_Q08IT		9	-1	Missing	000000001
E_Q08IT			1	An indefinite contra	000000000
E_Q08IT			2	A fixed term contrac	100000000
E_Q08IT			3	A temporary employe	010000000
E_Q08IT			4	An apprenticeship or	001000000
E_Q08IT			5	Project-based contra	000100000
E_Q08IT			6	No contract	000010000
E_Q08IT			7	Other	000001000
E_Q08IT			96	Valid skip	000000010
E_Q08JP		12	-1	Missing	00000000001
E_Q08JP			1	Regular staff(indefi	00000000000
E_Q08JP			2	Regular staff(fixed	10000000000
E_Q08JP			3	A contract employee	01000000000
E_Q08JP			4	A part-time worker(i	00100000000
E_Q08JP			5	A part-time worker(f	00010000000
E_Q08JP			6	A temporary employe	00001000000
E_Q08JP			7	An entrusted employe	00000100000
E_Q08JP			8	An apprenticeship	00000010000
E_Q08JP			9	No contract	00000001000

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q08JP	5	KO_Last job - Type of contract	10	Other	00000000100
E_Q08JP			96	Valid skip	00000000010
E_Q08KOX1			-1	Missing	0001
E_Q08KOX1			1	A permanent worker	0000
E_Q08KOX1			2	A temporary worker	1000
E_Q08KOX1	4	KO_Last job - regular_irregural	3	A daily worker	0100
E_Q08KOX1			96	Valid skip	0010
E_Q08KOX2			-1	Missing	001
E_Q08KOX2			1	regular	000
E_Q08KOX2			2	irregular	100
E_Q08KOX2	7	Last job - Type of contract	96	Valid skip	010
E_Q08RU			-1	Missing	000001
E_Q08RU			1	An indefinite contra	000000
E_Q08RU			2	A fixed term contrac	100000
E_Q08RU			3	An apprenticeship or	010000
E_Q08RU	10	Last job - Type of contract	4	No contract	001000
E_Q08RU			5	Other	000100
E_Q08RU			96	Valid skip	000010
E_Q08SE			-1	Missing	000000001
E_Q08SE			1	Fast/tillsvidare	000000000
E_Q08SE			2	Fast/tillsvidare II	100000000
E_Q08SE			3	Fast/tillsvidare II	010000000
E_Q08SE			4	Fast/tillsvidare II	001000000
E_Q08SE			5	Kallas vid behov	000100000
E_Q08SE			6	Karling, praktik	000010000
E_Q08SE	6	KO_Last job - shift	7	Arbetsmarknadspoliti	000001000
E_Q08SE			8	Annan beskriv	000000100
E_Q08SE			96	Valid skip	000000010
E_Q09KOX3			-1	Missing	00001
E_Q09KOX3			1	No shift	00000
E_Q09KOX3	13	Last job - Reason for end of job -NATIONAL	2	2 shifts	10000
E_Q09KOX3			3	3 shifts and over	01000
E_Q09KOX3			4	Work every other day	00100
E_Q09KOX3			6	Valid skip	00010
E_Q10AT			-1	Missing	000000000001
E_Q10AT			1	I was dismissed	000000000000
E_Q10AT			2	I was made redundant	100000000000
E_Q10AT			3	It was a temporary j	010000000000
E_Q10AT			4	I resigned	001000000000
E_Q10AT			5	I gave up work for h	000100000000
E_Q10AT	6	I took early retirem	000010000000		
E_Q10AT	7	I retired (at or aft	000001000000		
E_Q10AT	8	I gave up work becau	000000100000		
E_Q10AT	9	I gave up work in or	000000010000		
E_Q10AT	10	I went to military s	000000001000		

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
E_Q10AT	8	Last job - Reason for end of job	11	I left for some othe	000000000100
E_Q10AT			96	Valid skip	000000000010
E_Q10JPX			-1	Missing	0000001
E_Q10JPX			1	Slumping business or	0000000
E_Q10JPX			2	Just temporary job	1000000
E_Q10JPX			3	Low income	0100000
E_Q10JPX			4	Bad working conditio	0010000
E_Q10JPX			5	I am not suited for	0001000
E_Q10JPX			6	Other reason	0000100
E_Q10JPX			96	Valid skip	0000010
F_Q01aca1_01	4	Skill use work - Language used most often at work	-1	Missing	001
F_Q01aca1_01			1	Marked	000
F_Q01aca1_01			2	Not marked	100
F_Q01aca1_01	4	Skill use work - Language used most often at work	6	Valid skip	010
F_Q01aca1_02			-1	Missing	001
F_Q01aca1_02			1	Marked	000
F_Q01aca1_02	4	Skill use work - Language used most often at work	2	Not marked	100
F_Q01aca1_02			6	Valid skip	010
F_Q01aca1_03			-1	Missing	001
F_Q01aca1_03	4	Skill use work - Language used most often at work	1	Marked	000
F_Q01aca1_03			2	Not marked	100
F_Q01aca1_03			6	Valid skip	010
F_Q07bEEX1	7	Skill use to establish an enterprise - Have experi	-1	Missing	000001
F_Q07bEEX1			1	Not at all	000000
F_Q07bEEX1			2	Very little	100000
F_Q07bEEX1			3	To some extent	010000
F_Q07bEEX1			4	To a high extent	001000
F_Q07bEEX1			5	To a very high exten	000100
F_Q07bEEX1			6	Valid skip	000010
F_Q07bEEX2	7	Skill use to establish an enterprise - Business pl	-1	Missing	000001
F_Q07bEEX2			1	Not at all	000000
F_Q07bEEX2			2	Very little	100000
F_Q07bEEX2			3	To some extent	010000
F_Q07bEEX2			4	To a high extent	001000
F_Q07bEEX2			5	To a very high exten	000100
F_Q07bEEX2			6	Valid skip	000010
F_Q07bEEX4	7	Skill use to establish an enterprise - Know whom t	-1	Missing	000001
F_Q07bEEX4			1	Not at all	000000
F_Q07bEEX4			2	Very little	100000
F_Q07bEEX4			3	To some extent	010000
F_Q07bEEX4			4	To a high extent	001000
F_Q07bEEX4			5	To a very high exten	000100
F_Q07bEEX4			6	Valid skip	000010
F_Q07bEEX9	7	Skill use to establish an enterprise - Have experi	-1	Missing	000001
F_Q07bEEX9			1	Not at all	000000

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
F_Q07bEEX9	7	KO_Skill use work - Literacy - Read diagrams maps	2	Very little	100000
F_Q07bEEX9			3	To some extent	010000
F_Q07bEEX9			4	To a high extent	001000
F_Q07bEEX9			5	To a very high exten	000100
F_Q07bEEX9			6	Valid skip	000010
G_Q01hKOX			-1	Missing	000001
G_Q01hKOX			1	Less than 1 page	000000
G_Q01hKOX			2	2-5 pages	100000
G_Q01hKOX			3	6-10 pages	010000
G_Q01hKOX			4	11-25 pages	001000
G_Q01hKOX	7	KO_Skill use work - Literacy - Fill in forms	5	26 pages and over	000100
G_Q01hKOX			6	Valid skip	000010
G_Q02dKOX			-1	Missing	000001
G_Q02dKOX			1	Less than 1 page	000000
G_Q02dKOX			2	2-5 pages	100000
G_Q02dKOX			3	6-10 pages	010000
G_Q02dKOX			4	11-25 pages	001000
G_Q02dKOX			5	26 pages and over	000100
G_Q02dKOX			6	Valid skip	000010
G_Q04USX	4	Skill Use Work - ICT - Computer last job	-1	Missing	001
G_Q04USX			1	Yes	000
G_Q04USX			2	No	100
G_Q04USX			6	Valid skip	010
H_Q01cca4	7	Skill use everyday life - Literacy - Read newspaper	-1	Missing	000001
H_Q01cca4			1	Never	000000
H_Q01cca4			2	Less than once a mon	100000
H_Q01cca4			3	Less than once a wee	010000
H_Q01cca4			4	At least once a week	001000
H_Q01cca4			5	Every day	000100
H_Q01cca4			6	Valid skip	000010
H_Q01eca4	7	Skill use everyday life - Literacy - Read books in	-1	Missing	000001
H_Q01eca4			1	Never	000000
H_Q01eca4			2	Less than once a mon	100000
H_Q01eca4			3	Less than once a wee	010000
H_Q01eca4			4	At least once a week	001000
H_Q01eca4			5	Every day	000100
H_Q01eca4			6	Valid skip	000010
I_Q010bUSX1	4	About yourself - Health - Have medical insurance	-1	Missing	001
I_Q010bUSX1			1	Yes	000
I_Q010bUSX1			2	No	100
I_Q010bUSX1			6	Valid skip	010
I_Q05aEEX	7	About yourself - Cultural engagement - engage in a	-1	Missing	000001
I_Q05aEEX			1	Never	000000
I_Q05aEEX			2	Less than once a mon	100000
I_Q05aEEX			3	Less than once a wee	010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q05aEEX	7	About yourself - Cultural engagement - go to the m	4	At least once a week	001000
I_Q05aEEX			5	Every day	000100
I_Q05aEEX			6	Valid skip	000010
I_Q05bEEX			-1	Missing	000001
I_Q05bEEX			1	Never	000000
I_Q05bEEX			2	Less than once a mon	100000
I_Q05bEEX			3	Less than once a wee	010000
I_Q05bEEX			4	At least once a week	001000
I_Q05bEEX			5	Every day	000100
I_Q05bEEX			6	Valid skip	000010
I_Q05cEEX	7	About yourself - Cultural engagement - particpate	-1	Missing	000001
I_Q05cEEX			1	Never	000000
I_Q05cEEX			2	Less than once a mon	100000
I_Q05cEEX			3	Less than once a wee	010000
I_Q05cEEX			4	At least once a week	001000
I_Q05cEEX			5	Every day	000100
I_Q05cEEX			6	Valid skip	000010
I_Q05dEEX	7	About yourself - Cultural engagement - visit a lib	-1	Missing	000001
I_Q05dEEX			1	Never	000000
I_Q05dEEX			2	Less than once a mon	100000
I_Q05dEEX			3	Less than once a wee	010000
I_Q05dEEX			4	At least once a week	001000
I_Q05dEEX			5	Every day	000100
I_Q05dEEX			6	Valid skip	000010
I_Q05eEEX	7	About yourself - Cultural engagement - spend time	-1	Missing	000001
I_Q05eEEX			1	Never	000000
I_Q05eEEX			2	Less than once a mon	100000
I_Q05eEEX			3	Less than once a wee	010000
I_Q05eEEX			4	At least once a week	001000
I_Q05eEEX			5	Every day	000100
I_Q05eEEX			6	Valid skip	000010
I_Q05hJPX	7	About yourself - Cultural engagement - Attend reli	-1	Missing	000001
I_Q05hJPX			1	Never	000000
I_Q05hJPX			2	Less than once a mon	100000
I_Q05hJPX			3	Less than once a wee	010000
I_Q05hJPX			4	At least once a week	001000
I_Q05hJPX			5	Every day	000100
I_Q05hJPX			6	Valid skip	000010
I_Q06c	7	I feel that I have a pretty good understanding of	-1	Missing	000001
I_Q06c			1	Strongly agree	000000
I_Q06c			2	Agree	100000
I_Q06c			3	Neither agree nor di	010000
I_Q06c			4	Disagree	001000
I_Q06c			5	Strongly disagree	000100
I_Q06c			6	Valid skip	000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q06dUSX1a	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1a			1	A lot	00000
I_Q06dUSX1a			2	Some	10000
I_Q06dUSX1a			3	A little	01000
I_Q06dUSX1a			4	None	00100
I_Q06dUSX1a			6	Valid skip	00010
I_Q06dUSX1b	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1b			1	A lot	00000
I_Q06dUSX1b			2	Some	10000
I_Q06dUSX1b			3	A little	01000
I_Q06dUSX1b			4	None	00100
I_Q06dUSX1b			6	Valid skip	00010
I_Q06dUSX1c	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1c			1	A lot	00000
I_Q06dUSX1c			2	Some	10000
I_Q06dUSX1c			3	A little	01000
I_Q06dUSX1c			4	None	00100
I_Q06dUSX1c			6	Valid skip	00010
I_Q06dUSX1d	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1d			1	A lot	00000
I_Q06dUSX1d			2	Some	10000
I_Q06dUSX1d			3	A little	01000
I_Q06dUSX1d			4	None	00100
I_Q06dUSX1d			6	Valid skip	00010
I_Q06dUSX1e	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1e			1	A lot	00000
I_Q06dUSX1e			2	Some	10000
I_Q06dUSX1e			3	A little	01000
I_Q06dUSX1e			4	None	00100
I_Q06dUSX1e			6	Valid skip	00010
I_Q06dUSX1f	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1f			1	A lot	00000
I_Q06dUSX1f			2	Some	10000
I_Q06dUSX1f			3	A little	01000
I_Q06dUSX1f			4	None	00100
I_Q06dUSX1f			6	Valid skip	00010
I_Q06dUSX1g	6	About yourself - Political efficacy - Information	-1	Missing	00001
I_Q06dUSX1g			1	A lot	00000
I_Q06dUSX1g			2	Some	10000
I_Q06dUSX1g			3	A little	01000
I_Q06dUSX1g			4	None	00100
I_Q06dUSX1g			6	Valid skip	00010
I_Q08USX1	4	About yourself - Health - Difficulty seeing print	-1	Missing	001
I_Q08USX1			1	Yes	000
I_Q08USX1			2	No	100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q08USX1	4	About yourself - Health - Difficulty hearing conve	6	Valid skip	010
I_Q08USX2			-1	Missing	001
I_Q08USX2			1	Yes	000
I_Q08USX2			2	No	100
I_Q08USX2	4	About yourself - Health - Diagnosed learning disab	6	Valid skip	010
I_Q08USX3			-1	Missing	001
I_Q08USX3			1	Yes	000
I_Q08USX3			2	No	100
I_Q08USX3	4	About yourself - Disability - Longstanding illness	6	Valid skip	010
I_Q10a			-1	Missing	001
I_Q10a			1	Yes	000
I_Q10a			2	No	100
I_Q10a	4	About yourself - Disability - Longstanding illness	6	Valid skip	010
I_Q10aAUX			-1	Missing	001
I_Q10aAUX			1	Yes	000
I_Q10aAUX			2	No	100
I_Q10aAUX	4	About yourself - Disability - Longstanding illness	6	Valid skip	010
I_Q10aCA			-1	Missing	001
I_Q10aCA			1	Yes	000
I_Q10aCA			2	No	100
I_Q10aCA	5	About yourself - Disability - Limitations because	6	Valid skip	010
I_Q10b			-1	Missing	0001
I_Q10b			1	Severely limited	0000
I_Q10b			2	Limited but not seve	1000
I_Q10b			3	Not limited at all	0100
I_Q10b			6	Valid skip	0010
I_Q10bAUX	5	About yourself - Disability - Limitations because	-1	Missing	0001
I_Q10bAUX			1	Severely limited	0000
I_Q10bAUX			2	Limited but not seve	1000
I_Q10bAUX			3	Not limited at all	0100
I_Q10bAUX			6	Valid skip	0010
I_Q10bAUX			-1	Missing	0001
I_Q10bCA	5	About yourself - Disability - Limitation because o	1	Severely limited	0000
I_Q10bCA			2	Limited but not seve	1000
I_Q10bCA			3	Not limited at all	0100
I_Q10bCA			6	Valid skip	0010
I_Q10bCA			-1	Missing	0001
I_Q10bCA			1	Severely limited	0000
I_Q10bUSX2a	6	About yourself - Health - Health information from	2	Limited but not seve	1000
I_Q10bUSX2a			3	Not limited at all	0100
I_Q10bUSX2a			6	Valid skip	0010
I_Q10bUSX2a			-1	Missing	00001
I_Q10bUSX2a			1	A lot	00000
I_Q10bUSX2a			2	Some	10000
I_Q10bUSX2a	6	About yourself - Health - Health information from	3	A little	01000
I_Q10bUSX2a			4	None	00100
I_Q10bUSX2a			6	Valid skip	00010
I_Q10bUSX2b			-1	Missing	00001
I_Q10bUSX2b			1	A lot	00000
I_Q10bUSX2b			2	Some	10000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q10bUSX2b	6	About yourself - Health - Health information from	3	A little	01000
I_Q10bUSX2b			4	None	00100
I_Q10bUSX2b			6	Valid skip	00010
I_Q10bUSX2c			-1	Missing	00001
I_Q10bUSX2c			1	A lot	00000
I_Q10bUSX2c			2	Some	10000
I_Q10bUSX2c			3	A little	01000
I_Q10bUSX2c			4	None	00100
I_Q10bUSX2c	6	About yourself - Health - Health information from	6	Valid skip	00010
I_Q10bUSX2d			-1	Missing	00001
I_Q10bUSX2d			1	A lot	00000
I_Q10bUSX2d			2	Some	10000
I_Q10bUSX2d			3	A little	01000
I_Q10bUSX2d			4	None	00100
I_Q10bUSX2d			6	Valid skip	00010
I_Q10bUSX2e	6	About yourself - Health - Health information from	-1	Missing	00001
I_Q10bUSX2e			1	A lot	00000
I_Q10bUSX2e			2	Some	10000
I_Q10bUSX2e			3	A little	01000
I_Q10bUSX2e			4	None	00100
I_Q10bUSX2e			6	Valid skip	00010
I_Q10bUSX2f	6	About yourself - Health - Health information from	-1	Missing	00001
I_Q10bUSX2f			1	A lot	00000
I_Q10bUSX2f			2	Some	10000
I_Q10bUSX2f			3	A little	01000
I_Q10bUSX2f			4	None	00100
I_Q10bUSX2f			6	Valid skip	00010
I_Q10bUSX2g	6	About yourself - Health - Health information from	-1	Missing	00001
I_Q10bUSX2g			1	A lot	00000
I_Q10bUSX2g			2	Some	10000
I_Q10bUSX2g			3	A little	01000
I_Q10bUSX2g			4	None	00100
I_Q10bUSX2g			6	Valid skip	00010
I_Q10bUSX2h	6	About yourself - Health - Health information from	-1	Missing	00001
I_Q10bUSX2h			1	A lot	00000
I_Q10bUSX2h			2	Some	10000
I_Q10bUSX2h			3	A little	01000
I_Q10bUSX2h			4	None	00100
I_Q10bUSX2h			6	Valid skip	00010
I_Q10bUSX3a	4	About yourself - Health - Flu shot in past year	-1	Missing	001
I_Q10bUSX3a			1	Yes	000
I_Q10bUSX3a			2	No	100
I_Q10bUSX3a			6	Valid skip	010
I_Q10bUSX3b	4	About yourself - Health - Mammogram in past year	-1	Missing	001
I_Q10bUSX3b			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
I_Q10bUSX3b	4	About yourself - Health - Pap smear in past year	2	No	100
I_Q10bUSX3b			6	Valid skip	010
I_Q10bUSX3c			-1	Missing	001
I_Q10bUSX3c			1	Yes	000
I_Q10bUSX3c	4	About yourself - Health - Screen for colon cancer	2	No	100
I_Q10bUSX3c			6	Valid skip	010
I_Q10bUSX3d			-1	Missing	001
I_Q10bUSX3d			1	Yes	000
I_Q10bUSX3d	4	About yourself - Health - Vision check in past yea	2	No	100
I_Q10bUSX3d			6	Valid skip	010
I_Q10bUSX3e			-1	Missing	001
I_Q10bUSX3e			1	Yes	000
I_Q10bUSX3e	4	About yourself - Health - Screen for prostate canc	2	No	100
I_Q10bUSX3e			6	Valid skip	010
I_Q10bUSX3f			-1	Missing	001
I_Q10bUSX3f			1	Yes	000
I_Q10bUSX3f	4	About yourself - Health - Screen for osteoporosis	2	No	100
I_Q10bUSX3f			6	Valid skip	010
I_Q10bUSX3g			-1	Missing	001
I_Q10bUSX3g			1	Yes	000
I_Q10bUSX3g	4	About yourself - Health - Seen dentist in past yea	2	No	100
I_Q10bUSX3g			6	Valid skip	010
I_Q10bUSX3h			-1	Missing	001
I_Q10bUSX3h			1	Yes	000
I_Q10bUSX3h	5	About yourself - Disability - Day-to-day activitie	2	No	100
I_Q10bUSX3h			6	Valid skip	010
I_Q10UKX			-1	Missing	0001
I_Q10UKX			1	Yes, limited a lot	0000
I_Q10UKX	4	Did the respondent mention more than 1 language?	2	Yes, limited a littl	1000
I_Q10UKX			3	No	0100
I_Q10UKX			6	Valid skip	0010
J_N05a2DK			-1	Missing	001
J_N05a2DK	4	Background - More than one language spoken at home	1	Yes	000
J_N05a2DK			2	No	100
J_N05a2DK			96	Valid skip	010
J_N05bDEX1			-1	Missing	001
J_N05bDEX1	4	Background - More than one language spoken at age	1	Yes	000
J_N05bDEX1			2	No	100
J_N05bDEX1			6	Valid skip	010
J_N05bDEX2			-1	Missing	001
J_N05bDEX2	8	Background - People in household AU	1	Yes	000
J_N05bDEX2			2	No	100
J_N05bDEX2			6	Valid skip	010
J_Q01AU			-1	Missing	0000001
J_Q01AU			1	1	0000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q01AU	12	Background - Living with spouse or partner	2	2	1000000
J_Q01AU			3	3	0100000
J_Q01AU			4	4	0010000
J_Q01AU			5	5	0001000
J_Q01AU			6	6 or more	0000100
J_Q01AU			96	Valid skip	0000010
J_Q02aUK			-1	Missing	00000000001
J_Q02aUK			1	single, that is neve	00000000000
J_Q02aUK			2	married and living w	10000000000
J_Q02aUK			3	living with someone	01000000000
J_Q02aUK			4	a civil partner in a	00100000000
J_Q02aUK			5	married and separate	00010000000
J_Q02aUK			6	divorced	00001000000
J_Q02aUK			7	widowed	00000100000
J_Q02aUK			8	Spontaneous only - L	00000010000
J_Q02aUK			9	Spontaneous only - C	00000001000
J_Q02aUK			10	Spontaneous only - S	00000000100
J_Q02aUK	15	Background - Highest education level partner has e	96	Valid skip	00000000010
J_Q02bCZ			-1	Missing	0000000000001
J_Q02bCZ			1	ISCED 1	0000000000000
J_Q02bCZ			2	ISCED 2	1000000000000
J_Q02bCZ			3	ISCED 3C shorter tha	0100000000000
J_Q02bCZ			4	ISCED 3C 2 years or	0010000000000
J_Q02bCZ			5	ISCED 3A-B	0001000000000
J_Q02bCZ			6	ISCED 3 (without dis	0000100000000
J_Q02bCZ			7	ISCED 4C	0000010000000
J_Q02bCZ			8	ISCED 4A-B	0000001000000
J_Q02bCZ			9	ISCED 4 (without dis	0000000100000
J_Q02bCZ			10	ISCED 5B	0000000010000
J_Q02bCZ			11	ISCED 5A, bachelor d	0000000001000
J_Q02bCZ			12	ISCED 5A, master deg	0000000000100
J_Q02bCZ			13	ISCED 6	00000000000100
J_Q02bCZ			96	Valid skip	00000000000010
J_Q02bFR	16	Background - Highest education level partner has e	-1	Missing	000000000000001
J_Q02bFR			1	No formal qualificat	000000000000000
J_Q02bFR			2	ISCED 1	100000000000000
J_Q02bFR			3	ISCED 2	010000000000000
J_Q02bFR			4	ISCED 3C shorter tha	001000000000000
J_Q02bFR			5	ISCED 3C 2 years or	000100000000000
J_Q02bFR			6	ISCED 3A-B	000010000000000
J_Q02bFR			7	ISCED 3 (without dis	000001000000000
J_Q02bFR			8	ISCED 4C	000000100000000
J_Q02bFR			9	ISCED 4A-B	000000010000000
J_Q02bFR			10	ISCED 4 (without dis	000000001000000
J_Q02bFR			11	ISCED 5B	000000000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q02bFR	11	Background - Work situation of spouse of partner	12	ISCED 5A, bachelor d	000000000010000
J_Q02bFR			13	ISCED 5A, master deg	000000000001000
J_Q02bFR			14	ISCED 6	000000000000100
J_Q02bFR			96	Valid skip	000000000000010
J_Q02cCZ			-1	Missing	0000000001
J_Q02cCZ			1	Full-time employed (	0000000000
J_Q02cCZ			2	Part-time employed (	1000000000
J_Q02cCZ			3	Unemployed	0100000000
J_Q02cCZ			4	Pupil, student	0010000000
J_Q02cCZ			5	Apprentice, internsh	0001000000
J_Q02cCZ			6	In retirement or ear	0000100000
J_Q02cCZ			7	Permanently disabled	0000010000
J_Q02cCZ			8	Fulfilling domestic	0000001000
J_Q02cCZ			9	Other	0000000100
J_Q02cIE	11	Background - Work situation of spouse or partner	96	Valid skip	0000000010
J_Q02cIE			-1	Missing	0000000001
J_Q02cIE			1	Full-time employed (	0000000000
J_Q02cIE			2	Part-time employed (	1000000000
J_Q02cIE			3	Unemployed	0100000000
J_Q02cIE			4	Pupil, student	0010000000
J_Q02cIE			5	Apprentice, internsh	0001000000
J_Q02cIE			6	In retirement or ear	0000100000
J_Q02cIE			7	Permanently disabled	0000010000
J_Q02cIE			8	Fulfilling domestic	0000001000
J_Q02cIE			9	Other	0000000100
J_Q02cIE			96	Valid skip	0000000010
J_Q02cNL	11	Background - Work situation of spouse or partner	-1	Missing	0000000001
J_Q02cNL			1	Full-time employed (	0000000000
J_Q02cNL			2	Part-time employed (	1000000000
J_Q02cNL			3	Unemployed	0100000000
J_Q02cNL			4	Pupil, student	0010000000
J_Q02cNL			5	Apprentice, internsh	0001000000
J_Q02cNL			6	In retirement or ear	0000100000
J_Q02cNL			7	Permanently disabled	0000010000
J_Q02cNL			8	Fulfilling domestic	0000001000
J_Q02cNL			9	Other	0000000100
J_Q02cNL			96	Valid skip	0000000010
J_Q03aAU	4	Background - Children	-1	Missing	001
J_Q03aAU			1	Yes	000
J_Q03aAU			2	No	100
J_Q03aAU	6	Background - Number of children (AUS)	6	Valid skip	010
J_Q03bAUa			-1	Missing	00001
J_Q03bAUa			1	1	00000
J_Q03bAUa			2	2	10000
J_Q03bAUa			3	3	01000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q03bAUa	22	Background - Age of the child (AUS) - grouped	4	4 or more	00100
J_Q03bAUa			96	Valid skip	00010
J_Q03cAUa			-1	Missing	000000000000000000001
J_Q03cAUa			1	0-4 years	000000000000000000000
J_Q03cAUa			2	5-9 years	100000000000000000000
J_Q03cAUa			3	10-14 years	010000000000000000000
J_Q03cAUa			4	15 years	001000000000000000000
J_Q03cAUa			5	16 years	000100000000000000000
J_Q03cAUa			6	17 years	000010000000000000000
J_Q03cAUa			7	18 years	000001000000000000000
J_Q03cAUa			8	19 years	000000100000000000000
J_Q03cAUa			9	20 years	000000010000000000000
J_Q03cAUa			10	21 years	000000001000000000000
J_Q03cAUa			11	22 years	000000000100000000000
J_Q03cAUa			12	23 years	000000000010000000000
J_Q03cAUa			13	24 years	000000000001000000000
J_Q03cAUa			14	25-29 years	000000000000100000000
J_Q03cAUa			15	30-34 years	000000000000010000000
J_Q03cAUa			16	35-39 years	000000000000001000000
J_Q03cAUa			17	40-44 years	000000000000000100000
J_Q03cAUa			18	45-49 years	000000000000000010000
J_Q03cAUa			19	50-54 years	000000000000000001000
J_Q03cAUa			20	55 years and over	0000000000000000000100
J_Q03d1AUa	22	Background - Age of the youngest child (AUS) - gro	96	Valid skip	000000000000000000010
J_Q03d1AUa			-1	Missing	0000000000000000000001
J_Q03d1AUa			1	0-4 years	000000000000000000000
J_Q03d1AUa			2	5-9 years	100000000000000000000
J_Q03d1AUa			3	10-14 years	010000000000000000000
J_Q03d1AUa			4	15 years	001000000000000000000
J_Q03d1AUa			5	16 years	000100000000000000000
J_Q03d1AUa			6	17 years	000010000000000000000
J_Q03d1AUa			7	18 years	000001000000000000000
J_Q03d1AUa			8	19 years	000000100000000000000
J_Q03d1AUa			9	20 years	000000010000000000000
J_Q03d1AUa			10	21 years	000000001000000000000
J_Q03d1AUa			11	22 years	000000000100000000000
J_Q03d1AUa			12	23 years	000000000010000000000
J_Q03d1AUa			13	24 years	000000000001000000000
J_Q03d1AUa			14	25-29 years	000000000000100000000
J_Q03d1AUa			15	30-34 years	000000000000010000000
J_Q03d1AUa			16	35-39 years	000000000000001000000
J_Q03d1AUa			17	40-44 years	000000000000000100000
J_Q03d1AUa			18	45-49 years	000000000000000010000
J_Q03d1AUa			19	50-54 years	000000000000000001000
J_Q03d1AUa			20	55 years and over	0000000000000000000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q03d1AUa	22	Background - Age of the oldest child (AUS) - group	96	Valid skip	00000000000000000010
J_Q03d2AUa			-1	Missing	00000000000000000001
J_Q03d2AUa			1	0-4 years	00000000000000000000
J_Q03d2AUa			2	5-9 years	10000000000000000000
J_Q03d2AUa			3	10-14 years	01000000000000000000
J_Q03d2AUa			4	15 years	00100000000000000000
J_Q03d2AUa			5	16 years	00010000000000000000
J_Q03d2AUa			6	17 years	00001000000000000000
J_Q03d2AUa			7	18 years	00000100000000000000
J_Q03d2AUa			8	19 years	00000010000000000000
J_Q03d2AUa			9	20 years	00000001000000000000
J_Q03d2AUa			10	21 years	00000000100000000000
J_Q03d2AUa			11	22 years	00000000010000000000
J_Q03d2AUa			12	23 years	00000000001000000000
J_Q03d2AUa			13	24 years	00000000000100000000
J_Q03d2AUa			14	25-29 years	00000000000010000000
J_Q03d2AUa			15	30-34 years	00000000000001000000
J_Q03d2AUa			16	35-39 years	00000000000000100000
J_Q03d2AUa			17	40-44 years	00000000000000010000
J_Q03d2AUa			18	45-49 years	00000000000000001000
J_Q03d2AUa			19	50-54 years	00000000000000000100
J_Q03d2AUa			20	55 years and over	000000000000000000100
J_Q03d2AUa			96	Valid skip	00000000000000000010
J_Q03UKX	4	Background - Caring for live-in elderly/long-term	-1	Missing	001
J_Q03UKX			1	Yes	000
J_Q03UKX			2	No	100
J_Q03UKX			6	Valid skip	010
J_Q04aAU	4	Background - Born in Australia	-1	Missing	001
J_Q04aAU			1	Yes	000
J_Q04aAU			2	No	100
J_Q04aAU			6	Valid skip	010
J_Q04aRU	4	Background - Born in country	-1	Missing	001
J_Q04aRU			1	Yes	000
J_Q04aRU			2	No	100
J_Q04aRU			6	Valid skip	010
J_Q04bAT	15	Background - Country of birth - NATIONAL	-1	Missing	00000000000001
J_Q04bAT			1	Bosnia and Herzegovi	00000000000000
J_Q04bAT			2	Germany	10000000000000
J_Q04bAT			3	Italy	01000000000000
J_Q04bAT			4	Croatia	00100000000000
J_Q04bAT			5	Montenegro	00010000000000
J_Q04bAT			6	Poland	00001000000000
J_Q04bAT			7	Rumania	00000100000000
J_Q04bAT			8	Russia	00000010000000
J_Q04bAT			9	Serbia	00000001000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bAT	12	Background - Country of birth (AUS)	10	Czech Republic	00000000100000
J_Q04bAT			11	Turkey	00000000010000
J_Q04bAT			12	Hungary	00000000001000
J_Q04bAT			13	Other country	00000000000100
J_Q04bAT			96	Valid skip	00000000000010
J_Q04bAU			-1	Missing	000000000001
J_Q04bAU			1	England	000000000000
J_Q04bAU			2	New Zealand	100000000000
J_Q04bAU			3	Italy	010000000000
J_Q04bAU			4	Viet Nam	001000000000
J_Q04bAU			5	India	000100000000
J_Q04bAU			6	Scotland	000010000000
J_Q04bAU			7	Philippines	000001000000
J_Q04bAU			8	Greece	000000100000
J_Q04bAU			9	Germany	000000010000
J_Q04bAU			10	Other	000000001000
J_Q04bAU	4	Background - Country of birth (AUS)	96	Valid skip	000000000010
J_Q04bAUa			-1	Missing	001
J_Q04bAUa			1	Main English speakin	000
J_Q04bAUa			2	Other countries	100
J_Q04bAUa	12	Background - Country of birth	96	Valid skip	010
J_Q04bBE			-1	Missing	000000000001
J_Q04bBE			1	The Netherlands	000000000000
J_Q04bBE			2	Italy	100000000000
J_Q04bBE			3	France	010000000000
J_Q04bBE			4	Germany	001000000000
J_Q04bBE			5	Spain	000100000000
J_Q04bBE			6	Morocco	000010000000
J_Q04bBE			7	Turkey	000001000000
J_Q04bBE			8	Poland	000000100000
J_Q04bBE			9	Former Yugoslavia	000000010000
J_Q04bBE			10	Other country	000000001000
J_Q04bBE			96	Valid skip	000000000010
J_Q04bBE			-1	Missing	000000000001
J_Q04bca2			1	China (People's Repu	000000000000
J_Q04bca2	12	Background - Country of birth	2	Germany	100000000000
J_Q04bca2			3	Hong Kong	010000000000
J_Q04bca2			4	India	001000000000
J_Q04bca2			5	Italy	000100000000
J_Q04bca2			6	Jamaica	000010000000
J_Q04bca2			7	Philippines	000001000000
J_Q04bca2			8	United Kingdom (e.g.	000000100000
J_Q04bca2			9	United States	000000010000
J_Q04bca2			10	Other - specify	000000001000
J_Q04bca2			96	Valid skip	000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bca3	4	Background - Canadian by birth, naturalization, la	-1	Missing	001
J_Q04bca3			1	Yes	000
J_Q04bca3			2	No	100
J_Q04bca3			6	Valid skip	010
J_Q04bca4	6	Background - Immigration programs	-1	Missing	00001
J_Q04bca4			1	N the refugee progra	00000
J_Q04bca4			2	N the program of re-	10000
J_Q04bca4			3	... the points syste	01000
J_Q04bca4			4	... or other?	00100
J_Q04bca4			6	Valid skip	00010
J_Q04bca7	4	Background - First came to Canada as a refugee	-1	Missing	001
J_Q04bca7			1	Yes	000
J_Q04bca7			2	No	100
J_Q04bca7			6	Valid skip	010
J_Q04bCY	8	Background - Country of birth	-1	Missing	0000001
J_Q04bCY			1	Greece	0000000
J_Q04bCY			2	United Kingdom	1000000
J_Q04bCY			3	Russian Federation	0100000
J_Q04bCY			4	Bulgaria	0010000
J_Q04bCY			5	Georgia	0001000
J_Q04bCY			6	Other country	0000100
J_Q04bCY			96	Valid skip	0000010
J_Q04bCZ	9	Background - Country of birth	-1	Missing	00000001
J_Q04bCZ			1	Country 1	00000000
J_Q04bCZ			2	Country 2	10000000
J_Q04bCZ			3	Country 3	01000000
J_Q04bCZ			4	Country 4	00100000
J_Q04bCZ			5	Country 5	00010000
J_Q04bCZ			6	Country 6	00001000
J_Q04bCZ			7	Other country	00000100
J_Q04bCZ			96	Valid skip	00000010
J_Q04bDE	11	Background - Country of birth	-1	Missing	0000000001
J_Q04bDE			1	Turkey	0000000000
J_Q04bDE			2	Italy	1000000000
J_Q04bDE			3	Poland	0100000000
J_Q04bDE			4	Greece	0010000000
J_Q04bDE			5	Serbia	0001000000
J_Q04bDE			6	Croatia	0000100000
J_Q04bDE			7	Russian Federation	0000010000
J_Q04bDE			8	Bosnia and Herzegovi	0000001000
J_Q04bDE			9	Another country	0000000100
J_Q04bDE			96	Valid skip	0000000010
J_Q04bDK	9	Background - Country of birth	-1	Missing	00000001
J_Q04bDK			1	Turkey	00000000
J_Q04bDK			2	Germany	10000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bDK	8	Background - Country of birth	3	Poland	01000000
J_Q04bDK			4	Iraq	00100000
J_Q04bDK			5	Bosnia-Herzegovina	00010000
J_Q04bDK			6	Norway	00001000
J_Q04bDK			7	Other country	00000100
J_Q04bDK			96	Valid skip	00000010
J_Q04bEE			-1	Missing	00000001
J_Q04bEE			1	Russia	00000000
J_Q04bEE			2	Ukraine	10000000
J_Q04bEE			3	Belarus	01000000
J_Q04bEE			4	Latvia	00100000
J_Q04bEE			5	Finland	00010000
J_Q04bEE			6	Other country	00001000
J_Q04bES	13	Background - Country of birth	96	Valid skip	00000010
J_Q04bES			-1	Missing	000000000001
J_Q04bES			1	Alemania	000000000000
J_Q04bES			2	Argentina	100000000000
J_Q04bES			3	Colombia	010000000000
J_Q04bES			4	Ecuador	001000000000
J_Q04bES			5	Marruecos	000100000000
J_Q04bES			6	Marruecos	000010000000
J_Q04bES			7	Reino Unido	000001000000
J_Q04bES			8	Reinblica Dominicana	000000100000
J_Q04bES			9	Reinbla	000000010000
J_Q04bES			10	Venezuela	000000001000
J_Q04bES			11	Venezuels	000000000100
J_Q04bES	7	Background - Country of birth	96	Valid skip	000000000010
J_Q04bFI			-1	Missing	000001
J_Q04bFI			1	Sweden	000000
J_Q04bFI			2	Russia	100000
J_Q04bFI			3	Former Soviet Union	010000
J_Q04bFI			4	Estonia	001000
J_Q04bFI			5	Other country	000100
J_Q04bFI			96	Valid skip	000010
J_Q04bFR	12	Background - Country of birth	-1	Missing	000000000001
J_Q04bFR			1	Algeria	000000000000
J_Q04bFR			2	Germany	100000000000
J_Q04bFR			3	Spain	010000000000
J_Q04bFR			4	Italy	001000000000
J_Q04bFR			5	Morocco	000100000000
J_Q04bFR			6	Portugal	000010000000
J_Q04bFR			7	United Kingdom	000001000000
J_Q04bFR			8	Tunisia	000000100000
J_Q04bFR			9	Turkey	000000010000
J_Q04bFR			10	Other countries	000000001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bFR	10	Background - Country of birth	96	Valid skip	00000000010
J_Q04bIE			-1	Missing	000000001
J_Q04bIE			1	Poland	000000000
J_Q04bIE			2	United Kingdom	100000000
J_Q04bIE			3	Lithuania	010000000
J_Q04bIE			4	Latvia	001000000
J_Q04bIE			5	Germany	000100000
J_Q04bIE			6	Romania	000010000
J_Q04bIE			7	Northern Ireland	000001000
J_Q04bIE			8	Other country	000000100
J_Q04bIE	18	Background - Country of birth	96	Valid skip	000000010
J_Q04bIT			-1	Missing	0000000000000000001
J_Q04bIT			1	Albania	0000000000000000000
J_Q04bIT			2	China	1000000000000000000
J_Q04bIT			3	Ecuador	0100000000000000000
J_Q04bIT			4	Philippines	0010000000000000000
J_Q04bIT			5	France	0001000000000000000
J_Q04bIT			6	Germany	0000100000000000000
J_Q04bIT			7	Morocco	0000010000000000000
J_Q04bIT			8	Peru	0000001000000000000
J_Q04bIT			9	Poland	0000000100000000000
J_Q04bIT			10	United Kingdom	0000000010000000000
J_Q04bIT			11	Romania	0000000001000000000
J_Q04bIT			12	Spain	0000000000100000000
J_Q04bIT			13	United States of Ame	0000000000010000000
J_Q04bIT			14	Tunisia	0000000000001000000
J_Q04bIT			15	Ukraine	0000000000000010000
J_Q04bIT			16	Other	0000000000000001000
J_Q04bIT			96	Valid skip	00000000000000010
J_Q04bJP	12	Background - Country of birth	-1	Missing	0000000001
J_Q04bJP			1	USA	00000000000
J_Q04bJP			2	Canada	10000000000
J_Q04bJP			3	UK	01000000000
J_Q04bJP			4	Australia	00100000000
J_Q04bJP			5	New Zealand	00010000000
J_Q04bJP			6	Republic of Korea	00001000000
J_Q04bJP			7	China	00000100000
J_Q04bJP			8	Germany	00000010000
J_Q04bJP			9	France	00000001000
J_Q04bJP	9	KO_Background - Country of birth	10	Other country	00000000100
J_Q04bJP			96	Valid skip	00000000010
J_Q04bKO			-1	Missing	00000001
J_Q04bKO			1	China	00000000
J_Q04bKO			2	United States	10000000
J_Q04bKO			3	Vietnam	01000000
J_Q04bKO					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bKO	9	Background - Country of birth	4	Philippines	00100000
J_Q04bKO			5	Thailand	00010000
J_Q04bKO			6	Japan	00001000
J_Q04bKO			7	Other country	00000100
J_Q04bKO			96	Valid skip	00000010
J_Q04bNL			-1	Missing	00000001
J_Q04bNL			1	Marocco	00000000
J_Q04bNL			2	Turkey	10000000
J_Q04bNL			3	Surinam	01000000
J_Q04bNL			4	Dutch Antillen	00100000
J_Q04bNL			5	Germany	00010000
J_Q04bNL			6	Belgium	00001000
J_Q04bNL			7	Other country	00000100
J_Q04bNL			96	Valid skip	00000010
J_Q04bNO	10	Background - Country of birth	-1	Missing	000000001
J_Q04bNO			1	Polan	000000000
J_Q04bNO			2	Sweden	100000000
J_Q04bNO			3	Pakistan	010000000
J_Q04bNO			4	Iraq	001000000
J_Q04bNO			5	Iran	000100000
J_Q04bNO			6	Somalia	000010000
J_Q04bNO			7	USA	000001000
J_Q04bNO			8	Other country	000000100
J_Q04bNO			186	Valid skip	000000010
J_Q04bPL	15	Background - Country of birth	-1	Missing	00000000000001
J_Q04bPL			1	Belarus	00000000000000
J_Q04bPL			2	Czech Republic	10000000000000
J_Q04bPL			3	England	01000000000000
J_Q04bPL			4	France	00100000000000
J_Q04bPL			5	Germany	00010000000000
J_Q04bPL			6	Lithuania	00001000000000
J_Q04bPL			7	Netherlands	00000100000000
J_Q04bPL			8	Poland	00000010000000
J_Q04bPL			9	Russia	00000001000000
J_Q04bPL			10	Slovakia	00000000100000
J_Q04bPL			11	Ukraine	00000000010000
J_Q04bPL			12	United States of Ame	00000000001000
J_Q04bPL			13	Other country	00000000000100
J_Q04bPL			96	Valid skip	00000000000010
J_Q04bRU	8	Background - Country of birth	-1	Missing	0000001
J_Q04bRU			1	Country 1	0000000
J_Q04bRU			2	Country 2	1000000
J_Q04bRU			3	Country 3	0100000
J_Q04bRU			4	Country 4	0010000
J_Q04bRU			5	Country 5	0001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bRU	15	Background - Country of birth	6	Other country	0000100
J_Q04bRU			96	Valid skip	0000010
J_Q04bSE			-1	Missing	000000000000001
J_Q04bSE			1	Finland	000000000000000
J_Q04bSE			2	Irak	100000000000000
J_Q04bSE			3	Serbien	010000000000000
J_Q04bSE			4	Iran	001000000000000
J_Q04bSE			5	Polen	000100000000000
J_Q04bSE			6	Bosnien-Hercegovina	000010000000000
J_Q04bSE			7	Turkiet	000001000000000
J_Q04bSE			8	Danmark	000000100000000
J_Q04bSE			9	Norge	000000010000000
J_Q04bSE			10	Chile	000000001000000
J_Q04bSE			11	Tyskland	000000000100000
J_Q04bSE			12	Kroatien	000000000010000
J_Q04bSE	9	Background - Country of birth	13	Annat land var god a	000000000000100
J_Q04bSE			96	Valid skip	000000000000010
J_Q04bSK			-1	Missing	00000001
J_Q04bSK			1	Czech republic	00000000
J_Q04bSK			2	Hungary	10000000
J_Q04bSK			3	Austria	01000000
J_Q04bSK			4	Poland	00100000
J_Q04bSK			5	Germany	00010000
J_Q04bSK			6	Ukraine	00001000
J_Q04bSK			7	other country	00000100
J_Q04bSK			96	Valid skip	00000010
J_Q04bUK	16	Background - Country of birth	-1	Missing	0000000000000001
J_Q04bUK			1	India	000000000000000
J_Q04bUK			2	Poland	100000000000000
J_Q04bUK			3	Pakistan	010000000000000
J_Q04bUK			4	Germany	001000000000000
J_Q04bUK			5	South Africa	000100000000000
J_Q04bUK			6	Bangladesh	000010000000000
J_Q04bUK			7	Nigeria	000001000000000
J_Q04bUK			8	Kenya	000000100000000
J_Q04bUK			9	United States	000000010000000
J_Q04bUK			10	Phillippines	000000001000000
J_Q04bUK			11	France	000000000100000
J_Q04bUK			12	Australia	000000000010000
J_Q04bUK			13	Republic of Ireland	000000000001000
J_Q04bUK			14	Other Country	000000000000100
J_Q04bUS	9	Background - Country of birth	96	Valid skip	000000000000010
J_Q04bUS			-1	Missing	00000001
J_Q04bUS			1	Mexico	00000000
J_Q04bUS			2	China	10000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04bUS	9	Background - Citizenship - NATIONAL	3	Phillipines	01000000
J_Q04bUS			4	India	00100000
J_Q04bUS			5	Russia	00010000
J_Q04bUS			6	Colombia	00001000
J_Q04bUS			7	Other country	00000100
J_Q04bUS			96	Valid skip	00000010
J_Q04c2ATX			-1	Missing	00000001
J_Q04c2ATX			1	Austria	00000000
J_Q04c2ATX			2	Germany	10000000
J_Q04c2ATX			3	Serbia	01000000
J_Q04c2ATX			4	Turkey	00100000
J_Q04c2ATX			5	Bosnia and Herzegovi	00010000
J_Q04c2ATX			6	Croatia	00001000
J_Q04c2ATX			7	Other country	00000100
J_Q04c2ATX			96	Valid skip	00000010
J_Q04c2AUa	5	Background - Year of immigration (AUS)	-1	Missing	0001
J_Q04c2AUa			1	Arrived 1991 or befo	0000
J_Q04c2AUa			2	Arrived 1992-2001	1000
J_Q04c2AUa			3	Arrived 2002-2012	0100
J_Q04c2AUa	4	Background - Citizenship - German	9996	Valid skip	0010
J_Q04c2DEX1			-1	Missing	001
J_Q04c2DEX1			1	Yes	000
J_Q04c2DEX1			2	No	100
J_Q04c2DEX1	4	Background - Citizenship - Additional to German	6	Valid skip	010
J_Q04c2DEX2			-1	Missing	001
J_Q04c2DEX2			1	Yes	000
J_Q04c2DEX2			2	No	100
J_Q04c2DEX2	13	Background - Citizenship - (Second) Citizenship -	6	Valid skip	010
J_Q04c2DEX3			-1	Missing	000000000001
J_Q04c2DEX3			1	Turkey	000000000000
J_Q04c2DEX3			2	Italy	100000000000
J_Q04c2DEX3			3	Poland	010000000000
J_Q04c2DEX3			4	Greece	001000000000
J_Q04c2DEX3			5	Serbia	000100000000
J_Q04c2DEX3			6	Croatia	000010000000
J_Q04c2DEX3			7	Bosnia and Herzegovi	000001000000
J_Q04c2DEX3			8	Macedonia	000000100000
J_Q04c2DEX3			9	Slovenia	000000010000
J_Q04c2DEX3			10	Russian Federation	000000001000
J_Q04c2DEX3			11	Another citizenship	000000000100
J_Q04c2DEX3			96	Valid skip	000000000010
J_Q04c2DEX4	4	Background - Residence before German reunification	-1	Missing	001
J_Q04c2DEX4			1	In the GDR	000
J_Q04c2DEX4			2	In the Federal Repub	100
J_Q04c2DEX4			6	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04c2EEX	4	Background - Lived in another country	-1	Missing	001
J_Q04c2EEX			1	Yes	000
J_Q04c2EEX			2	No	100
J_Q04c2EEX			6	Valid skip	010
J_Q04dUSX1a	4	Background - Hispanic	-1	Missing	001
J_Q04dUSX1a			1	Yes	000
J_Q04dUSX1a			2	No	100
J_Q04dUSX1a			6	Valid skip	010
J_Q04dUSX1b_01	4	Background - Hispanic origin - Mexican	-1	Missing	001
J_Q04dUSX1b_01			1	Marked	000
J_Q04dUSX1b_01			2	Not marked	100
J_Q04dUSX1b_01			6	Valid skip	010
J_Q04dUSX1b_02	4	Background - Hispanic origin - Puerto Rican	-1	Missing	001
J_Q04dUSX1b_02			1	Marked	000
J_Q04dUSX1b_02			2	Not marked	100
J_Q04dUSX1b_02			6	Valid skip	010
J_Q04dUSX1b_03	4	Background - Hispanic origin - Cuban	-1	Missing	001
J_Q04dUSX1b_03			1	Marked	000
J_Q04dUSX1b_03			2	Not marked	100
J_Q04dUSX1b_03			6	Valid skip	010
J_Q04dUSX1b_04	4	Background - Hispanic origin - Central/South Ameri	-1	Missing	001
J_Q04dUSX1b_04			1	Marked	000
J_Q04dUSX1b_04			2	Not marked	100
J_Q04dUSX1b_04			6	Valid skip	010
J_Q04dUSX1b_05	4	Background - Hispanic origin - Other	-1	Missing	001
J_Q04dUSX1b_05			1	Marked	000
J_Q04dUSX1b_05			2	Not marked	100
J_Q04dUSX1b_05			6	Valid skip	010
J_Q04dUSX2_01	4	Background - Race - White	-1	Missing	001
J_Q04dUSX2_01			1	Marked	000
J_Q04dUSX2_01			2	Not marked	100
J_Q04dUSX2_01			6	Valid skip	010
J_Q04dUSX2_02	4	Background - Race - Black	-1	Missing	001
J_Q04dUSX2_02			1	Marked	000
J_Q04dUSX2_02			2	Not marked	100
J_Q04dUSX2_02			6	Valid skip	010
J_Q04dUSX2_03	4	Background - Race - Asian	-1	Missing	001
J_Q04dUSX2_03			1	Marked	000
J_Q04dUSX2_03			2	Not marked	100
J_Q04dUSX2_03			6	Valid skip	010
J_Q04dUSX2_04	4	Background - Race - American Indian	-1	Missing	001
J_Q04dUSX2_04			1	Marked	000
J_Q04dUSX2_04			2	Not marked	100
J_Q04dUSX2_04			6	Valid skip	010
J_Q04dUSX2_05	4	Background - Race - Native Hawaiian	-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04dUSX2_05	4	Background - English/French language training	1	Marked	000
J_Q04dUSX2_05			2	Not marked	100
J_Q04dUSX2_05			6	Valid skip	010
J_Q04eca1			-1	Missing	001
J_Q04eca1			1	Yes	000
J_Q04eca1			2	No	100
J_Q04eca1	7	Background - Planning to take English/French langu	6	Valid skip	010
J_Q04eca2			-1	Missing	000001
J_Q04eca2			1	Yes, within the next	000000
J_Q04eca2			2	Yes, within the next	100000
J_Q04eca2			3	Yes, within the next	010000
J_Q04eca2			4	Yes, but not sure wh	001000
J_Q04eca2	4	Background - Aboriginal person	5	No	000100
J_Q04eca2			6	Valid skip	000010
J_Q04fca1			-1	Missing	001
J_Q04fca1			1	Yes	000
J_Q04fca1			2	No	100
J_Q04fca1			6	Valid skip	010
J_Q04fca2_01	4	Background - Aboriginal person	-1	Missing	001
J_Q04fca2_01			1	Marked	000
J_Q04fca2_01			2	Not marked	100
J_Q04fca2_01			6	Valid skip	010
J_Q04fca2_02	4	Background - Aboriginal person	-1	Missing	001
J_Q04fca2_02			1	Marked	000
J_Q04fca2_02			2	Not marked	100
J_Q04fca2_02			6	Valid skip	010
J_Q04fca2_03	4	Background - Aboriginal person	-1	Missing	001
J_Q04fca2_03			1	Marked	000
J_Q04fca2_03			2	Not marked	100
J_Q04fca2_03			6	Valid skip	010
J_Q04fca3	4	Background - Aboriginal person - Status Indian (Re	-1	Missing	001
J_Q04fca3			1	Yes, Status Indian (	000
J_Q04fca3			2	No	100
J_Q04fca3			6	Valid skip	010
J_Q04fca4	4	Background - Aboriginal person - Member of a First	-1	Missing	001
J_Q04fca4			1	Yes	000
J_Q04fca4			2	No	100
J_Q04fca4			6	Valid skip	010
J_Q04UKX1	7	Background - Ethnic group - white/mixed/asian/blac	-1	Missing	000001
J_Q04UKX1			1	White	000000
J_Q04UKX1			2	Mixed race	100000
J_Q04UKX1			3	Asian or Asian Briti	010000
J_Q04UKX1			4	Black or Black Briti	001000
J_Q04UKX1			5	Other ethnic group	000100
J_Q04UKX1			96	Valid skip	000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04UKX10	4	Background - Ethnic group - other ethnic (Scot)	-1	Missing	001
J_Q04UKX10			1	Arab	000
J_Q04UKX10			2	Any other	100
J_Q04UKX10			96	Valid skip	010
J_Q04UKX2	9	Background - Ethnic group - UK english	-1	Missing	00000001
J_Q04UKX2			1	English	00000000
J_Q04UKX2			2	Scottish	10000000
J_Q04UKX2			3	Welsh	01000000
J_Q04UKX2			4	Northern Irish	00100000
J_Q04UKX2			5	Other British	00010000
J_Q04UKX2			6	Irish	00001000
J_Q04UKX2			7	Another white backgr	00000100
J_Q04UKX2			96	Valid skip	00000010
J_Q04UKX3		9	-1	Missing	00000001
J_Q04UKX3			1	Welsh	00000000
J_Q04UKX3			2	English	10000000
J_Q04UKX3			3	Scottish	01000000
J_Q04UKX3			4	Northern Irish	00100000
J_Q04UKX3			5	Other British	00010000
J_Q04UKX3			6	Irish	00001000
J_Q04UKX3			7	Another white backgr	00000100
J_Q04UKX3			96	Valid skip	00000010
J_Q04UKX4	9	Background - Ethnic group - UK NI	-1	Missing	00000001
J_Q04UKX4			1	Northern Irish	00000000
J_Q04UKX4			2	English	10000000
J_Q04UKX4			3	Scottish	01000000
J_Q04UKX4			4	Welsh	00100000
J_Q04UKX4			5	Other British	00010000
J_Q04UKX4			6	Irish	00001000
J_Q04UKX4			7	Another white backgr	00000100
J_Q04UKX4			96	Valid skip	00000010
J_Q04UKX5	11	Background - Ethnic group - White origin	-1	Missing	0000000001
J_Q04UKX5			1	Scottish	0000000000
J_Q04UKX5			2	English	1000000000
J_Q04UKX5			3	Welsh	0100000000
J_Q04UKX5			4	Northern Irish	0010000000
J_Q04UKX5			5	British	0001000000
J_Q04UKX5			6	Irish	0000100000
J_Q04UKX5			7	Gypsy/Traveller	0000010000
J_Q04UKX5			8	Polish	0000001000
J_Q04UKX5			9	Another white backgr	0000000100
J_Q04UKX5			96	Valid skip	0000000010
J_Q04UKX6	6	Background - Ethnic group - White mixed ethnic	-1	Missing	00001
J_Q04UKX6			1	White+Black Caribbea	00000
J_Q04UKX6			2	White+Black African	10000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q04UKX6	7	Background - Ethnic group - Asian ethnic	3	White+Asian	01000
J_Q04UKX6			4	Another mixed backgr	00100
J_Q04UKX6			96	Valid skip	00010
J_Q04UKX7			-1	Missing	000001
J_Q04UKX7			1	Indian	000000
J_Q04UKX7			2	Pakistani	100000
J_Q04UKX7			3	Bangladeshi	010000
J_Q04UKX7			4	Chinese	001000
J_Q04UKX7			5	Other Asian Backgrou	000100
J_Q04UKX7			96	Valid skip	000010
J_Q04UKX8			-1	Missing	0001
J_Q04UKX8			1	Caribbean	0000
J_Q04UKX8	5	Background - Ethnic group - Black ethnic	2	African	1000
J_Q04UKX8			3	Another Black backgr	0100
J_Q04UKX8			96	Valid skip	0010
J_Q04UKX8			-1	Missing	0001
J_Q04UKX9	5	Background - Ethnic group - other ethnic (Eng, Wal	1	Arab	0000
J_Q04UKX9			2	Gypsy/Romany/Irish t	1000
J_Q04UKX9			3	Any other	0100
J_Q04UKX9			96	Valid skip	0010
J_Q05a1AT	25	Background - First learned language - NATIONAL	-1	Missing	00000000000000000000000001
J_Q05a1AT			1	German	00000000000000000000000000
J_Q05a1AT			2	Turkish	10000000000000000000000000
J_Q05a1AT			3	Bosnian	01000000000000000000000000
J_Q05a1AT			4	Croatian	00100000000000000000000000
J_Q05a1AT			5	Serbian	00010000000000000000000000
J_Q05a1AT			6	Arabic	00001000000000000000000000
J_Q05a1AT			7	Chinese	00000100000000000000000000
J_Q05a1AT			8	English	00000010000000000000000000
J_Q05a1AT			9	French	00000001000000000000000000
J_Q05a1AT			10	Italian	00000000100000000000000000
J_Q05a1AT			11	Kurdish	00000000010000000000000000
J_Q05a1AT			12	Macedonian	00000000001000000000000000
J_Q05a1AT			13	Persian	00000000000100000000000000
J_Q05a1AT			14	Polish	00000000000010000000000000
J_Q05a1AT			15	Romanes	00000000000001000000000000
J_Q05a1AT			16	Rumanian	00000000000000100000000000
J_Q05a1AT			17	Slovakian	00000000000000010000000000
J_Q05a1AT			18	Slovenian	00000000000000001000000000
J_Q05a1AT			19	Spanish	00000000000000000100000000
J_Q05a1AT			20	Swedish	00000000000000000001000000
J_Q05a1AT			21	Czech	00000000000000000000010000
J_Q05a1AT			22	Hungarian	000000000000000000000001000
J_Q05a1AT			23	Other Lanugage	000000000000000000000000100
J_Q05a1AT			96	Valid skip	00000000000000000000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a1AU	13	Background - First learned language (AUS)	-1	Missing	000000000001
J_Q05a1AU			1	English	000000000000
J_Q05a1AU			2	Italian	100000000000
J_Q05a1AU			3	Greek	010000000000
J_Q05a1AU			4	Cantonese	001000000000
J_Q05a1AU			5	Arabic	000100000000
J_Q05a1AU			6	Mandarin	000010000000
J_Q05a1AU			7	Vietnamese	000001000000
J_Q05a1AU			8	Spanish	000000100000
J_Q05a1AU			9	German	000000010000
J_Q05a1AU			10	Hindi	000000001000
J_Q05a1AU			11	Other	000000000100
J_Q05a1AU			96	Valid skip	000000000010
J_Q05a1AU6	7	Background - Reading skills in first language	-1	Missing	000001
J_Q05a1AU6			1	Excellent	000000
J_Q05a1AU6			2	Good	100000
J_Q05a1AU6			3	Moderate	010000
J_Q05a1AU6			4	Poor	001000
J_Q05a1AU6			5	Cannot read	000100
J_Q05a1AU6			6	Valid skip	000010
J_Q05a1AU7	7	Background - Writing skills in first language	-1	Missing	000001
J_Q05a1AU7			1	Excellent	000000
J_Q05a1AU7			2	Good	100000
J_Q05a1AU7			3	Moderate	010000
J_Q05a1AU7			4	Poor	001000
J_Q05a1AU7			5	Cannot write	000100
J_Q05a1AU7			6	Valid skip	000010
J_Q05a1AU8	7	Background - Reading skills in second language	-1	Missing	000001
J_Q05a1AU8			1	Excellent	000000
J_Q05a1AU8			2	Good	100000
J_Q05a1AU8			3	Moderate	010000
J_Q05a1AU8			4	Poor	001000
J_Q05a1AU8			5	Cannot read	000100
J_Q05a1AU8			6	Valid skip	000010
J_Q05a1AU9	7	Background - Writing skills in second language	-1	Missing	000001
J_Q05a1AU9			1	Excellent	000000
J_Q05a1AU9			2	Good	100000
J_Q05a1AU9			3	Moderate	010000
J_Q05a1AU9			4	Poor	001000
J_Q05a1AU9			5	Cannot write	000100
J_Q05a1AU9			6	Valid skip	000010
J_Q05a1AUa	4	Background - First learned language (AUS)	-1	Missing	001
J_Q05a1AUa			1	English	000
J_Q05a1AUa			2	Other	100
J_Q05a1AUa			96	Valid skip	010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a1BE	12	Background - First learned language	-1	Missing	0000000001
J_Q05a1BE			1	Dutch	0000000000
J_Q05a1BE			2	French	1000000000
J_Q05a1BE			3	German	0100000000
J_Q05a1BE			4	English	0010000000
J_Q05a1BE			5	Italian	0001000000
J_Q05a1BE			6	Spanish	0000100000
J_Q05a1BE			7	an Arabic language	0000010000
J_Q05a1BE			8	Turkish	0000001000
J_Q05a1BE			9	Polish	0000000100
J_Q05a1BE			10	Other	00000000100
J_Q05a1BE			96	Valid skip	00000000010
J_Q05a1CY	9	Background - First learned language	-1	Missing	00000001
J_Q05a1CY			1	Greek	00000000
J_Q05a1CY			2	English	10000000
J_Q05a1CY			3	Romanian	01000000
J_Q05a1CY			4	Russian	00100000
J_Q05a1CY			5	Armenian	00010000
J_Q05a1CY			6	Bulgarian	00001000
J_Q05a1CY			7	Other language	00000100
J_Q05a1CZ	9	Background - First learned language	96	Valid skip	00000010
J_Q05a1CZ			-1	Missing	00000001
J_Q05a1CZ			1	Language1	00000000
J_Q05a1CZ			2	Language2	10000000
J_Q05a1CZ			3	Language3	01000000
J_Q05a1CZ			4	Language4	00100000
J_Q05a1CZ			5	Language5	00010000
J_Q05a1CZ			6	Language6	00001000
J_Q05a1CZ	11	Background - First learned language	7	Other language	00000100
J_Q05a1CZ			96	Valid skip	00000010
J_Q05a1DE			-1	Missing	0000000001
J_Q05a1DE			1	German	0000000000
J_Q05a1DE			2	Turkish	1000000000
J_Q05a1DE			3	Italian	0100000000
J_Q05a1DE			4	Polish	0010000000
J_Q05a1DE			5	Greek	0001000000
J_Q05a1DE	10	Background - First learned language	6	Serbian	0000100000
J_Q05a1DE			7	Croatian	0000010000
J_Q05a1DE			8	Russian	0000001000
J_Q05a1DE			9	Another language	0000000100
J_Q05a1DE			96	Valid skip	0000000010
J_Q05a1DK			-1	Missing	0000000001
J_Q05a1DK			1	Danish	0000000000
J_Q05a1DK			2	Turkish	1000000000
J_Q05a1DK			3	German	0100000000

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a1DK	5	Background - First learned language	4	Polish	001000000
J_Q05a1DK			5	Iraqi	000100000
J_Q05a1DK			6	Bosniaan	000010000
J_Q05a1DK			7	Norwegian	000001000
J_Q05a1DK			8	Other language	000000100
J_Q05a1DK			96	Valid skip	000000010
J_Q05a1EE			-1	Missing	0001
J_Q05a1EE			1	Estonian	0000
J_Q05a1EE			2	Russian	1000
J_Q05a1EE			3	Other, please specif	0100
J_Q05a1EE	13	Background - First learned language	96	Valid skip	0010
J_Q05a1ES			-1	Missing	000000000001
J_Q05a1ES			1	Not sn	000000000000
J_Q05a1ES			2	Nrabe	100000000000
J_Q05a1ES			3	Nrabeol	010000000000
J_Q05a1ES			4	Nrabeon	001000000000
J_Q05a1ES			5	Euskera	000100000000
J_Q05a1ES			6	Gallego	000010000000
J_Q05a1ES			7	Galles	000001000000
J_Q05a1ES			8	Quechuak	000000100000
J_Q05a1ES	11	Background - First learned language	9	Rumano	000000010000
J_Q05a1ES			10	Valenciano	000000001000
J_Q05a1ES			11	Otro idioma	000000000100
J_Q05a1ES			96	Valid skip	000000000010
J_Q05a1FI			-1	Missing	0000000001
J_Q05a1FI			1	Finnish	0000000000
J_Q05a1FI			2	Swedish	1000000000
J_Q05a1FI			3	Sami	0100000000
J_Q05a1FI			4	Romani	0010000000
J_Q05a1FI			5	Russian	0001000000
J_Q05a1FI	12	Background - First learned language	6	Estonian	0000100000
J_Q05a1FI			7	English	0000010000
J_Q05a1FI			8	German	0000001000
J_Q05a1FI			9	Other	0000000100
J_Q05a1FI			96	Valid skip	0000000010
J_Q05a1FR			-1	Missing	000000000001
J_Q05a1FR			1	French	000000000000
J_Q05a1FR			2	Regional language or	100000000000
J_Q05a1FR			3	Arabic	010000000000
J_Q05a1FR			4	German	001000000000
J_Q05a1FR			5	English	000100000000
J_Q05a1FR			6	Portuguese	000010000000
J_Q05a1FR			7	Italian	000001000000
J_Q05a1FR			8	Spanish	000000100000
J_Q05a1FR			9	Turkish	000000010000

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PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a1KO	9	Background - First learned language	1	Korean	00000000
J_Q05a1KO			2	Chinese	10000000
J_Q05a1KO			3	English	01000000
J_Q05a1KO			4	Vietnamese	00100000
J_Q05a1KO			5	Filipino	00010000
J_Q05a1KO			6	Japanese	00001000
J_Q05a1KO			7	Other language	00000100
J_Q05a1KO			96	Valid skip	00000010
J_Q05a1NL			-1	Missing	00000001
J_Q05a1NL	21	Background - First learned language	1	dutch	00000000
J_Q05a1NL			2	arabic	10000000
J_Q05a1NL			3	turkish	01000000
J_Q05a1NL			4	chinese	00100000
J_Q05a1NL			5	french	00010000
J_Q05a1NL			6	english	00001000
J_Q05a1NL			7	other language	00000100
J_Q05a1NL			96	Valid skip	00000010
J_Q05a1NO			-1	Missing	00000000000000000001
J_Q05a1NO	14	Background - First learned language	1	Norwegian	00000000000000000000
J_Q05a1NO			2	Danish	10000000000000000000
J_Q05a1NO			3	English	01000000000000000000
J_Q05a1NO			4	French	00100000000000000000
J_Q05a1NO			5	Hindi	00010000000000000000
J_Q05a1NO			6	Kurd	00001000000000000000
J_Q05a1NO			7	Persian	00000100000000000000
J_Q05a1NO			8	Punjabi	00000010000000000000
J_Q05a1NO			9	Serbian	00000001000000000000
J_Q05a1NO			10	Serbo-Croat	00000000100000000000
J_Q05a1NO			11	Singhalese	00000000010000000000
J_Q05a1NO			12	Somali	00000000001000000000
J_Q05a1NO			13	Spanish	00000000000100000000
J_Q05a1NO			14	Swedish	00000000000010000000
J_Q05a1NO			15	Turkish	00000000000001000000
J_Q05a1NO			16	German	00000000000000100000
J_Q05a1NO			17	Urdu	00000000000000010000
J_Q05a1NO			18	Vietnamese	00000000000000001000
J_Q05a1NO			19	Other language	00000000000000000100
J_Q05a1NO			96	Valid skip	00000000000000000010
J_Q05a1PL			-1	Missing	0000000000001
J_Q05a1PL	14	Background - First learned language	1	Byelorussian	0000000000000
J_Q05a1PL			2	Czech	1000000000000
J_Q05a1PL			3	Dutch	0100000000000
J_Q05a1PL			4	English	0010000000000
J_Q05a1PL			5	French	0001000000000
J_Q05a1PL			6	German	0000100000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a1PL	9	Background - First learned language	7	Lithuanian	0000010000000
J_Q05a1PL			8	Polish	0000001000000
J_Q05a1PL			9	Russian	0000000100000
J_Q05a1PL			10	Slovak	0000000010000
J_Q05a1PL			11	Ukrainian	0000000001000
J_Q05a1PL			12	Other language	0000000000100
J_Q05a1PL			96	Valid skip	0000000000010
J_Q05a1RU			-1	Missing	00000001
J_Q05a1RU			1	Language1	00000000
J_Q05a1RU			2	Language2	10000000
J_Q05a1RU			3	Language3	01000000
J_Q05a1RU			4	Language4	00100000
J_Q05a1RU			5	Language5	00010000
J_Q05a1RU			6	Language6	00001000
J_Q05a1RU			7	Other language	00000100
J_Q05a1RU			96	Valid skip	00000010
J_Q05a1SE	14	Background - First learned language	-1	Missing	0000000000001
J_Q05a1SE			1	Svenska	0000000000000
J_Q05a1SE			2	Finska	1000000000000
J_Q05a1SE			3	Spanska	0100000000000
J_Q05a1SE			4	Arabiska	0010000000000
J_Q05a1SE			5	Persiska	0001000000000
J_Q05a1SE			6	Polska	0000100000000
J_Q05a1SE			7	Serbokroatiska	0000010000000
J_Q05a1SE			8	Engelska	0000001000000
J_Q05a1SE			9	Turkiska	0000000100000
J_Q05a1SE			10	Bosniska	0000000010000
J_Q05a1SE			11	Kurdiska	0000000001000
J_Q05a1SE			12	Kurdiska k ange	0000000000100
J_Q05a1SE			96	Valid skip	0000000000010
J_Q05a1SK	9	Background - First learned language	-1	Missing	00000001
J_Q05a1SK			1	Slovak	00000000
J_Q05a1SK			2	Czech	10000000
J_Q05a1SK			3	Hungarian	01000000
J_Q05a1SK			4	German	00100000
J_Q05a1SK			5	Roma	00010000
J_Q05a1SK			6	Polish	00001000
J_Q05a1SK			7	Other language	00000100
J_Q05a1SK			96	Valid skip	00000010
J_Q05a1UK	12	Background - First learned language	-1	Missing	00000000001
J_Q05a1UK			1	English	00000000000
J_Q05a1UK			2	Welsh	10000000000
J_Q05a1UK			3	Irish	01000000000
J_Q05a1UK			4	Scottish Gaelic	00100000000
J_Q05a1UK			5	Ulster Scots/Ullans	00010000000

PIAAC Contrast Coding used for Conditioning - National Variables

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PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a2ATX	13	Background - Second learned language (AUS)	6	Valid skip	00010
J_Q05a2AU			-1	Missing	000000000001
J_Q05a2AU			1	English	000000000000
J_Q05a2AU			2	Italian	100000000000
J_Q05a2AU			3	Greek	010000000000
J_Q05a2AU			4	Cantonese	001000000000
J_Q05a2AU			5	Arabic	000100000000
J_Q05a2AU			6	Mandarin	000010000000
J_Q05a2AU			7	Vietnamese	000001000000
J_Q05a2AU			8	Spanish	000000100000
J_Q05a2AU			9	German	000000010000
J_Q05a2AU			10	Hindi	000000001000
J_Q05a2AU			11	Other	000000000100
J_Q05a2AU	4	Background - Second learned language (AUS)	96	Valid skip	000000000010
J_Q05a2AUa			-1	Missing	001
J_Q05a2AUa			1	English	000
J_Q05a2AUa			2	Other	100
J_Q05a2AUa	12	Background - Second learned language	96	Valid skip	010
J_Q05a2BE			-1	Missing	00000000001
J_Q05a2BE			1	Dutch	000000000000
J_Q05a2BE			2	French	100000000000
J_Q05a2BE			3	German	010000000000
J_Q05a2BE			4	English	001000000000
J_Q05a2BE			5	Italian	000100000000
J_Q05a2BE			6	Spanish	000010000000
J_Q05a2BE			7	an Arabic language	000001000000
J_Q05a2BE			8	Turkish	000000100000
J_Q05a2BE			9	Polish	000000010000
J_Q05a2BE			10	Other	000000001000
J_Q05a2BE	9	Background - Second learned language	96	Valid skip	00000000010
J_Q05a2CY			-1	Missing	00000001
J_Q05a2CY			1	Greek	00000000
J_Q05a2CY			2	English	10000000
J_Q05a2CY			3	Turkish	01000000
J_Q05a2CY			4	Russian	00100000
J_Q05a2CY			5	Armenian	00010000
J_Q05a2CY			6	Bulgarian	00001000
J_Q05a2CY			7	Other language	00000100
J_Q05a2CY			96	Valid skip	00000010
J_Q05a2CZ	9	Background - Second learned language	-1	Missing	00000001
J_Q05a2CZ			1	Language1	00000000
J_Q05a2CZ			2	Language2	10000000
J_Q05a2CZ			3	Language3	01000000
J_Q05a2CZ			4	Language4	00100000
J_Q05a2CZ			5	Language5	00010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a2CZ	11	Background - Second learned language	6	Language6	00001000
J_Q05a2CZ			7	Other language	00000100
J_Q05a2CZ			96	Valid skip	00000010
J_Q05a2DE			-1	Missing	0000000001
J_Q05a2DE			1	German	0000000000
J_Q05a2DE			2	Turkish	1000000000
J_Q05a2DE			3	Italian	0100000000
J_Q05a2DE			4	Polish	0010000000
J_Q05a2DE			5	Greek	0001000000
J_Q05a2DE			6	Serbian	0000100000
J_Q05a2DE			7	Croatian	0000010000
J_Q05a2DE			8	Russian	0000001000
J_Q05a2DE			9	Another language	0000000100
J_Q05a2DE			96	Valid skip	0000000010
J_Q05a2DK	10	Background - Second learned language	-1	Missing	0000000001
J_Q05a2DK			1	Danish	0000000000
J_Q05a2DK			2	Turkish	1000000000
J_Q05a2DK			3	German	0100000000
J_Q05a2DK			4	Polish	0010000000
J_Q05a2DK			5	Iraqi	0001000000
J_Q05a2DK			6	Bosniaan	0000100000
J_Q05a2DK			7	Norwegian	0000010000
J_Q05a2DK			8	Other language	0000000100
J_Q05a2DK			96	Valid skip	0000000010
J_Q05a2EE	5	Background - Second learned language	-1	Missing	0001
J_Q05a2EE			1	Estonian	0000
J_Q05a2EE			2	Russian	1000
J_Q05a2EE			3	Other, please specif	0100
J_Q05a2EE	13	Background - Second learned language	96	Valid skip	0010
J_Q05a2ES			-1	Missing	000000000001
J_Q05a2ES			1	Not sn	000000000000
J_Q05a2ES			2	Nrabe	100000000000
J_Q05a2ES			3	Nrabeol	010000000000
J_Q05a2ES			4	Nrabeon	001000000000
J_Q05a2ES			5	Euskera	000100000000
J_Q05a2ES			6	Gallego	000010000000
J_Q05a2ES			7	Ingles	000001000000
J_Q05a2ES			8	Quechuak	000000100000
J_Q05a2ES			9	Rumano	000000010000
J_Q05a2ES			10	Valenciano	000000001000
J_Q05a2ES			11	Otro idioma	000000000100
J_Q05a2ES			96	Valid skip	000000000010
J_Q05a2FI	11	Background - Second learned language	-1	Missing	0000000001
J_Q05a2FI			1	Finnish	0000000000
J_Q05a2FI			2	Swedish	1000000000

PIAAC Contrast Coding used for Conditioning - National Variables

[illegible]

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a2IT	9	Background - Second learned language	15	Catalano	0000000000000100000000
J_Q05a2IT			16	Franco Provenzale	0000000000000010000000
J_Q05a2IT			17	Friulano	0000000000000001000000
J_Q05a2IT			18	Occitano	0000000000000000100000
J_Q05a2IT			19	Sardo	0000000000000000010000
J_Q05a2IT			20	Serbo-Croatian	00000000000000000001000
J_Q05a2IT			21	Other	000000000000000000000100
J_Q05a2IT			96	Valid skip	000000000000000000000010
J_Q05a2JP			-1	Missing	00000001
J_Q05a2JP			1	Japanese	00000000
J_Q05a2JP	9	KO_Background - Second learned language	2	Korean	10000000
J_Q05a2JP			3	Chinese	01000000
J_Q05a2JP			4	English	00100000
J_Q05a2JP			5	Portuguese	00010000
J_Q05a2JP			6	Spanish	00001000
J_Q05a2JP			7	Other language	00000100
J_Q05a2JP			96	Valid skip	00000010
J_Q05a2KO			-1	Missing	00000001
J_Q05a2KO			1	Korean	00000000
J_Q05a2KO			2	Chinese	10000000
J_Q05a2KO	9	Background - Second learned language	3	English	01000000
J_Q05a2KO			4	Vietnamese	00100000
J_Q05a2KO			5	Filipino	00010000
J_Q05a2KO			6	Japanese	00001000
J_Q05a2KO			7	Other language	00000100
J_Q05a2KO			96	Valid skip	00000010
J_Q05a2NL			-1	Missing	00000001
J_Q05a2NL			1	dutch	00000000
J_Q05a2NL			2	arabic	10000000
J_Q05a2NL			3	turkish	01000000
J_Q05a2NL	21	Background - Second learned language	4	chinese	00100000
J_Q05a2NL			5	french	00010000
J_Q05a2NL			6	english	00001000
J_Q05a2NL			7	other language	00000100
J_Q05a2NL			96	Valid skip	00000010
J_Q05a2NO			-1	Missing	0000000000000000000001
J_Q05a2NO			1	Norwegian	0000000000000000000000
J_Q05a2NO			2	Danish	1000000000000000000000
J_Q05a2NO			3	English	0100000000000000000000
J_Q05a2NO			4	French	0010000000000000000000
J_Q05a2NO			5	Hindi	0001000000000000000000
J_Q05a2NO			6	Kurd	0000100000000000000000
J_Q05a2NO			7	Persian	0000010000000000000000
J_Q05a2NO			8	Punjabi	0000001000000000000000
J_Q05a2NO			9	Serbian	0000000100000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05a2NO	14	Background - Second learned language	10	Serbo-Croat	00000000100000000000
J_Q05a2NO			11	Singhalese	00000000010000000000
J_Q05a2NO			12	Somali	00000000001000000000
J_Q05a2NO			13	Spanish	00000000000100000000
J_Q05a2NO			14	Swedish	00000000000010000000
J_Q05a2NO			15	Turkish	00000000000001000000
J_Q05a2NO			16	German	00000000000000100000
J_Q05a2NO			17	Urdu	00000000000000010000
J_Q05a2NO			18	Vietnamese	00000000000000001000
J_Q05a2NO			19	Other language	00000000000000000100
J_Q05a2NO			186	Valid skip	00000000000000000010
J_Q05a2PL			-1	Missing	00000000000001
J_Q05a2PL			1	Byelorussian	00000000000000
J_Q05a2PL			2	Czech	10000000000000
J_Q05a2PL	9	Background - Second learned language	3	Dutch	01000000000000
J_Q05a2PL			4	English	00100000000000
J_Q05a2PL			5	French	00010000000000
J_Q05a2PL			6	German	00001000000000
J_Q05a2PL			7	Lithuanian	00000100000000
J_Q05a2PL			8	Polish	00000010000000
J_Q05a2PL			9	Russian	00000001000000
J_Q05a2PL			10	Slovak	00000000100000
J_Q05a2PL			11	Ukrainian	00000000010000
J_Q05a2PL			12	Other language	00000000001000
J_Q05a2PL			96	Valid skip	00000000000100
J_Q05a2RU			-1	Missing	00000001
J_Q05a2RU			1	Language1	00000000
J_Q05a2RU	14	Background - Second learned language	2	Language2	10000000
J_Q05a2RU			3	Language3	01000000
J_Q05a2RU			4	Language4	00100000
J_Q05a2RU			5	Language5	00010000
J_Q05a2RU			6	Language6	00001000
J_Q05a2RU			7	Other language	00000100
J_Q05a2RU			96	Valid skip	00000010
J_Q05a2SE			-1	Missing	00000000000001
J_Q05a2SE			1	Svenska	00000000000000
J_Q05a2SE			2	Finska	10000000000000
J_Q05a2SE			3	Spanska	01000000000000
J_Q05a2SE			4	Arabiska	00100000000000
J_Q05a2SE			5	Persiska	00010000000000
J_Q05a2SE			6	Polska	00001000000000
J_Q05a2SE			7	Serbokroatiska	00000100000000
J_Q05a2SE			8	Engelska	00000010000000
J_Q05a2SE			9	Turkiska	00000001000000
J_Q05a2SE			10	Bosniska	00000000100000

PIAAC Contrast Coding used for Conditioning - National Variables

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PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bAT	26	Background - Language beside mother tongue - NATIO	4	Croatian	001000000000000000000000
J_Q05bAT			5	Serbian	000100000000000000000000
J_Q05bAT			6	Arabic	000010000000000000000000
J_Q05bAT			7	Chinese	000001000000000000000000
J_Q05bAT			8	English	000000100000000000000000
J_Q05bAT			9	French	000000010000000000000000
J_Q05bAT			10	Italian	000000001000000000000000
J_Q05bAT			11	Kurdish	000000000100000000000000
J_Q05bAT			12	Macedonian	000000000010000000000000
J_Q05bAT			13	Persian	000000000001000000000000
J_Q05bAT			14	Polish	000000000000100000000000
J_Q05bAT			15	Romanes	000000000000010000000000
J_Q05bAT			16	Rumanian	000000000000001000000000
J_Q05bAT			17	Slovakian	000000000000000100000000
J_Q05bAT			18	Slovenian	000000000000000010000000
J_Q05bAT			19	Spanish	000000000000000001000000
J_Q05bAT			20	Swedish	0000000000000000000100000
J_Q05bAT			21	Czech	00000000000000000000010000
J_Q05bAT			22	Hungarian	000000000000000000000001000
J_Q05bAT			23	Other Lanugage	000000000000000000000000100
J_Q05bAT			96	Valid skip	000000000000000000000000010
J_Q05bATX1			-1	Missing	0000000000000000000000000001
J_Q05bATX1			0	No further language	0000000000000000000000000000
J_Q05bATX1			1	German	1000000000000000000000000000
J_Q05bATX1			2	Turkish	0100000000000000000000000000
J_Q05bATX1			3	Bosnian	0010000000000000000000000000
J_Q05bATX1			4	Croatian	0001000000000000000000000000
J_Q05bATX1			5	Serbian	0000100000000000000000000000
J_Q05bATX1			6	Arabic	0000010000000000000000000000
J_Q05bATX1			7	Chinese	0000001000000000000000000000
J_Q05bATX1			8	English	0000000100000000000000000000
J_Q05bATX1			9	French	0000000010000000000000000000
J_Q05bATX1			10	Italian	0000000001000000000000000000
J_Q05bATX1			11	Kurdish	0000000000100000000000000000
J_Q05bATX1			12	Macedonian	0000000000010000000000000000
J_Q05bATX1			13	Persian	0000000000001000000000000000
J_Q05bATX1			14	Polish	0000000000000100000000000000
J_Q05bATX1			15	Romanes	0000000000000010000000000000
J_Q05bATX1			16	Rumanian	0000000000000001000000000000
J_Q05bATX1			17	Slovakian	0000000000000000100000000000
J_Q05bATX1			18	Slovenian	0000000000000000010000000000
J_Q05bATX1			19	Spanish	000000000000000000010000000
J_Q05bATX1			20	Swedish	000000000000000000000100000
J_Q05bATX1			21	Czech	0000000000000000000000010000
J_Q05bATX1			22	Hungarian	0000000000000000000000001000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bATX1	6	Background - Language beside mother tongue - skill	23	Other Lanugage	000000000000000000000100
J_Q05bATX1			96	Valid skip	000000000000000000000010
J_Q05bATX2			-1	Missing	00001
J_Q05bATX2			1	I just understand fe	00000
J_Q05bATX2			2	I can use the most c	10000
J_Q05bATX2			3	I understand the mai	01000
J_Q05bATX2			4	I can use the langua	00100
J_Q05bATX2			6	Valid skip	00010
J_Q05bAU1	13	Background - Language mainly spoken at home (AUS)	-1	Missing	0000000000001
J_Q05bAU1			1	English	0000000000000
J_Q05bAU1			2	Italian	1000000000000
J_Q05bAU1			3	Greek	0100000000000
J_Q05bAU1			4	Cantonese	0010000000000
J_Q05bAU1			5	Arabic	0001000000000
J_Q05bAU1			6	Mandarin	0000100000000
J_Q05bAU1			7	Vietnamese	0000010000000
J_Q05bAU1			8	Spanish	0000001000000
J_Q05bAU1			9	German	0000000100000
J_Q05bAU1			10	Hindi	0000000010000
J_Q05bAU1			11	Other	0000000001000
J_Q05bAU1			96	Valid skip	0000000000010
J_Q05bAU1a	4	Background - Language mainly spoken at home (AUS)	-1	Missing	001
J_Q05bAU1a			1	English	000
J_Q05bAU1a			2	Other	100
J_Q05bAU1a			96	Valid skip	010
J_Q05bAU3	6	Background - Rate speaking english	-1	Missing	00001
J_Q05bAU3			1	Very well	00000
J_Q05bAU3			2	Well	10000
J_Q05bAU3			3	Not well	01000
J_Q05bAU3			4	Not at all	00100
J_Q05bAU3			6	Valid skip	00010
J_Q05bBE	12	Background - Language spoken at home	-1	Missing	000000000001
J_Q05bBE			1	Dutch	0000000000000
J_Q05bBE			2	French	1000000000000
J_Q05bBE			3	German	0100000000000
J_Q05bBE			4	English	0010000000000
J_Q05bBE			5	Italian	0001000000000
J_Q05bBE			6	Spanish	0000100000000
J_Q05bBE			7	an Arabic language	0000010000000
J_Q05bBE			8	Turkish	0000001000000
J_Q05bBE			9	Polish	0000000100000
J_Q05bBE			10	Other	0000000010000
J_Q05bBE			96	Valid skip	000000000010
J_Q05bCY	9	Background - Language spoken at home	-1	Missing	00000001
J_Q05bCY			1	Greek	00000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bCY	9	Background - Language spoken at home	2	English	10000000
J_Q05bCY			3	Turkish	01000000
J_Q05bCY			4	Russian	00100000
J_Q05bCY			5	Armenian	00010000
J_Q05bCY			6	Bulgarian	00001000
J_Q05bCY			7	Other language	00000100
J_Q05bCY			96	Valid skip	00000010
J_Q05bCZ			-1	Missing	00000001
J_Q05bCZ			1	Language1	00000000
J_Q05bCZ			2	Language2	10000000
J_Q05bCZ			3	Language3	01000000
J_Q05bCZ			4	Language4	00100000
J_Q05bCZ			5	Language5	00010000
J_Q05bCZ			6	Language6	00001000
J_Q05bCZ			7	Other language	00000100
J_Q05bCZ			96	Valid skip	00000010
J_Q05bDE	11	Background - Language spoken at home	-1	Missing	0000000001
J_Q05bDE			1	German	0000000000
J_Q05bDE			2	Turkish	1000000000
J_Q05bDE			3	Italian	0100000000
J_Q05bDE			4	Polish	0010000000
J_Q05bDE			5	Greek	0001000000
J_Q05bDE			6	Serbian	0000100000
J_Q05bDE			7	Croatian	0000010000
J_Q05bDE			8	Russian	0000001000
J_Q05bDE			9	Another language	0000000100
J_Q05bDE			96	Valid skip	0000000010
J_Q05bDEX1	11	Background - Second language spoken at home	-1	Missing	0000000001
J_Q05bDEX1			1	German	0000000000
J_Q05bDEX1			2	Turkish	1000000000
J_Q05bDEX1			3	Italian	0100000000
J_Q05bDEX1			4	Polish	0010000000
J_Q05bDEX1			5	Greek	0001000000
J_Q05bDEX1			6	Serbian	0000100000
J_Q05bDEX1			7	Croatian	0000010000
J_Q05bDEX1			8	Russian	0000001000
J_Q05bDEX1			9	Another language	0000000100
J_Q05bDEX1			96	Valid skip	0000000010
J_Q05bDEX2	11	Background - Language at age 16	-1	Missing	0000000001
J_Q05bDEX2			1	German	0000000000
J_Q05bDEX2			2	Turkish	1000000000
J_Q05bDEX2			3	Italian	0100000000
J_Q05bDEX2			4	Polish	0010000000
J_Q05bDEX2			5	Greek	0001000000
J_Q05bDEX2			6	Serbian	0000100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bDEX2	11	Background - Second language spoken at age 16	7	Croatian	0000010000
J_Q05bDEX2			8	Russian	0000001000
J_Q05bDEX2			9	Another language	0000000100
J_Q05bDEX2			96	Valid skip	0000000010
J_Q05bDEX3			-1	Missing	0000000001
J_Q05bDEX3			1	German	0000000000
J_Q05bDEX3			2	Turkish	1000000000
J_Q05bDEX3			3	Italian	0100000000
J_Q05bDEX3			4	Polish	0010000000
J_Q05bDEX3			5	Greek	0001000000
J_Q05bDEX3			6	Serbian	0000100000
J_Q05bDEX3			7	Croatian	0000010000
J_Q05bDEX3			8	Russian	0000001000
J_Q05bDEX3			9	Another language	0000000100
J_Q05bDEX3	10	Background - Language spoken at home	96	Valid skip	0000000010
J_Q05bDK			-1	Missing	0000000001
J_Q05bDK			1	Danish	0000000000
J_Q05bDK			2	Turkish	1000000000
J_Q05bDK			3	German	0100000000
J_Q05bDK			4	Polish	0010000000
J_Q05bDK			5	Iraqi	0001000000
J_Q05bDK			6	Bosniaan	0000100000
J_Q05bDK			7	Norwegian	0000010000
J_Q05bDK			8	Other language	0000001000
J_Q05bDK			96	Valid skip	0000000010
J_Q05bDKx1	7	last 12 months, how often have you used the langua	-1	Missing	000001
J_Q05bDKx1			1	Never	000000
J_Q05bDKx1			2	Less than once a mon	100000
J_Q05bDKx1			3	Less than once a wee	010000
J_Q05bDKx1			4	At least once a week	001000
J_Q05bDKx1			5	Every day	000100
J_Q05bDKx1			96	Valid skip	000010
J_Q05bDKx2	7	last 12 months, how often have you used other fore	-1	Missing	000001
J_Q05bDKx2			1	Never	000000
J_Q05bDKx2			2	Less than once a mon	100000
J_Q05bDKx2			3	Less than once a wee	010000
J_Q05bDKx2			4	At least once a week	001000
J_Q05bDKx2			5	Every day	000100
J_Q05bDKx2			96	Valid skip	000010
J_Q05bEE	5	Background - Language spoken at home	-1	Missing	0001
J_Q05bEE			1	Estonian	0000
J_Q05bEE			2	Russian	1000
J_Q05bEE			3	Other, please specif	0100
J_Q05bEE	7	Background - Proficiency in this (Estonian/Russian	96	Valid skip	0010
J_Q05bEEX1			-1	Missing	000001

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ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bEEX1			1	Not at all	000000
J_Q05bEEX1			2	I command on the ver	100000
J_Q05bEEX1			3	I manage with some p	010000
J_Q05bEEX1			4	I manage well on the	001000
J_Q05bEEX1			5	I am fluent in the l	000100
J_Q05bEEX1			6	Valid skip	000010
J_Q05bEEX2	5	Background - Any other language	-1	Missing	0001
J_Q05bEEX2			1	Yes, one other langu	0000
J_Q05bEEX2			2	Yes, more than one o	1000
J_Q05bEEX2			3	No	0100
J_Q05bEEX2	6	Background - Proficiency in this language	96	Valid skip	0010
J_Q05bEEX4			-1	Missing	00001
J_Q05bEEX4			1	I command on the ver	00000
J_Q05bEEX4			2	I manage with some p	10000
J_Q05bEEX4	6	Background - Proficiency in this language	3	I manage well on the	01000
J_Q05bEEX4			4	I am fluent in the l	00100
J_Q05bEEX4			6	Valid skip	00010
J_Q05bEEX4			-1	Missing	00001
J_Q05bEEX6	6	Background - Proficiency in this language	1	I command on the ver	00000
J_Q05bEEX6			2	I manage with some p	10000
J_Q05bEEX6			3	I manage well on the	01000
J_Q05bEEX6			4	I am fluent in the l	00100
J_Q05bEEX6	6	Background - Proficiency in this language	6	Valid skip	00010
J_Q05bEEX6			-1	Missing	00001
J_Q05bEEX8			1	I command on the ver	00000
J_Q05bEEX8			2	I manage with some p	10000
J_Q05bEEX8	6	Background - Proficiency in this language	3	I manage well on the	01000
J_Q05bEEX8			4	I am fluent in the l	00100
J_Q05bEEX8			6	Valid skip	00010
J_Q05bEEX8			-1	Missing	00001
J_Q05bES	13	Background - Language spoken at home	1	I command on the ver	00000
J_Q05bES			2	I manage with some p	10000
J_Q05bES			3	I manage well on the	01000
J_Q05bES			4	I am fluent in the l	00100
J_Q05bES			6	Valid skip	00010
J_Q05bES			-1	Missing	000000000001
J_Q05bES			1	Not sn	000000000000
J_Q05bES			2	Nrabe	100000000000
J_Q05bES			3	Nrabeol	010000000000
J_Q05bES			4	Nrabeon	001000000000
J_Q05bES			5	Euskera	000100000000
J_Q05bES			6	Gallego	000010000000
J_Q05bES			7	Galles	000001000000
J_Q05bES			8	Quechuak	000000100000
J_Q05bES			9	Rumano	000000010000
J_Q05bES			10	Valenciano	000000001000
J_Q05bES			11	Other language	000000000100
J_Q05bES	11	Background - Language spoken at home	96	Valid skip	000000000010
J_Q05bFI			-1	Missing	0000000001
J_Q05bFI			1	Finnish	0000000000
J_Q05bFI			2	Swedish	1000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST		
J_Q05bFI	12	Background - Language spoken at home	3	Sami	0100000000		
J_Q05bFI			4	Romani	0010000000		
J_Q05bFI			5	Russian	0001000000		
J_Q05bFI			6	Estonian	0000100000		
J_Q05bFI			7	English	0000010000		
J_Q05bFI			8	German	0000001000		
J_Q05bFI			9	Other	0000000100		
J_Q05bFI			96	Valid skip	0000000010		
J_Q05bFR			-1	Missing	00000000001		
J_Q05bFR			1	French	00000000000		
J_Q05bFR			2	Regional language or	10000000000		
J_Q05bFR			3	Arabic	01000000000		
J_Q05bFR			4	German	00100000000		
J_Q05bFR			5	English	00010000000		
J_Q05bFR			6	Portuguese	00001000000		
J_Q05bFR			7	Italian	00000100000		
J_Q05bFR			8	Spanish	00000010000		
J_Q05bFR			9	Turkish	00000001000		
J_Q05bFR			10	Other. Please specif	00000000100		
J_Q05bFR			96	Valid skip	00000000010		
J_Q05bIE			10	Background - Language spoken at home	-1	Missing	000000001
J_Q05bIE					1	English	000000000
J_Q05bIE					2	Irish	100000000
J_Q05bIE					3	Polish	010000000
J_Q05bIE	4	Lithuanian			001000000		
J_Q05bIE	5	Latvian			000100000		
J_Q05bIE	6	German			000010000		
J_Q05bIE	7	Romanian			000001000		
J_Q05bIE	8	Other			000000100		
J_Q05bIE	96	Valid skip			000000010		
J_Q05bIT	23	Background - Language spoken at home			-1	Missing	000000000000000000001
J_Q05bIT					1	Italian	000000000000000000000
J_Q05bIT					2	Albanian	100000000000000000000
J_Q05bIT					3	Chinese	010000000000000000000
J_Q05bIT					4	English	001000000000000000000
J_Q05bIT					5	Filipino	000100000000000000000
J_Q05bIT			6	French	000010000000000000000		
J_Q05bIT			7	German	000001000000000000000		
J_Q05bIT			8	Moroccan	000000100000000000000		
J_Q05bIT			9	Polish	000000010000000000000		
J_Q05bIT			10	Romanian	000000001000000000000		
J_Q05bIT			11	Romany (Gypsy)	000000000100000000000		
J_Q05bIT			12	Spanish	000000000010000000000		
J_Q05bIT			13	Tunisian Arabic	000000000001000000000		
J_Q05bIT	14	Ukrainian	000000000000100000000				

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bIT	9	Background - Language spoken at home	15	Catalano	0000000000000100000000
J_Q05bIT			16	Franco Provenzale	0000000000000010000000
J_Q05bIT			17	Friulano	0000000000000001000000
J_Q05bIT			18	Occitano	0000000000000000100000
J_Q05bIT			19	Sardo	0000000000000000010000
J_Q05bIT			20	Serbo-Croatian	0000000000000000001000
J_Q05bIT			21	Other	0000000000000000000100
J_Q05bIT			96	Valid skip	0000000000000000000010
J_Q05bJP			-1	Missing	00000001
J_Q05bJP			1	Japanese	00000000
J_Q05bJP	8	Background - Experience of living abroad	2	Korean	10000000
J_Q05bJP			3	Chinese	01000000
J_Q05bJP			4	English	00100000
J_Q05bJP			5	Portuguese	00010000
J_Q05bJP			6	Spanish	00001000
J_Q05bJP			7	Other language	00000100
J_Q05bJP			96	Valid skip	00000010
J_Q05bJPX			-1	Missing	00000001
J_Q05bJPX			1	Never	00000000
J_Q05bJPX			2	Less than 1 year	10000000
J_Q05bJPX	9	KO_Background - Language spoken at home	3	1 to 2 years	01000000
J_Q05bJPX			4	2 to 5 years	00100000
J_Q05bJPX			5	5 to 10 years	00010000
J_Q05bJPX			6	10 years or more	00001000
J_Q05bJPX			96	Valid skip	00000010
J_Q05bKO			-1	Missing	00000001
J_Q05bKO			1	Korean	00000000
J_Q05bKO			2	Chinese	10000000
J_Q05bKO			3	English	01000000
J_Q05bKO			4	Vietnamese	00100000
J_Q05bKO	9	Background - Language spoken at home	5	Filipino	00010000
J_Q05bKO			6	Japanese	00001000
J_Q05bKO			7	Other language	00000100
J_Q05bKO			96	Valid skip	00000010
J_Q05bNL			-1	Missing	00000001
J_Q05bNL			1	dutch	00000000
J_Q05bNL			2	arabic	10000000
J_Q05bNL			3	turkish	01000000
J_Q05bNL			4	chinese	00100000
J_Q05bNL			5	french	00010000
J_Q05bNL	21	Background - Language spoken at home	6	english	00001000
J_Q05bNL			7	other language	00000100
J_Q05bNL			96	Valid skip	00000010
J_Q05bNO			-1	Missing	00000000000000000001
J_Q05bNO			1	Norwegian	00000000000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bNO			2	Danish	10000000000000000000
J_Q05bNO			3	English	01000000000000000000
J_Q05bNO			4	French	00100000000000000000
J_Q05bNO			5	Hindi	00010000000000000000
J_Q05bNO			6	Kurd	00001000000000000000
J_Q05bNO			7	Persian	00000100000000000000
J_Q05bNO			8	Punjabi	00000010000000000000
J_Q05bNO			9	Serbian	00000001000000000000
J_Q05bNO			10	Serbo-Croat	00000000100000000000
J_Q05bNO			11	Singhalese	00000000010000000000
J_Q05bNO			12	Somali	00000000001000000000
J_Q05bNO			13	Spanish	00000000000100000000
J_Q05bNO			14	Swedish	00000000000010000000
J_Q05bNO			15	Turkish	00000000000001000000
J_Q05bNO			16	German	00000000000000100000
J_Q05bNO			17	Urdu	00000000000000010000
J_Q05bNO			18	Vietnamese	00000000000000001000
J_Q05bNO			19	Other language	00000000000000001000
J_Q05bNO			96	Valid skip	00000000000000000100
J_Q05bPL	14	Background - Language spoken at home	-1	Missing	0000000000001
J_Q05bPL			1	Byelorussian	0000000000000
J_Q05bPL			2	Czech	1000000000000
J_Q05bPL			3	Dutch	0100000000000
J_Q05bPL			4	English	0010000000000
J_Q05bPL			5	French	0001000000000
J_Q05bPL			6	German	0000100000000
J_Q05bPL			7	Lithuanian	0000010000000
J_Q05bPL			8	Polish	0000001000000
J_Q05bPL			9	Russian	0000000100000
J_Q05bPL			10	Slovak	0000000010000
J_Q05bPL			11	Ukrainian	0000000001000
J_Q05bPL			12	Other language	0000000000100
J_Q05bPL			96	Valid skip	0000000000010
J_Q05bRU	9	Background - Language spoken at home	-1	Missing	00000001
J_Q05bRU			1	Language1	00000000
J_Q05bRU			2	Language2	10000000
J_Q05bRU			3	Language3	01000000
J_Q05bRU			4	Language4	00100000
J_Q05bRU			5	Language5	00010000
J_Q05bRU			6	Language6	00001000
J_Q05bRU			7	Other language	00000100
J_Q05bRU			96	Valid skip	00000010
J_Q05bSE	14	Background - Language spoken at home	-1	Missing	0000000000001
J_Q05bSE			1	Svenska	0000000000000
J_Q05bSE			2	Finska	1000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05bSE			3	Spanska	010000000000
J_Q05bSE			4	Arabiska	001000000000
J_Q05bSE			5	Persiska	000100000000
J_Q05bSE			6	Polska	000010000000
J_Q05bSE			7	Serbokroatiska	000001000000
J_Q05bSE			8	Engelska	000000100000
J_Q05bSE			9	Turkiska	000000010000
J_Q05bSE			10	Bosniska	000000001000
J_Q05bSE			11	Kurdiska	000000000100
J_Q05bSE			12	Kurdiska k ange	000000000010
J_Q05bSE			96	Valid skip	000000000010
J_Q05bSK	9	Background - Language spoken at home	-1	Missing	00000001
J_Q05bSK			1	Slovak	00000000
J_Q05bSK			2	Czech	10000000
J_Q05bSK			3	Hungarian	01000000
J_Q05bSK			4	German	00100000
J_Q05bSK			5	Roma	00010000
J_Q05bSK			6	Polish	00001000
J_Q05bSK			7	Other language	00000100
J_Q05bSK			96	Valid skip	00000010
J_Q05bUK	12	Background - Language spoken at home	-1	Missing	00000000001
J_Q05bUK			1	English	00000000000
J_Q05bUK			2	Welsh	10000000000
J_Q05bUK			3	Irish	01000000000
J_Q05bUK			4	Scottish Gaelic	00100000000
J_Q05bUK			5	Ulster Scots/Ullans	00010000000
J_Q05bUK			6	Hindi	00001000000
J_Q05bUK			7	Urdu	00000100000
J_Q05bUK			8	Punjabi	00000010000
J_Q05bUK			9	Polish	00000001000
J_Q05bUK			10	Other	00000000100
J_Q05bUK			96	Valid skip	00000000010
J_Q05bUS	9	Background - Language spoken at home	-1	Missing	00000001
J_Q05bUS			1	English	00000000
J_Q05bUS			2	Spanis	10000000
J_Q05bUS			3	French	01000000
J_Q05bUS			4	Italian	00100000
J_Q05bUS			5	Chinese	00010000
J_Q05bUS			6	German	00001000
J_Q05bUS			7	Other language	00000100
J_Q05bUS			96	Valid skip	00000010
J_Q05cUSX1	7	Background - Language spoken most	-1	Missing	000001
J_Q05cUSX1			1	English only	000000
J_Q05cUSX1			2	English and Spanish	100000
J_Q05cUSX1			3	English and Other	010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q05cUSX1	4	Background - English outside home	4	Spanish only	001000
J_Q05cUSX1			5	Other only	000100
J_Q05cUSX1			6	Valid skip	000010
J_Q05cUSX2			-1	Missing	001
J_Q05cUSX2			1	Yes	000
J_Q05cUSX2			2	No	100
J_Q05cUSX2	6	Background - Ability to understand spoken English	6	Valid skip	010
J_Q05cUSX3a			-1	Missing	00001
J_Q05cUSX3a			1	Very well	00000
J_Q05cUSX3a			2	Well	10000
J_Q05cUSX3a			3	Not well	01000
J_Q05cUSX3a			4	Not at all	00100
J_Q05cUSX3a	6	Background - Ability to speak English	6	Valid skip	00010
J_Q05cUSX3b			-1	Missing	00001
J_Q05cUSX3b			1	Very well	00000
J_Q05cUSX3b			2	Well	10000
J_Q05cUSX3b			3	Not well	01000
J_Q05cUSX3b			4	Not at all	00100
J_Q05cUSX3b	6	Background - Ability to read English	6	Valid skip	00010
J_Q05cUSX3d			-1	Missing	00001
J_Q05cUSX3d			1	Very well	00000
J_Q05cUSX3d			2	Well	10000
J_Q05cUSX3d			3	Not well	01000
J_Q05cUSX3d			4	Not at all	00100
J_Q05cUSX3d	6	Background - Ability to write English	6	Valid skip	00010
J_Q05cUSX3e			-1	Missing	00001
J_Q05cUSX3e			1	Very well	00000
J_Q05cUSX3e			2	Well	10000
J_Q05cUSX3e			3	Not well	01000
J_Q05cUSX3e			4	Not at all	00100
J_Q05cUSX3e	4	Background - ESL class/tutor in past year	6	Valid skip	00010
J_Q05cUSX4			-1	Missing	001
J_Q05cUSX4			1	Yes	000
J_Q05cUSX4			2	No	100
J_Q05cUSX4			6	Valid skip	010
J_Q05cUSX5	5	Background - Reason for ESL class/tutor	-1	Missing	0001
J_Q05cUSX5			1	WORK-RELATED	0000
J_Q05cUSX5			2	PERSONAL INTEREST	1000
J_Q05cUSX5			3	BOTH EQUALLY	0100
J_Q05cUSX5			6	Valid skip	0010
J_Q05cUSX6	4	Background - Class/tutor learn English as adult	-1	Missing	001
J_Q05cUSX6			1	Yes	000
J_Q05cUSX6			2	No	100
J_Q05cUSX6			6	Valid skip	010
J_Q06aAU	4	Background - Mother/female guardian - Whether born	-1	Missing	001
J_Q06aAU			-1	Missing	001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q06aAU	11	Background - Mother/female guardian - country of b	1	Yes	000
J_Q06aAU			2	No	100
J_Q06aAU			6	Valid skip	010
J_Q06aDEX			-1	Missing	0000000001
J_Q06aDEX			1	Turkey	0000000000
J_Q06aDEX			2	Italy	1000000000
J_Q06aDEX			3	Poland	0100000000
J_Q06aDEX			4	Greece	0010000000
J_Q06aDEX			5	Serbia	0001000000
J_Q06aDEX			6	Croatia	0000100000
J_Q06aDEX			7	Russian Federation	0000010000
J_Q06aDEX			8	Bosnia and Herzegovi	0000001000
J_Q06aDEX			9	Another country	0000000100
J_Q06aDEX			96	Valid skip	0000000010
J_Q06bAT	9	Background - Mother/female guardian - Highest leve	-1	Missing	00000001
J_Q06bAT			1	Compulsory school	00000000
J_Q06bAT			2	Apprenticeship	10000000
J_Q06bAT			3	Vocational School	01000000
J_Q06bAT			4	Master Craftsman's c	00100000
J_Q06bAT			5	Secondary school wit	00010000
J_Q06bAT			6	Academic Study	00001000
J_Q06bAT			7	Other education afte	00000100
J_Q06bAU	17	Background - Mother/female guardian - Highest leve	96	Valid skip	00000010
J_Q06bAU			-1	Missing	0000000000000001
J_Q06bAU			1	Year 8 or below	0000000000000000
J_Q06bAU			2	Year 9 or equivalent	1000000000000000
J_Q06bAU			3	Year 10 or equivalen	0100000000000000
J_Q06bAU			4	Year 11 or equivalen	0010000000000000
J_Q06bAU			5	Year 12 or equivalen	0001000000000000
J_Q06bAU			6	Certificate I	0000100000000000
J_Q06bAU			7	Certificate II	0000010000000000
J_Q06bAU			8	Certificate III	0000001000000000
J_Q06bAU			9	Certificate IV	0000000100000000
J_Q06bAU			10	Diploma	0000000010000000
J_Q06bAU			11	Advanced Diploma and	0000000001000000
J_Q06bAU			12	Bachelor degree (inc	0000000000100000
J_Q06bAU			13	Graduate Diploma or	0000000000010000
J_Q06bAU			14	Masters	0000000000001000
J_Q06bAU			15	Doctorate	0000000000000100
J_Q06bAU			96	Valid skip	0000000000000010
J_Q06bCA	9	Background - Mother/female guardian - Highest leve	-1	Missing	00000001
J_Q06bCA			1	No formal education	00000000
J_Q06bCA			2	Less than high schoo	10000000
J_Q06bCA			3	High school diploma	01000000
J_Q06bCA			4	Apprenticeship certi	00100000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q06bCA	7	Background - Mother/female guardian - Highest leve	5	Trade/vocational cer	00010000
J_Q06bCA			6	Non-university certi	00001000
J_Q06bCA			7	University certifica	00000100
J_Q06bCA			96	Valid skip	00000010
J_Q06bCZ			-1	Missing	000001
J_Q06bCZ			1	ISCED123cshort basic	000000
J_Q06bCZ			2	ISCED3C vocational I	100000
J_Q06bCZ			3	ISCED 3A upper secon	010000
J_Q06bCZ			4	ISCED 4, 5B post sec	001000
J_Q06bCZ			5	ISCED5A, 6 universit	000100
J_Q06bDE1	10	Background - Mother/female guardian - Highest leve	6	Valid skip	000010
J_Q06bDE1			-1	Missing	000000001
J_Q06bDE1			1	Left school without	000000000
J_Q06bDE1			2	Hauptschulabschluss	100000000
J_Q06bDE1			3	Realschulabschluss (	010000000
J_Q06bDE1			4	Left the Polytechnis	001000000
J_Q06bDE1			5	Left the Polytechnis	000100000
J_Q06bDE1			6	Fachhochschulereife,	000010000
J_Q06bDE1			7	Abitur/EOS (General	000001000
J_Q06bDE1			8	Another school leavi	000000100
J_Q06bDE1_REC	10	Background - Mother/female guardian - Highest leve	96	Valid skip	000000010
J_Q06bDE1_REC			-1	Missing	000000001
J_Q06bDE1_REC			1	Left school without	000000000
J_Q06bDE1_REC			2	Hauptschulabschluss	100000000
J_Q06bDE1_REC			3	Realschulabschluss (	010000000
J_Q06bDE1_REC			4	Left the Polytechnis	001000000
J_Q06bDE1_REC			5	Left the Polytechnis	000100000
J_Q06bDE1_REC			6	Fachhochschulereife,	000010000
J_Q06bDE1_REC			7	Abitur/EOS (General	000001000
J_Q06bDE1_REC			8	Another school leavi	000000100
J_Q06bDE2	13	Background - Mother/female guardian - Highest leve	96	Valid skip	000000010
J_Q06bDE2			-1	Missing	000000000001
J_Q06bDE2			1	No professional qual	000000000000
J_Q06bDE2			2	Apprenticeship (Lehr	100000000000
J_Q06bDE2			3	Basic vocational tra	010000000000
J_Q06bDE2			4	Training at Fachschu	001000000000
J_Q06bDE2			5	Berufsakademie, Fach	000100000000
J_Q06bDE2			6	Bachelor at Fachhoch	000010000000
J_Q06bDE2			7	Master/Diplom at Fac	000001000000
J_Q06bDE2			8	Bachelor at universi	000000100000
J_Q06bDE2_REC	13	Background - Mother/female guardian - Highest leve	9	Master/Diplom at uni	000000010000
J_Q06bDE2_REC			10	Doctorate	000000001000
J_Q06bDE2_REC			11	Another professional	000000000100
J_Q06bDE2_REC			96	Valid skip	000000000010
J_Q06bDE2_REC			-1	Missing	000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q06bDE2_REC	16	Background - Mother/female guardian - Highest leve	1	No professional qual	000000000000
J_Q06bDE2_REC			2	Apprenticeship (Lehr	100000000000
J_Q06bDE2_REC			3	Basic vocational tra	010000000000
J_Q06bDE2_REC			4	Training at Fachschu	001000000000
J_Q06bDE2_REC			5	Berufsakademie, Fach	000100000000
J_Q06bDE2_REC			6	Bachelor at Fachhoch	000010000000
J_Q06bDE2_REC			7	Master/Diplom at Fac	000001000000
J_Q06bDE2_REC			8	Bachelor at universi	000000100000
J_Q06bDE2_REC			9	Master/Diplom at uni	000000010000
J_Q06bDE2_REC			10	Doctorate	000000001000
J_Q06bDE2_REC			11	Another professional	000000000100
J_Q06bDE2_REC			96	Valid skip	000000000010
J_Q06bFR			-1	Missing	00000000000001
J_Q06bFR			1	No formal qualificat	00000000000000
J_Q06bFR			2	ISCED 1	10000000000000
J_Q06bFR			3	ISCED 2	01000000000000
J_Q06bFR			4	ISCED 3C shorter tha	00100000000000
J_Q06bFR			5	ISCED 3C 2 years or	00010000000000
J_Q06bFR			6	ISCED 3A-B	00001000000000
J_Q06bFR			7	ISCED 3 (without dis	00000100000000
J_Q06bFR			8	ISCED 4C	00000010000000
J_Q06bFR			9	ISCED 4A-B	00000001000000
J_Q06bFR			10	ISCED 4 (without dis	00000000100000
J_Q06bFR			11	ISCED 5B	00000000010000
J_Q06bFR			12	ISCED 5A, bachelor d	00000000001000
J_Q06bFR			13	ISCED 5A, master deg	00000000000100
J_Q06bFR			14	ISCED 6	00000000000010
J_Q06bFR			96	Valid skip	00000000000010
J_Q06bPL	6	Background - Mother/female guardian - Highest leve	-1	Missing	00001
J_Q06bPL			1	ISCED123cshort	00000
J_Q06bPL			2	ISCED3clong	10000
J_Q06bPL			3	ISCED3ba4	01000
J_Q06bPL			4	ISCED56	00100
J_Q06bPL			6	Valid skip	00010
J_Q06bUK	11	Background - Mother/female guardian - Highest leve	-1	Missing	0000000001
J_Q06bUK			1	No qualifications	0000000000
J_Q06bUK			2	Key Skills, Basic sk	1000000000
J_Q06bUK			3	O levels, GCSE or eq	0100000000
J_Q06bUK			4	NVQ Level2, City & G	0010000000
J_Q06bUK			5	A Levels or equivale	0001000000
J_Q06bUK			6	Trade apprenticeship	0000100000
J_Q06bUK			7	NVQ Level 3, City &	0000010000
J_Q06bUK			8	Degree or higher deg	0000001000
J_Q06bUK			9	NVQ Level 4 or 5, HN	0000000100
J_Q06bUK			96	Valid skip	0000000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q06bUS	5	Background - Mother/female guardian - Highest leve	-1	Missing	0001
J_Q06bUS			1	Less than high schoo	0000
J_Q06bUS			2	High school diploma/	1000
J_Q06bUS			3	College degree or hi	0100
J_Q06bUS			6	Valid skip	0010
J_Q06cBE	5	Mother/female guardian - paid job	-1	Missing	0001
J_Q06cBE			1	Yes	0000
J_Q06cBE			2	No	1000
J_Q06cBE			3	N/A	0100
J_Q06cBE			6	Valid skip	0010
J_Q06cCZ	5	Background - Mother/female guardian - paid job	-1	Missing	0001
J_Q06cCZ			1	Yes	0000
J_Q06cCZ			2	No	1000
J_Q06cCZ			3	Not applicable, no f	0100
J_Q06cCZ			96	Valid skip	0010
J_Q06cDEX	5	Background - Mother - Hold a paying job	-1	Missing	0001
J_Q06cDEX			1	Yes	0000
J_Q06cDEX			2	No	1000
J_Q06cDEX			3	Not applicable, moth	0100
J_Q06cDEX			6	Valid skip	0010
J_Q06cES	5	Empleo remunerado madre o tutora	-1	Missing	0001
J_Q06cES			1	Not stated or inferr	0000
J_Q06cES			2	No	1000
J_Q06cES			3	No es pertinente, ma	0100
J_Q06cES			6	Valid skip	0010
J_Q06cIE	5	Background - Mother/female guardian - Work situati	-1	Missing	0001
J_Q06cIE			1	Yes	0000
J_Q06cIE			2	No	1000
J_Q06cIE			3	Not applicable, pare	0100
J_Q06cIE			96	Valid skip	0010
J_Q06cIT	5	Background - Mother/female guardian - Hold a payin	-1	Missing	0001
J_Q06cIT			1	Yes	0000
J_Q06cIT			2	No	1000
J_Q06cIT			3	Not applicable, no m	0100
J_Q06cIT			6	Valid skip	0010
J_Q06cPL	5	Background - Mother/female guardian - Hold a payin	-1	Missing	0001
J_Q06cPL			1	Yes	0000
J_Q06cPL			2	No	1000
J_Q06cPL			3	Not applicable, no m	0100
J_Q06cPL			6	Valid skip	0010
J_Q06cUK	5	Mother/Female guardian - hold paying job	-1	Missing	0001
J_Q06cUK			1	Yes	0000
J_Q06cUK			2	No	1000
J_Q06cUK			3	Not applicable, moth	0100
J_Q06cUK			6	Valid skip	0010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q06dFR1	6	Background - Mother/female guardian - Job status	-1	Missing	00001
J_Q06dFR1			1	Running his/her own	00000
J_Q06dFR1			2	Helping one of his/h	10000
J_Q06dFR1			3	As a civil servant w	01000
J_Q06dFR1			4	As an employee	00100
J_Q06dFR1			6	Valid skip	00010
J_Q06eFR	12	Background - Mother/female guardian - Job main tas	-1	Missing	00000000001
J_Q06eFR			1	Production, construc	00000000000
J_Q06eFR			2	Repairing, maintaini	10000000000
J_Q06eFR			3	Cleaning, caretaking	01000000000
J_Q06eFR			4	Handing, logistics	00100000000
J_Q06eFR			5	Secretary, reception	00010000000
J_Q06eFR			6	Accounting, administ	00001000000
J_Q06eFR			7	Sales and marketing	00000100000
J_Q06eFR			8	Research and develop	00000010000
J_Q06eFR			9	Education, healthcar	00000001000
J_Q06eFR			10	Other. Specify.	00000000100
J_Q06eFR			96	Valid skip	00000000010
J_Q07aAU	4	Background - Father/male guardian - Whether born i	-1	Missing	001
J_Q07aAU			1	Yes	000
J_Q07aAU			2	No	100
J_Q07aAU			6	Valid skip	010
J_Q07aDEX	11	Background - Father/male guardian - country of bir	-1	Missing	0000000001
J_Q07aDEX			1	Turkey	0000000000
J_Q07aDEX			2	Italy	1000000000
J_Q07aDEX			3	Poland	0100000000
J_Q07aDEX			4	Greece	0010000000
J_Q07aDEX			5	Serbia	0001000000
J_Q07aDEX			6	Croatia	0000100000
J_Q07aDEX			7	Russian Federation	0000010000
J_Q07aDEX			8	Bosnia and Herzegovi	0000001000
J_Q07aDEX			9	Another country	0000000100
J_Q07aDEX			96	Valid skip	0000000010
J_Q07bAT	9	Background - Father/male guardian - Highest level	-1	Missing	00000001
J_Q07bAT			1	Compulsory school	00000000
J_Q07bAT			2	Apprenticeship	10000000
J_Q07bAT			3	Vocational School	01000000
J_Q07bAT			4	Master Craftsman's c	00100000
J_Q07bAT			5	Secondary school wit	00010000
J_Q07bAT			6	Academic Study	00001000
J_Q07bAT			7	Other education afte	00000100
J_Q07bAT			96	Valid skip	00000010
J_Q07bAU	17	Background - Father/male guardian - Highest level	-1	Missing	0000000000000001
J_Q07bAU			1	Year 8 or below	0000000000000000
J_Q07bAU			2	Year 9 or equivalent	1000000000000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q07bAU	9	Background - Father/male guardian - Highest level	3	Year 10 or equivalen	0100000000000000
J_Q07bAU			4	Year 11 or equivalen	0010000000000000
J_Q07bAU			5	Year 12 or equivalen	0001000000000000
J_Q07bAU			6	Certificate I	0000100000000000
J_Q07bAU			7	Certificate II	0000010000000000
J_Q07bAU			8	Certificate III	0000001000000000
J_Q07bAU			9	Certificate IV	0000000100000000
J_Q07bAU			10	Diploma	0000000010000000
J_Q07bAU			11	Advanced Diploma and	0000000001000000
J_Q07bAU			12	Bachelor degree (inc	0000000000100000
J_Q07bAU			13	Graduate Diploma or	0000000000010000
J_Q07bAU			14	Masters	0000000000001000
J_Q07bAU			15	Doctorate	0000000000000100
J_Q07bAU			96	Valid skip	0000000000000010
J_Q07bCA			-1	Missing	00000001
J_Q07bCA			1	No formal education	00000000
J_Q07bCA			2	Less than high schoo	10000000
J_Q07bCA			3	High school diploma	01000000
J_Q07bCA			4	Apprenticeship certi	00100000
J_Q07bCA			5	Trade/vocational cer	00010000
J_Q07bCA			6	Non-university certi	00001000
J_Q07bCA			7	University certifica	00000100
J_Q07bCA			96	Valid skip	00000010
J_Q07bCZ			-1	Missing	000001
J_Q07bCZ			1	ISCED123cshort basic	000000
J_Q07bCZ			2	ISCED3C vocational I	100000
J_Q07bCZ			3	ISCED 3A upper secon	010000
J_Q07bCZ			4	ISCED 4, 5B post sec	001000
J_Q07bCZ			5	ISCED5A, 6 universit	000100
J_Q07bCZ			6	Valid skip	000010
J_Q07bDE1	7	Background - Father/male guardian - Highest level	-1	Missing	00000001
J_Q07bDE1			1	Left school without	00000000
J_Q07bDE1			2	Hauptschulabschluss	10000000
J_Q07bDE1			3	Realschulabschluss (	01000000
J_Q07bDE1			4	Left the Polytechnis	00100000
J_Q07bDE1			5	Left the Polytechnis	00010000
J_Q07bDE1			6	Fachhochschulereife,	00001000
J_Q07bDE1			7	Abitur/EOS (General	00000100
J_Q07bDE1	10	Background - Father/male guardian - Highest level	8	Another school leavi	00000010
J_Q07bDE1			96	Valid skip	00000001
J_Q07bDE1_REC			-1	Missing	00000001
J_Q07bDE1_REC			1	Left school without	00000000
J_Q07bDE1_REC			2	Hauptschulabschluss	10000000
J_Q07bDE1_REC			3	Realschulabschluss (	01000000
J_Q07bDE1_REC			4	Left the Polytechnis	00100000
J_Q07bDE1_REC					

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q07bDE1_REC	13	Background - Father/male guardian - Highest level	5	Left the Polytechnis	000100000
J_Q07bDE1_REC			6	Fachhochschulereife,	000010000
J_Q07bDE1_REC			7	Abitur/EOS (General	000001000
J_Q07bDE1_REC			8	Another school leavi	000000100
J_Q07bDE1_REC			96	Valid skip	000000010
J_Q07bDE2			-1	Missing	000000000001
J_Q07bDE2			1	No professional qual	000000000000
J_Q07bDE2			2	Apprenticeship (Lehr	100000000000
J_Q07bDE2			3	Basic vocational tra	010000000000
J_Q07bDE2			4	Training at Fachschu	001000000000
J_Q07bDE2			5	Berufsakademie, Fach	000100000000
J_Q07bDE2			6	Bachelor at Fachhoch	000010000000
J_Q07bDE2			7	Master/Diplom at Fac	000001000000
J_Q07bDE2			8	Bachelor at universi	000000100000
J_Q07bDE2			9	Master/Diplom at uni	000000010000
J_Q07bDE2			10	Doctorate	000000001000
J_Q07bDE2	13	Background - Father/male guardian - Highest level	11	Another professional	000000000100
J_Q07bDE2			96	Valid skip	000000000010
J_Q07bDE2_REC			-1	Missing	000000000001
J_Q07bDE2_REC			1	No professional qual	000000000000
J_Q07bDE2_REC			2	Apprenticeship (Lehr	100000000000
J_Q07bDE2_REC			3	Basic vocational tra	010000000000
J_Q07bDE2_REC			4	Training at Fachschu	001000000000
J_Q07bDE2_REC			5	Berufsakademie, Fach	000100000000
J_Q07bDE2_REC			6	Bachelor at Fachhoch	000010000000
J_Q07bDE2_REC			7	Master/Diplom at Fac	000001000000
J_Q07bDE2_REC			8	Bachelor at universi	000000100000
J_Q07bDE2_REC			9	Master/Diplom at uni	000000010000
J_Q07bDE2_REC			10	Doctorate	000000001000
J_Q07bDE2_REC			11	Another professional	000000000100
J_Q07bDE2_REC			96	Valid skip	000000000010
J_Q07bFR	16	Background - Father/male guardian - Highest level	-1	Missing	0000000000000001
J_Q07bFR			1	No formal qualificat	0000000000000000
J_Q07bFR			2	ISCED 1	1000000000000000
J_Q07bFR			3	ISCED 2	0100000000000000
J_Q07bFR			4	ISCED 3C shorter tha	0010000000000000
J_Q07bFR			5	ISCED 3C 2 years or	0001000000000000
J_Q07bFR			6	ISCED 3A-B	0000100000000000
J_Q07bFR			7	ISCED 3 (without dis	0000010000000000
J_Q07bFR			8	ISCED 4C	0000001000000000
J_Q07bFR			9	ISCED 4A-B	0000000100000000
J_Q07bFR			10	ISCED 4 (without dis	0000000010000000
J_Q07bFR			11	ISCED 5B	0000000001000000
J_Q07bFR			12	ISCED 5A, bachelor d	0000000000100000
J_Q07bFR			13	ISCED 5A, master deg	0000000000010000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q07bFR	6	Background - Father/male guardian - Highest level	14	ISCED 6	000000000000100
J_Q07bFR			96	Valid skip	000000000000010
J_Q07bPL			-1	Missing	00001
J_Q07bPL			1	ISCED123cshort	00000
J_Q07bPL			2	ISCED3clong	10000
J_Q07bPL			3	ISCED3ba4	01000
J_Q07bPL	11	Background - Father/male guardian - Highest level	4	ISCED56	00100
J_Q07bPL			6	Valid skip	00010
J_Q07bUK			-1	Missing	0000000001
J_Q07bUK			1	No qualifications	0000000000
J_Q07bUK			2	Key Skills, Basic sk	1000000000
J_Q07bUK			3	O levels, GCSE or eq	0100000000
J_Q07bUK			4	NVQ Level2, City & G	0010000000
J_Q07bUK			5	A Levels or equivale	0001000000
J_Q07bUK			6	Trade apprenticeship	0000100000
J_Q07bUK			7	NVQ Level 3, City &	0000010000
J_Q07bUK			8	Degree or higher deg	0000001000
J_Q07bUK	5	Background - Father/male guardian - Highest level	9	NVQ Level 4 or 5, HN	0000000100
J_Q07bUK			96	Valid skip	0000000010
J_Q07bUS			-1	Missing	0001
J_Q07bUS			1	Less than high schoo	0000
J_Q07bUS			2	High school diploma/	1000
J_Q07bUS			3	College degree or hi	0100
J_Q07cBE	5	Paying job - Father/male guardian	6	Valid skip	0010
J_Q07cBE			-1	Missing	0001
J_Q07cBE			1	Yes	0000
J_Q07cBE			2	No	1000
J_Q07cBE	5	Background - Father/male guardien - paid job	3	N/A	0100
J_Q07cCZ			6	Valid skip	0010
J_Q07cCZ			-1	Missing	0001
J_Q07cCZ			1	Yes	0000
J_Q07cCZ	5	Background - Father - Hold a paying job	2	No	1000
J_Q07cCZ			3	Not applicable, no f	0100
J_Q07cDEX			96	Valid skip	0010
J_Q07cDEX			-1	Missing	0001
J_Q07cDEX	5	Empleo remunerado padre o tutor	1	Yes	0000
J_Q07cDEX			2	No	1000
J_Q07cDEX			3	Not applicable, moth	0100
J_Q07cDEX			6	Valid skip	0010
J_Q07cES	5	Empleo remunerado padre o tutor	-1	Missing	0001
J_Q07cES			1	Not stated or inferr	0000
J_Q07cES			2	No	1000
J_Q07cES			3	No es pertinente, pa	0100
J_Q07cIE	5	Background - Father/male guardian - Work situation	6	Valid skip	0010
J_Q07cIE			-1	Missing	0001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q07cIE	5	Background - Father/male guardian - Hold a paying	1	Yes	0000
J_Q07cIE			2	No	1000
J_Q07cIE			3	Not applicable, pare	0100
J_Q07cIE			96	Valid skip	0010
J_Q07cIT			-1	Missing	0001
J_Q07cIT			1	Yes	0000
J_Q07cIT	5	Background - Father/male guardian - Hold a paying	2	No	1000
J_Q07cIT			3	Not applicable, no f	0100
J_Q07cIT			6	Valid skip	0010
J_Q07cPL			-1	Missing	0001
J_Q07cPL			1	Yes	0000
J_Q07cPL			2	No	1000
J_Q07cPL	5	Father/male guardian - hold a paying job	3	Not applicable, no f	0100
J_Q07cPL			6	Valid skip	0010
J_Q07cUK			-1	Missing	0001
J_Q07cUK			1	Yes	0000
J_Q07cUK			2	No	1000
J_Q07cUK			3	Not applicable, fath	0100
J_Q07cUK	6	Background - Father/male guardian - Job status	6	Valid skip	0010
J_Q07dFR1			-1	Missing	00001
J_Q07dFR1			1	Running his/her own	00000
J_Q07dFR1			2	Helping one of his/h	10000
J_Q07dFR1			3	As a civil servant w	01000
J_Q07dFR1			4	As an employee	00100
J_Q07dFR1	12	Background - Father/male guardian - Job main task	6	Valid skip	00010
J_Q07eFR			-1	Missing	00000000001
J_Q07eFR			1	Production, construc	00000000000
J_Q07eFR			2	Repairing, maintaini	10000000000
J_Q07eFR			3	Cleaning, caretaking	01000000000
J_Q07eFR			4	Handing, logistics	00100000000
J_Q07eFR			5	Secretary, reception	00010000000
J_Q07eFR			6	Accounting, administ	00001000000
J_Q07eFR			7	Sales and marketing	00000100000
J_Q07eFR			8	Research and develop	00000010000
J_Q07eFR			9	Education, healthcar	00000001000
J_Q07eFR			10	Other. Specify.	00000000100
J_Q07eFR	8	Background - Number of books at home (AUS)	96	Valid skip	00000000010
J_Q08AU			-1	Missing	0000001
J_Q08AU			1	10 books or less	0000000
J_Q08AU			2	11 to 25 books	1000000
J_Q08AU			3	26 to 100 books	0100000
J_Q08AU			4	101 to 200 books	0010000
J_Q08AU			5	201 to 500 books	0001000
J_Q08AU			6	More than 500 books	0000100
J_Q08AU			96	Valid skip	0000010

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q09aIEX	4	Income sources - Unemployment benefit	-1	Missing	001
J_Q09aIEX			1	Yes	000
J_Q09aIEX			2	No	100
J_Q09aIEX			6	Valid skip	010
J_Q09bIEX	4	Income sources - Disability benefit	-1	Missing	001
J_Q09bIEX			1	Yes	000
J_Q09bIEX			2	No	100
J_Q09bIEX			6	Valid skip	010
J_Q09cIEX	4	Income sources - Illness benefit	-1	Missing	001
J_Q09cIEX			1	Yes	000
J_Q09cIEX			2	No	100
J_Q09cIEX			6	Valid skip	010
J_Q09dIEX	4	Income sources - Early retirement benefit	-1	Missing	001
J_Q09dIEX			1	Yes	000
J_Q09dIEX			2	No	100
J_Q09dIEX			6	Valid skip	010
J_q09edkx2	4	Do you expect to stop working entirely when you re	-1	Missing	001
J_q09edkx2			1	I expect to stop wor	000
J_q09edkx2			2	I expect to retire g	100
J_q09edkx2			96	Valid skip	010
J_Q09edkx3	5	Do you expect to retire because you have to.....?	-1	Missing	0001
J_Q09edkx3			1	I expect to retire w	0000
J_Q09edkx3			2	I expect that retire	1000
J_Q09edkx3			3	I expect	0100
J_Q09edkx3	7	What do you expect will be the primary source of i	96	Valid skip	0010
J_Q09edkx4			-1	Missing	000001
J_Q09edkx4			1	Early retirement wag	000000
J_Q09edkx4			2	Own pension savings	100000
J_Q09edkx4	4	Income sources - Retirement benefit	3	Old age pension	010000
J_Q09edkx4			4	Disability pension	001000
J_Q09edkx4			5	Other	000100
J_Q09edkx4			96	Valid skip	000010
J_Q09eIEX	4	Income sources - Maternity benefit	-1	Missing	001
J_Q09eIEX			1	Yes	000
J_Q09eIEX			2	No	100
J_Q09eIEX			6	Valid skip	010
J_Q09eIEX1	4	Income sources - Family Income Supplement	-1	Missing	001
J_Q09eIEX1			1	Yes	000
J_Q09eIEX1			2	No	100
J_Q09eIEX1			6	Valid skip	010
J_Q09eIEX2	4	Income sources - Religion - Scotland	-1	Missing	001
J_Q09eIEX2			1	Yes	000
J_Q09eIEX2			2	No	100
J_Q09eIEX2			6	Valid skip	010
J_Q10UKX1	13	Background - Religion - Scotland	-1	Missing	000000000001

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
J_Q10UKX1	19	Background - Religion - NI	1	None	000000000000
J_Q10UKX1			2	Church of Scotland	100000000000
J_Q10UKX1			3	Roman Catholic	010000000000
J_Q10UKX1			4	Other Christian	001000000000
J_Q10UKX1			5	Muslim	000100000000
J_Q10UKX1			6	Buddhist	000010000000
J_Q10UKX1			7	Sikh	000001000000
J_Q10UKX1			8	Jewish	000000100000
J_Q10UKX1			9	Hindu	000000010000
J_Q10UKX1			10	Pagan	000000001000
J_Q10UKX1			11	Another Religion	000000000100
J_Q10UKX1			96	Valid skip	000000000010
J_Q10UKX2			-1	Missing	000000000000000001
J_Q10UKX2			1	Catholic	000000000000000000
J_Q10UKX2			2	Presbyterian	100000000000000000
J_Q10UKX2			3	Church of Ireland	010000000000000000
J_Q10UKX2			4	Methodist	001000000000000000
J_Q10UKX2			5	Baptist	000100000000000000
J_Q10UKX2			6	Free Presbyterian	000010000000000000
J_Q10UKX2			7	Brethren	000001000000000000
J_Q10UKX2			8	Protestant - not spe	000000100000000000
J_Q10UKX2			9	Other Christian	000000010000000000
J_Q10UKX2			10	Buddhist	000000001000000000
J_Q10UKX2			11	Hindu	000000000100000000
J_Q10UKX2			12	Jewish	000000000010000000
J_Q10UKX2			13	Muslim	000000000001000000
J_Q10UKX2			14	Sikh	000000000000100000
J_Q10UKX2			15	Other Religion	000000000000010000
J_Q10UKX2			16	Unwilling to answer	000000000000001000
J_Q10UKX2			17	No religion	000000000000000100
J_Q10UKX2			96	Valid skip	000000000000000010
J_Q10UKX3	11	Background - Religion - England	-1	Missing	0000000001
J_Q10UKX3			1	Christian (inc CoE,	0000000000
J_Q10UKX3			2	Buddhist	1000000000
J_Q10UKX3			3	Hindu	0100000000
J_Q10UKX3			4	Jewish	0010000000
J_Q10UKX3			5	Muslim	0001000000
J_Q10UKX3			6	Sikh	0000100000
J_Q10UKX3			7	Other religion	0000010000
J_Q10UKX3			8	Unwilling to answer	0000001000
J_Q10UKX3			9	No religion	0000000100
J_Q10UKX3			96	Valid skip	0000000010
K_Q01AU	4	Income - Wages or salaries	-1	Missing	001
K_Q01AU			1	Yes	000
K_Q01AU			2	No	100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
K_Q01AU	8	Income - Wages or salaries - Period	6	Valid skip	010
K_Q01bAU			-1	Missing	0000001
K_Q01bAU			1	Week	0000000
K_Q01bAU			2	Fortnight	1000000
K_Q01bAU			3	Four weeks	0100000
K_Q01bAU			4	Calendar month	0010000
K_Q01bAU			5	Year	0001000
K_Q01bAU			6	Other (please specif	0000100
K_Q01bAU	14	Income - Current pensions	96	Valid skip	0000010
K_Q02bAU			-1	Missing	0000000000001
K_Q02bAU			1	Australian Age Pensi	0000000000000
K_Q02bAU			2	Service Pension from	1000000000000
K_Q02bAU			3	Disability Support P	0100000000000
K_Q02bAU			4	Newstart Allowance	0010000000000
K_Q02bAU			5	Carer Payment	0001000000000
K_Q02bAU			6	Partner Allowance	0000100000000
K_Q02bAU			7	Widow Allowance from	0000010000000
K_Q02bAU			8	Wife Pension	0000001000000
K_Q02bAU			9	Mature Age Allowance	0000000100000
K_Q02bAU			10	Sickness Allowance	0000000010000
K_Q02bAU			11	Special Benefit	0000000001000
K_Q02bAU			12	No/None of these	0000000000100
K_Q02bAU			96	Valid skip	0000000000010
K_Q02bAU2	8	Income - Current pension - Period	-1	Missing	0000001
K_Q02bAU2			1	Week	0000000
K_Q02bAU2			2	Fortnight	1000000
K_Q02bAU2			3	Four weeks	0100000
K_Q02bAU2			4	Calendar month	0010000
K_Q02bAU2			5	Year	0001000
K_Q02bAU2			6	Other (please specif	0000100
K_Q02bAU2			96	Valid skip	0000010
K_Q03AU_01	4	Income - Current pensions2	-1	Missing	001
K_Q03AU_01			1	Marked	000
K_Q03AU_01			2	Not marked	100
K_Q03AU_01			6	Valid skip	010
K_Q03AU_02	4	Income - Current pensions2	-1	Missing	001
K_Q03AU_02			1	Marked	000
K_Q03AU_02			2	Not marked	100
K_Q03AU_02			6	Valid skip	010
K_Q03AU_03	4	Income - Current pensions2	-1	Missing	001
K_Q03AU_03			1	Marked	000
K_Q03AU_03			2	Not marked	100
K_Q03AU_03			6	Valid skip	010
K_Q03AU_04	4	Income - Current pensions2	-1	Missing	001
K_Q03AU_04			1	Marked	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
K_Q03AU_04	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_04			6	Valid skip	010
K_Q03AU_05			-1	Missing	001
K_Q03AU_05			1	Marked	000
K_Q03AU_05	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_05			6	Valid skip	010
K_Q03AU_06			-1	Missing	001
K_Q03AU_06			1	Marked	000
K_Q03AU_06	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_06			6	Valid skip	010
K_Q03AU_07			-1	Missing	001
K_Q03AU_07			1	Marked	000
K_Q03AU_07	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_07			6	Valid skip	010
K_Q03AU_08			-1	Missing	001
K_Q03AU_08			1	Marked	000
K_Q03AU_08	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_08			6	Valid skip	010
K_Q03AU_09			-1	Missing	001
K_Q03AU_09			1	Marked	000
K_Q03AU_09	4	Income - Current pensions2	2	Not marked	100
K_Q03AU_09			6	Valid skip	010
K_Q03cAU			-1	Missing	0000001
K_Q03cAU			1	Week	0000000
K_Q03cAU	8	Income - Current pension2 - Period	2	Fortnight	1000000
K_Q03cAU			3	Four weeks	0100000
K_Q03cAU			4	Calendar month	0010000
K_Q03cAU			5	Year	0001000
K_Q03cAU	8	Income - Family Tax Benefit - Period	6	Other (please specif	0000100
K_Q03cAU			96	Valid skip	0000010
K_Q03eAU			-1	Missing	0000001
K_Q03eAU			1	Week	0000000
K_Q03eAU	8	Income - Family Tax Benefit - Period	2	Fortnight	1000000
K_Q03eAU			3	Four weeks	0100000
K_Q03eAU			4	Calendar month	0010000
K_Q03eAU			5	Year	0001000
K_Q03eAU	8	Income - Family Tax Benefit - Period	6	Other (please specif	0000100
K_Q03eAU			96	Valid skip	0000010
K_Q04aAU2			-1	Missing	0000001
K_Q04aAU2			1	Week	0000000
K_Q04aAU2	8	Income - Child Support or Maintenance - Period	2	Fortnight	1000000
K_Q04aAU2			3	Four weeks	0100000
K_Q04aAU2			4	Calendar month	0010000
K_Q04aAU2			5	Year	0001000
K_Q04aAU2	8	Income - Child Support or Maintenance - Period	6	Other (please specif	0000100
K_Q04aAU2			6	Other (please specif	0000100

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
K_Q04aAU2	4	Income - Other listed sources	96	Valid skip	0000010
K_Q04AU_01			-1	Missing	001
K_Q04AU_01			1	Marked	000
K_Q04AU_01			2	Not marked	100
K_Q04AU_01	4	Income - Other listed sources	6	Valid skip	010
K_Q04AU_02			-1	Missing	001
K_Q04AU_02			1	Marked	000
K_Q04AU_02			2	Not marked	100
K_Q04AU_02	4	Income - Other listed sources	6	Valid skip	010
K_Q04AU_03			-1	Missing	001
K_Q04AU_03			1	Marked	000
K_Q04AU_03			2	Not marked	100
K_Q04AU_03	4	Income - Other listed sources	6	Valid skip	010
K_Q04AU_04			-1	Missing	001
K_Q04AU_04			1	Marked	000
K_Q04AU_04			2	Not marked	100
K_Q04AU_04	8	Income - Superannuation, annuity or private pensio	6	Valid skip	010
K_Q04bAU2			-1	Missing	0000001
K_Q04bAU2			1	Week	0000000
K_Q04bAU2			2	Fortnight	1000000
K_Q04bAU2			3	Four weeks	0100000
K_Q04bAU2			4	Calendar month	0010000
K_Q04bAU2			5	Year	0001000
K_Q04bAU2			6	Other (please specif	0000100
K_Q04bAU2			96	Valid skip	0000010
K_Q04cAU2	8	Income - Workers' compensation - Period	-1	Missing	0000001
K_Q04cAU2			1	Week	0000000
K_Q04cAU2			2	Fortnight	1000000
K_Q04cAU2			3	Four weeks	0100000
K_Q04cAU2			4	Calendar month	0010000
K_Q04cAU2			5	Year	0001000
K_Q04cAU2			6	Other (please specif	0000100
K_Q04cAU2			96	Valid skip	0000010
K_Q05aAU	5	Income - Rental investment property - profit/loss	-1	Missing	0001
K_Q05aAU			1	Profit	0000
K_Q05aAU			2	Loss	1000
K_Q05aAU			3	Neither	0100
K_Q05aAU			6	Valid skip	0010
K_Q05AU	4	Income - Rental investment property	-1	Missing	001
K_Q05AU			1	Yes	000
K_Q05AU			2	No	100
K_Q05AU			6	Valid skip	010
K_Q06AU1	6	Income - Business - current fin year - profit/loss	-1	Missing	00001
K_Q06AU1			1	Profit	00000
K_Q06AU1			2	Loss	10000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
K_Q06AU1	4	Income - Other business	3	Neither	01000
K_Q06AU1			4	Previously reported	00100
K_Q06AU1			6	Valid skip	00010
K_Q06AU4			-1	Missing	001
K_Q06AU4			1	Yes	000
K_Q06AU4			2	No	100
K_Q06AU4	5	Income - Other business - profit/loss	6	Valid skip	010
K_Q06AU5			-1	Missing	0001
K_Q06AU5			1	Profit	0000
K_Q06AU5			2	Loss	1000
K_Q06AU5			3	Neither	0100
K_Q06AU5			6	Valid skip	0010
K_Q07AU	4	Income - Shares	-1	Missing	001
K_Q07AU			1	Yes	000
K_Q07AU			2	No	100
K_Q07AU			6	Valid skip	010
K_Q07bAU	4	Income - Shares - less than \$100	-1	Missing	001
K_Q07bAU			1	Yes	000
K_Q07bAU			2	No	100
K_Q07bAU			6	Valid skip	010
K_Q08AU	4	Income - Interest	-1	Missing	001
K_Q08AU			1	Yes	000
K_Q08AU			2	No	100
K_Q08AU			6	Valid skip	010
K_Q08bAU	4	Income - Interest - less than \$100	-1	Missing	001
K_Q08bAU			1	Yes	000
K_Q08bAU			2	No	100
K_Q08bAU			6	Valid skip	010
K_Q09AU	4	Income - Any other sources	-1	Missing	001
K_Q09AU			1	Yes	000
K_Q09AU			2	No	100
K_Q09AU			6	Valid skip	010
K_Q09bAU	8	Income - Any other sources - Period	-1	Missing	0000001
K_Q09bAU			1	Week	0000000
K_Q09bAU			2	Fortnight	1000000
K_Q09bAU			3	Four weeks	0100000
K_Q09bAU			4	Calendar month	0010000
K_Q09bAU			5	Year	0001000
K_Q09bAU			6	Other (please specif	0000100
K_Q09bAU			96	Valid skip	0000010
K_Q11AU	11	Income - Main source	-1	Missing	0000000001
K_Q11AU			1	Wages or salary, inc	0000000000
K_Q11AU			2	Government pension o	1000000000
K_Q11AU			3	Child support or mai	0100000000
K_Q11AU			4	Superannuation, an a	0010000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
K_Q11AU			5	Workers' compensatio	0001000000
K_Q11AU			6	Profit or loss from	0000100000
K_Q11AU			7	Profit or loss from	0000010000
K_Q11AU			8	Dividends from share	0000001000
K_Q11AU			9	Other	0000000100
K_Q11AU			96	Valid skip	0000000010
K_Q13AU	4	Income - Other members of household	-1	Missing	001
K_Q13AU			1	Amount	000
K_Q13AU			2	Nil	100
K_Q13AU	4	Income - Other members of household - profit/loss	6	Valid skip	010
K_Q13bAU			-1	Missing	001
K_Q13bAU			1	Profit	000
K_Q13bAU			2	Loss	100
K_Q13bAU	8	Income - Other members of household - Period	6	Valid skip	010
K_Q13cAU			-1	Missing	0000001
K_Q13cAU			1	Week	0000000
K_Q13cAU			2	Fortnight	1000000
K_Q13cAU			3	Four weeks	0100000
K_Q13cAU			4	Calendar month	0010000
K_Q13cAU			5	Year	0001000
K_Q13cAU			6	Other (please specif	0000100
K_Q13cAU	11	Income - Other members of household - Main source	96	Valid skip	0000010
K_Q14AU			-1	Missing	0000000001
K_Q14AU			1	Wages or salary, inc	0000000000
K_Q14AU			2	Government pension o	1000000000
K_Q14AU			3	Child support or mai	0100000000
K_Q14AU			4	Superannuation, an a	0010000000
K_Q14AU			5	Workers' compensatio	0001000000
K_Q14AU			6	Profit or loss from	0000100000
K_Q14AU			7	Profit or loss from	0000010000
K_Q14AU			8	Dividends from share	0000001000
K_Q14AU			9	Other	0000000100
K_Q14AU			96	Valid skip	0000000010
NumUR15overAU	17	Number of usual residents 15 and over	-1	Missing	0000000000000001
NumUR15overAU			1	1	0000000000000000
NumUR15overAU			2	2	1000000000000000
NumUR15overAU			3	3	0100000000000000
NumUR15overAU			4	4	0010000000000000
NumUR15overAU			5	5	0001000000000000
NumUR15overAU			6	6	0000100000000000
NumUR15overAU			7	7	0000010000000000
NumUR15overAU			8	8	0000001000000000
NumUR15overAU			9	9	0000000100000000
NumUR15overAU			10	10	0000000010000000
NumUR15overAU			11	11	0000000001000000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
NumUR15overAU	17	Number of usual residents	12	12	0000000000100000
NumUR15overAU			13	13	0000000000010000
NumUR15overAU			14	14	0000000000001000
NumUR15overAU			15	15	0000000000000100
NumUR15overAU			96	Valid skip	0000000000000010
NumURAU			-1	Missing	0000000000000001
NumURAU			1	1	0000000000000000
NumURAU			2	2	1000000000000000
NumURAU			3	3	0100000000000000
NumURAU			4	4	0010000000000000
NumURAU			5	5	0001000000000000
NumURAU			6	6	0000100000000000
NumURAU			7	7	0000010000000000
NumURAU			8	8	0000001000000000
NumURAU			9	9	0000000100000000
NumURAU			10	10	0000000010000000
NumURAU			11	11	0000000001000000
NumURAU			12	12	0000000000100000
NumURAU			13	13	0000000000010000
NumURAU			14	14	0000000000001000
NumURAU			15	15	0000000000000100
NumURAU	4	Is a parent	96	Valid skip	0000000000000010
PARENTAU			-1	Missing	001
PARENTAU			0	False	000
PARENTAU			1	True	100
PARENTAU	17	Respondent province - From CMS	6	Valid skip	010
Prov			-1	Missing	0000000000000001
Prov			10	Newfoundland	0000000000000000
Prov			11	Prince Edward Island	1000000000000000
Prov			12	Nova Scotia	0100000000000000
Prov			13	New Brunswick	0010000000000000
Prov			24	Quebec	0001000000000000
Prov			35	Ontario	0000100000000000
Prov			46	Manitoba	0000010000000000
Prov			47	Saskatchewan	0000001000000000
Prov			48	Alberta	0000000100000000
Prov			59	British Columbia	0000000010000000
Prov			60	Yukon	0000000001000000
Prov			61	Northwest Territorie	0000000000100000
Prov			62	Nunavut	0000000000010000
Prov			76	U.S.A.	0000000000001000
Prov			77	Outside Canada/U.S.A	0000000000000100
Prov			96	Valid skip	0000000000000010
RESPONDENTAU	4	Selected person completed screener	-1	Missing	001
RESPONDENTAU			1	Yes	000

PIAAC Contrast Coding used for Conditioning - National Variables

ITEM_ID	N Contrast	LABEL	VALUE	Category Label	CONTRAST
RESPONDENTAU	4	Attending secondary school	2	No	100
RESPONDENTAU			6	Valid skip	010
SecSchAU			-1	Missing	001
SecSchAU			1	Yes	000
SecSchAU			2	No	100
SecSchAU	4	Attending full-time tertiary study	6	Valid skip	010
TerSchAU			-1	Missing	001
TerSchAU			1	Yes	000
TerSchAU			2	No	100
TerSchAU			6	Valid skip	010

Appendix 3: Design Effect Tables

PIAAC Design Effects

	Literacy Scale overall		
CNTRYID	Average	(s.e.)	Design Effect
Australia	280.40	0.91	2.39
Austria	269.45	0.74	1.41
Canada	273.49	0.57	3.45
Cyprus*	268.84	0.75	1.54
Czech Republic	274.01	0.98	3.53
Denmark	270.79	0.62	1.24
England (UK)	272.58	1.05	2.33
England/N. Ireland (UK)	272.46	1.02	3.81
Estonia	275.88	0.72	2.00
Finland	287.55	0.67	0.94
Flanders (Belgium)	275.48	0.83	1.55
France	262.14	0.59	1.01
Germany	269.81	0.92	2.01
Ireland	266.54	0.92	2.25
Italy	250.48	1.09	2.75
Japan	296.24	0.68	1.54
Korea	272.56	0.58	1.31
Netherlands	284.01	0.71	1.10
Northern Ireland (UK)	268.70	1.93	6.62
Norway	278.43	0.61	0.83
Poland	266.90	0.60	1.48
Russian Federation*	275.23	2.73	15.77
Slovak Republic	273.85	0.62	1.35
Spain	251.79	0.71	1.27
Sweden	279.23	0.68	0.80
United States	269.81	1.05	2.21

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

	Literacy Scale by Gender					
	Female			Male		
CNTRYID	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect
Australia	279.48	1.11	1.92	281.32	1.28	2.19
Austria	267.39	0.93	1.19	271.53	1.04	1.36
Canada	272.34	0.79	3.65	274.63	0.86	3.59
Cyprus*	269.60	0.97	1.57	267.99	1.18	1.46
Czech Republic	272.32	1.30	3.37	275.68	1.26	2.61
Denmark	271.00	0.80	1.12	270.58	1.03	1.55
England (UK)	271.21	1.33	2.25	273.96	1.41	1.71
England/N. Ireland (UK)	271.03	1.29	3.70	273.90	1.37	2.77
Estonia	276.64	0.81	1.45	275.06	1.09	1.96
Finland	289.15	0.99	1.09	285.96	1.21	1.49
Flanders (Belgium)	272.81	1.08	1.39	278.09	0.97	1.01
France	262.23	0.69	0.71	262.05	0.87	1.05
Germany	267.21	1.19	1.76	272.35	1.17	1.58
Ireland	265.43	1.10	1.91	267.71	1.17	1.55
Italy	250.61	1.32	2.25	250.36	1.50	2.32
Japan	294.69	1.01	1.80	297.78	0.88	1.18
Korea	269.43	0.87	1.57	275.72	0.75	1.02
Netherlands	280.92	0.94	1.00	287.06	1.08	1.22
Northern Ireland (UK)	265.62	1.83	3.80	271.89	2.39	3.88
Norway	276.43	0.91	0.92	280.34	0.97	1.05
Poland	270.08	0.86	1.61	263.66	0.97	1.81
Russian Federation*	277.37	2.88	12.42	272.90	2.98	6.03
Slovak Republic	274.22	0.82	1.30	273.47	0.86	1.21
Spain	249.45	1.04	1.42	254.11	1.00	1.17
Sweden	277.54	1.10	1.02	280.88	1.08	1.06
United States	269.47	1.33	2.02	270.16	1.21	1.31

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

CNTRYID	Literacy Scale by Age Group														
	24 or less			25-34			35-44			45-54			55 plus		
	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect
Australia	284.13	2.21	2.01	287.49	1.67	1.70	288.73	1.46	1.62	276.86	1.76	1.79	262.75	1.72	1.75
Austria	277.72	1.47	1.04	279.80	1.46	1.03	274.64	1.69	1.56	266.16	1.37	1.27	249.81	1.59	1.47
Canada	275.73	1.27	3.67	285.14	1.26	3.18	279.65	1.36	3.96	267.98	1.29	3.79	260.38	1.09	2.79
Cyprus*	267.14	1.67	1.25	275.13	1.72	1.84	269.92	1.55	1.42	270.03	1.66	1.49	260.67	1.61	1.38
Czech Republic	280.53	2.11	4.23	286.72	1.82	2.79	275.15	2.02	2.73	265.76	1.71	1.53	262.38	1.98	3.40
Denmark	276.06	1.32	1.07	282.06	1.75	1.17	281.11	1.65	1.69	265.50	1.41	1.28	252.42	1.05	1.37
England (UK)	265.45	2.37	1.76	280.10	2.13	1.93	279.19	1.62	1.23	271.25	1.82	1.49	265.33	1.98	1.91
England/N. Ireland (UK)	265.69	2.28	2.91	280.02	2.07	3.18	279.02	1.57	2.06	270.98	1.75	2.40	265.03	1.94	3.04
Estonia	287.07	1.28	1.35	285.90	1.66	2.01	277.75	1.21	1.21	268.79	1.42	1.58	260.62	1.51	2.07
Finland	296.71	1.86	1.66	308.87	1.73	1.42	298.78	2.07	1.70	283.62	1.81	1.41	259.73	1.45	1.42
Flanders (Belgium)	285.03	1.64	1.45	290.77	1.78	1.35	282.38	1.60	1.15	271.89	1.61	1.40	255.04	1.55	1.21
France	275.03	1.29	1.00	278.00	1.43	1.14	266.80	1.32	1.02	253.71	1.16	0.91	241.81	1.25	1.12
Germany	278.91	1.61	1.39	281.31	1.78	1.39	275.26	1.61	1.25	263.64	1.65	1.54	253.62	1.66	1.40
Ireland	270.57	1.82	1.48	275.62	1.51	1.54	271.09	1.75	2.05	259.30	2.09	2.09	250.51	1.81	1.65
Italy	260.80	2.72	2.06	260.24	2.21	1.86	252.77	1.91	2.37	248.78	1.82	1.87	233.36	2.21	2.71
Japan	299.42	1.56	1.52	309.21	1.74	2.23	307.01	1.01	1.02	297.06	1.50	1.57	273.35	1.60	1.89
Korea	292.94	1.72	2.84	289.53	1.16	1.31	277.55	1.20	1.67	258.60	1.35	1.76	244.10	1.43	1.39
Netherlands	294.61	1.64	1.41	298.07	2.00	1.42	293.98	1.84	1.63	277.24	1.74	1.49	260.80	1.57	1.37
Northern Ireland (UK)	272.35	2.72	2.10	277.62	2.87	2.88	273.92	2.33	2.45	262.49	2.63	2.71	255.11	3.22	3.69
Norway	275.04	1.43	1.05	288.53	1.85	1.22	288.16	1.56	1.12	277.45	1.52	1.26	261.87	1.47	1.11
Poland	281.48	1.07	2.95	277.19	1.49	2.07	268.11	1.91	1.42	259.09	1.69	1.07	249.12	1.72	1.40
Russian Federation*	274.03	3.98	11.08	272.79	4.06	6.96	277.70	3.86	4.79	277.22	3.69	4.44	274.73	3.88	5.51
Slovak Republic	276.00	1.61	1.88	278.36	1.45	1.49	278.32	1.37	1.26	270.08	1.30	1.26	265.97	1.27	1.23
Spain	263.88	1.57	1.37	262.80	1.48	1.23	259.57	1.33	1.15	248.48	1.53	1.26	226.73	1.87	1.55
Sweden	282.76	1.68	1.13	290.01	1.92	0.99	287.39	1.85	1.06	276.01	1.68	1.07	262.37	1.33	0.91
United States	271.53	2.00	1.78	275.48	1.96	1.52	273.38	1.83	1.31	265.93	1.69	1.16	262.89	1.54	1.00

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

CNTRYID	Numeracy Scale Overall		
	Average	(s.e.)	Design Effect
Australia	267.63	0.95	2.06
Austria	275.04	0.88	1.61
Canada	265.46	0.71	4.39
Cyprus*	264.63	0.79	1.25
Czech Republic	275.73	0.93	2.75
Denmark	278.28	0.73	1.47
England (UK)	261.81	1.10	2.03
England/N. Ireland (UK)	261.73	1.07	3.33
Estonia	273.12	0.53	1.02
Finland	282.23	0.70	1.00
Flanders (Belgium)	280.39	0.83	1.34
France	254.19	0.61	0.81
Germany	271.73	1.00	1.89
Ireland	255.59	1.02	2.16
Italy	247.13	1.06	2.08
Japan	288.17	0.74	1.48
Korea	263.39	0.69	1.52
Netherlands	280.35	0.71	0.99
Northern Ireland (UK)	259.17	1.82	4.71
Norway	278.30	0.79	1.05
Poland	259.77	0.82	2.47
Russian Federation*	269.93	2.74	16.62
Slovak Republic	275.81	0.79	1.58
Spain	245.82	0.62	0.88
Sweden	279.05	0.82	0.99
United States	252.84	1.17	2.05

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

	Numeracy Scale by Gender					
	Female			Male		
CNTRYID	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect
Australia	260.77	1.20	1.84	274.47	1.42	2.14
Austria	268.47	1.14	1.48	281.66	1.20	1.42
Canada	258.17	0.95	4.46	272.75	0.90	3.23
Cyprus*	261.19	1.17	1.65	268.46	1.13	1.02
Czech Republic	271.19	1.30	2.95	280.20	1.36	2.71
Denmark	273.09	0.95	1.40	283.40	1.20	1.83
England (UK)	254.70	1.47	2.22	268.97	1.43	1.42
England/N. Ireland (UK)	254.62	1.42	3.68	268.88	1.39	2.29
Estonia	270.26	0.80	1.39	276.24	0.86	1.15
Finland	277.11	1.00	1.08	287.29	1.20	1.38
Flanders (Belgium)	272.28	1.15	1.42	288.31	1.14	1.21
France	248.92	0.89	0.90	259.72	0.88	0.82
Germany	262.99	1.32	1.75	280.28	1.31	1.66
Ireland	249.76	1.33	2.18	261.68	1.29	1.47
Italy	241.76	1.38	1.93	252.50	1.39	1.65
Japan	281.98	1.06	1.75	294.29	1.13	1.53
Korea	258.27	0.99	1.71	268.56	0.90	1.21
Netherlands	271.94	0.97	1.00	288.68	1.09	1.14
Northern Ireland (UK)	252.25	2.10	4.16	266.33	2.10	2.40
Norway	270.72	1.07	0.99	285.55	1.17	1.17
Poland	258.83	0.90	1.62	260.73	1.24	2.53
Russian Federation*	271.41	2.77	12.11	268.32	3.31	7.65
Slovak Republic	274.62	0.97	1.30	277.00	1.08	1.35
Spain	239.54	0.95	1.13	252.04	0.99	1.04
Sweden	272.17	0.98	0.72	285.73	1.31	1.31
United States	245.96	1.46	1.85	260.05	1.27	1.08

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

CNTRYID	Numeracy Scale by Age Group														
	24 or less			25-34			35-44			45-54			55 plus		
	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect
Australia	270.06	2.55	2.08	275.05	1.82	1.64	275.85	1.69	1.64	264.66	1.83	1.51	250.43	2.00	1.92
Austria	279.27	1.63	1.10	282.06	1.73	1.10	281.35	2.01	1.72	274.48	1.67	1.49	257.48	1.74	1.26
Canada	268.33	1.55	4.22	276.50	1.43	3.43	271.87	1.47	3.87	260.69	1.41	3.82	251.40	1.41	3.82
Cyprus*	264.21	2.07	1.43	273.14	2.00	1.94	268.96	1.63	1.24	264.56	1.76	1.20	250.17	1.75	1.18
Czech Republic	277.99	1.64	2.21	288.37	1.77	2.15	277.36	1.75	1.83	271.88	2.25	2.35	263.21	1.95	2.80
Denmark	273.09	1.54	1.20	286.72	1.89	1.18	290.01	1.60	1.35	276.79	1.60	1.39	265.35	1.20	1.53
England (UK)	256.27	2.68	1.90	266.72	2.24	1.60	268.84	1.90	1.35	259.10	1.93	1.32	256.93	1.92	1.40
England/N. Ireland (UK)	256.53	2.60	3.20	266.75	2.18	2.64	268.74	1.85	2.30	258.87	1.87	2.16	256.58	1.87	2.21
Estonia	278.54	1.22	1.10	283.63	1.69	1.95	275.10	1.13	0.97	268.96	1.44	1.54	259.44	1.26	1.39
Finland	284.77	1.83	1.34	302.45	2.08	1.90	292.03	2.15	1.69	279.27	1.97	1.46	260.05	1.26	1.01
Flanders (Belgium)	282.82	1.74	1.33	295.01	1.86	1.34	289.32	1.78	1.22	280.34	1.87	1.57	259.87	1.59	1.09
France	263.36	1.55	1.14	269.36	1.45	0.88	262.07	1.57	1.05	245.99	1.42	0.98	234.13	1.47	1.17
Germany	275.10	1.81	1.48	281.97	1.78	1.26	278.62	2.01	1.51	268.21	1.93	1.57	256.38	1.91	1.31
Ireland	257.87	2.25	1.70	265.50	1.65	1.47	260.48	1.74	1.53	249.59	2.11	1.65	238.27	2.34	2.06
Italy	251.30	2.63	1.63	262.41	2.28	1.67	250.88	1.88	1.86	243.71	1.95	1.62	229.37	2.21	2.06
Japan	283.21	2.29	2.30	297.32	1.64	1.51	296.64	1.33	1.27	291.47	1.71	1.52	273.22	1.62	1.56
Korea	280.92	1.91	2.83	280.69	1.37	1.50	270.64	1.48	2.13	251.06	1.42	1.57	231.76	1.67	1.52
Netherlands	285.40	1.76	1.36	292.98	1.81	1.07	287.38	2.08	1.72	277.10	1.70	1.22	261.98	1.66	1.30
Northern Ireland (UK)	263.59	3.40	2.64	267.58	2.90	2.42	265.78	2.43	2.20	251.64	2.13	1.40	245.18	3.06	2.54
Norway	270.93	1.73	1.14	284.93	2.02	1.09	289.02	1.89	1.18	280.30	1.69	1.17	264.72	1.73	1.13
Poland	268.59	1.11	2.64	270.43	1.50	1.89	261.72	2.17	1.59	254.23	2.10	1.47	243.65	1.85	1.41
Russian Federation*	272.54	3.75	10.51	268.64	4.22	7.56	270.04	3.58	4.71	272.11	3.16	3.40	266.64	3.94	5.60
Slovak Republic	277.98	1.76	1.65	278.82	1.65	1.34	281.37	1.65	1.29	275.36	1.62	1.37	265.28	1.55	1.30
Spain	255.15	1.72	1.53	257.29	1.32	0.91	254.90	1.27	0.99	242.32	1.59	1.22	220.53	1.75	1.17
Sweden	278.21	1.73	1.01	287.75	1.95	0.88	286.11	2.04	1.10	276.31	2.28	1.54	268.26	1.69	1.20
United States	249.42	2.19	1.57	259.85	2.19	1.46	257.68	1.89	1.04	249.77	2.07	1.26	247.15	1.77	0.99

* Please refer to notes A and B regarding Cyprus, and the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

	PSTRE Scale Overall		
CNTRYID	Average	(s.e.)	Design Effect
Australia	288.68	0.88	2.81
Austria	283.98	0.73	1.44
Canada	282.43	0.68	4.80
Czech Republic	282.99	1.10	2.87
Denmark	283.08	0.68	1.56
England (UK)	280.50	0.95	2.18
England/N. Ireland (UK)	280.33	0.93	3.59
Estonia	277.62	1.01	2.95
Finland	289.37	0.83	1.73
Flanders (Belgium)	280.76	0.82	1.45
Germany	282.58	1.04	2.58
Ireland	276.80	1.01	2.57
Japan	294.03	1.19	2.38
Korea	282.97	0.79	2.02
Netherlands	286.40	0.76	1.50
Northern Ireland (UK)	275.03	1.97	7.14
Norway	286.49	0.57	0.88
Poland	274.92	1.33	4.54
Russian Federation*	276.25	4.34	22.33
Slovak Republic	281.08	0.82	1.74
Sweden	287.77	0.65	0.86
United States	277.44	1.15	2.84

* Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

	PSTRE Scale by Gender					
	Female			Male		
CNTRYID	Average	(s.e.)	Design Effect	Average	(s.e.)	Design Effect
Australia	288.61	1.18	2.77	288.74	1.21	2.36
Austria	279.22	1.04	1.45	288.56	0.95	1.25
Canada	281.47	0.98	5.60	283.39	0.77	2.74
Czech Republic	280.91	1.49	2.88	284.87	1.72	3.20
Denmark	280.92	0.95	1.68	285.30	0.96	1.44
England (UK)	275.87	1.09	1.76	285.09	1.44	2.05
England/N. Ireland (UK)	275.67	1.08	3.02	284.96	1.40	3.22
Estonia	275.64	1.24	2.50	279.81	1.34	2.28
Finland	287.62	1.01	1.34	291.13	1.14	1.56
Flanders (Belgium)	277.71	1.16	1.52	283.68	1.07	1.21
Germany	279.80	1.24	1.88	285.11	1.37	2.17
Ireland	274.15	1.16	1.99	279.70	1.40	2.15
Japan	289.41	1.56	2.09	297.83	1.40	1.66
Korea	279.98	1.18	2.43	285.87	0.91	1.24
Netherlands	282.21	0.96	1.22	290.44	1.14	1.72
Northern Ireland (UK)	269.42	2.32	6.57	280.78	2.12	3.13
Norway	283.37	0.87	1.01	289.45	0.86	1.00
Poland	271.28	1.73	4.01	278.66	1.79	3.99
Russian Federation*	279.26	3.83	12.30	273.08	5.67	12.48
Slovak Republic	280.27	1.01	1.39	281.88	1.31	2.09
Sweden	285.58	0.98	1.01	289.88	1.01	1.03
United States	275.08	1.36	2.36	279.99	1.42	1.84

* Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

PIAAC Design Effects

	PSL Scale by Age Group														
	24 or less			25-34			35-44			45-54			55 plus		
			Design			Design			Design			Design			Design
CNTRYID	Average	(s.e.)	Effect	Average	(s.e.)	Effect	Average	(s.e.)	Effect	Average	(s.e.)	Effect	Average	(s.e.)	Effect
Australia	295.46	2.15	2.55	295.52	1.59	2.03	291.15	1.36	1.73	283.26	1.90	2.83	269.97	1.84	2.36
Austria	294.22	1.42	1.25	296.37	1.55	1.55	284.65	1.64	1.72	274.49	1.47	1.44	259.56	1.81	1.36
Canada	293.84	1.42	5.24	292.01	1.54	4.97	287.54	1.43	4.78	273.78	1.28	3.78	261.19	1.40	4.00
Czech Republic	296.68	2.15	4.11	297.04	1.67	1.79	276.59	2.55	2.61	269.53	2.56	2.20	263.00	2.83	3.21
Denmark	293.55	1.40	1.42	302.79	1.50	1.21	290.72	1.27	1.18	274.67	1.58	1.90	254.37	1.42	2.63
England (UK)	287.79	1.93	1.75	292.07	1.81	1.83	283.26	1.50	1.33	271.89	1.81	1.54	263.00	2.02	1.97
England/N. Ireland (UK)	287.76	1.89	2.98	291.84	1.76	3.05	282.98	1.46	2.22	271.62	1.78	2.47	262.76	1.97	2.97
Estonia	293.30	1.57	2.16	288.89	1.55	1.82	274.60	1.31	1.21	259.42	1.77	1.70	249.35	1.90	1.65
Finland	302.90	1.92	2.79	310.22	1.82	2.25	296.41	1.66	1.65	277.43	1.52	1.40	253.07	1.64	1.69
Flanders (Belgium)	298.95	1.66	1.72	297.04	1.62	1.33	285.58	1.65	1.36	269.51	1.61	1.48	253.26	2.05	1.61
Germany	294.81	1.79	2.09	295.51	2.01	1.95	285.49	1.77	1.66	273.11	1.72	1.70	259.81	2.40	2.20
Ireland	285.68	1.75	1.59	284.73	1.63	2.01	274.67	1.64	1.88	266.33	2.14	1.98	251.49	2.33	1.63
Japan	299.94	2.12	1.60	309.67	1.95	1.80	301.74	1.71	1.54	282.47	2.34	1.91	261.88	3.02	2.05
Korea	303.53	1.48	2.27	292.94	1.57	2.39	276.66	1.30	1.83	261.49	1.82	1.99	255.69	2.82	2.04
Netherlands	300.08	1.77	2.01	300.68	1.93	1.66	292.61	1.66	1.75	277.53	1.62	1.74	260.81	1.69	1.80
Northern Ireland (UK)	287.20	2.94	3.23	285.04	2.50	2.87	274.51	2.43	2.92	262.50	2.82	2.93	253.47	2.90	2.68
Norway	295.66	1.39	1.35	301.63	1.53	1.34	292.58	1.24	1.03	277.30	1.35	1.18	259.21	1.76	1.54
Poland	286.78	1.35	3.49	280.23	2.29	3.34	271.28	3.12	1.72	257.63	3.29	1.44	244.12	4.13	1.80
Russian Federation*	282.84	5.07	14.76	277.30	7.10	13.99	268.34	5.03	4.31	283.87	3.65	2.25	258.86	7.19	4.63
Slovak Republic	286.84	1.61	2.21	284.50	1.70	1.91	279.14	2.07	2.15	274.78	2.36	2.29	271.24	2.46	1.64
Sweden	301.91	1.66	1.72	304.71	1.50	1.03	293.64	1.73	1.22	278.33	1.65	1.22	259.25	1.47	1.09
United States	285.16	2.24	2.55	283.41	2.03	1.95	278.97	2.22	2.00	270.70	1.73	1.31	266.77	2.53	2.69

* Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

Appendix 4: PIAAC-IALS-ALL Trend Variables

Appendix 4: PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
Section A. General Information + Section B Education and Training + Section J Background Information	Section A. General Information	Section A. General Information		
<i>Date of birth</i>				
☑A_Q01a. Can you please tell me in which year you were born? ☑A_Q01b And in which month were you born?		☑AA1. On what date were you born?	TREND	
<i>Gender</i>				
≈A_N01. Is the respondent male or female?		≈AA2. Is the respondent male or female?	TREND	
<i>Respondent's origin</i>				
≈Q04a. Were you born in #insert country name#?	≈Were you born in #insert country name#?	≈Were you born in #insert country name#?	TREND	
≈Q04b. In what country were you born?	≈A2. In what country were you born?	≈A1D. In what country were you born?	TREND	
☑J_Q04c. At what age or in which year did you first immigrate to #insert country name#?	≈A3. In what year did you first immigrate to #insert country name#?	≈A2. In what year did you first immigrate to #insert country name#?	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables <input checked="" type="checkbox"/> means exact same question; ≈ means similar question but slightly different wording; * means same concept but different wording/answer categories				
PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
<i>Educational background - Formal education</i>				
<input checked="" type="checkbox"/> Derived variable on years of schooling	≈A7. 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?	≈A3. 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?	TREND	
<input checked="" type="checkbox"/> B_Q01b Which of the qualifications on this card is the highest you have obtained?	<input checked="" type="checkbox"/> A8. What is the highest level of schooling you have ever completed?	<input checked="" type="checkbox"/> A4A. Have you graduated from high school?	TREND	Derived variable in three categories ISCED 1 and 2; ISCED 3 and 4 and ISCED 5 and 6
		<input checked="" type="checkbox"/> A4B. What is the highest grade of elementary or high school that you have ever completed?		
		<input checked="" type="checkbox"/> A4C. What is the highest level of schooling that you have ever completed?		
<input checked="" type="checkbox"/> B_Q01c When you completed this qualification, how old were you, or what year was it?		<input checked="" type="checkbox"/> A6. How old were you when you completed your <highest level of schooling completed>?	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
Section J Background Information	Section B. Linguistic Information	Section B. Linguistic Information		
<i>Language background</i>				
≈ _F _Q05a What is the language that you first learned at home in childhood AND STILL UNDERSTAND?	☑B8. What language did you first learn to read and write?	≈ _B 1. What is the language that you first learned at home in childhood and still understand?	TREND	
≈ _F _Q05b What language do you speak most often at home?	≈ _B 14. What language do you speak most often at home?	≈ _B 2. What language do you speak most often at home?	TREND	
Section J Background Information	Section C. Parental Information	Section C. Parental Information		
<i>Respondent's mother's background</i>				
≈ _F _Q6a Was your mother or female guardian born in #insert country name#?	≈ _E 2. Was your mother (female guardian) born in #insert country name#?	≈ _F Was your mother or female guardian born in #insert country name#?	TREND	
≈ _F _Q06b What was the highest level of education your mother or female guardian ever completed?	≈ _E 5. What was the highest level of schooling that your mother (female guardian) ever completed?	≈ _E 2. What was the highest level of schooling that your mother or female guardian ever completed?	TREND	
<i>Respondent's father's background</i>				
≈ _F _Q7a Was your father or male guardian born in #insert country name#?	≈ _E 8. Was your father (male guardian) born in #insert country name#?	≈ _F Was your father or male guardian born in #insert country name#?	TREND	
≈ _F _Q07b What was the highest level of education your father or male guardian ever completed?	≈ _E 11. What was the highest level of schooling that your father (male guardian) ever completed?	≈ _E 6. What was the highest level of schooling that your father or male guardian ever completed?	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
Section C Current Status and Work History	Section D. Labor Force Information	Section D. Labor Force Activities		
<i>Respondent's employment status</i>				
*C_Q07 Please look at this card and tell me which ONE of the statements best describes your current situation. If more than one statement applies to you, please indicate the statement that best describes how you see yourself.	☑D1. I would now like to talk about your employment status. What is your current work situation? Are you employed, retired, unemployed / looking for work, a student (including Work Programs), homemaker or other?	☑D1. I would now like to talk about your employment status. What is your current work situation? Are you now employed or self employed, not working and looking for work, retired, a student (including work programs), doing unpaid household work or other?	TREND	Combine PIAAC(1,2) to ALL(1), PIAAC(4.5) to ALL(4), PIAAC(7,8,10) to ALL(6)

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables <input checked="" type="checkbox"/> means exact same question; ≈ means similar question but slightly different wording; * means same concept but different wording/answer categories				
PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
<i>Work history - Past 12 months</i>				
<input checked="" type="checkbox"/> C_Q08b During the last 12 months, that is since ^MonthYear, did you have any paid work? Please include self-employment.	<input checked="" type="checkbox"/> D2. Did you work at a job or business at any time in the past 12 months (regardless of the number of hours per week)?	<input checked="" type="checkbox"/> D2. Did you work at a job or business at any time in the last 12 months; that is, from <month and year> to <month and year> (regardless of the number of hours per week)? PLEASE INCLUDE AS WORK TIME OFF FOR VACATION, ILLNESS, MATERNITY/PATERNITY LEAVE, STRIKES AND LOCKOUTS.	TREND	PIAAC CD09(1,2) to D2(1); CD09(3,4) to D2(2);CD09(5) to D2(8 or 9)
<i>Job information - Current job or last (past 12 months) job held</i>				
<input checked="" type="checkbox"/> D_Q02a In what kind of business, industry or service do you work? Please give a full description. D_Q02b What does your firm or organization mainly make or do? Please give a full description.	≈D8. What kind of business, industry or service was this? (Give full description, e.g. fish canning plant, automobile manufacturing plant, municipal government)	≈D26. What kind of business, industry or service was/is this? (Give full description, e.g. fish canning plant, automobile manufacturing plant, municipal government .)	Not comparable	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑D_Q01 What is your job title? What are your most important responsibilities? Please give a full description.	☑D9. What kind of work were you doing at this job? (Give full description or occupational title, e.g. office clerk, machine operator, computer programmer)	☑D27. What kind of work were/are you doing at this job? (Give full description or occupational title, e.g. office clerk, machine operator, computer programmer.). D28. What were/are your most important activities or duties? (Give full description e.g. filing documents, drying vegetables, forest examiner.)	TREND	ISCO 1 digit to make it comparable
*D_Q12a 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?		*D28B. What level of education was required to do your main job?	Not comparable	
*D_Q04 In this job, are you working as an employee or are you self-employed? D_Q07a. Do you have employees working for you? Please include family members working paid or unpaid in the business. *D7b. How many employees do you employ? Would that be D_Q08a Do you manage or supervise other employees? *D_Q08b. How many people do you supervise or manage, directly or indirectly?	≈D11. What was your status at this job? Was it as an employee without supervisory responsibilities, an employee with limited supervisory or management responsibilities (5 persons or less), an employee with more extensive supervisory or management responsibilities (more than 5 persons), a self-employed without employees, a self-employed with employees or a family worker (unpaid)?	≈D29. What was/is your status at this job or business? Were/are you...an employee without supervisory responsibilities, an employee with supervisory or management responsibilities for up to 5 persons, an employee with supervisory or management responsibilities for more than 5 persons, self-employed without employees, self-employed with employees or unpaid family worker?	TREND	OK with new derived variables

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☒ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
*D_Q09 What kind of employment contract do you have? Is that ...	*D12. What type of job was this? Was or is this job a permanent job or work contract of unlimited duration or a temporary job or work contract of limited duration?		Not comparable	
<input checked="" type="checkbox"/> D_Q10 How many hours do you usually work per week in this job? Include any usual paid or unpaid overtime, but exclude lunch breaks or other breaks	<input checked="" type="checkbox"/> D13. How many hours per week did you usually work at this job?	<input checked="" type="checkbox"/> D37. On average, how many hours per week did/do you usually work at this job or business? (If it varies greatly ask for the average of the last 4 weeks of work)	TREND	
<input checked="" type="checkbox"/> D_Q06a How many people work for your employer at the place where you work? Would that be ...	*D10. In total, about how many persons are employed by this business at all locations in #insert country name#?	<input checked="" type="checkbox"/> D30. About how many persons were/are employed at the location where you work(ed)? Would it be less than 20, 20 to 99, 100 to 499, 500 to 999 or 1000 and over?	Not comparable	
<input checked="" type="checkbox"/> D_Q16a What is the easiest way for you to tell us your usual gross wage or salary for your current job? Would it be ...		<input checked="" type="checkbox"/> D39. What is the easiest way for you to tell us your usual wage or salary for this job? Would it be hourly, weekly, annually or on some other basis?	Not comparable	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
*D_Q16b + derived variables What is your usual gross pay ^PerHourDayEtc? Please give as good an approximation as you can. By gross, we mean before deductions for tax, social security contributions, and the like. Please include any regular overtime pay, regular bonuses, tips and commissions. Don't include annual bonuses such as 13 th month or holiday pay.		*D41. What was/is your (interviewer fill text as indicated in D39, e.g. hourly, weekly, etc.) wage or salary before taxes and all other deductions at this job? Including tips and commissions?	TREND	OK with derived variable of quintile of yearly earnings
*D_Q18a What were your total earnings last ^YearMonth from your current business after deducting all business expenses, but before deducting income taxes, social security contributions, and the like?		*D43. What was/is your annual personal net income before taxes and deductions from this business – that is, after all business expenses?	TREND	OK with derived variable of quintile of yearly earnings
Skills used at work				
Section G. Skill use literacy, numeracy and ICT at work	Section E. Reading and Writing at Work and Looking for Work	Section E. Literacy and Numeracy Practices at Work		
☑CURRENTLY WORKING OR HAD PAID WORK IN THE LAST 12 MONTHS	☑Section E. is for respondents who are employed now or who worked in the past 12 months (regardless of the number of hours per week).	☑Section E. is for respondents who are currently employed or who worked in the last 12 months.	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑G_R01 The following questions are about reading activities that you ^UndertakeUndertook as part of your ^JobLastjob. Please only report reading that ^IsWas part of your ^JobLastjob, not reading you ^DoDid in your non-work time. Include any reading you might do on computer screens or other electronic displays.	☑E1. The following questions refer to the job at which you worked the most hours in the last 12 months.	☑E1. The next questions are about your reading, writing and mathematics activities at your main job – whether these activities are done on paper or on computer.	TREND	
*G_Q01a. In your ^JobLastjob, how often ^DoDid you usually ...	≈How often (do/did) you read or use information from each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?	≈How often do/did you read or use information from one of the following as part of your main job? Would you say at least once a week, less than once a week, rarely or never.	TREND	PIAAC and ALL/IALS categorical equivalence: PIAAC(1)=ALL(4);PIAAC(2,3)=ALL(2,3);PIAAC(4,5)=ALL(1); RF and DK are the same
≈G_Q01a read directions or instructions ≈G_Q01b read letters, memos or e-mails? *G_Q01c read articles in newspapers, magazines or newsletters? ≈G_Q01f read manuals or reference materials? ≈G_Q01g read bills, invoices, bank statements or other financial statements? *G_Q01h read diagrams, maps or schematics?	≈A. Letters or memos *B. Reports, articles, magazines or journals ≈C. Manuals or reference books, including catalogues ≈D. Diagrams or schematics ≈E. Bills, invoices, spreadsheets or budget tables	≈a) Letters, memos or e-mails *b) Reports, articles, magazines, or journals ≈C) Manuals or reference books including catalogues *d) Diagrams or schematics ≈D) Directions or instructions ≈H) Bills, invoices, spreadsheets or budget tables		

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑The following questions are about writing activities that you ^UndertakeUndertook as part of your ^JobLastjob. Include any writing you might do on computers or other electronic devices.	☑E2. How often (do/did) you write or fill out each of the following as part of your main job? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?	☑E2. How often do/did you write or fill out each of the following as part of your main job? Would you say at least once a week, less than once a week, rarely or never.	Not comparable	
☑In your ^JobLastjob, how often ^DoDid you usually ... ≈G_Q02a. Write letters, memos or e-mails? ☑G_Q02b Write articles for newspapers, magazines or newsletters? ☑G_Q02c. Write reports? ☑G_Q02d. Fill in forms?	A. Letters or memos ☑B. Forms or things such as bills, invoices, or budgets ☑C. Reports or articles	a) Letters, memos or e-mails ☑b) Reports, articles, magazines or journals ☑e) Bills, invoices, spreadsheets or budget tables		
☑The following questions are about activities that you ^UndertakeUndertook as part of your ^JobLastjob and that involve numbers, quantities, numerical information, statistics or mathematics.	☑E3. In your main job, how often do you use arithmetic or mathematics (that is, adding, subtracting, multiplying or dividing) to:	☑E3. How often do/did you do each of the following as part of your main job? Would you say at least once a week, less than once a week, rarely or never.	Not comparable	
☑In your ^JobLastjob, how often ^DoDid you usually ... ≈G_Q03b calculate prices, costs or budgets?	≈B) Calculate prices, costs or budgets?	≈B) Calculate prices, costs, or budgets		

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
Section B Education and Training	Section F. Adult Education	Section F. Participation in Education and Learning		
<i>Education or training which the respondent has taken in the past 12 months</i>				
☑ Derived variable based on B_Q02a, B_D03d, B_Q04a and B_Q12	≈ During the past 12 months, that is, since August 1993, did you receive any training or education including courses, private lessons, correspondence courses, workshops, on- the-job training, apprenticeship training, arts, crafts, recreation courses or any other training or education?	≈ F1. During this time, did you take any education or training? This education or training would include programs, courses, private lessons, correspondence courses, workshops, on-the-job training, apprenticeship training, arts, crafts, recreation courses, or any other training or education?	TREND	if any B_Q02a or B_Q04a or B_Q12a, or B_Q12c or B_Q12e or B_Q12g is yes or if B_D03d=<12, then equivalent to ALL F1(yes).
☑ Derived variable based on B_Q04b and B_Q12	☑ F2. In total, how many courses did you take in the past 12 months?		Not comparable	
		*(Compared to IALS BQ, items are divided into "a program of studies" and "courses not a part of a program of studies".)		

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑B_Q02a Are you currently studying for any kind of formal qualification? B_Q04a During the last 12 months, that is since ^MonthYear, have you studied for any formal qualification, either full-time or part-time?	☑F5. Were you taking this training or education towards a university degree/diploma/certificate, a college diploma/certificate, a trade-vocational diploma/certificate, an apprenticeship certificate, an elementary or secondary school diploma or professional or career upgrading?	☑F2. During the last 12 months, that is, from < month and year > to < month and year > did you take any courses as part of a PROGRAM of studies toward a certificate, diploma or degree? Examples would include a high school diploma; a trade/vocational diploma or registered apprenticeship certificate; a college or CEGEP diploma; a diploma granted from a program of studies at a private school; a university certificate, diploma or degree?	TREND	If any B_Q02a or B_Q04a is yes or if B_D03d=<12 then equivalent to ALL F2(yes)

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑B_Q05c Were the main reasons for choosing to study for this qualification job related?		☑F13. What was the main reason you took this program of studies? Was it for job or career-related reasons or personal interest such as hobby/leisure, volunteer activities, to improve some general skills (reading, writing) or for general education?	TREND	
*Derived variable based on B_Q12		*F15. During the last 12 months, did you participate in any courses that were NOT PART OF YOUR PROGRAM OF STUDIES?	TREND	If any B_Q12a, or B_Q12c or B_Q12e or B_Q12g is yes
<i>Education or training wanted but not taken in the past 12 months</i>				
☑B26a. In the last 12 months, were there ^MoreAny learning activities you wanted to participate in but did not? Include both learning activities that lead to formal qualifications and other organized learning activities.	≈F15. Since August 1993, was there any training or education that you WANTED to take for career or job-related reasons but did not?	≈F27. During the last 12 months, was there any training or education that you wanted to take for career or job-related reasons but did not?	TREND	if yes to either of 2 ALL/IALS questions then PIAAC B26a is yes, if no to both for IALS/ALL questions then PIAAC B26a is no

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables <input checked="" type="checkbox"/> means exact same question; ≈ means similar question but slightly different wording; * means same concept but different wording/answer categories				
PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
	≈F17. Since August 1993, was there any other training that you WANTED to take but did not, such as hobby, recreational or interest courses?	≈F28. During the last 12 months, was there any other training or education that you wanted to take but did not, such as hobby, recreational, or personal interest courses?		
Section H. Skill use literacy, numeracy and ICT in everyday life + Section I About yourself	Section G. Reading and Writing General	Section G. Literacy and Numeracy Practices Generally, Social Capital and Well Being		
<i>Reading and writing in respondents' daily life</i>				
<input checked="" type="checkbox"/> H_R01 ^TalkedAboutWork I would now like to talk about your reading activities ^EverydayReading Include any reading you might do on computer screens or other electronic displays.	≈G7. How often (do/did) you read or use information from each of the following as part of your daily life? Would you say every day, a few times a week, once a week, less than once a week, rarely or never?	≈G3. How often do you read or use information from each of the following sources as part of your daily life? Please don't include time spent as part of your job or schooling. Would you say at least once a week, less than once a week, rarely or never?	TREND	PIAAC(1)=ALL(4);PIAAC(2,3)=ALL(2,3);PIAAC(4,5)=ALL(1); RF and DK are the same; Take maximum frequency of either G3a and G3b to make equivalent derived variable to PIAAC H_Q01c.
<input checked="" type="checkbox"/> H_Q01 ^Ineverydaylife, how often do you usually ...	<input checked="" type="checkbox"/> A. Letters or memos.	≈G) How often do you read or use information from newspapers as part of your daily life? G3A2. How often do you read newspapers in < insert language >?		

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
☑H_Q01a. read directions or instructions?	☑B. Reports, articles, magazines or journals.	≈B) How often do you use or read information from magazines or articles as part of your daily life?		
≈H_Q01b. read letters, memos or e-mails?	☑C. Manuals or reference books, including catalogues.	≈C) How often do you read or use information from books –fiction or non-fiction as part of your daily life?		
≈H_Q01c. read articles in newspapers, magazines or newsletters?	☑D. Diagrams or schematics.	d) How often do you read or use information from letters, notes, e-mails as part of your daily life?		
≈H_Q01e read books, fiction or non-fiction?	☑E. Bills, invoices, spreadsheets or budget tables.			
☑H_Q01f read manuals or reference materials?	☑G. Directions or instructions for medicines, recipes, or other products.			
☑H_Q01g read bills, invoices, bank statements or other financial statements?				
☑H_Q01h read diagrams, maps, or schematics?				

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables <input checked="" type="checkbox"/> means exact same question; ≈ means similar question but slightly different wording; * means same concept but different wording/answer categories				
PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
<i>Civic participation - volunteer work</i>				
*Q05f. In the last 12 months, how often, if at all, did you do voluntary work, including unpaid work for a charity, political party, trade union or other non-profit organization?		*G8. The next questions are about your volunteer work and the organizations in which you participate. During the last 12 months did you participate in any of the following groups or organizations? *a) A political organization *e) A neighborhood, civic or community association or a school group <e.g. Parent/Teachers Association, your neighborhood community association>	Not comparable	
<i>Health</i>				
≈Q08. In general, would you say your health is excellent, very good, good, fair or poor?		≈G11. In general, would you say your health is?	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables <input checked="" type="checkbox"/> means exact same question; ≈ means similar question but slightly different wording; * means same concept but different wording/answer categories				
PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
Section G. Skill use literacy, numeracy and ICT at work + Section H. Skill use literacy, numeracy and ICT in everyday life		Section H. Information and Communication Technology Literacy (ICTL)		
<i>Use of information technologies – computer use</i>				
<input checked="" type="checkbox"/> derived variable based on G_Q04a ^DoiDid you use a computer in your ^JobLastjob? H_Q04a Have you ever used a computer?		<input checked="" type="checkbox"/> H2. Have you ever used a computer? H7. In the last 12 months, did you use a computer in your job? (If you have more than one job, tell us about the one at which you work the most hours)	TREND	YES only for the general question on computer experience. Use derived variable of computer experience of PIAAC
Section J. Background Information	Section H. Family Literacy	Section K. Household Information and Income		
	Section J. Household Information			
<i>Respondents' children's education</i>				
<input checked="" type="checkbox"/> J_Q01. Including yourself, how many people usually live in your household? Please include people who are temporarily living elsewhere.''	<input checked="" type="checkbox"/> 4. Including yourself, how many people live in this household?	<input checked="" type="checkbox"/> 1. The next questions ask for general household information. Including yourself, how many people live in your household?	TREND	

Appendix 4 (cont.): PIAAC-IALS-ALL trend variables

☑ means exact same question;

≈ means similar question but slightly different wording;

* means same concept but different wording/answer categories

PIAAC BQ MS version 2.1 d.d. 15-12-2010	IALS BQ	ALL BQ	Comparison status	Notes
*J_Q03b Do you have children? Please include stepchildren and children not living in your household.	*H1. Are you the parent or guardian of any children aged 6 to 18 that are presently living with you?	*K2. Do you have any DEPENDENT children living with you in your household? (Children for whom you are financially responsible and/or have sole or joint custody).	Not comparable	
*J_Q03c. How old is this child? *J_Q03d1. How old is your youngest child?	*H2. What is the age of your youngest child between 6 to 18 years of age?	*K3. What is the age of the youngest child in your household?	Not comparable	

Appendix 5: Mapping of ISCED Levels to Years of Schooling

Variable name	Variable: VET
Description	Label: Highest level of education attained at ISCED 3 or ISCED 4 level has vocational orientation.
Rationale	Rationale: For analysis of effects of education tracking it is useful to have an indicator of whether the highest level of education attained was in vocational or general education
Alert	Caveat: Users of the data must be aware that a scheme attaching the vocational orientation to the highest education degree obtained can be indicative only and neglects country differences and different traditions with regard to vocational education.
F	Derivation: Based on answers to national version of B_Q01a, supplemented by information provided by National Project Managers (NPMs) and OECD LSO network experts
Labels	Categories: VET=1 if highest level of education attained (only ISCED3 or 4) has vocational orientation; VET=0 if highest level of education attained (only ISCED3 or 4) has general/academic orientation; VET=.v distinction of orientation not applicable for this ISCED level, VET=.n information of orientation for all respondents in this country is missing because either PIAAC categories make ex-post distinction impossible or orientation information is missing for this country.

Variable name	Variable: YRSQUAL
Description	Label: Years of schooling associated with the highest level of education attained
Rationale	Rationale: For returns to education analyses it is useful to have an estimate of the years of schooling associated with the highest level of education attained
Prerequisites/input	Derivation: based on the answers to question B_Q01a, supplemented by information provided by National Project Managers (NPMs) and OECD LSO network experts on association with years of schooling and educational categories used to gather information on highest level of education attained.
Alert	Caveat: Users of the data must be aware that a scheme converting highest education degree obtained into years of schooling represents an oversimplification of the flexibility of national education systems (see also note of Australian Government Department of Education, Employment and Workplace Relations).
Labels	

Variable name	Variable: YRSGET
Description	Label: Years of schooling necessary to get current job
Rationale	Rationale: In combination with YRSQUAL, we can get an indication of vertical educational mismatch.

Prerequisites/input	Derivation: Based on the answers to question D_Q12s (qualification needed to get the job), supplemented by information provided by National Project Managers (NPMs) and OECD LSO network experts on association with years of schooling and educational categories used to gather information on level of education. Since years of schooling necessary to get the current job have been derived using the same information as for YRSQUAL, the difference between the two variables should provide a good indication of the respondent's vertical education-job match.
Alert	Caveat: Users of the data must be aware that a scheme converting qualification necessary to get the current job into years of schooling represents an oversimplification of the flexibility of national education systems (see also note of Australian Government Department of Education, Employment and Workplace Relations). The following countries did not use the same show cards (educational categories) in B_Q01a and D_Q12a: Canada, Germany and Sweden. In these countries, mismatch variables created by subtracting YRSQUAL and YRSGET could be artificially non-zero. These countries should be excluded from any analysis using mismatch variables based on YRSQUAL and YRSGET.
Labels	

AUSTRALIA

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?			What ^isWas the highest year of primary or secondary school you ^have completed?			5
	No formal qualification or below ISCED 1	1	No correspondence	No correspondence			
	ISCED 1	2	Primary school	Primary school	8		
	ISCED 2	3	Junior secondary school or Cert Certificate I, II	Junior secondary school or Cert Certificate I, II	12		
	ISCED 3C shorter than 2 years	4	Certificate III	Certificate III	14	V	
	ISCED 3C 2 years or more	5	No correspondence	No correspondence			
	ISCED 3A-B	6	Senior Secondary school	Senior Secondary school	14	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7	No correspondence	No correspondence			
	ISCED 4C	8	Certificate IV	Certificate IV	16	V	
	ISCED 4A-B	9	No correspondence	No correspondence			
	ISCED 4 (without distinction A-B-C)	10	No correspondence	No correspondence			
	ISCED 5B	11	Diploma, Advanced diploma and Associate Degree	Diploma, Advanced diploma and Associate Degree	16		
	ISCED 5A, bachelor degree	12	Bachelor Degree, Graduate Certificate and Graduate Diploma	Bachelor Degree, Graduate Certificate and Graduate Diploma	17		
	ISCED 5A, master degree	13	Master Degree level	Master Degree level	19		
	ISCED 6	14	Doctoral Degree level	Doctoral Degree level	22		

AUSTRIA							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Was ist Ihre höchste abgeschlossene Schulbildung?	Which of the following qualifications is the highest you have obtained?			6
	No formal qualification or below ISCED 1	1		No correspondence			
	ISCED 1	2	Kein Pflichtschulabschluss	No compulsory school	7		
	ISCED 2	3	Pflichtschulabschluss	Compulsory school	8		
	ISCED 3C shorter than 2 years	4	Fach-oder Handelsschule: kürzer als 2 Jahre	Vocational School (< 2 Years)	9	V	
	ISCED 3C 2 years or more	5		No correspondence			
	ISCED 3A-B	6	Lehre mit Berufsschule	Apprenticeship	12	V	
			Fach-oder Handelsschule: 2 Jahre und länger	Vocational School (2 Years and longer)	11	V	
			AHS (z.B. Gymnasium)	Academic Secondary School	12	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7		No correspondence			
	ISCED 4C	8					
	ISCED 4A-B	9	Fach-oder Handelsschule: Diplomkrankenpflege	Nursing	15	V	
			BHS (z.B. HAK, HTL, BAKIP)	Vocational college	13	V	
	ISCED 4 (without distinction A-B-C)	10		No correspondence			
	ISCED 5B	11	Meister- und Werkmeisterprüfung, Bauhandwerkerprüfung	Master craftsman's certificate	14		

AUSTRIA							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			Kolleg, Abiturientenlehrgang	Post-secondary courses	14		
			Akademie (z.B. Pädak, SozAK, BPA, Med.-Tech. Akademie, LW, MilAK)	Post-secondary colleges	15		
			Universitäre Lehrgänge (ohne vorangeganges Studium)	University courses	14		
	ISCED 5A, bachelor degree	12	Universität oder Fachhochschule: Bakkalaureat/Bachelor	University-Bachelor	15		
	ISCED 5A, master degree	13	Universität oder Fachhochschule: Magisterium/Master (Diplomstudium, Doktorat als Erstabschluss)	University-Master	17		
			Postgraduale Universitätslehrgänge (z.B. MBA, MAS)	Post-graduate courses	19		
	ISCED 6	14	Doktorat nach akademischem Erstabschluss	Doctoral Programme	19		

CANADA						
International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
Which of the qualifications on this card is the highest you have obtained?						6
No formal qualification or below ISCED 1	1	Less than Grade 6				
		No formal education				
ISCED 1	2	Grade 6		6		
ISCED 2	3	Grade 7-8 (Secondary 1 or 2 in QUE)		9		
		Grade 9 (Secondary 3 in QUE or Senior 1 in MAN)		9		
		Grade 10 - 13 (Secondary 4 or 5 in QUE, Senior 2, 3 or 4 in MAN, Level I, II or III in NFLD, OAC in ONT)		9		
ISCED 3C shorter than 2 years	4	No correspondence				
ISCED 3C 2 years or more	5	No correspondence				
ISCED 3A-B	6	No correspondence				
ISCED 3 (without distinction A-B-C, 2y+)	7	High school diploma or equivalent		12	A	
ISCED 4C	8	Apprenticeship certificate		13	V	

CANADA						
International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
		Trade/vocational certificate (includes an attestation of vocational training, diploma of vocational studies or attestation of vocational specialization offered in Quebec) with duration of less than 2 years		12-13 (Quebec for range)	V	
		Non-university certificate or diploma from a college, school of nursing, technical institute with duration less than 2 years		12-13 (Quebec for range)	V	
		CEGEP diploma or certificate as part of university transfer program		13	V	
ISCED 4A-B	9	CEGEP diploma or certificate not part of a university transfer program with duration less than 2 years, only Quebec		13	A	
		University transfer program		14	A	
ISCED 4 (without distinction A-B-C)	10	No correspondence				

CANADA						
International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
ISCED 5B	11	CEGEP diploma or certificate not part of a university transfer program with duration 2 years or more, only Quebec		14		
		Trade/vocational certificate (includes an attestation of vocational training, diploma of vocational studies or attestation of vocational specialization offered in Quebec) with duration of 2 years or more, only outside Quebec		14		
		Non-university certificate or diploma from a college, school of nursing, technical institute with duration 2 years or more, only outside Quebec				
		University certificate or diploma below bachelor's degree		14		
ISCED 5A, bachelor degree	12	Bachelor's degree		16		
		University certificate above the bachelor's		16		

CANADA						
International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
		First professional degree (medical, veterinary medicine, dental, optometry, law, divinity).		16		
ISCED 5A, master degree	13	Master's		18		
ISCED 6	14	Ph.D.		22		

CYPRUS*							
Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?			Which of the following qualifications is the highest you have obtained?			6
	No formal qualification or below ISCED 1	1	Δεν φοίτησα ποτέ σε σχολείο	I never went to school			
	ISCED 1	2	Δημοτικό Σχολείο	Primary school	6		
	ISCED 2	3	Δημόσιο/Ιδιωτικό/Εσπερινό	Public/Private Secondary School (3 years), Secondary School (Evening Classes)	9		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5					
	ISCED 3A-B	6					
	ISCED 3 (without distinction A-B-C, 2y+)	7	Λύκειο/ Τεχνική και Επαγγελματική Εκπαίδευση	High School/Vocational Technical School (day and night attendance for early school leavers-second chance schools)	12	VET NOT POSSIBLE. CATEGORY MIXED.	
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					

CYPRUS*							
Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5B	11	Τριτοβάθμια Μη-Πανεπιστημιακή εκπαίδευση	Non-University Degree/Diploma/Certificate leading to labour market, jobs at specific professional bodies i.e. policy, nursing, tourism, or ISCED5A	14		
	ISCED 5A, bachelor degree	12	Πτυχίο Πανεπιστημίου	Undergraduate degree	16		
	ISCED 5A, master degree	13	Μεταπτυχιακό σε επίπεδο	Postgraduate degree, Master's Degree-taught and research based	18		
	ISCED 6	14	Διδακτορικό	Doctorate	21		

* Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

CZECH REPUBLIC							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		Jakého stupně vzdělání dosáhnete po ukončení Vašeho současného studia?	And which of these qualifications is the highest you have obtained?			6
	No formal qualification or below ISCED 1	1	Žádné formální vzdělání n	No formal education			
	ISCED 1	2	Dokončený první stupeň z	First level of basic school ISCED 1	5		
	ISCED 2	3	Základní vzdělání	basic ISCED 2	9		
	ISCED 3C shorter than 2 years	4	Vyučení bez maturity kratší	vocational without matura shorter than 2 years ISCED 3C shorter than 2 years	11	V	
	ISCED 3C 2 years or more	5	Vyučení bez maturity delší	vocational without matura longer than 2 years ISCED 3C longer than 2 years	12	V	
	ISCED 3A-B	6	Vyučení s maturitou	ISCED 3A vocational with matura	13	V	
			Střední odborné s maturitou	ISCED 3A technical with matura	13	V	
			Střední všeobecné s matu	ISCED 3A general with matura	13	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10	Středoškolská nástavba	ISCED 4 follow-up course	14	V	

CZECH REPUBLIC							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5B	11	Vyšší odborné	ISCED 5B higher professional	16		
	ISCED 5A, bachelor degree	12	Bakalářské vysokoškolské	ISCED 5A, bachelor	16		
	ISCED 5A, master degree	13	Magisterské vysokoškolské	ISCED 5A, master	18		
	ISCED 6	14	Postgraduální vzdělání	ISCED 6, post graduate	21		

DENMARK							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?			Which of the following qualifications is the highest you have obtained?			6
	No formal qualification or below ISCED 1	1	Ingen offentlig godkendt eksamen eller under folkeskolens niveau	No formal education or below primary education			
	ISCED 1	2	Grundskole 1.-6. klasse	Primary school, grade 1-6	6		
	ISCED 2	3	Grundskole 7.-9(10). klasse	Lower secondary, grade 7-9(10)	9		
	ISCED 3C shorter than 2 years	4	Erhvervsfaglig uddannelse, under 2 år	Upper secondary vocational, less than 2 years	10	V	
	ISCED 3C 2 years or more	5	Erhvervsfaglig uddannelse, 2 år og derover	Upper secondary vocational, 2 years or more	12	V	
	ISCED 3A-B	6	Studentereksamen, HF, HHX, HTX	Upper secondary general, access to tertiary education	12	A	

DENMARK							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 3 (without distinction A-B-C, 2y+)	7	Erhvervsfaglig eller gymnasial uddannelse , 2 år og derover	Upper secondary undefined, 2 years or more	12	VET NOT POSSIBLE. CATEGORY MIXED.	
	ISCED 4C	8	Kort videregående erhvervsrettet uddannelse , under 2 år	Post secondary short programme, less than 2 years, lead to labour market	13	VET NOT POSSIBLE. CATEGORY MIXED.	
	ISCED 4A-B	9	Kort videregående studierettet uddannelse , under 2 år	Post secondary entrance course, access to tertiary education	13	A	
	ISCED 4 (without distinction A-B-C)	10	Kort videregående studierettet uddannelse , under 2 år	Post secondary non tertiary education, less than 2 years	13	VET NOT POSSIBLE. CATEGORY MIXED.	

DENMARK							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5B	11	Kort/ mellemlang videregåen de uddannelse , 2 år og derover/ Professions bachelor, ikke forskningsb aseret	Tertiary not research based education, lead to labour market	15		
	ISCED 5A, bachelor degree	12	Bachelor grad	Bachelor degree	15		
	ISCED 5A, master degree	13	Kandidat eller master grad	Master degree	17		
	ISCED 6	14	Ph.d eller anden forskerudda nnelse	Ph.d or otther research programme	20		
	Foreign qualification	15		Foreign qualification			

ENGLAND/NORTHERN IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		And which of these was the highest qualification you have obtained?	Which of the following qualifications is the highest you have reached ?			5
	No formal qualification or below ISCED 1	1					
	ISCED 1	2					
	ISCED 2	3	No formal qualifications	No formal qualifications	11		
			Any other professional/ vocational qualifications/ apprenticeship	Any other professional/ vocational qualifications/ apprenticeship	11		
			Entry Level Qualifications	Entry Level Qualifications	11		
			Key Skills/ Basic Skills/ Essential Skills	Key Skills/ Basic Skills/ Essential Skills	11		
			YT Certificate/ YTP	YT Certificate/ YTP	11		
	ISCED 3C shorter than 2 years	4	City and Guilds (Level 1)	City and Guilds (Level 1)	11	V	
			RSA/ OCR (Level 1)	RSA/ OCR (Level 1)	11	V	
			National Qualifications (including SGA) (Scotland)	National Qualifications (including SGA) (Scotland)	11	A	
			Standard Grade or O Grade (Scotland)	Standard Grade or O Grade (Scotland)	11	A	
			Intermediate 1 or 2 NQs (Scotland)	Intermediate 1 or 2 NQs (Scotland)	11	A	
			O Level/GCSE/Vocational GCSE/CSE or equivalent	O Level/GCSE/Vocational GCSE/CSE or equivalent	11	A	
			GNVQ/ GSVQ (Level 1)	GNVQ/ GSVQ (Level 1)	11	V	
			NVQ/ SVQ (Level 1)	NVQ/ SVQ (Level 1)	11	V	

ENGLAND/NORTHERN IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			SCOTVEC, SCOTEC or SCOTBEC (Scotland)	SCOTVEC, SCOTEC or SCOTBEC (Scotland)	11	V	
			BTEC, BEC, TEC or EdExcel (Level 1)	BTEC, BEC, TEC or EdExcel (Level 1)	11	V	
	ISCED 3C 2 years or more	5	City and Guilds (Level 2)	City and Guilds (Level 2)	11	V	
			RSA/ OCR (Level 2)	RSA/ OCR (Level 2)	11	V	
			National Qualifications (including SGA) (Scotland)	National Qualifications (including SGA) (Scotland)	11	A	
			Standard Grade or O Grade (Scotland)	Standard Grade or O Grade (Scotland)	11	A	
			Intermediate 1 or 2 NQs (Scotland)	Intermediate 1 or 2 NQs (Scotland)	11	A	
			O Level/GCSE/Vocational GCSE/CSE or equivalent	O Level/GCSE/Vocational GCSE/CSE or equivalent	11	A	
			GNVQ/ GSVQ (Level 2)	GNVQ/ GSVQ (Level 2)	11	V	
			NVQ/ SVQ (Level 2)	NVQ/ SVQ (Level 2)	11	V	
			SCOTVEC, SCOTEC or SCOTBEC (Scotland)	SCOTVEC, SCOTEC or SCOTBEC (Scotland)	11	V	
			BTEC, BEC, TEC or EdExcel (Level 2)	BTEC, BEC, TEC or EdExcel (Level 2)	11	V	
	ISCED 3A-B	6	City and Guilds (Level 3)	City and Guilds (Level 3)	13	V	
			RSA/ OCR (Level 3)	RSA/ OCR (Level 3)	13	V	
			Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)	Advanced Highers or Certificate of 6th Year Studies (CSYS) (Scotland)	12	A	

ENGLAND/NORTHERN IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			AS level/ Vocational AS level or equivalent	AS level/ Vocational AS level or equivalent	12	A	
			GNVQ/ GSVQ (Level 3)	GNVQ/ GSVQ (Level 3)	13	V	
			NVQ/ SVQ (Level 3)	NVQ/ SVQ (Level 3)	13	V	
			Highers (Scotland)	Highers (Scotland)	12	A	
			A Level/ Vocational A Level or equivalent	A Level/ Vocational A Level or equivalent	13	A	
			SCOTVEC, SCOTEC or SCOTBEC (Scotland)	SCOTVEC, SCOTEC or SCOTBEC (Scotland)	13	V	
			BTEC, BEC, TEC or EdExcel (Level 3)	BTEC, BEC, TEC or EdExcel (Level 3)	13	V	
			ONC/OND (Level 3)	ONC/OND (Level 3)	13	V	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10	Access to HE	Access to HE	13	A	
	ISCED 5B	11	RSA/ OCR (Level 4/5)	RSA/ OCR (Level 4/5)	15		
			NVQ/ SVQ (Level 4/5)	NVQ/ SVQ (Level 4/5)	15		
			Other Higher Education qualification below degree level	Other Higher Education qualification below degree level	15		
			SCOTVEC, SCOTEC or SCOTBEC (Scotland)	SCOTVEC, SCOTEC or SCOTBEC (Scotland)	15		
			BTEC, BEC, TEC or EdExcel (Level 4/5)	BTEC, BEC, TEC or EdExcel (Level 4/5)	15		
			HNC/HND (Level 4/5)	HNC/HND (Level 4/5)	15		
			Diploma in higher education	Diploma in higher education	15		
	ISCED 5A, bachelor degree	12					

ENGLAND/NORTHERN IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, master degree	13					
	ISCED 6	14					
	Foreign qualification	15	Foreign qualifications				
	Higher education (ISCED5A or ISCED6)	16	Nursing or other medical qualification not yet mentioned	Nursing or other medical qualification not yet mentioned	15		
			Teaching qualification (excluding PGCE)	Teaching qualification (excluding PGCE)	16		
			Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher	Degree level qualification including foundation degrees, graduate membership of a professional institute or PGCE, or higher	19		

					ESTONIA							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (on average)	School starting age		Total years of schooling when level is completed (born before 1980, mother tonque Russian)	School starting age		Total years of schooling when level is completed (born 1980-1986, mother tonque Russian)	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		Milline sellel kaardil nimetatuist on Teie kõrgeim haridustase?	Which of the following qualifications is the highest you have obtained?		7			7			6
	No formal qualification or below ISCED 1	1	Alghariduseta (vähem kui 3 klassi)	Without primary education								
	ISCED 1	2	Algharidus (3-6 klassi)	Primary education	6			3			4	
	ISCED 2	3	Põhiharidus (7-9 klassi)	Basic education	8			7			8	
			Kutseharidus (sisseastumisel ei nõutud põhiharidust)	(basic education not required at admission)	9.5			8.5			9.5	
	ISCED 3C shorter than 2 years	4	Kutseharidus põhihariduse baasil (õppekava nominaalkestus alla 2 aasta)	Vocational education on the basis of basic education (nominal time of studies less than 2 years)	9.5			8.5			9.5	

[illegible]

					ESTONIA							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (on average)	School starting age		Total years of schooling when level is completed (born before 1980, mother tonque Russian)	School starting age		Total years of schooling when level is completed (born 1980-1986, mother tonque Russian)	School starting age
	ISCED 4A-B	9	Kutsekeskharidus keskhariduse baasil	Vocational secondary education on the basis of secondary education	13			12			13	
	ISCED 4 (without distinction A-B-C)	10										
	ISCED 5B	11	Keskeriharidus keskhariduse baasil	Secondary specialised education on the basis of secondary education	14			13			14	
			Kutsekõrgharidus, diplomiõpe, rakenduskõrgharidus	Applied higher education	15.5			13.5			14.5	
	ISCED 5A, bachelor degree	12	Bakalaureusekraad (3+2 süsteemi järgi, alustatud pärast 2002.a)	Bachelor's degree (3+2 system, started after 2002)	15			13			14	
	ISCED 5A, master degree	13	Bakalaureusekraad (4+2 süsteemi järgi, alustatud enne 2002.a)	Bachelor's degree (4+2 system, started before 2002)	15			14			15	

					ESTONIA							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (on average)	School starting age		Total years of schooling when level is completed (born before 1980, mother tonque Russian)	School starting age		Total years of schooling when level is completed (born 1980-1986, mother tonque Russian)	School starting age
			Enne 1992. aastat alustatud kõrgharidus (diplomeeritud spetsialistiõpe)	Higher education (studies for diploma of specialist), started before 1992	16			15			16	
			Magistrikraad (3+2 süsteemi järgi, sh integreeritud bakalaureuse- ja magistriõpe)	Master's degree (3+2 system, incl integrated Bachelor and Master's studies)	17			15			16	
			Magistrikraad (4+2 süsteemi järgi)	Master's degree (4+2 system)	17			16			17	
	ISCED 6	14	Doktorikraad (sh kandidaadikraad)	Doctoral degree (incl Candidate of Doctor)	21			20			21	
	Foreign qualification	15	Välisriigis omandatud haridus, palun täpsusta	Foreign qualification, please specify								

					ESTONIA					
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (born before 1983, mother tonque Estonian)	School starting age		Total years of schooling when level is completed (Estonian mother tonque, born 1983 or after; Russian mother tonque, born 1987 or after)	School starting age	Vocational/ General
B_Q01a	Which of the following qualifications is the highest you have obtained?		Milline sellel kaardil nimetatuist on Teie kõrgeim haridustase?	Which of the following qualifications is the highest you have obtained?		7			6	
	No formal qualification or below ISCED 1	1	Alghariduseta (vähem kui 3 klassi)	Without primary education						
	ISCED 1	2	Algharidus (3-6 klassi)	Primary education	3			6		
	ISCED 2	3	Põhiharidus (7-9 klassi)	Basic education	8			9		
			Kutseharidus (sisseastumisel ei nõutud põhiharidust)	(basic education not required at admission)	9.5			9.5		
	ISCED 3C shorter than 2 years	4	Kutseharidus põhihariduse baasil (õppekava nominaalkestus alla 2 aasta)	Vocational education on the basis of basic education (nominal time of studies less than 2 years)	9.5			10.5		V

					ESTONIA					
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (born before 1983, mother tonque Estonian)	School starting age		Total years of schooling when level is completed (Estonian mother tonque, born 1983 or after; Russian mother tonque, born 1987 or after)	School starting age	Vocational/ General
	ISCED 3C 2 years or more	5	Kutseharidus põhihariduse baasil (õppekava nominaalkestus 2 aastat või enam)	Vocational education on the basis of basic education (nominal time of studies 2 years or more)	10.5			11.5		V
	ISCED 3A-B	6	Üldkeskharidus	General secondary education	11			12		A
			Kutsekeskharidus põhihariduse baasil	Vocational secondary education on the basis of basic education	11			12		V
			Keskeriharidus põhihariduse baasil	Secondary specialised education on the basis of basic education	11			12		V
	ISCED 3 (without distinction A-B-C, 2y+)	7								
	ISCED 4C	8								

					ESTONIA					
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (born before 1983, mother tonque Estonian)	School starting age		Total years of schooling when level is completed (Estonian mother tonque, born 1983 or after; Russian mother tonque, born 1987 or after)	School starting age	Vocational/ General
	ISCED 4A-B	9	Kutsekeskharidus keskhariduse baasil	Vocational secondary education on the basis of secondary education	13			14		V
	ISCED 4 (without distinction A-B-C)	10								
	ISCED 5B	11	Keskeriharidus keskhariduse baasil	Secondary specialised education on the basis of secondary education	14			15		
			Kutsekõrgharidus, diplomiõpe, rakenduskõrgharidus	Applied higher education	14.5			15.5		
	ISCED 5A, bachelor degree	12	Bakalaureusekraad (3+2 süsteemi järgi, alustatud pärast 2002.a)	Bachelor's degree (3+2 system, started after 2002)	14			15		
	ISCED 5A, master degree	13	Bakalaureusekraad (4+2 süsteemi järgi, alustatud enne 2002.a)	Bachelor's degree (4+2 system, started before 2002)	15			16		

					ESTONIA					
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed (born before 1983, mother tonque Estonian)	School starting age		Total years of schooling when level is completed (Estonian mother tonque, born 1983 or after; Russian mother tonque, born 1987 or after)	School starting age	Vocational/ General
			Enne 1992. aastat alustatud kõrgharidus (diplomeeritud spetsialistiõpe)	Higher education (studies for diploma of specialist), started before 1992	16					
			Magistrikraad (3+2 süsteemi järgi, sh integreeritud bakalaureuse- ja magistriõpe)	Master's degree (3+2 system, incl integrated Bachelor and Master's studies)	16			17		
			Magistrikraad (4+2 süsteemi järgi)	Master's degree (4+2 system)	17			18		
	ISCED 6	14	Doktorikraad (sh kandidaadikraad)	Doctoral degree (incl Candidate of Doctor)	21			21		
	Foreign qualification	15	Välisriigis omandatud haridus, palun täpsusta	Foreign qualification, please specify						

FINLAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Mikä on korkein suorittamanne tutkinto?	Which of the following qualifications is the highest you have obtained?			7
	No formal qualification or below ISCED 1	1	Ei muodollista tutkintoon johtavaa koulutusta	No formal education			
	ISCED 1	2	Peruskoulun luokat 1-6, kansakoulu, osa keskikoulua	Grades 1-6 of comprehensive school, primary school, part of middle school (ISCED 1)	6		
	ISCED 2	3	Peruskoulun luokat 7-9(10), keskikoulu	Grades 7-9(10) of comprehensive school, middle school (ISCED 2)	9		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5					
	ISCED 3A-B	6					
	ISCED 3 (without distinction A-B-C, 2y+)	7	Ammatillinen kouluasteen tutkinto, ammatillinen perustutkinto, ammattitutkinto	Upper secondary vocational education and training (ISCED 3)	11	V	
			Lukio	General upper secondary school (ISCED 3)	12	A	
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10	Erikoisammattitutkinto	Specialist vocational qualification (ISCED 4)	12	V	

FINLAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5B	11	Ammatillinen opistoasteen tutkinto	Vocational post-secondary qualification (ISCED 5B)	14		
	ISCED 5A, bachelor degree	12	Ammattikorkeakoulututkinto	Polytechnic degree (ISCED 5A)	16		
			Alempi korkeakoulututkinto, kandidaatin tutkinto	Bachelor's degree (ISCED 5A)	15		
	ISCED 5A, master degree	13	Ylempi korkeakoulututkinto, maisterin tutkinto, ylempi ammattikorkeakoulututkinto	Master's degree (ISCED 5A)	17		
	ISCED 6	14	Lisensiaatin ja tohtorin tutkinnot	Licentiate's and doctor's degrees (ISCED 6)	Licentiate 19 Doctor 21		

FLANDERS (BELGIUM)

Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Recoding suggestion by DPC	Recoding instruction by country	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?			What is the highest level of education you have ever successfully completed?	B_Q01aBE --> B_Q01a 1 --> 1 2 --> 2 3 --> 3 4 --> 5 5 --> 6 6 --> 7 7 --> 9 8 --> 11 9 --> 12 10 --> 13 11 --> 14 12 --> 15				6
	No formal qualification or below ISCED 1	1	Geen onderwijs of het lager onderwijs niet beëindigd	No education or not completed primary education		Use international Response category 1			
	ISCED 1	2	Lager onderwijs of basiseducatie	Primary education or adult basic education		Use international Response category 2	6		

FLANDERS (BELGIUM)

Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Recoding suggestion by DPC	Recoding instruction by country	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 2	3	Lager secundair onderwijs (of eerste graad)	Lower secondary education (or first stage secondary education)		Use international Response category 3	8		
	ISCED 3C shorter than 2 years	4		No correspondence					
	ISCED 3C 2 years or more	5	Volledig beroepssecundair onderwijs	Vocational secondary education		Use international Response category 5	12	VET NOT POSSIBLE, CATEGORY MIXED	
	ISCED 3A-B	6	Volledig algemeen, technisch of kunst secundair onderwijs	General or technical secondary education		Use international Response category 6	12		
	ISCED 3 (without distinction A-B-C, 2y+)	7	Hoger secundair onderwijs (geen onderwijsvorm)	Upper secondary education (no education form)		Use international Response category 7	12		
	ISCED 4C	8		No correspondence					

FLANDERS (BELGIUM)

Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Recoding suggestion by DPC	Recoding instruction by country	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 4A-B	9	Voortgezet secundair onderwijs dat toegang geeft tot hoger onderwijs (vierde graad of derde jaar van de derde graad van het secundair onderwijs)	Post-secondary non-tertiary education giving access to higher education (4th stage or 3rd year of 3rd stage secondary education)		Use international Response category 9	13		
	ISCED 4 (without distinction A-B-C)	10		No correspondence			13		
	ISCED 5B	11	Hoger onderwijs van één cyclus (korte type / professionele bacheloropleiding)	1 cycle higher education (short type / professional bachelor courses)		Use international Response category 11	15		
	ISCED 5A, bachelor degree	12	Academische bacheloropleiding (universitaire kandidatuuropleiding)	Academic bachelor courses (University candidate degree)		Use international Response category 12	15		
	ISCED 5A, master degree	13	Universitair onderwijs of hoger onderwijs van twee cycli (lange type / masteropleiding)	University education or 2 cycle higher education (long type / master courses)		Use international Response category 13	16		

FLANDERS (BELGIUM)									
Int. Question No	International English Version	Int. Value Code	National version	English translation of the national version	Recoding suggestion by DPC	Recoding instructio n by country	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 6	14	doctoraat	Doctorate		Use internation al Response category 14	20		
						Use internation al Response category 15			

FRANCE

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?						6
	No formal qualification or below ISCED 1	1	Aucun ou enseignement primaire inachevé	Never been to school or incomplete primary	5		
	ISCED 1	2	École primaire	Primary school	5		
	ISCED 2	3	Aucun diplôme (No diploma)	No diploma	5		
			Certificat d'études primaires (CEP) ou équivalent	Primary school certificate	5		
			Brevet des collèges ou équivalent	Secondary education, 1st cycle diploma like "brevet des collèges"	9		
	ISCED 3C shorter than 2 years						
	ISCED 3C 2 years or more	4	CAP, BEP ou diplôme de ce niveau	Vocational training diploma like "CAP" or "BEP"	11	V	
		5	Brevet professionnel (BP, BPA) ou de technicien (BT, BTA) ou diplôme de ce niveau	Professional or technical "brevet" or similar diploma	14	V	
	ISCED 3A-B	6	Baccalauréat professionnel	Professional baccalauréat	13	V	
	ISCED 3 (without distinction A-B-C, 2y+)	7	Baccalauréat technologique	Technological baccalauréat	12	A	
			Baccalauréat général (General baccalauréat)	General baccalauréat	12	A	
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11	BTS, DUT, DEUST, Diplôme des professions sociales et de la santé de niveau bac+2 (infirmière, kinésithérapeute, assistante sociale...)	Vocational training and technical diplomas up to Bac+2, BTS, DUT, DEUST, diplomas related to healthcare up to Bac+2	14		

FRANCE

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, bachelor degree	12	Diplôme de 1er cycle universitaire, DEUG, DUEL, DUES, PCEM, certificat d'aptitude pédagogique, certificat de fin d'études normales (CFEN)	University education, 1st cycle - DEUG, DUEL, DUES, PCEM or other diplomas	14		
			Diplôme de 2ème cycle universitaire : Licence, maîtrise, IUFM, CAPE, CAPES, CAPET, agrégation...	University education, 2nd cycle diplomas like licence, maîtrise, IUFM, CAPE, CAPES, CAPET, agrégation...	15		
	ISCED 5A, master degree	13	Diplôme d'une grande école (ingénieur, commerce...), diplôme d'études comptables supérieures (DECS), d'avocat (CAPA), d'expert-comptable, ingénieur du CNAM,...	Higher engineering school, higher business school, expert accounting qualification, lawyer qualification	17		
			University education, 3rd cycle (DES, DEA, DESS (=MPHIL), master) ; thesis and doctorate (=PHD) related to healthcare	University education, 3rd cycle (DES, DEA, DESS (=MPHIL), master) ; thesis and doctorate (=PHD) related to healthcare	17		
	ISCED 6	14	Thesis and doctorate (=PHD) NOT related to healthcare	Thesis and doctorate (=PHD) NOT related to healthcare	20		

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Welchen höchsten allgemein bildenden Schulabschluss haben Sie? Bitte sagen Sie es mir anhand dieser Liste.	What is the highest general education school leaving certificate that you hold? Please tell me according to this list.			6
	No formal qualification or below ISCED 1	1	Von der Schule abgegangen ohne Hauptschulabschluss (Volksschulabschluss), aber nach Beendigung der Grundschule	No formal education or left school without completing primary school grades			
	ISCED 1	2	Von der Schule abgegangen ohne Hauptschulabschluss (Volksschulabschluss)	Completed primary school grades, but left school without a Hauptschulabschluss (general education school leaving certificate obtained on completion of grade 9) or a leaving certificate from the Volksschule (the former name for compulsory school)	7		

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 2	3	Hauptschulabschluss (Volksschulabschluss)	Hauptschulabschluss (general education school leaving certificate obtained on completion of grade 9 at a Hauptschule or any other lower secondary level school) or a leaving certificate from the Volksschule (the former name for compulsory school)	9		
			Realschulabschluss (Mittlere Reife)	Realschulabschluss (general education school leaving certificate obtained on completion of grade 10 at a Realschule or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level).	10		

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			Abgang von der Polytechnischen Oberschule nach der 8. Klasse nach 1965	Left the Polytechnische Oberschule (Polytechnical High School, main secondary school type in former GDR) after 8th grade after 1965.	8		
			Abgang von der Polytechnischen Oberschule nach der 10. Klasse (vor 1965: 8. Klasse)	Left the Polytechnische Oberschule (Polytechnical High School, main secondary school type in former GDR) after 10th grade (pre 1965: 8th grade)	10		
	ISCED 3C shorter than 2 years	4	n/a				
	ISCED 3C 2 years or more	5	n/a				
	ISCED 3A-B	6	Fachhochschulreife, Abschluss Fachoberschule	Fachhochschulreife, a qualification obtained at a Fachoberschule (vocational school at upper secondary level) after 12 years of schooling. It entitles the holder to study at a Fachhochschule (technical college/university of applied sciences).	12	A	

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			Allgemeine oder fachgebundene Hochschulreife/ Abitur (Gymnasium bzw. EOS, EOS mit Lehre)	General higher education entrance qualification entitling holder to study all subjects at a higher education institution, or a discipline-specific qualification entitling the holder to study only certain subjects	13	A	
			Beruflich-betriebliche Berufsausbildung (Lehre)	(Completed) apprenticeship in the dual system (combination of in-company training and training at vocational school at upper secondary level)	13	V	
			Beruflich-schulische Ausbildung (Berufsfachschule, Handelsschule, Kollegscheule oder Schule des Gesundheitswesens (1-jährig)	Basic vocational training at a Berufsfachschule (full-time vocational school at upper secondary level), Handelsschule (commercial college), Kollegscheule (vocational college) or a school for medical assistants (1-year course)	12	V	
	ISCED 3 (without distinction A-B-C, 2y+)	7	n/a				
	ISCED 4C	8	n/a				

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 4A-B	9	Abitur oder Hochschulreife an der Abendschule	General higher education entrance qualification at evening school	14	V	
	ISCED 4 (without distinction A-B-C)	10	(Fach)Hochschulreife + berufliche Ausbildung	Higher education entry qualification but did not go to higher education but completed apprenticeship	14	V	
	ISCED 5B	11	Meister, Techniker oder gleichwertiger Fachschulabschluss	Trade and Technical school	15		
			<i>Berufs- oder Fachakademie, Schule des Gesundheitswesens (2- bis 3-jährig)</i>	<i>Specialised academy, Vocational Academy, Health Sector School (2 - 3 years)</i>	15		
	ISCED 5A, bachelor degree	12	Fachhochschulabschluss (Bachelor)	Bachelor's degree from a Fachhochschule (university of applied sciences/technical college)	16		
			Hochschulabschluss (Bachelor)	(here) a Bachelor's degree from a university (as opposed to a university of applied sciences)	16		
	ISCED 5A, master degree	13	Fachhochschulabschluss (Master; Diplom)	Master's or Diplom degree from a Fachhochschule (university of applied sciences/technical college)	17		

GERMANY							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
			Hochschulabschluss (Diplom. Magister, Staatsexamen; Master)	(Here) an advanced degree (Diplom, Magister, Master's, or State Examination in medicine, teaching or law) from a university as opposed to a university of applied sciences	18		
	ISCED 6	14	Promotion	doctorate	21		

IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card			What is the highest level of education or training			4
	No formal qualification or below ISCED 1	1		No formal education or training \ Pre-primary education (or new FETAC certificate at NFQ level 1)			
	ISCED 1	2		Primary education (or FETAC Certificate at NFQ level 2)	8		
	ISCED 2	3		Secondary 1 (Junior/Inter/Group Certificate, NCVA foundation Certificate, FAS IAS Certificate or FETAC Certificate at NFQ level 3)	11		
				Transition year programme	12		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5					
	ISCED 3A-B	6					
	ISCED 3 (without distinction A-B-C, 2y+)	7		Secondary 2 (Leaving Certificate, traditional, vocational applied)	14	A	

IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 4C	8		Technical or Vocational (e.g. Secretarial courses, Certificate in Hotel Operations, PLCs, FAS National Skills/Specific Skills Certificate or FETAC Certificate at NFQ level 4 & 5)	15	V	
				Advanced Certificate (Completed apprenticeships, Teagasc Farming or Horticulture Certificate, National Craft Certificate or FETAC Advanced certificate at NFQ level 6)	18	V	
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11		Higher Certificate (e.g. National Certificate (NCEA/DIT/IOT), Cadetship (army, air corps or naval service), Diploma in Police Studies or HETAC/DIT Higher Certificate at NFQ level 6)	16		

IRELAND							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
				Diploma (e.g. National Diploma (HETAC/NCEA), Bachelor Degree (DIT), 3 year Diploma or new Ordinary Bachelor Degree at NFQ level 7)	17		
	ISCED 5A, bachelor degree	12		Honours Bachelor Degree, Graduate Diploma (<i>or Higher Diploma at NFQ level 8</i>)	18		
				Professional (Honours Bachelor Degree equivalent or higher)	18		
	ISCED 5A, master degree	13		Post-Graduate (e.g. Post Graduate Diploma at NFQ level 9, Masters Degree (taught or researched) at NFQ level 9)	19		
	ISCED 6	14		Doctorate or higher (e.g. Doctoral Degree/higher Doctorate at NFQ level 10)	21		
	Foreign qualification	15		Foreign qualification	N/A		
B_Q02b							

ITALY							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		Quale dei seguenti è il titolo di studio più alto che ha ottenuto?	Which of the following qualifications is the highest you have obtained?			6
	No formal qualification or below ISCED 1	1	Nessun titolo o meno della licenza elementare (ISCED 0)	Non formal education or below ISCED 1	0		
	ISCED 1	2	Licenza elementare (ISCED 1)	Primary education or first stage of basic education	5		
	ISCED 2	3	Licenza media e nuovo obbligo (ISCED 2)	Lower secondary or second stage of basic education	8		
	ISCED 3C shorter than 2 years	4	Corsi regionali brevi (I livello) - (ISCED 3C shorter than 2 years)	Regional Vocational training qualification 1st level	9		
	ISCED 3C 2 years or more	5	Qualifica degli istituti professionali di Stato (ISCED 3C 2 years or more)	Educational and vocational training qualification	11		
	ISCED 3A-B	6	Diploma quinquennale (ISCED 3A)	Upper secondary education	13	VET NOT POSSIBLE. CATEGORY MIXED	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					
	ISCED 4A-B	9					

ITALY							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 4 (without distinction A-B-C)	10	Corso post-diploma non accademico (IFTS e corsi regionali di II livello) – (ISCED 4)	Post-secondary non tertiary education (Regional vocational training qualification 2nd level or Certification of higher technical specialisation)	15	V	
	ISCED 5B	11	Diploma di Conservatorio di musica, di Accademia di belle arti, di Accademia di danza, di Attore o Regista o ISIA (ISCED 5B)	Music Conservatory Diploma or National Dance Academy Diploma or Diploma of actor or director	16	V	
	ISCED 5A, bachelor degree	12	Laurea di 3-5-6 anni (compreso Vecchio Ordinamento) o Diploma accademico (ISCED 5A)	First stage of tertiary education (University Diploma or Laurea degree or Second level degree).	18	N.A.	
	ISCED 5A, master degree	13	Corsi post-laurea (ISCED 5A) OR Corso di specializzazione post-laurea (di almeno 2 anni) – (ISCED 5A)	First or second level post-lauream master degree or specialisation degree (ISCED 5A)	19	N.A.	
	ISCED 6	14	Dottorato di ricerca (ISCED 6)	Research Doctoral degree	21	N.A.	
	Foreign qualification	15	12. Titolo rilasciato all'estero (specificare)	Foreign qualification, please specify		-	

JAPAN								
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age	Country comment
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		あなたの最終学歴をカードの中から選んでください。	Which of the following qualifications is the highest you have obtained?			6	JPN NPM would like to stress that she considers the JPN educational system a single track, rather than a general/vocational track system
	No formal qualification or below ISCED 1	1	学校には行ったことがない、または小学校中退	No formal school education, Dropped out of elementary school				
	ISCED 1	2	小学校	Elementary school, Special education school (elementary department)	6			
	ISCED 2	3	中学校	Lower secondary school, Secondary education school (lower division), Special education school (lower secondary department)	9			
	ISCED 3C shorter than 2 years	4	高校の別科	Short-term course of upper secondary school, Short-term course of secondary education school (upper division), Short-term course of special education school (upper secondary department)	10	V		

JAPAN								
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age	Country comment
	ISCED 3C 2 years or more	5	高校の専門学科、 専修学校高等課程	(Full day / day / evening / corresponding) Specialized course of upper secondary school, (Full day / day / evening) Specialized course of secondary education school (upper division), Specialized course of special education school (upper secondary department), Specialized training college (upper secondary course)	12	V		

JAPAN								
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age	Country comment
	ISCED 3A-B	6	高校の普通科または総合 学科 高等専門学校（第1- 3学年）	General / integrated course of Upper Secondary school (including correspondence course), General / integrated course of secondary education school (upper division), General course of special education school (upper secondary department), College of technology (1st-3rd year)	12	A		
	ISCED 3 (without distinction A-B-C, 2y+)	7	高卒認定合格者（旧大検 合格者を含む）	Passed Upper Secondary School Equivalency Examination, Unknown	9			
	ISCED 4C	8						
	ISCED 4A-B	9						

JAPAN								
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age	Country comment
	ISCED 4 (without distinction A-B-C)	10	高校の専攻科、 短期大学または大学の別 科	Advanced course of upper secondary school, Advanced course of secondary education school (upper division), Advanced course of special education school (upper secondary department), Short-term course of junior college, Short-term course of university	13	V		
	ISCED 5B	11	短期大学、高等専門学校 (第4-5学年)、 短期大学または高等専門 学校の専攻科 専門学校(専修学校専門 課程)	Regular course of junior college (including correspondence course), Advanced course of junior college, Regular course of college of technology, Advanced course of college of technology, Specialised training college (post-secondary course)	14			

JAPAN								
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age	Country comment
	ISCED 5A, bachelor degree	12	大学学士課程、 大学の専攻科	Undergraduate programs of University (including correspondence course), Advanced course of university	16			
	ISCED 5A, master degree	13	大学院修士課程または博 士前期課程、 大学院専門職学位課程（ 法科大学院を含む）	Master's programs / Doctoral programs (lower division) of university (including correspondence course), Professional degree's programs of university (including correspondence course), Professional degree's programs of graduate law school	18			
			博士課程満期退学	Completed all work of doctoral program except doctoral thesis	21			
	ISCED 6	14	大学院博士課程	Doctoral programs of university (including correspondence course)	21			
			専修学校一般課程、 各種学校	Specialised training college (general course), Miscellaneous school	9			

KOREA							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		] 보기 카드 1을 보십시오. 귀하의 최종 학력은 무엇입니까?	What is the highest level of formal education you have ever successfully completed?			6
	No formal qualification or below ISCED 1	1	무학	no formal education or below Elementary			
	ISCED 1	2	초졸	Elementary	6		
	ISCED 2	3	중졸	Middle School	9		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5	고졸(전문계/ 이전의 실업계)	High School(vocational education)	12	V	
	ISCED 3A-B	6	고졸(일반계)	High School(college prep.)	12	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11		Master's degree(Specialized(vocational) graduate schools)			
			2-3년제 전문대 졸	2-3 year college	16		
				4 year college of education(Bachelor degree)			

KOREA							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, bachelor degree	12	일반 4년제 대학교 졸(학사) 특수 4년제대학(교육대학, 산업대학, 경찰대학 등) 졸(학사)	4 year university(Bachelor degree)	16		
	ISCED 5A, master degree	13	일반대학원 석사 학위취득 특수대학원 석사 학위취득 전문대학원 석사 학위취득	Master's degree(general universities)	18		
	ISCED 6	14	박사 학위취득	Doctoral degree	22		

NETHERLANDS							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		De volgende vraag gaat over het hoogste onderwijsniveau dat u volledig heeft afgemaakt. Kunt u aangeven welk niveau dat was. We bedoelen hier onderwijs dat tot een echt schooldiploma leidt, zoals mavo, mbo of universiteit.	The next question is about the highest level of (formal) education that you completed entirely. Can you tell what level that was?			
	<i>INTERVIEWER: If the respondent is currently enrolled in an educational programme, emphasize that the question refers to education that has been completed, and that current education will be addressed in a later question.</i>			<i>INTERVIEWER: If the respondent is currently enrolled in an educational programme, emphasize that the question refers to education that has been completed, and that current education will be addressed in a later question.</i>			
	No formal qualification or below ISCED 1	1	geen diploma	No formal qualification or below ISCED 1			
	ISCED 1	2	basisonderwijs, lagere school, speciaal lager onderwijs	primary education (isced 1, piaac 2)	7		

NETHERLANDS							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 2	3	vmbo praktijkonderwijs, ibo, ivbo, speciaal voortgezet onderwijs	secondary education, first cycle, middle (iscd 2c, piaac 3)	11		
			vmbo (bl, kl), lbo, vbo, bol/mbo 1 jarig (assistentenopleiding), kmbo 1 jarig, bbl 1 jarig	secondary education, first cycle, middle (iscd 2, piaac 3)	11		
			mulo, mavo, vmbo (tl, gl)	secondary education, first cycle, high (iscd 2b, piaac 3)	11		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5	leerlingwezen primair, bbl 2 jarig	secondary education, first cycle, middle (iscd 2c, piaac 5)	13	V	
			bol/mbo 2 jarig, kmbo 2 jarig	secondary education, second cycle, low (iscd 3c, piaac 5)	13	V	
			leerlingwezen secundair of tertiair, bbl 3- of 4-jarig	secondary education, second cycle, middle (iscd 3c, piaac 5)	14	V	
	ISCED 3A-B	6	bol/mbo 3 of 4 jarig	secondary education, second cycle, high (iscd 3a, piaac 6)	14	V	
			havo, mms	secondary education, second cycle, middle (iscd 3a, piaac 6)	12	A	
			vwo, gymnasium, hbs	secondary education, second cycle, high (iscd 3a, piaac 6)	13	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					

NETHERLANDS							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11	kort hbo, associate degree	tertiary education, first cycle, low (isced 5b, piaac 11)	14		
	ISCED 5A, bachelor degree	12	hbo 4 jarig, hbo bachelor	tertiary education, first cycle, middle (isced 5a, piaac 12)	16		
			universiteit bachelor	tertiary education, first cycle, high (isced 5a, piaac 12)	16		
	ISCED 5A, master degree	13	universiteit doctoraal, hbo/universiteit master	tertiary education, second cycle (isced 5a, piaac 13)	17		
	ISCED 6	14	doctoraat, medisch specialist	tertiary education, third cycle (isced 6, piaac 14)	21		

NORWAY							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?			What is the highest education you have obtained?			5
	No formal qualification or below ISCED 1	1	Ingen formell utdanning	No formal education			
	ISCED 1	2	Barneskole	Primary school	7		
	ISCED 2	3	Ungdomsskole, folkeskole	Compulsory school. General education school leaving certificate obtained on completion of grade 10 (or any other lower secondary level school) or a leaving certificate from Folkeskole (the former name for compulsory school)	10		
	ISCED 3C shorter than 2 years	4	Gymnas, videregående utdanning, realskole, folkehøyskole to år eller mindre, ikke direkte studiekompetansegivende	Vocational/high school /folk high school education 2 years or shorter, not giving direct access to ISCED 5 level	12	V	
	ISCED 3C 2 years or more	5	Videregående utdanning som gir fagbrev, svennebrev eller tilsvarende yrkesfaglig kompetanse. 2 års varighet eller mer.	Vocational education with craft certificate, no direct access to ISCED 5 level.	14	V	
	ISCED 3A-B	6	Gymnas, realskole eller videregående opplæring som gir generell studiekompetanse	Vocational/high school education giving direct access to ISCED 5 level, 3 years or shorter.	13	A	

NORWAY							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8	Fagskoleutdanning og annen yrkesrettet påbygging til videregående opplæring	2 years education at high school or supplementary education for adults giving access to ISCED 5 level	15	V	
	ISCED 4A-B	9	Forkurs til universitet og høyskole som ikke gir vekttall/studiepoeng	Introductory course to provide direct access to college/university. pre-degree foundation courses or short vocational programmes	14	A	
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11	Toårig høyskolekandidatgrad	Education at college/university or other post secondary education 2 years or shorter	15		
	ISCED 5A, bachelor degree	12	Bachelor, cand. Mag. eller annen universitets- og høyskoleutdanning, tilsvarende inntil fire års heltidsstudier (80 vekttall/240 studiepoeng eller mindre)	Education at college/university or other post secondary education 3 years or shorter	16		
	ISCED 5A, master degree	13	Master, hovedfag eller annen universitets- og høyskoleutdanning, tilsvarende mer enn fire års heltidsstudier (mer enn 80 vekttall/240 studiepoeng)	Education at college/university or other post secondary education, 4 years or longer	18		
	ISCED 6	14	Forskerutdanning	Second stage of tertiary education (post graduate)	21		

POLAND

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed, born before 1952	School starting age	Total years of schooling when level is completed, born after 1951 and before 1986	School starting age	Total years of schooling when level is completed, born after 1985	School starting age	Vocational/ Academic
B_Q01a	Which of the following qualifications is the highest you have obtained?		Proszę na tej karcie wskazać najwyższy poziom wykształcenia, jakie Pan posiada.	Which of the following qualifications is the highest you have obtained?		7		7		7	
	No formal qualification or below ISCED 1	1	Niepełne podstawowe	incomplete primary							
	ISCED 1	2	Podstawowe I (po reformie) (ISCED 1)	primary I ISCED 1	6		6		6		
	ISCED 2	3	podstawowe II (przed reformą lub gimnazjum) (ISCED 2)	primary II ISCED 2 (middle school)	7		8		9		
	ISCED 3C shorter than 2 years	4									
	ISCED 3C 2 years or more	5	Zasadnicze zawodowe	basic vocational	10		11		11		V
	ISCED 3A-B	6	Średnie zawodowe	secondary vocational	12		13		13		V
			Średnie ogólnokształcące	Secondary general	11		12		12		A
	ISCED 3 (without distinction A-B-C, 2y+)	7									
	ISCED 4C	8									
	ISCED 4A-B	9									
	ISCED 4 (without distinction A-B-C)	10	Policealne, pomaturalne, ale nie wyższe (ISCED 4)	post secondary, non-tertiary, ISCED 4	13		14		14		V

POLAND

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed, born before 1952	School starting age	Total years of schooling when level is completed, born after 1951 and before 1986	School starting age	Total years of schooling when level is completed, born after 1985	School starting age	Vocational/ Academic
	ISCED 5B	11									
	ISCED 5A, bachelor degree	12	Licencjat (ISCED 5A) (studia I stopnia)	BA, ISCED 5A (I degree)	14		15		15		
	ISCED 5A, master degree	13	Magisterium (ISCED 5A) (studia II stopnia)	MA, ISCED 5A (II degree)	16		17		17		
	ISCED 6	14	Doktorat, profesura (ISCED 6)	PhD, Professor, ISCED 6	20		21		21		

RUSSIAN FEDERATION*							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have		Какой наивысший уровень образования Вы получили?	Which of the following qualifications is the highest you have			6
	No formal qualification or below ISCED 1	1	Без образования	Without education	6		
	ISCED 1	2	Не закончил школу (менее 9ти классов)	Doesn't graduated from secondary school (Less than 9 classes)	6		
	ISCED 2	3	9 классов средней школы	9 classes of secondary school	9		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5					
	ISCED 3A-B	6					
	ISCED 3 (without distinction A-B-C, 2y+)	7	Средняя школа (10-11 классов)	secondary school (10-11 classes)	11	A	
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10	профессиональное образование (например,	education in specialized school	11	V	
	ISCED 5B	11	Среднее профессиональное образование (например, техникум)	technical secondary school	12		
	ISCED 5A, bachelor degree	12	Незаконченное высшее образование, бакалавр	Incomplete higher education, bachelor	16		
	ISCED 5A, master degree	13	Высшее образование, магистр	Higher education, master's degree	18		
	ISCED 6	14	Ученая степень (кандидат, доктор наук) или два высших образования	Academic degree or two higher educations	21		

RUSSIAN FEDERATION*							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	Foreign qualification	15	Зарубежное образование	Foreign education			

* Please refer to the note regarding the Russian Federation in the Note to Readers section of this report.

SPAIN							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the following qualifications is the highest you have obtained?		De las titulaciones incluidas en esta ficha, ¿cuál es la más alta que ha obtenido?	Which of the following titles the highest you have finished?			5
	No formal qualification or below ISCED 1	1	Menos de 5 años de escolarización.	Infant education, "párvulos" school, nursery school and similar. We do not consider that there exists formal education at any level below primary education.			
	ISCED 1	2	Educación Primaria; 5 ó más años de escolarización; Educación General Básica (5 cursos); y similares.	Primary education, certificate of primary studies, Spanish languages for immigrants, EGB Basic General Education (years 1-5) and similar.	6		

SPAIN							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 2	3	Educación Secundaria Obligatoria; Certificado de Estudios Primarios; Educación General Básica (2ª etapa); Bachilleratos Elementales; Formación Profesional, programa de aprendizaje de tareas; Pruebas de acceso a ciclos formativos de Grado Medio; y similares.	Compulsory Secondary Education; Basic General Education (years 6-8), Elementary Baccalaureats; Vocational Education, programme for the learning of skills; Social guarantee programme in 1 year; Initial vocational qualification programme in 1 year; and similar.	10		
	ISCED 3C shorter than 2 years	4	Programa de Garantía Social; Programa de cualificación profesional inicial; y similares.	Professional technical studies for adults; occupational education, and similar	11	V	
	ISCED 3C 2 years or more	5	Grado Medio de Música y Danza; certificado de la Escuela Oficial de Idiomas; FPI; y similares.	Specific Vocational Education, Programme for Initial Vocational Qualification, in 2 years; middle level of Official Schools of Languages; tests for access to university for people over 25; former Vocational Education 1st level. And similar.	12	V	

SPAIN							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 3A-B	6	Bachillerato, antiguos Bachilleratos Superiores y cursos preuniversitarios; BUP,COU; Formación Profesional Específica, Artes Plásticas y Enseñanzas deportivas de grado medio;FPI; Oficialía; y similares.	Baccalaureate , former Higher Baccalaureates and pre-university courses. And similar.	12	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7					
	ISCED 4C	8					
	ISCED 4A-B	9	Pruebas de acceso a ciclos formativos de grado superior; y similares.	Tests to have access to Specific Vocational Education, higher level, and similar Tests to have access to Vocational Education, higher level, and similar	14	A	
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11	Formación Profesional Específica, Artes plásticas y Enseñanzas deportivas de grado superior; FPII; Maestría industrial; y similares.	Specific Vocational Education, higher level; Higher Level of Music/Dance Conservatories; Higher level in Plastic Arts/Design/Sports Technician;and similar	14		

SPAIN							
Int. Question No	International English Version	Int. Value Code		English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, bachelor degree	12	Diplomatura; Ingeniería y Arquitectura técnica; licenciatura; estudios superiores de Artes Plásticas y Diseño; Estudios de Conservación y restauración; títulos de grado; y similares.	University Diploma; Technical Engineering and Architecture; University "Licenciatura", Higher Engineering and Architecture, titles of "Grado" and similar	15		
	ISCED 5A, master degree	13	Máster oficial; licenciatura; ingeniería superior y arquitectura; especialidades sanitarias de posgrado; y similares.	Master Degrees and postgraduate medical specializations. And similar.	17		
	ISCED 6	14	Doctorado.	Doctoral courses with a thesis, or equivalent requirements.	21		

SLOVAK REPUBLIC							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Ktorý z nasledujúcich stupňov vzdelania je najvyšší, aký ste doteraz dosiahli?	What is the highest education you have completed?			6
	No formal qualification or below ISCED 1	1	Predškolská výchova				
	ISCED 1	2	Základná škola 1.-4. trieda	Primary school 1-4. years	4		
	ISCED 2	3	Zákl. škola 5.-9. trieda, 8 ročné gymnázium 1.-4. ročník, osobitná škola 5.-9. ročník	Lower secondary 5.-9. years Lower secondary school for SEN 5-9. years	9		
	ISCED 3C shorter than 2 years	4	Stred. odborné školy, učilištia (kratšie ako 3 roky)	Secondary technical / vocational schools (less than 3 years)	11	V	
	ISCED 3C 2 years or more	5	Stred. odborné školy, učilištia (3 roky a viac)	Secondary technical / vocational schools (3 years or more)	12	V	
	ISCED 3A-B	6	Stredné školy s maturitou	Secondary schools with school leaving exam	13	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7	Pomaturitné vzdelávanie	Upper secondary school	14	V	
	ISCED 4C	8	Vyššie odborné školy, konzervatóriá 5.-6.ročník	Pre tertiary school, Secondary art school 5-6 years	15	V	
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B	11					
	ISCED 5A, bachelor degree	12	Vysokoškolské vzdelanie I. stupňa (Bakalárske štúdium, Bc.)	Bachelor degree, Gradual study	16		

SLOVAK REPUBLIC							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, master degree	13	Vysokoškolské vzdelanie II. stupňa (napr. Mgr., Ing., MUDr., PhDr.)	Master degree	18		
	ISCED 6	14	Vysokoškolské vzdelanie III. stupňa (napr. PhD.)	PhD studies, Second stage of tertiary education	21		
	Foreign qualification	15					

SWEDEN

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed (for respondents who did not confirm validity of register data YRSQUAL was calculated on the basis of more detailed Swedish B_Q01aSE1 variable)	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Vilken är den högsta utbildning som du har fullföljt?	What is the highest education you have completed?		Derived from register data	6
	No formal qualification or below ISCED 1	1	Grundskola, högst 5 år (folkskola/motsvarande) eller ingen utbildning alls	No formal education or education at primary level for 5 years or shorter (below ISCED 1)	6		
	ISCED 1	2	Grundskola, 6-8 år (folkskola/grundskola/motsvarande)	6 - 8 years of education at primary level (ISCED 1)	6		
	ISCED 2	3	Grundskola, enhetsskola eller realskola (9 - 10 år)	Completed compulsory school (9 - 10 years of education at lower secondary level) (ISCED 2)	9		
			Yrkesutbildning 2 månader - 1 år motsvarande heltid utöver folkskola/grundskola	Vocational education 2 months - 1 year corresponding to full time, based on elementary/comprehensive school (ISCED 2)	10 (9)*		

SWEDEN

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed (for respondents who did not confirm validity of register data YRSQUAL was calculated on the basis of more detailed Swedish B_Q01aSE1 variable)	Vocational/ Academic	School starting age
			Grundskole-kompetens inom vuxen- utbildning, folkhögskola	Received certificate corresponding to education at lower secondary level from adult education or folk high schools (ISCED 2)	9		
			Flickskola	girls' school (ISCED 2)	10 (9)*		
	ISCED 3C shorter than 2 years	4	Gymnasieutbildning kortare än 2 år, Fackskola och yrkesutbildning kortare än 2 år	Education at upper secondary schools shorter than 2 years, vocational education shorter than 2 years (ISCED 3C < 2 years)	10		
	ISCED 3C 2 years or more	5	3-årigt gymnasium, även yrkes- utbildning 3 år	Education at upper secondary schools 2 years, vocational education 2 years (ISCED 3 2 years and more)	12		
	ISCED 3A-B	6	Gymnasieutbildning 2 år, Fackskola eller yrkes- utbildning 2 år	Education at upper secondary schools 3 years, vocational education 3 years (ISCED 3 2 years and more)	11		
	ISCED 3 (without distinction A-B-C, 2y+)	7					

SWEDEN							
Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed (for respondents who did not confirm validity of register data YRSQUAL was calculated on the basis of more detailed Swedish B_Q01aSE1 variable)	Vocational/ Academic	School starting age
			Vuxen-utbildning motsvarande gymnasium 2 - 3 år, även inom folkhögskola	Adult education on upper secondary level 2 - 3 years, also in folk high schools (ISCED 3 2 years and more)	12		
	ISCED 4C	8					
	ISCED 4A-B	9					
	ISCED 4 (without distinction A-B-C)	10	4-årigt gymnasium, basår eller påbyggnadsutbildning för vuxna utöver 3 års gymnasial utbildning	4 years education at upper secondary schools or supplementary education for adults (based on 3 years education at upper secondary school) (ISCED 4)	13		
			Högskole-/universitetsutbildning och annan eftergymnasial utbildning motsvarande heltidsstudier kortare än 2 år	Education at college/university or other post secondary education shorter than 2 years (ISCED 4)	13		

SWEDEN

Int. Question No	International English Version	Int. Value Code	National Version	English translation of the national version	Total years of schooling when level is completed (for respondents who did not confirm validity of register data YRSQUAL was calculated on the basis of more detailed Swedish B_Q01aSE1 variable)	Vocational/ Academic	School starting age
	ISCED 5B	11	Högskole-/universitetsutbildning motsvarande 2 års heltidsstudier och annan eftergymnasial utbildning motsvarande 2 års heltidsstudier eller längre	Education at college/university 2 years or other post secondary education 2 years or longer (ISCED 5B)	14		
	ISCED 5A, bachelor degree	12	Högskole-/universitetsutbildning motsvarande 3 års heltidsstudier	Education at college/university 3 years (ISCED 5A)	15		
	ISCED 5A, master degree	13	Högskole-/universitetsutbildning motsvarande heltidsstudier i 4 år eller längre	Education at college/university 4 years or longer (ISCED 5A)	16		
	ISCED 6	14	Forskarutbildning (Fil lic eller Fil Dr)	Post graduate education (Licentiate of Ph or PhD degree) (ISCED 6)	20		
		* for respondents who confirmed validity of register data YRSQUAL was calculated on the basis of international B_Q01a variable. Therefore, Swedish B_Q01aSE1 categories belonging to international value code 3 could not be distinguished. They were all assigned value 9 as minority of respondents belong to Yrkesutbildning and Flickskola					

UNITED STATES							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
B_Q01a	Which of the qualifications on this card is the highest you have obtained?		Looking at this card, what is the highest level of education you have completed?				5
	No formal qualification or below ISCED 1	1	Pre-primary or no schooling				
	ISCED 1	2	Grades 1-6		6		
	ISCED 2	3	Grades 7-9		9		
	ISCED 3C shorter than 2 years	4					
	ISCED 3C 2 years or more	5					
	ISCED 3A-B	6					
	ISCED 3 (without distinction A-B-C, 2y+)	7	High school diploma		12	A	
	ISCED 3 (without distinction A-B-C, 2y+)	7	Pre-associate education. Attended trade school, college, or university; no certificate or degree received.		NA	A	
	ISCED 4C	8					
	ISCED 4B	9					
	ISCED 4A	9	A certificate from a college or trade school for completion of a program prior to the associate/bachelor's degree.		13	V	
	ISCED 4 (without distinction A-B-C)	10					
	ISCED 5B, associate degree	11	Associate degree		14		
	ISCED 5A, bachelor degree	12	Bachelor's degree (e.g. BA, AB, BS)		16		

UNITED STATES							
Int. Question No	International English Version	Int. Value Code	National version (text)	English translation of the national version	Total years of schooling when level is completed	Vocational/ Academic	School starting age
	ISCED 5A, master degree	13	Master's degree (e.g. MA, MS, Meng, MEd, MSW, MBA)		18		
	ISCED 5A, master degree	13	Professional degree (e.g. MD, DDS, DVM, LLB, JD)		19		
	ISCED 6	14	Doctorate degree (e.g. PhD, EdD)		21		

Appendix 6: PIAAC Consortium – Staff, Expert Group and National Project Manager Listings

PIAAC Consortium

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United States: Eugene Owen

Appendix 7: Data Adjudication in PIAAC

PIAAC Consortium and William Thorn

Section A7-1. Data adjudication – content, process and outcome

This section describes the content and process for the evaluation of quality – known as adjudication – of the data collected by participating countries, and provides a brief summary of the outcome of the process. The objective of the data adjudication process was to arrive at a judgment regarding the global quality of the data from PIAAC for each participating country and to determine, if necessary, any limitations that should be applied to the public dissemination and use of these data.

The PIAAC Technical Standards and Guidelines (TSG)¹ established requirements relating to the quality of PIAAC survey data with respect to representation of the target population and data comparability across countries, and provided standard procedures for quality assurance. Throughout the survey process, the Consortium conducted continuous quality monitoring activities aimed at limiting the magnitude of quality variation among countries. Communication between the country and its assigned Consortium contacts for sampling, operations and other components of the survey was critical to understanding various aspects of country samples and for assessing the quality and comparability of PIAAC data nationally and across countries. Communication allowed the Consortium to recommend ways to improve the quality of the country samples at the same time as minimizing the quality variation among countries.

The quality control (QC) process collected information regarding the country status following the TSG. The National Survey Design and Planning Report was the initial tool for collecting information from the countries about country-specific approach to maintaining compliance with the TSG for the total survey process. The implementation of those planned processes was monitored closely. For example, operations were monitored through conference calls on a regular basis and reports provided from the country relating to response rates and validation. Also, for sampling, the primary vehicles for the communication were the QC Sample Selection and Sample Monitoring forms. Real-time monitoring of all aspects of sampling was critical in allowing the Consortium to uncover problems with sampling and for the countries to incorporate changes if necessary.

As emphasized above, compliance with the TSG was an important component in the assessment of national data. However, in the adjudication process, a wider definition of quality was used – that of

¹ The December 2010 version of the TSG can be accessed from the following link: [http://www.oecd.org/site/piaac/PIAAC-NPM\(2010_12\)PIAAC_Technical_Standards_and_Guidelines.pdf](http://www.oecd.org/site/piaac/PIAAC-NPM(2010_12)PIAAC_Technical_Standards_and_Guidelines.pdf) (accessed 24 September 2013).

“fitness for use.” In other words, the goal was to go beyond compliance to assess whether the data produced were of a sufficient quality in terms of their intended uses or applications. In assessing overall quality level, the focus was on four key areas:

- Sampling
- Coverage and nonresponse bias
- Data collection
- Instrumentation

The core element of the adjudication process was an assessment of the quality of data in each of the domains identified above in terms of performance against a set of quality indicators. These indicators are listed in Table A7-1 below and described in detail in Section A7-2. These indicators reflect the major requirements of the TSG in the domains concerned and help to assess the variation in quality when attempting to compare estimates across countries.

Table A7-1: Quality domains and associated indicators

Domain	Indicators²
1 - Sampling	1.A Sampling plan ³ 1.B Sample selection (home office) ² 1.C Sample selection (field) 1.D Sample weighting 1.E Sampling error (DEF)
2 - Coverage and nonresponse bias (NRBA)	2.A Population coverage (frame) 2.B Population coverage (field) 2.C Weighted response rate, and coverage rate 2.D NRBA (Basic) 2.E NRBA (extended)
3 - Data collection	3.A Field validation/rechecks ⁴ 3.B Staffing, training, management / monitoring
4 - Instrumentation	4.A Assessment data 4.B Background questionnaire data 4.C Translation 4.D Coding and scoring 4.E Item nonresponse

In each of the four domains, the Consortium made an assessment of the level of performance of countries, first, at the level of each of the individual indicators and, second, at the level of the domain as a whole (see Table 2). A three-category assessment schema was used to summarize the assessments in respect to each indicator and, globally for each domain – “passed” (i.e., relevant requirements completely met), “caution” (i.e., relevant requirements met to a reasonable extent) and “failed” (i.e., relevant requirements generally not met). Explanations of what the assessment categories mean in relation to the quality indicators are provided in Section A7-2. At the level of individual indicators, the assessment was based on compliance with relevant standards, the information provided by countries as part of the quality control process, and the analysis of the response data from the Main Study. At the level of the domain, the assessment was based on consideration of performance in relation to the relevant indicators and their interrelationships. For example, evidence of a high level of undercoverage bias could be judged to be a serious problem for quality even if response rates were high and nonresponse bias low.

² Indicator codes as in Annex 1.

³ The goal of the Consortium was to have the sampling plan and sample selection verified for all countries before they went to the field. The schedule was set up so countries had enough time to incorporate corrections to their sampling steps before data collection. However, a number of countries had major delays in submitting their forms and thus there was no chance for correcting errors or improving upon deficiencies, if any, in these samples.

⁴ Data collection validation (rechecks) is critical to data validity; it is the most important quality control feature of household data collection. However, because this is the first cycle of PIAAC, it was understood if a country had not fully met the standards surrounding this activity. However, serious consideration will be given to raising the importance of this adjudication feature for the next cycle of PIAAC.

Table A7-2: Levels of quality assessment

Domain	Assessment against Indicators	Overall Assessment
Sampling	1.A (pass, caution, fail) 1.B (pass, caution, fail) 1.C (pass, caution, fail) 1.D (pass, caution, fail) 1.E (pass, caution, fail)	Pass, caution, fail
Coverage and nonresponse bias	2.A (pass, caution, fail) ...	Pass, caution, fail
Data collection	3.A (pass, caution, fail) ...	Pass, caution, fail
Instrumentation	4.A (pass, caution, fail) ...	Pass, caution, fail

The Consortium summarized the outcome of the assessment for each indicator and domain in an initial report that presented the results to the PIAAC Technical Advisory Group (TAG) at its meeting in December 2012. Countries were provided with the initial report soon after it was circulated to the TAG. The TAG reviewed the results of the quality assessment (and any country responses) and provided a report to the OECD Secretariat and to the BPC containing recommendations regarding the presentation and use of data for each country. The adjudication process was finalized after countries performed the required analyses based on the proficiency estimates that became available to countries prior to the 16-18 January 2013 workshop in Paris.

A decision was made to recommend that some conditions be placed on the release of a country's data if it received a "fail" grade in one or more domains. The conditions could range from placing results from the country concerned "under the line" in tables accompanied by an appropriate annotation when reporting results to suppressing data in some tables or, at the extreme, not releasing a country's data as part of the PIAAC international dataset. Similarly, receipt of a "caution" for two or more domains could lead to a recommendation that conditions be placed on release of a country's data.

The content of any recommendations made regarding the conditions applying to the release of a country's data reflected, in addition to the principles articulated in the TSG regarding response rates (Standard 4.7.4 and associated guidelines) described in Table 5 below, the extent and nature of the problems concerning data quality.

From the point of view of providing a secure basis for making inferences regarding the target population, some indicators are more important than others. For example, as discussed in Chapter 14, probability sampling is a necessary condition for a representative sample. Failure to provide evidence that sample selection both at the design stage and in the field resulted in a probability sample would represent a more serious concern than a failure to follow the standards relating to the training of interviewers and would lead, other things being equal, to more stringent conditions being placed on data

release. Also, for example, as given in Chapter 16, design effects (DEFFs) are an example of one of the more visible indicators of quality variation among countries. DEFFs are a measurable summary of quality and take into account the impact on sampling error due to clustering, stratification, unequal probabilities of selection, weight adjustments (Chapter 15) and multiple imputation. Design effects were estimated prior to sample selection, and for countries with relatively high design effects it was recommended to attempt to improve the stratification in their designs by finding good correlates with the PIAAC outcomes, and to revisit the clustering in their sample designs.

As discussed in the TSG, given the relationships between bias and undercoverage and response rates, countries must keep the exclusion rates low and implement procedures to reduce the potential for nonresponse bias and attain high response rates. There were several ways to reduce the potential for nonresponse bias. First and foremost was to plan and implement field procedures that obtain a high level of cooperation. Response rate was a valuable data quality component of the analysis of nonresponse bias, which was an important input to the data adjudication process. As explained in Section A7-2 below, two types of nonresponse bias analysis (NRBA) were required from countries. All countries were to complete a basic NRBA designed to provide evidence for the selection of variables to be used in nonresponse weighting adjustments. Countries with overall response rates of less than 70 percent were also required to complete an extended NRBA designed to evaluate the impact of the weighting adjustments implemented on the proficiency estimates. Chapter 16 includes a description of the basic and extended NRBA, and the outcome of the analysis is included in the country reports in Section A7-3.

Table 3 presents the PIAAC Data Quality Evaluation results for all quality indicators. Section A7-3 includes each country's adjudication report.

Table A7-3: PIAAC data quality evaluation summary table⁵

Country	Sampling	Coverage and Nonresponse Bias ⁶	Data Collection	Instrumentation
Australia	Caution-Quality partially known, due to confidentiality restrictions	Pass	Pass	Pass
Austria	Pass	Caution-Bias low	Pass	Pass
Canada	Pass	Caution-Bias minimal	Pass	Pass
Cyprus ⁷	Pass	Pass	Pass	Pass
Czech Republic	Pass	Caution-Bias low	Pass	Pass
Denmark	Pass	Caution-Bias low	Pass	Pass
England (UK)	Pass	Caution-Bias low	Caution-Partial Compliance	Pass
Estonia	Pass	Caution-Bias low	Pass	Pass
Finland	Pass	Caution-Bias minimal	Caution-Partial Compliance	Pass
Flanders (Belgium)	Pass	Caution-Bias low	Pass	Pass
France	Pass	Caution-Bias low	Caution-Partial Compliance	Pass
Germany	Caution-Probabilities of selection derived from simulation	Caution-Bias low	Pass	Pass
Ireland	Pass	Pass	Pass	Pass
Italy	Pass	Caution-Bias low	Pass	Pass

⁵ This table represents summarized information that is extracted from Tables A7-4, A7-5 and A7-6 at the end of this Annex.

⁶ The ratings provided in this column are based on sample coverage, response rate, and the outcome of NRBA. The analysis showed that nonresponse adjustment weighting was effective in reducing the potential for bias in all countries. However, there is still a potential for either minimal or low level of bias in the outcome statistics for countries with response rates lower than 70%. The analysis concluded that there was not enough evidence showing any moderate or high level of bias, based on assumptions made about the proficiency scores of nonrespondents. Therefore, data users need to be cautioned when interpreting the results of the analysis for countries with very low response rates because different assumptions could lead into different results.

⁷ Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

Table A7-3 (cont.): PIAAC data quality evaluation summary table

Country	Sampling	Coverage and Nonresponse Bias	Data Collection	Instrumentation
Japan	Caution-Approved deviation from standards	Caution-Bias low	Pass	Pass
Korea	Pass	Pass	Pass	Pass
Netherlands	Pass	Caution-Bias low	Pass	Pass
Northern Ireland (UK)	Pass	Caution-Bias low	Pass	Pass
Norway	Pass	Caution-Bias low	Pass	Pass
Poland	Pass	Caution-Bias low	Caution-Partial Compliance	Pass
Russian Federation ⁸	Caution – Noncompliance	Caution-Bias level unknown level ⁹	Fail	Caution ¹⁰
Slovak Republic	Pass	Caution-Bias low	Pass	Pass
Spain	Pass	Caution-Bias low	Pass	Pass
Sweden	Pass	Caution-Bias low	Pass	Pass
United States	Pass	Pass	Pass	Pass

⁸ Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

⁹ Bias level unknown due to incomplete nonresponse bias analyses.

¹⁰ See “Data Adjudication Summary” section in the Russian Federation Adjudication Report for details.

Section A7-2: Data quality – indicators used for adjudication

1. Sampling

1.A Sampling plan

- A complete sampling plan was provided.
- The country responded to feedback from the Consortium.

Rating: “Pass” = requirements fully met; “caution” = plan provided but only limited response to suggestions; “fail” = no plan provided, plan provided but country did not respond to feedback.

1.B Sample selection: Home office

- Complete QC sample selection forms were provided prior to data collection.
- Each person in the PIAAC target population had a nonzero and known (calculable) probability of selection resulting from the application of established and professionally recognized principles of scientific sampling.
- No substitution of sampling units.

Rating: “Pass” = requirements fully met; “caution” = evidence that sample selection process was not based on probability principles, but that effects were not significant; “fail” = no information provided, evidence that sample selection process was not based on probability principles and that effects were potentially significant.

1.C Sample selection: In field

- Persons were selected from within households using a fully enumerated grid of household members.
- No more than two persons were selected in a household, and fewer than 10% of households had two persons selected.
- Each person in the PIAAC target population had a nonzero and known (calculable) probability of selection resulting from the application of established and professionally recognized principles of scientific sampling.
- No substitution of sampling units.

Rating: “Pass” = requirements fully met; “caution” = only partial information provided or evidence that sample selection process was not based on probability principles, but that effects are not significant; “fail” = no information or insufficient provided, evidence that sample selection process was not based on probability principles and that effects were potentially significant.

1.D Sample weighting

- The country fully completed and returned the applicable QC weighting forms.

- Persons who did not complete the survey for a literacy-related reason (e.g., language barrier) were excluded from the adjustment for nonliteracy-related nonresponse. Literacy-related nonrespondents (LRNR) at the screener stage or without age and gender collected were represented by BQ LRNR with age and gender collected and assessment LRNR. The BQ LRNR with age and gender collected has final weights and was included in the benchmarking adjustment with the BQ respondents.
- At a minimum, weights were benchmarked to control totals for age and gender.
- Control totals were from a survey of higher quality than PIAAC and match the concepts and definitions in PIAAC.
- Between 15 and 80 replicate weights were created using one of the following methods: delete-one jackknife, paired jackknife, balanced repeated replication, or Fay's method.
- All weight adjustments conducted for the full sample were conducted on each replicate weight to capture the variation created, or reduced, by the weight adjustments.

Rating: "Pass" = requirements fully met; "caution" = requirement generally met; "fail" = requirements met to a very limited extent or not at all.

1.E Sampling error

- The design effect, as a result of clustering, differential sampling rates and weighting adjustments, is at an adequate level (less than 2.5) for proficiency measures. Two statistics are computed: 1) the unequal weighting effect, resulting from variable sampling weights, and 2) effective sample size, as the ratio of the final sample size and the design effect computed using the first plausible value for the literacy component.

Rating: "Pass" = requirements fully met; "caution" = requirement generally met; "fail" = requirements met to a very limited extent or not at all.

2. Coverage and nonresponse bias

2.A Population coverage: Frame

- The estimated percentage of the target population excluded from the frame

Rating: "Pass" = exclusions $\leq 5\%$; "caution" = $5\% < \text{exclusions} \leq 8\%$; "fail" = exclusions $> 8\%$

2.B Population coverage: Data collection

- The weighted percentage of cases excluded because they are inaccessible. Rating: not applicable. This is provided as an information item.

2.C Weighted response rate

- The value of the overall design weighted response rate.

Rating: "Pass" = response rate $\geq 70\%$; "caution" = $50\% \leq \text{response rate} < 70\%$; "fail" = response rate $< 50\%$

- The value of the overall design weighted coverage rate.

Rating: not applicable. This is provided as an indication of the overall coverage of the target population.

2.D NRBA: Basic

- The country performed all required basic NRBA analyses and returned the basic NRBA report.
- Variables related to age, gender, education, employment and region were analyzed.
- Characteristics showing bias were used in weighting adjustments or justification was provided for not including the variable in weighting.

Rating: “Pass” = requirements fully met; “caution” = requirement generally met; “fail” = requirements met to a very limited extent or not at all.

2.E NRBA: Extended 1-5 (only required if the overall weighted response rate was < 70%)

- The country completed the required analyses and returned the extended NRBA report.
- No evidence of significant, substantial undercoverage or nonresponse bias.

Rating: “Pass” = required analysis undertaken. No evidence of significant or substantial undercoverage or nonresponse bias; “caution” = required analysis undertaken. Evidence of a moderate level of undercoverage or nonresponse bias; “fail” = required analysis either not undertaken or undertaken to a limited extent. Evidence of a high level of undercoverage or nonresponse bias.

3. Data collection

3A. Validation/rechecks

- Overwhelming majority of validation cases were selected randomly.
- Close to 10% of each interviewer’s cases were validated.
- Cases selected for validation included completes, refusals, noncontacts and eligibles.

Rating: “Pass” = evidence provided that demonstrates that requirements were fully met; “caution” = evidence provided that demonstrates that requirements were generally met; “fail” = no information provided or available evidence indicates that requirements were not met or met only to a very limited extent.

3B. Data collection (staffing, training, management/monitoring)

- Sufficient and qualified staff were hired to conduct data collection (i.e., obtain required number of completes and acceptable response rates within the study timeframe).
- Interviewer training was conducted using adapted Consortium training scripts.
- Depending on experience, interviewers were offered at least 20-30 hours of in-person training.

- Interviewer training consisted of at least 10 hours covering BQ and direct assessment administration and four hours on gaining respondent cooperation.
- Field supervisors were responsible for no more than 30 interviewers.
- Meetings between interviewers and supervisors to manage and monitor field work were held at least every other week.

Rating: “Pass” = evidence provided that demonstrates that requirements were fully met; “caution” = evidence provided that demonstrates that requirements were generally met; “fail” = no information provided or available evidence indicates that requirements were not met or met only to a very limited extent.

4. Instrumentation

4.A Cognitive assessment

- Literacy, numeracy and problem-solving scales are reliable, valid and comparable.

Rating: “Pass” = significant deviations from international item characteristic curves (ICCs) observed in only a small number of cases; “caution” = significant deviations from international ICCs observed in some cases; “fail” = significant deviations from international ICCs observed in a large number of some cases.

4.B BQ

- BQ items and indices are reliable, valid and comparable.

Rating: “Pass” = data quality high (e.g., low levels of item nonresponse for key variables, scales reliable); “caution” = data quality moderate; “fail” = data quality low.

4.C Translation

- Translation conducted by two independent translators, followed by reconciliation by a third translator.
- Full verification undertaken before the Field Test, partial verification of any revisions undertaken before the Main Study.
- All BQ adaptations approved.

Rating: “Pass” = requirements fully met; “caution” = requirements generally met; “fail” = requirements met to a very limited extent or not at all.

4.D Coding and scoring

- Rates of agreement between countries of scoring of anchor booklets (literacy, numeracy).
- Level of scoring reliability within countries.
- Countries provided a description of their coding system and coding quality control procedures.

Rating: “Pass” = Evidence that the required scoring reliability studies were conducted correctly. Interrater reliability between and within countries was within expected bounds. Required information on coding provided; “caution” = evidence that the required scoring reliability studies may not have been conducted correctly. Interrater reliability between and/or within countries was outside expected bounds. Not all information on coding provided; “fail” = evidence that the required scoring reliability studies were not been conducted correctly. Interrater reliability between and/or within countries was well outside expected bounds. Required information on coding either not provided or only limited information provided.

4.E Item nonresponse

- Number of BQ items for which response rate is less than 85%.
- Item nonresponse bias analysis conducted for all BQ items with response rates below 85%.

Rating: “Pass” = requirements fully met; “caution” = requirement generally met; “fail” = requirements met to a very limited extent or not at all.

Section A7-3: Adjudication reports

Australia

Sampling

To the best of the Consortium's knowledge, Australia followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting, with one minor deviation (noted below under sample weighting). However, Australia was unable to provide all QC information because of confidentiality restrictions, so the Consortium cannot fully verify its compliance.

- Sampling plan: No issues
- Sample selection
 - Home office: For confidentiality reasons, Australia was unable to provide the Consortium with selection probabilities and could not report on most of the information in the QC sample selection forms. Therefore, the Consortium is unable to verify whether the sample adheres to the TSG.
 - In field: See above
- Sample weighting: For confidentiality reasons, Australia was unable to provide some of the information in the standard weighting QC forms. However, the Consortium corresponded with Australia to verify whether the main weighting standards were met. Australia performed person-level nonresponse adjustments and benchmarking to adjust for undercoverage and nonresponse at the household and person level, rather than doing separate adjustments at the household and person level according to the standard weighting procedures in the PIAAC Weighting and Variance Estimation Plan. Its procedure included a separate adjustment for literacy-related nonrespondents, as required by the TSG. The replicates were adjusted at each calibration stage but were not adjusted for nonresponse, which is in violation of Standard 14.11. However, per Australia, "Since the [nonresponse adjustment] factors are derived at such a broad level, they would vary very little if derived separately for each replicate group. Whilst this theoretically may result in variances being understated, in practice the magnitude of the impact is unlikely to be discernible."
- Sampling error: Australia's design effect due to unequal weights is 1.60 for a sample size of 7,428 adults ages 16-65. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 3,061. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.39). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Australia produces both National and State level estimates for PIAAC so there are different probabilities of selection across the States/Territories. Since this survey design feature increases the design effect for the National estimates, Australia

increased its sample size to account for it. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, but if a weight was lower than 50% or higher than 300% of the initial weight after adjustments and benchmarking, benchmark classes were collapsed to reduce the weight fluctuation.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 3.3% (persons living in very remote areas; persons living in discrete indigenous communities; persons residing in non-institutional special dwellings; non-Australian diplomats, diplomatic staff and members of their household; non-Australian defense forces and their dependants).
 - Data collection: Not applicable
- Weighted response rate: 71%
- Nonresponse bias analysis
 - Basic: Instead of the standard analyses required by the Consortium, Australia performed a coverage analysis and calculated BQ response rates by subgroup. The Consortium agreed that the coverage analysis could serve as a substitute for the chi-square analysis. It encouraged Australia to perform a multivariate analysis (e.g., logistic regression). However, Australia explained that its coverage analysis is iterative—the potential bias after standard calibration is looked at first (by comparing weighted estimates to external totals) and then the weights are calibrated further if necessary. This is done in a way that would serve a similar purpose as a multivariate analysis.
Australia evaluated nonresponse by region, but could not share the results because of confidentiality reasons. As well, an under-representation was found of males, younger age groups, less educated, and not employed. Gender, age, education, Labor force status and region were all used in weighting adjustments. No other variables were analyzed for nonresponse bias.
 - Extended (preliminary): Not required

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Australia generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation and Guidelines 8.1.1B and 8.1.2A on management of field staff.

However, Australia met a reduced requirement on interviewer training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Australian interviewers were provided with 20 to 28 hours of in-person training.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Australia followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification¹¹ prior to the Field Test and a partial verification¹² prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Australia followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 98.3%
 - Literacy Items: 98.8%
 - Numeracy Items: 96.3%
- Scoring reliability of paper-based national booklets
 - Core items: 99.7%
 - Literacy Items: 98.1%
 - Numeracy Items: 99.2%

Assessment data

Overall, 96.5% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Australia, 78.0% of the respondents who completed the BQ took the computer-based cognitive assessment, while 19.7% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Australia, 14.4% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 2.8% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

¹¹ Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

¹² Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Australia followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Australia. If a respondent started the interview, the likelihood that she/he provided data is at a level above 98% with practically only one exception: Income related questions. In Australia, 93.2% of respondents provided yearly income reported in either direct amount or categories.

If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Australia, we observed 1.9% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Australia, these percentages were 10.2% for Literacy and 7.4% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Australia, the percentage of nonresponse for Literacy was 5.9%, for Numeracy it was 4.6%, and for PSTRE it was 0.2%.

Austria

Sampling

Austria followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials related to sampling plan, sample selection, and sample weighting were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: Austria followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights.
- Sampling error: Austria's design effect due to unequal weights is 1.09 for a sample size of 5,130. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 3,561. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.41). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.6% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 0.8%.
- Weighted response rate: 53%
- Nonresponse bias analysis
 - Basic: Austria performed all required analyses. The basic analysis showed significantly low response rates for low educated, non-Austrian, and people living in Styria and Vienna, based on registry information. Age, gender, province, urbanization, education, and nationality were used in weighting adjustments.
 - Extended: Austria performed all required analyses except the analysis for non-interview report form. The extended analysis showed that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Bias in age, education, nationality, urbanization, and region was reduced through the weighting process as these variables were used in weighting adjustments. Sex was also analyzed but did not show significant bias.
 - Analysis 2 – Comparisons of estimates to external totals: Significant differences were found between PIAAC estimates (using final weights) and Labor Force Survey (LFS) quarter 4 of 2011 estimates of employment status. Per Austria, the difference could be caused by the different time spans of the two surveys. In addition, the definition of employment status

differs between LFS and PIAAC, as the latter follows the ILO concept that says “all members of the armed forces, including conscripts, should be defined as being in PAID work.” In the LFS, this group of people (armed forces including conscripts) is excluded from the employment analysis.

- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was above average at 0.43 (0.44 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.55 (0.55 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.56 (0.57 for numeracy), which was above the average across countries. Although Austria’s response rate was low (53%), this analysis shows that weighting adjustments were effective in reducing NRB because of the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (53% of the selected sample) and the weighting variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (47% of sampled cases).
- Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the final weighted data were re-calibrated by adding an additional raking dimension. Very small differences were found in the proficiency estimates before and after re-weighting.
- Analysis 5 – Analysis of variables collected during data collection: Austria looked at characteristics of the literacy-related nonrespondents and found that they belonged to the expected sociodemographic groups, except that the low amount of literacy-related cases in one province was unexpected. Bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Austria compared mean literacy scores, as well as age, sex, education, region, urbanization, and nationality, between low level-of-effort cases (interviews conducted with three or fewer contacts) and high level-of-effort cases (interviews conducted with more than three contacts). No significant differences of mean literacy score were found between high level-of-effort and low level-of-effort cases except for the 16-25 years old.
- Analysis 7 – Range of bias: The literacy scores’ first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 64 and the maximum score was 447, for a range of 383. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 48, indicating a minimal potential for bias in outcome statistic. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is,

even though Austria's response rate was low (53%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (47% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Austria partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Austria reached the 7% threshold for 94% of its interviewers.

Austria also partially met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Meetings between supervisors and interviewers only occurred on an as-needed basis.

Austria met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. All of Austria's interviewers were provided with at least 15 hours of training. About one-third of interviewers were provided with about 30 hours.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Austria followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Scoring

To the best of the Consortium's knowledge, Austria followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 96.0%
 - Literacy Items: 97.9%
 - Numeracy Items: 95.8%
- Scoring reliability of paper-based national booklets
 - Core items: 99.1%
 - Literacy Items: 98.2%
 - Numeracy Items: 98.4%

Assessment data

Overall, 99.0% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Austria, 73.4% of the respondents who completed the BQ took the computer-based cognitive assessment, while 24.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Austria, 12.4% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 4.4% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Austria followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Austria. If a respondent started the interview, the likelihood that she/he provided data is at a level above 98% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Austria, about 81.6% of respondents reported income in exact amounts (88.6% across countries) and about 10.9% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Austria, we observed 1.8% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Austria, these percentages were 9.9% for Literacy and 6.8% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Austria, the percentage of nonresponse for Literacy was 5.6%, for Numeracy it was 3.4%, and for PSTRE it was 0.1%.

Canada

Sampling

Canada followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully.

- Sampling plan: No issues
- Sample selection
 - Home office: The sample selection forms SS-2_DU and SS-2_Person were not submitted until after the data collection period.
 - In field: Canada projected a lack of aboriginal respondents in Yukon and replaced the (not worked) Yukon general sample by an oversample of aboriginals.
- Sample weighting: Canada followed closely to the standards and communicated closely with the Consortium. In order to produce variances that are comparable with other countries and accurately reflect the degrees of freedom for subnational variance estimates using the JK1 approach, Canada implemented a replication approach recommended by the Consortium that is different from the method used in 2003 IALSS. In addition, Canada applied an ad hoc adjustment to integrate the weights/combine all sampled parts (general sample and supplementary samples covering members of the official language minority, individuals between ages 16 and 24, recent immigrants, Aboriginals and Métis).
- Sampling error: Canada's design effect due to unequal weights is 2.76 for a sample size of 27,285. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 7,848. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (3.45). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Variation in the weights resulted from some very small initial probabilities of selection and a large number of persons in some households. Further variation was added through nonresponse adjustments. Canada's targeted number of completed cases was 5 000 in English and 4 500 in French. Respondents could choose to answer PIAAC in either English or French.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 1.8% (residents of Indian reserves, smaller communities in the northern territories, remote and very low population density areas in provinces, non-institutional collective dwellings, other than students in residences).
 - Data collection: Not applicable
- Weighted response rate: 59%
- Nonresponse bias analysis
 - Basic: Canada performed all required analyses using both the general and supplementary samples. Dwelling units located in areas with a higher percentage of individuals having the minority language as a mother tongue showed a lower

response rate. The response rate at the BQ level was higher for women than for men. The non-respondents also tended to live alone or with another individual of the same gender, in apartments, and/or belong to a younger age group (less than 34). All the variables examined in the analyses were used in weighting adjustments.

- Extended: Canada performed all required analyses using both the general and supplementary samples. Their extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: At the screener level, bias in type of dwelling, gender, variables related to household composition, and legal marital status was reduced through weighting. At the BQ level, bias in variables related to household composition, presence of adults having French as a mother tongue in the household, and gender was reduced through weighting.
 - Analysis 2 – Comparisons of estimates to external totals: Some PIAAC estimates (computed using final weights) were outside the confidence intervals produced using the Labor Force Survey for April 2012 data, but there was an overlap between the confidence intervals produced by the two surveys for all industry classification categories.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.22 (0.23 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.53 (0.52 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.54 (0.53 for numeracy), which was about the average across countries. Although the response rate was 59%, this analysis shows an effective reduction in potential NRB due to the moderate correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (59% of the selected sample) and the weighting variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (41% of sampled cases).
 - Analysis 4 – Comparisons of estimates from alternative weightings: Canada recalibrated to a more basic set of auxiliary variables (province, age, gender, language, immigrant status, and highest level of education). Results calculated using final weights were generally slightly lower than re-weighted proficiency estimates and standard errors were generally smaller, suggesting that additional calibration variables were useful in reducing a potential upward bias in the estimates.
 - Analysis 5 – Analysis of variables collected during data collection: Literacy-related nonrespondents had a specific profile compared to other nonrespondents. They tended to live in apartments, in areas with a lower percentage of individuals being married or living in a common law relationship, in areas with lower median income, in households with more than two adult members, and in households where all adults had a mother

language other than English or French. They tended to be older (aged 55+) and the percentage of women was also higher. Bias was reduced by the LRNR weighting adjustment.

- Analysis 6 – Level-of-effort analysis: Canada defined level-of-effort as the number of days between the first attempt to contact a case and the day of the PIAAC interview. Immigration status and highest level of education completed were characteristics separating low level-of-effort respondents from high level-of-effort respondents. High level-of-effort respondents tended to achieve significantly lower scores than low level-of-effort respondents. There were no significant differences in the distribution of respondents' gender or age.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 36 and the maximum score was 423, for a range of 386. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 47, indicating a minimal potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Canada's response rate was low (59%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (41% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Canada appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 9.4.2 on interviewer training and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Canada partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of their interviewers, selected randomly, across all dispositions. Canada reached the 7% threshold for 85% of its interviewers. Fifteen percent of interviewers were validated at less than the 7% level.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Canada followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for

new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Canada followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 98.3%
 - Literacy Items: 98.3%
 - Numeracy Items: 96.4%
- Scoring reliability of paper-based national booklets
 - Core items: 99.4%
 - Literacy Items: 96.9%
 - Numeracy Items: 98.3%

Assessment data

Overall, 96.6% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Canada, 83.5% of the respondents who completed the BQ took the computer-based cognitive assessment, while 14.7% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Canada, 6.3% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 5.2% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Canada followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Canada. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Canada, about 93.4% of respondents reported income in exact amounts (88.6% across countries) and about 2.3% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Canada, we observed 0.9% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Canada, these percentages were 13.0% for Literacy and 9.6% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Canada, the percentage of nonresponse for Literacy was 8.6%, for Numeracy it was 6.4%, and for PSTRE it was 0.1%.

Sampling

Cyprus followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: No field issues detected
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Cyprus.
- Sampling error: Cyprus' design effect due to unequal weights is 1.39 for a sample size of 5,053. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 2,855. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.54). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Cyprus' sample design involved an equal probability selection at the household level; however, there was variation in the selection probabilities at the person level. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was less than 2% (people living in houses built after December 2010)
 - Data collection: Not applicable
- Weighted response rate: 73%
- Nonresponse bias analysis
 - Basic: Cyprus performed all required analyses. Its analysis showed that lower response rates were identified in urban areas and larger districts at the screener level. Potential bias in variables examined were observed also at the screener level for District and Locale, while at the BQ level, statistically significant differences were observed between the respondents and nonrespondents only within Districts. District and Locale have been used in the weighting process (nonresponse adjustment and raking).
 - Extended: The extended analysis provides evidence that bias was reduced through the weighting adjustments. Since Cyprus has a high BQ response rate, analyses 1, 4, and 7 were not required.

¹³ Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

- Analysis 1 – Comparisons of estimates before and after weighting: Cyprus was not required to do this analysis.
- Analysis 2 – Comparisons of estimates to external totals: PIAAC estimates were compared to Census 2011 and Labor Force Survey 2011 by age, gender, region, education, and employment status. PIAAC estimates are different from Census in the age group 16-19 and the Paphos Urban area.
- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.21 (0.28 for numeracy). The correlation between the raking dimensions and literacy scores was also below average at 0.39 (0.47 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.39 (0.47 for numeracy), which was below the average across countries. This indicates some potential for reducing NRB due to the correlation between the survey outcomes and the weighting variables.
- Analysis 4 – Comparisons of estimates from alternative weighting: Cyprus was not required to do this analysis.
- Analysis 5 – Analysis of variables collected during data collection: Even though significant differences were found in the distribution by region between the literacy-related cases and the comparison group, these differences cannot be attributed to a possible impact on bias, since for some categories the literacy-related cases are very few. Bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Cyprus compared mean proficiency scores, as well as age, sex, region, urbanization, education, and employment status, between low level-of-effort cases (interviews conducted with five or fewer contacts) and high level-of-effort cases (interviews conducted with more than five contacts). For literacy, low level-of-effort cases were found to have significantly higher proficiency scores than high level-of-effort cases for Nicosia and Larnaca, age group 16-24, and adults with less than upper secondary education. For numeracy, low level-of-effort cases were found to have significantly higher proficiency scores than high level-of-effort cases for Paphos, age group 16-24, adults with less than upper secondary education, and adults out of the labor force.
- Analysis 7 – Range of bias: Cyprus was not required to do this analysis.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Cyprus generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation and Guidelines 8.1.1B and 8.1.2A on management of field staff.

However, Cyprus met a reduced requirement on interviewer training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15

hours of training instead of the 30 hours required by the training programme provided by the Consortium. Cyprus interviewers were provided with 18 hours of in-person training.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Cyprus followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Cyprus followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 98.3%
 - Literacy Items: 98.8%
 - Numeracy Items: 96.9%
- Scoring reliability of paper-based national booklets
 - Core items: 99.5%
 - Literacy Items: 99.2%
 - Numeracy Items: 98.2%

Assessment data

Overall, 99.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Cyprus, 43.7% of the respondents who completed the BQ took the computer-based cognitive assessment, while 38.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Cyprus, 28.2% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 2.8% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8%

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Cyprus followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Cyprus. If a respondent started the interview, the likelihood that she/he provided data is at a level above 82% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Cyprus, about 85.7% of respondents reported income in exact amounts (88.6% across countries) and about 3.4% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Cyprus, we observed 17.7% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Cyprus, these percentages were 10.1% for Literacy and 7.5% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Cyprus, the percentage of nonresponse for Literacy was 10.1% and for Numeracy it was 7.1%. Cyprus did not administer the assessment for PSTRE.

The Czech Republic

Sampling

The Czech Republic collected data for two samples: main and supplemental. The target age for the supplemental sample was 16 to 29 year olds, whereas the main sample targeted 16 to 65 year olds. Most QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: The main, reserve, and supplemental samples were selected in a sequential manner, and the selection probabilities provided by the Czech Republic for the reserve and supplemental samples reflected conditional probabilities given the household was not selected for the previous sample. Since the QC sample selection forms were not submitted until after data collection, this was not discovered in time to revise its selection method. Therefore, to create weights that could be used for the combined sample, the Consortium needed to adjust the Czech Republic's probabilities of selection.
 - In field: The Czech Republic used year of birth for screening rather than age or date of birth. This resulted in more cases outside of the target age range. Again, since the QC sample selection forms were not submitted until after data collection, this was not discovered in time to revise its selection method.
- Sample weighting: Selecting the sample in stages required the Consortium to weight the two samples separately and composite them in a final weighting step. Also, using year of birth for screening resulted in 87 persons of age 30 in the supplemental sample. The Czech Republic wanted such cases treated as eligible, so they were weighted with the 29-year-olds.
- Sampling error: The Czech Republic's design effect due to unequal weights is 2.88 for a sample size of 6,102. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 1,725. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (3.53). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The oversampling of 16 to 29 year olds resulted in variation in the selection probabilities. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 1.8%.
 - Data collection: Not applicable
- Overall weighted response rate: 66%
- Nonresponse bias analysis

- Basic: The Czech Republic performed all required analyses. The decision tree included the following variables as significant predictors of response status at the screener: NUTS (Region); area-level unemployment, gender and age (main sample only); type of municipality; area-level percentage of foreigners (main sample only), household PC and internet connection and educational attainment. Significant predictors at the BQ level according to decision tree analysis are: NUTS (supplemental sample only); municipality; area-level educational attainment, gender, age (main sample only); area-level employment status and entrepreneurs (main sample only).
- 1) Variables used in the screener level weighting adjustment *for both the main and supplemental samples* included: NUTS (Region); type of municipality; area-level gender, age, unemployment, entrepreneurs and educational attainment (high school); area-level percentage of foreigners and HH PC and internet connection availability.
Variables used in the BQ level weighting adjustment *for both the main and supplemental samples* included: type of municipality; NUTS (Region); gender; age; area-level unemployment, entrepreneurs, educational attainment (high school), educational attainment (college degree) and HH PC and internet connection availability.
- Extended (preliminary): The Czech Republic performed some, but not all required analyses. Its extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Potential nonresponse bias in region, age, and gender were reduced through the nonresponse adjustments. However, there were large differences (relative difference > 2) in region and age distributions when comparing the main sample before calibration to the combined sample after calibration.
 - Analysis 2 - Comparisons of estimates to external totals: The Czech Republic compared PIAAC estimates of employment status, reading of books and newspapers, and highest education of father and mother to estimates from the Adult Education Survey (AES) 2011. They also compared PIAAC estimates of household size to European Union – Statistics on Income and Living Conditions (EU-SILC) 2011. Per the Czech Republic, "AES data are significantly different from PIAAC data only in questions such as reading books and newspapers, where even wording and context can influence responses (PIAAC did not stress electronic media and last 12 months)." There were also significant differences in level of education of father and mother and in household size.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was around the average at 0.35 (0.33 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.52 (0.57 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was

0.56 (0.60 for numeracy), which was above the average across countries. This analysis shows an effective reduction in potential NRB due to the high correlation between the survey outcomes and the weighting variables.

- Analysis 4 – Comparisons of estimates from alternative weightings: This analysis was not performed. Per the Czech Republic, “our possibilities to gain another survey data for alternative weighting are rather limited.”
- Analysis 5 – Analysis of variables collected during data collection: An evaluation of the characteristics of literacy-related nonrespondents was not performed because there were a limited number of literacy-related nonrespondents in the Czech Republic. Bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: The average literacy score was found to increase with additional visits. The Czech Republic also identified an increase in the percentage employed and differences in age and municipality. This indicates that the thorough data collection efforts helped reduce the bias due to nonresponse.
- Analysis 7 – Range of bias: The literacy scores’ first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 83 and the maximum score was 445, for a range of 362. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 52, indicating a low potential for bias in outcome statistics. This is a reflection of the higher-than-average response rate (66%) in Czech Republic, combined with an effective nonresponse adjustment carried out during weighting.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, the Czech Republic generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation.

The Czech Republic also partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. About 75% of the Czech Republic’s interviewers were provided with more than 15 hours; however, about 25% were provided with significantly fewer hours. The Czech Republic offered significantly fewer training hours than recommended on all key aspects (gaining cooperation, BQ administration and assessment administration).

The Czech Republic also partially met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every

other week and the interviewer-supervisor ratio was 30 or less. Interviewer-supervisor meetings occurred only on an as-needed basis.

Instrument data quality

Translation

To the best of the Consortium's knowledge, the Czech Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, the Czech Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 98.3%
 - Literacy Items: 97.2%
 - Numeracy Items: 96.5%
- Scoring reliability of paper-based national booklets
 - Core items: 100.0%
 - Literacy Items: 99.6%
 - Numeracy Items: 100.0%

Assessment data

Overall, 99.8% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In the Czech Republic, 74.4% of the respondents who completed the BQ took the computer-based cognitive assessment, while 24.4% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In the Czech Republic, 13.5% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 2.4% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries,

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, the Czech Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for the Czech Republic. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In the Czech Republic, about 83.4% of respondents reported income in exact amounts (88.6% across countries) and about 5.2% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In the Czech Republic, we observed 0.6% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In the Czech Republic, these percentages were 5.9% for Literacy and 3.7% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in the Czech Republic, the percentage of nonresponse for Literacy was 5.9%, for Numeracy it was 3.3%, and for PSTRE it was 0.0%.

Denmark

Sampling

Denmark followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. Most QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: The sample selection form was not submitted prior to the data collection period. One source of attrition is due to 14.5 of the Danish population aged 16-65 years who are registered in a so-called opt-out register. That is, they have informed the authorities that their names, addresses, and phone numbers must not be given to research institutions, etc., wanting to contact them for an interview. Only persons without researcher protection can be contacted. Statistics Denmark was able to get all required register information regarding the persons in the opt-out register, and included them for the weighting and nonresponse bias analysis.
 - In field: Not applicable
- Sample weighting: Denmark followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights. Not all could be verified, including:
 - The comparison with alternative external totals was not done by Denmark, therefore, we were not able to validate the totals. However, Denmark has registered information and adjusted the weights to reflect the population totals. Therefore, they found it superfluous to check the totals against alternative external totals—the source would be the same in most cases or the quality would be much lower.
- Sampling error: Denmark's design effect due to unequal weights is 1.27 for a sample size of 7,328. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 5,861. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.24). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The sample design involved an oversample of immigrants and adults 55-65 years old. Further variation in the weights was added through nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population Coverage
 - Frame: The estimated percentage of the target population excluded from the frame was less than 0.1% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 5.0%.
- Weighted response rate: 50%
- Nonresponse bias analysis

- Basic: Denmark performed all required analyses. Prior to weighting adjustments, age, region, education, and employment show significant potential for bias. In particular, overrepresentation occurred for older adults, regions close to the capital, people with higher education, employed people, and students. All required variables were used in the NRBA, as well as income, type of family, ethnicity, and mobility. The logistic regression was done by strata (age group). Within the 10 strata, there are several indications of the potential for bias. Region, education level, and mobility showed significant effects for at least five of the strata. Logistic regressions show that non-weighting variables of disposable income and average family income had a significant potential for bias for a small number of age groups. However, these are likely correlated with gross income, which was used in weighting.
- Extended: Denmark performed all required analyses. Its extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: There were very small standard errors, which may lead to more statistically significant results. The calibrated weights reflect the population distribution according to the registers. The base weights on the eligible sample gives the same picture, indicating that the eligible sample represents the population. The nonresponse pattern results in skewed estimates and thus substantial possibility for nonresponse bias. However, the nonresponse adjusted weight, to a large extent, remedies this. For variables not used in the weighting, the base weights for the eligible sample gave the same picture as the calibrated weights. The nonresponse pattern results in different estimates, and thus substantial possibility for nonresponse bias. However, the nonresponse adjusted weight, to a large extent, remedies this.
 - Analysis 2 – Comparisons of estimates to external totals: The external totals table shows differences between the PIAAC estimates on age and income using the final calibrated weight, with estimates from the registry. Significant differences were found for age groups 16-20 (higher in PIAAC), 21-25 (lower), 56-60 (lower), 61-65 (higher); and in low income (lower). Since the final weights were calibrated by age group using registry totals, it is a bit surprising, although it was done for different categories of age than what was used for calibration.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse-related variables and literacy scores was above average at 0.47 (0.42 for numeracy). The correlation between the raking dimensions and literacy scores was slightly below average at 0.43 (0.39 for numeracy). The correlation between literacy scores and the combination of nonresponse related variables and raking dimensions was 0.50 (0.46 for numeracy), which was about the average across countries. This indicates some potential for reducing NRB due to the moderate correlation between the survey outcomes and the weighting variables. The analysis shows that weighting adjustments were moderately effective in reducing NRB because of the correlation between the survey

outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (50% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (50% of sampled cases).

- Analysis 4 – Comparisons of estimates from alternative weightings: The standard errors on the estimates are small and of the same size in both cases.
 - The estimates themselves are larger in the re-weighting. Denmark expected nonresponse bias to result in overestimation of the proficiency scores, and the re-weighting results support the hypothesis that the more elaborated calibration model used in PIAAC weighting reduces bias the most.
- Analysis 5 – Analysis of variables collected during data collection: Region, gender, and age groups all showed differences, however, the Denmark weighting procedures separated the LRNR cases, therefore treating them appropriately.
- Analysis 6 – Level-of-effort analysis: No differences were found between men and women in the level-of-effort needed to attain response. Differences between the regions were found in the level-of-effort needed to attain response. In the Sealand region more than half of the responses were attained with low level-of-effort, whereas in the other regions it was around 40%. Differences between the age groups were found in the level-of-effort needed to attain response. The overall trend being “the younger the higher level-of-effort needed.” The most difficult group to attain response from was however the 25-34 year-olds. There was a tendency toward a higher PVLIT1-score among low level-of-effort part of the citizens in the capital. Also, a tendency toward a higher PVLIT1-score among the high level-of-effort part of the 35-44 year-olds was seen. In general, such differences between low and high level-of-effort indicates some reduction in nonresponse bias.
- Analysis 7 – Range of bias: The literacy scores’ first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 38 and the maximum score was 405, for a range of 366. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 50, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Denmark’s response rate was low (50%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis

is based on assumptions about the range of proficiency scores for sampled cases that have no scores (50% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Denmark generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation.

Denmark met a reduced requirement on interviewer training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. About half of Denmark's interviewers were provided with a minimum of 15 hours of training.

Denmark met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. In Denmark, supervisor assignments were between 20 and 30 interviewers.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Denmark followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Denmark followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 97.1%
 - Literacy Items: 97.3%
 - Numeracy Items: 95.9%
- Scoring reliability of paper-based national booklets

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

- Core items: 99.7%
- Literacy Items: 98.9%
- Numeracy Items: 99.3%

Assessment data

Overall, 97.4% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Denmark, 87.1% of the respondents who completed the BQ took the computer-based cognitive assessment, while 11.8% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Denmark, 5.7% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 4.3% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Denmark followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Denmark. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Denmark, about 96.3% of respondents reported income in exact amounts (88.6% across countries) and about 1.0% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which

indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Denmark, we observed 0.4% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Denmark, these percentages were 18.0% for Literacy and 10.3% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Denmark, the percentage of nonresponse for Literacy was 7.9%, for Numeracy it was 5.4%, and for PSTRE it was 0.3%.

England/Northern Ireland (UK)

Sampling

England/Northern Ireland (UK) followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: The theoretical person base weights (THEOR_PBWT) were derived from imputed values of the number of eligible people in the sampled household (NUM_ELG) for 52 cases (49 in England (UK) and 3 in Northern Ireland (UK)) due to a technical problem with the contact data that the interviewers entered.
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create two sets of weights separately for England (UK) and Northern Ireland (UK). England/Northern Ireland (UK) did not collect age and gender for all sampled persons during the screener. A special adjustment was implemented so that literacy-related nonrespondents with age and gender successfully collected represented those with age or gender not successfully collected.
- Sampling error: The design effect due to unequal weights is 1.35 for England (UK) for a sample size of 5,131; and 1.54 for Northern Ireland (UK) for a sample size of 3,761. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 2 176 for England (UK) and 563 for Northern Ireland (UK). The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.33 for England (UK) and 6.62 for Northern Ireland (UK)). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. England/Northern Ireland (UK)'s address sample was an equal probability sample in both England (UK) and Northern Ireland (UK). Variation in the selection probabilities was introduced from (a) subsampling households for addresses containing multiple households, and (b) the within-household selection at the person level. Further variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population Coverage
 - Frame: The combined estimated percentage of the target population excluded from the frame in England (UK) and Northern Ireland (UK) was 2.0% (individuals living in private residences that are not listed on the "residential" version of the Postal Address File; or, in Northern Ireland (UK), not listed on the NI(POINTER) database).
 - Data collection: Not applicable
- Weighted response rate: 59% for England (UK); 65% for Northern Ireland (UK)
- Nonresponse bias analysis
 - Basic: England/Northern Ireland (UK) performed all required analyses and used all required analysis variables (neighborhood characteristics).
 - England (UK): The screener response rate varied by region (from 77% in London to 89% in North East England (UK)). The highest category screener response rate was 90% (Output Area Classification: terraced blue collar neighborhoods) and the lowest was 74% (Output Area Classification: transient communities). The highest category BQ response rate was 84% (third quintile category of % Indian) and the lowest was 59% (Output Area Classification: transient communities). The lowest regional BQ response rate was in London (61%). Screened households differed from nonscreened households in terms of neighborhood profile. Neighborhoods with a high proportion of residents not born in the UK or of Black or Bangladeshi descent were underrepresented in the screened household sample. London was also underrepresented. Neighborhoods with a high proportion of Black residents were underrepresented in the BQ respondent sample while neighborhoods with a high proportion of older people (aged 65+) and of those with a caring responsibility were overrepresented. London was underrepresented. The classification tree found that region was the only significant screener response rate predictor. The classification tree identified the proportion aged 65+ as the only significant BQ response rate predictor. BQ response rates tended to be higher in neighborhoods with an older-than-average age profile.
 - Northern Ireland (UK): The highest category screener response rate was 90% (Output Area Classification: senior communities) and the lowest was 25% (Output Area Classification: Asian communities). Excluding this very small sample size category, the lowest was 70% (Output Area Classification: public housing). It is notable that the screener response rate in the capital Belfast was only 72%. The highest category BQ response rate - excluding categories with small sample sizes - was 86% (Output Area Classification: young families in terraced homes and the lowest was 65% (Output Area Classification: village life). The lowest regional BQ response rate was in the North (75%). Neighborhoods in Belfast were the most underrepresented in the screened household sample. There were no significant profile differences between BQ responders and nonresponders in Northern Ireland (UK). The classification tree identified region and the proportion aged 65+ as strong discriminators of screener response rates.

The classification tree identified the proportion aged 65+ as the strongest predictor of BQ response rates.

- Extended: England/Northern Ireland (UK) did not perform all required analyses. Although some paradata were collected, the three agencies responsible for fieldwork did not collect them in a consistent fashion so that it could be used for analytical purpose.
 - Analysis 1 – Comparisons of estimates before and after weighting: In England (UK) and Northern Ireland (UK), at both the screener and BQ levels, bias in region was reduced through the weighting process as it was used in weighting adjustments. The base-weighted respondent profile was very similar to the base-weighted sampled person profile.
 - Analysis 2 – Comparisons of estimates to external totals: In both England (UK) and Northern Ireland (UK), large differences were found between PIAAC estimates (using final weights) and Census 2011 totals of employment status, ethnic group and general health. In Northern Ireland (UK), nontrivial differences were also found for qualification. (In England (UK), Census 2011 data on qualification will not be released until late August, 2013.) For age, a large difference was found for category 60-65 (higher in PIAAC), which came as a surprise given the PIAAC control totals were based on census totals updated by birth, death, and immigration/emigration data. England/Northern Ireland (UK) noted that disparities between the PIAAC estimates and Census 2011 totals may reflect the difference in the interview mode (interviewer-assisted vs. self-administered).
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates:
 - England (UK): The correlation between the BQ nonresponse cells and literacy scores was below average at 0.32 (0.35 for numeracy). The correlation between the raking dimensions and literacy scores was average at 0.48 (0.51 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.52 (0.56 for numeracy), which was about the average across countries. Although the response rate was 59%, this analysis shows an effective reduction in potential NRB due to the moderate correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (59% of the selected sample) and the weighting variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (41% of sampled cases).
 - Northern Ireland (UK): The correlation between the BQ nonresponse cells and literacy scores was below average at 0.33 (0.36 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.55 (0.58 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.57 (0.60

for numeracy), which was higher than average across countries. Although the response rate was 65%, this analysis shows an effective reduction in potential NRB due to the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (65% of the selected sample) and the weighting variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (35% of sampled cases).

- Analysis 4 – Comparisons of estimates from alternative weightings: This analysis was not performed.
- Analysis 5 – Analysis of variables collected during data collection: This analysis was not performed due to limited data on nonrespondents: gender in most cases (when the household was screened) but very rarely age for nonrespondents.
- Analysis 6 – Level-of-effort analysis: This analysis was not performed due to the lack of consistent paradata on the number of visits per case. Date of interview could not be used because the sample was released in batches (and it was more of a drip-feed approach in Northern Ireland (UK)). The alternative approach England/Northern Ireland (UK) took was to report the correlation between the effective “response factor” and the proficiency scores, showing that the lower the response propensity, the lower the proficiency score. This suggests a slight upwards bias may remain in the estimates, reflecting the partial, not total ability of calibration to counter nonresponse bias.
- Analysis 7 – Range of bias:
 - England (UK): The response rate for England (UK) was 59%. The Literacy scores’ first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 84 and the maximum score was 409, for a range of 325. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 47, indicating a minimal potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though England (UK)’s response rate was low (59%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (41% of the sample).
 - Northern Ireland (UK): The response rate for Northern Ireland (UK) was 65%. The Literacy scores’ first plausible value was used

to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 97 and the maximum score was 419, for a range of 322. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 37, indicating a minimal potential for bias in outcome statistics. This is a reflection of the relatively high response rate (65%) in Northern Ireland (UK), combined with an effective nonresponse adjustment carried out during weighting.

Data collection

England (UK)

Based on information provided on QC forms and during monthly QC conference calls, England (UK) generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Guidelines 8.1.1B and 8.1.2A on management of field staff.

England (UK) partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Interviewers were provided with about 10 hours of in-person training and were offered significantly fewer training hours than recommended on key aspects (gaining cooperation and assessment administration). However, interviewers were experienced and had previously received general interviewing techniques training and at-home project-specific training.

England (UK) did not meet a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. England (UK) reached the 7% threshold for 20% of its interviewers. Eighty percent of interviewers were validated at less than the 7% level. However, at least 10% of cases were validated overall.

Northern Ireland (UK)

Based on information provided on QC forms and during monthly QC conference calls, Northern Ireland (UK) generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Guidelines 8.1.1B and 8.1.2A on management of field staff.

Northern Ireland (UK) partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the

Consortium. Interviewers were provided with about 10 hours of in-person training and were offered significantly fewer training hours than recommended on key aspects (gaining cooperation and assessment administration). However, interviewers were experienced and had previously received general interviewing techniques training and at-home project-specific training.

Northern Ireland (UK) partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Northern Ireland (UK) reached the 7% threshold for 95% of its interviewers. Five percent of interviewers were validated at less than the 7% level.

Instrument data quality

Translation

To the best of the Consortium's knowledge, England/Northern Ireland (UK) followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, England/Northern Ireland (UK) followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring international anchor booklets
 - Core items: 98.4%
 - Literacy Items: 98.8%
 - Numeracy Items: 96.6%
- Scoring reliability of paper-based national booklets
 - Core items: 100.0%
 - Literacy Items: 100.0%
 - Numeracy Items: 100.0%

Assessment data

Overall, 97.4% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In England/Northern Ireland (UK), 83.4% of the

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

respondents who completed the BQ took the computer-based cognitive assessment, while 14.1% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In England/Northern Ireland (UK), 4.8% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 5.8% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, England/Northern Ireland (UK) followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for England/Northern Ireland (UK). If a respondent started the interview, the likelihood that she/he provided data is at a level above 98% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In England/Northern Ireland (UK), about 89.8% of respondents reported income in exact amounts (88.6% across countries) and about 2.8% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In England/Northern Ireland (UK), we observed 1.4% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In England/Northern Ireland (UK), these

percentages were 10.5% for Literacy and 7.2% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in England/Northern Ireland (UK), the percentage of nonresponse for Literacy was 7.2%, for Numeracy it was 5.5%, and for PSTRE it was 0.1%.

Estonia

Sampling

Estonia followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Estonia.
- Sampling error: Estonia's design effect due to unequal weights is 1.04 for a sample size of 7,632. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 3 785. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.00). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 2.8% (undocumented immigrants and people without a detailed address).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 0.6%.
- Weighted response rate: 63%
- Nonresponse bias analysis
 - Basic: Estonia performed all required analyses. Its basic analysis showed significantly low response rates for males, 26-35 year olds, people with non-Estonian mother tongue, several counties, big city, and areas with higher education. Age, gender, mother tongue, counties, urbanization, education, and unemployment were used in weighting adjustment.
 - Extended: The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Bias in age, gender, mother tongue, urbanization, county, area-level education and unemployment was reduced through the weighting process as these variables were used in weighting adjustments. No other variables were analyzed.
 - Analysis 2 – Comparisons of estimates to external totals: PIAAC estimates were compared to Census 2011 by age, gender, county, and area-level unemployment. PIAAC estimates are larger than Census both overall and for most of the domains compared. This is probably due to the fact that

PIAAC estimates are based on Population Register, which includes people who moved to other countries, while Census has some undercoverage.

- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.31 (0.30 for numeracy). The correlation between the raking dimensions and literacy scores was also below average at 0.31 (0.29 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.37 (0.35 for numeracy), which was below the average across countries. That is, weighting adjustments were not as effective in reducing bias, as compared to other countries, because of the lower-than-average correlation between the survey outcomes and the weighting variables. However, Estonia had a higher-than-average response rate (63%), as compared to other countries, implying that the potential for bias is likely to be somewhat lower as compared to countries with lower response rates. This indicates some potential for reducing NRB due to the moderate correlation between the survey outcomes and the weighting variables.
- Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the final weighted data were recalibrated by the area-level percent of unemployment. Very small differences were found in the proficiency estimates before and after reweighting.
- Analysis 5 – Analysis of variables collected during data collection: Estonia will not perform this analysis since they do not have any additional information besides disposition codes and its proportion of literacy-related cases is very low (0.3%). Bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Estonia compared mean proficiency scores, as well as age, sex, mother tongue, urbanization, county, area-level education and unemployment, between low level-of-effort cases (interviews conducted with five or fewer contacts) and high level-of-effort cases (interviews conducted with more than five contacts). High level-of-effort cases were found to have significantly lower proficiency scores than low level-of-effort cases for females, 16-25 years old, 36-45 years old, and several counties, suggesting a high amount of contact should be carried out.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 91 and the maximum score was 406, for a range of 315. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 41, indicating a minimal potential for bias in outcome statistics. This is a reflection of the higher-than-average response rate (63%) in Estonia. That is, as a result of achieving a

higher response rate, the potential for remaining bias is minimal even though the weighting adjustments were not as effective, as compared to other countries, in reducing bias in outcome statistics.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Estonia generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Estonia met a reduced requirement on interviewer training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Estonian interviewers were provided with at least 24 hours of in-person training.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Estonia followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Estonia followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 95.5%
 - Literacy Items: 95.5%
 - Numeracy Items: 95.5%
- Scoring reliability of paper-based national booklets
 - Core items: 99.5%
 - Literacy Items: 97.9%
 - Numeracy Items: 98.7%

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Assessment data

Overall, 99.0% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Estonia, 70.7% of the respondents who completed the BQ took the computer-based cognitive assessment, while 28.5% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Estonia, 17.4% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.5% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Estonia followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Estonia. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Estonia, about 82.0% of respondents reported income in exact amounts (88.6% across countries) and about 1.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Estonia, we observed 0.4% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Estonia, these percentages were 9.2% for Literacy and 6.6% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Estonia, the percentage of nonresponse for Literacy was 7.8%, for Numeracy it was 4.8%, and for PSTRE it was 0.1%.

Finland

Sampling

Finland followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Finland.
- Sampling error: Finland's design effect due to unequal weights is 1.05 for a sample size of 5,464. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 5 464. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (0.94). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The effective sample size is set equal to the actual number of cases with plausible values since the overall design effect is less than 1.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.2% (undocumented immigrants and asylum seekers).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 0.5%.
- Weighted response rate: 66%
- Nonresponse bias analysis
 - Basic: Finland performed all required analyses. However, employment was not included in the analysis and they didn't state why. Its analysis showed significantly lower response propensities for people with lower education (0) and urban municipalities, and higher response rates among high education groups (5-6), adults age 56-64, Swedish speakers and rural municipalities. Logistic regression also shows significant influence of region and family status. Age, gender, education, native language, major region and urbanism were used in weighting adjustments.
 - Extended: Finland performed analyses of comparisons of before and after weighting adjustments, comparisons of weighted estimates to external totals, correlation of auxiliary variables and proficiency estimates, literacy-related disposition codes, level-of-effort analysis, and calculation of the range of potential bias. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Relative difference was reduced for all categories. Among those with

relative difference > 2 and absolute difference > 1 before weighting categories, ages 56-64, education and urbanism's relative difference was reduced to less than two, while language's difference was reduced to less than 0.11 (relative difference was still large due to low variance).

- Analysis 2 – Comparisons of estimates to external totals: Estimates of age and gender are consistent with the registry. The unemployed and not in Labor force counts are significantly different from that in the Labor Force Survey. This could be because of differences in definition and questionnaire structure.
- Analysis 3 – The correlation between the BQ nonresponse cells and literacy scores was 0.53 (0.50 for numeracy). The correlation between the raking dimensions and literacy scores was 0.59 (0.56 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.60 (0.58 for numeracy), which was above the average across countries. The analysis shows that weighting adjustments were effective in reducing NRB because of the high correlation between the survey outcomes and the weighting variables.
- Analysis 4 – Comparisons of estimates from alternative weighting: Per Finland, “Various alternative weights were tried during the data collection phase and finally we ended up to the current ones: no improvement could be achieved with other potential variables.”
- Analysis 5 – Analysis of variables collected during data collection: Finland looked into literacy-related nonrespondents and found they are mostly less educated and speak other languages. They are also more likely to live in capital areas and urban municipalities. The result shows that bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Finland defined level-of-effort using three variables: number of contacts, time gap between the first attempt and the last, and a proxy for overall effort (standardized principal component of 1 and 2 above plus information on how many interviewers were assigned to handle the problematic cases). A binary indicator was created for each factor using a cut-off point at the third quartile. There are significant differences in the distribution— late respondents have a higher percentage of young, live in the southern parts and urban areas, or speak a different language. Late respondents tend to have higher score, although the difference is not significant.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 30 and the maximum score was 441, for a range of 411. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 35, indicating a minimal potential for bias in outcome statistics. This is a reflection of the relatively high

response rate (66%) in Finland, combined with an effective nonresponse adjustment step carried out during weighting.

Data collection

Finland met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Finland's interviewers were provided with 15 hours of training.

Finland met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Meetings between supervisors and interviewers occurred at least every two weeks and the interviewer-supervisor ratio was between 20 and 30.

Finland did not meet a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Finland reached the 7% threshold for 46% of its interviewers. Fifty-four percent of interviewers were validated at less than the 7% level.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Finland followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Finland followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 97.5%

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

- Literacy Items: 98.4%
- Numeracy Items: 96.1%
- Scoring reliability of paper-based national booklets
 - Core items: 99.8%
 - Literacy Items: 96.4%
 - Numeracy Items: 98.9%

Assessment data

Overall, 97.2% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Finland, 83.2% of the respondents who completed the BQ took the computer-based cognitive assessment, while 16.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Finland, 10.0% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.6% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Finland followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Finland. If a respondent started the interview, the likelihood that she/he provided data is at 100% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Finland, about 93.5% of respondents reported income in exact amounts (88.6% across countries) and about 3.7% reported income in broad categories (4.2% across countries). If a respondent

decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Finland, we observed 0.0% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Finland, these percentages were 11.2% for Literacy and 8.3% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Finland, the percentage of nonresponse for Literacy was 4.7%, for Numeracy it was 3.0%, and for PSTRE it was 0.4%.

Flanders (Belgium)

Sampling

Flanders (Belgium) followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Flanders (Belgium). An unknown eligibility adjustment was not needed because there were no inaccessible cases with unknown whereabouts. A literacy-related nonresponse adjustment was also not needed because all literacy-related nonrespondents had age and gender collected.
- Sampling error: Flanders (Belgium)'s sample design involved an equal probability sample. The design effect due to unequal weights is 1.04 for a sample size of 5,463. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 3,215. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.55). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 1.0% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 4.0%.
- Weighted response rate: 62%
- Nonresponse bias analysis
 - Basic: Flanders (Belgium) performed all required analyses. The required variables education and employment from the Labor Force Survey were not included in all required analyses. Its analysis showed a lower response rate for 26 to 35 year olds and males, based on registry information. Respondents and nonrespondents were significantly different by age, gender, province, employment status and educational attainment. The classification tree analysis indicated that there was a large proportion of nonrespondents in Vlaams Brabant (13.9%) due to literacy related reasons. This result was expected because of the large proportions of French-speaking Flemings and foreign speakers in Vlaams Brabant. Age, gender, and province were used in weighting adjustments.
 - Extended: Flanders (Belgium) performed all required analyses. Its extended analysis provides evidence that bias was reduced through the weighting adjustments.

- Analysis 1 – Comparisons of estimates before and after weighting: Flanders (Belgium) examined age, gender and province. Bias in age and province was reduced through the weighting adjustments as these variables were used in weighting. No bias was found in gender before the weighting adjustments.
- Analysis 2 – Comparisons of estimates to external totals: Large differences were found between the PIAAC estimates (computed using final weights) and the 2011 Labor Force Survey estimates of age and educational attainment. Flanders (Belgium) did not provide an explanation for the differences.
- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.32 (0.33 for numeracy). The correlation between the raking dimensions and literacy scores was below average at 0.33 (0.33 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.36 (0.36 for numeracy), which was below the average across countries implying that weighting adjustments were not as effective in reducing NRB, as compared to other countries, on average. This is due to the low correlation between the survey outcomes and the weighting variables. However, the Flanders (Belgium) response rate (62%) was slightly higher than the average response rate, implying that the potential for bias is lower as compared to countries with lower response rates.
- Analysis 4 – Comparisons of estimates from alternative weightings: To compute alternative weights, the final weighted data were recalibrated to employment status and educational attainment, which were not available at the time of weighting. Although results calculated using final weights were generally slightly lower than re-weighted proficiency estimates, the estimates were very similar.
- Analysis 5 – Analysis of variables collected during data collection: Flanders (Belgium) compared literacy-related nonrespondents with non-literacy-related nonrespondents on age, gender and province and found a large proportion of literacy-related nonrespondents in Vlaams Brabant. This result was expected and confirmed its finding from the basic analysis. Bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Flanders (Belgium) defined level-of-effort by the number of attempts to contact (no reconversion= less than 5 attempts vs. reconversion= 5 or more attempts). There was significant difference between the two level-of-effort groups when controlling for province. There were no significant differences in the distribution of respondents' age, gender, employment status and educational attainment. High level-of-effort respondents generally achieved lower scores than low level-of-effort respondents. Easier-to-contact men had higher proficiency scores than difficult-to-contact men. Easier-to-contact respondents in Limburg had significantly higher proficiency scores than difficult-to-contact participants from Limburg. Easier-to-contact participants with jobs

had significantly higher proficiency scores than difficult-to-contact participants with jobs. Easier-to-contact respondents with ISCED 3 or ISCED 4 qualifications had significantly higher proficiency scores than difficult-to-contact respondents with the same educational level.

- Analysis 7 – Range of bias: The literacy scores’ first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 89 and the maximum score was 441, for a range of 323. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 47, indicating a minimal potential for bias in outcome statistics. This is a reflection of the higher-than-average response rate (62%) in Flanders (Belgium). That is, as a result of achieving a higher response rate, the potential for remaining bias is minimal even though the weighting adjustments were not as effective, as compared to other countries, in reducing bias in outcome statistics.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Flanders (Belgium) generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 9.4.2 on interviewer training.

Flanders (Belgium) partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Flanders (Belgium) reached the 7% threshold for 84% of its interviewers.

Flanders (Belgium) met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Flanders (Belgium)’s supervisor assignments included 25 interviewers.

Instrument data quality

Translation

To the best of the Consortium’s knowledge, Flanders (Belgium) followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking

cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Flanders (Belgium) followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 99.0%
 - Literacy Items: 97.8%
 - Numeracy Items: 95.8%
- Scoring reliability of paper-based national booklets
 - Core items: 99.7%
 - Literacy Items: 99.4%
 - Numeracy Items: 99.4%

Assessment data

Overall, 99.2% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Flanders (Belgium), 78.7% of the respondents who completed the BQ took the computer-based cognitive assessment, while 15.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Flanders (Belgium), 5.3% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.7% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Flanders (Belgium) followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Flanders (Belgium). If a respondent started the interview, the likelihood that she/he provided data is at a level above 94% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Flanders (Belgium), about 84.2% of respondents reported income in exact amounts (88.6% across countries) and about 10.6% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Flanders (Belgium), we observed 5.2% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Flanders (Belgium), these percentages were 11.1% for Literacy and 6.0% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Flanders (Belgium), the percentage of nonresponse for Literacy was 6.9%, for Numeracy it was 4.9%, and for PSTRE it was 0.0%.

France

Sampling

France followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues.
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for France.
- Sampling error: France's design effect due to unequal weights is 1.05 for a sample size of 6,993. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 6,867. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.01). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. France selected the sample in two stages, and in the first stage the Interviewer Action Areas (IAAs) were selected using a balanced sampling design. During the weighting process, Westat used the approximate variance estimator for balanced samples proposed by Deville and Tille (2005) and followed Fay's method (1984) to generate 80 replicate weights.

Coverage and Nonresponse Bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was less than 2.6% (young adults who never claimed any income and are not attached to its parents' households (0.6%) and undocumented immigrants (less than 2%)).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 1.4%.
- Weighted response rate: 67%
- Nonresponse bias analysis
 - Basic: France performed all required analyses. The chi-square analysis showed differential response rates by age, region, and income.
 - Extended: France did not complete all the required analyses.
 - Analysis 1 – Comparisons of estimates before and after weighting: Bias in age, gender, region and income was reduced through the weighting process as these variables were used in weighting adjustments.
 - Analysis 2 – Comparisons of estimates to external totals: Was not performed.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was above average at 0.44 (0.46 for numeracy). The correlation between the

raking dimensions and literacy scores was also above average at 0.57 (0.61 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.60 (0.64 for numeracy), which was above the average across countries. This analysis shows that weighting adjustments were effective in reducing NRB because of the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (67% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (33% of the sampled cases).

- Analysis 4 – Comparisons of estimates from alternative weightings: Was not performed.
- Analysis 5 – Analysis of variables collected during data collection: Was not performed.
- Analysis 6 – Level-of-effort analysis: Was not performed.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 65 and the maximum score was 422, for a range of 357. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 37, indicating a minimal potential for bias in outcome statistics. This is a reflection of the relatively high response rate (67%) in France, combined with an effective nonresponse adjustment steps carried out during weighting.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, France generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Guidelines 8.1.1B and 8.1.2A on management of field staff.

France met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. All of France's interviewers were provided with at least 15 hours of training.

France did not meet a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across

all dispositions. France reached 10% for 100% of its interviewers. However, only completes were validated and not any other dispositions.

Instrument Data Quality

Translation

To the best of the Consortium's knowledge, France followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, France followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - a) Core items: 96.5%
 - b) Literacy Items: 87.5%
 - c) Numeracy Items: 92.3%
- Scoring reliability of paper-based national booklets
 - d) Core items: 99.3%
 - e) Literacy Items: 98.4%
 - f) Numeracy Items: 98.8%

Assessment Data

Overall, 96.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In France, 71.5% of the respondents who completed the BQ took the computer-based cognitive assessment, while 26.3% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In France, 12.7% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 5.8% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, France followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labour Force Survey: Education: Standard met/Passed
- Comparison with Labour Force Survey: Occupation: Standard met/Passed
- Comparison with Labour Force Survey: Industry: Standard met/Passed

BQ Data

Background data were of very high quality for the France. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In France, about 90.5% of respondents reported income in exact amounts (88.6% across countries) and about 3.9% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In France, we observed 0.8% of cases with breakoffs.

Item Nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In France, these percentages were 18.6% for Literacy and 15.1% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in France, the percentage of nonresponse for Literacy was 10.6% and for Numeracy it was 7.8%. France did not administer the assessment for PSTRE.

Germany

Sampling

Germany followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: Through Consortium review of the preliminary SDIF, an anomaly was detected in the age distribution of the sample, with spikes at ages 30, 40, and 50. Germany investigated the reason for this pattern and discovered an error in the sample selection algorithm at the last stage of selection. Germany provided evidence that the sample remained probability-based despite this error and corrected the selection probabilities to reflect the actual selection algorithm used. However, they were unable to calculate exact selection probabilities, so the probabilities are based on a simulation.
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Germany.
- Sampling error: Germany's design effect due to unequal weights is 1.22 for a sample size of 5,465. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 2,680. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.01). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Germany's sample design involved an equal probability sample; however, the error in the sampling algorithm (see above) resulted in a variation in the selection probabilities. Further variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.5% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 2%.
- Weighted response rate: 55%
- Nonresponse bias analysis
 - Basic: Germany performed all required analyses. Its analysis showed significantly lower response propensities for age 26+, urban areas and non-Germans, based on registry information. Analysis of interviewer observation variables and area-level data from a consumer marketing survey also indicated lower response to PIAAC for lower education levels, lower socioeconomic status, higher rates of movers

and smaller household sizes. Age, municipality size, nationality, gender, region and education were used in weighting adjustments.

- Extended: Germany performed all required analyses. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: The nonresponse bias in auxiliary variables (noted above in the Basic NRBA) was reduced through the weighting process. In addition, estimates of education and proxy proficiency changed substantially (relative difference > 2) as a result of the weighting adjustments. However, these estimates are not known for the full eligible sample, so it is difficult to make a conclusion about bias.
 - Analysis 2 – Comparisons of estimates to external totals: Significant differences were found between PIAAC estimates (using final weights) and Microcensus 2010 estimates of citizenship, municipality size, ISCED and work status. However, the estimates using the final weights are closer to the external totals than those using the base weights, with the differences diminished through weighting.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was slightly below average at 0.33 (0.30 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.57 (0.58 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.61 (0.62 for numeracy), which was above the average across countries. Although Germany's response rate was low (55%), this analysis shows that weighting adjustments were effective in reducing NRB because of the correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (55% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (45% of sampled cases).
 - Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the final weighted data was repoststratified by each of the following variables separately: ISCED, citizenship, federal state and work status. The original weighting had used national education rather than ISCED, citizenship in nonresponse adjustment but not calibration, region but not federal state, and did not include work status. The mean literacy PV1 was significantly different when re-weighting by ISCED, but change was not substantial (differed by ~2). There were no other significant differences.
 - Analysis 5 – Analysis of variables collected during data collection: Germany looked at characteristics of the literacy-related nonrespondents and found that they belonged to the expected sociodemographic groups, providing evidence that this disposition code was used as intended. Bias was reduced by the LRNR weighting adjustment. Germany also reviewed

data from interviewer observation forms. The results confirmed its findings from the basic analysis.

- Analysis 6 – Level-of-effort analysis: Germany compared mean proxy proficiency scores, as well as education, work status and citizenship, between interviews conducted during the main release and interviews conducted during the second release of reissued cases. The mean proficiency score was significantly lower for high level-of-effort than low level-of-effort cases at the 10 percent significance level. There were no significant differences in the distribution of respondents' education, employment status, or citizenship status.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 78 and the maximum score was 406, for a range of 328. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 53, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Germany's response rate was low (55%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (45% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Germany generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 9.4.2 on interviewer training.

Germany met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. In Germany, interviewer-supervisor meetings occurred weekly and supervisor assignments ranged between 15 and 25 interviewers.

Germany partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. The majority of Germany's validation cases were not selected randomly.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Germany followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Germany followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 96.0%
 - Literacy Items: 97.9%
 - Numeracy Items: 95.8%
- Scoring reliability of paper-based national booklets
 - Core items: 99.9%
 - Literacy Items: 99.4%
 - Numeracy Items: 99.1%

Assessment data

Overall, 99.3% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Germany, 80.9% of the respondents who completed the BQ took the computer-based cognitive assessment, while 17.1% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Germany, 6.5% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.9% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Germany followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Germany. If a respondent started the interview, the likelihood that she/he provided data is at a level above 98% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Germany, about 90.9% of respondents reported income in exact amounts (88.6% across countries) and about 3.6% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Germany, we observed 1.5% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Germany, these percentages were 10.8% for Literacy and 7.6% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Germany, the percentage of nonresponse for Literacy was 7.0%, for Numeracy it was 3.8%, and for PSTRE it was 0.1%.

Ireland

Sampling

Ireland followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. Most QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: No field issues detected
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Ireland.
- Sampling error: Ireland's design effect due to unequal weights is 1.37 for a sample size of 5,983. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 2,652. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.25). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Ireland's sample design involved an unequal probability sample at the person level due to selecting one person no matter the household size. Further variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.4% (The Geo-directory can underestimate mobile dwellings).
 - Data collection: N/A
- Weighted response rate: 72%
- Nonresponse bias analysis
 - Basic: Ireland performed all required analyses. Its analysis showed significantly lower response propensities in areas with lower levels of owner occupancy, areas with higher percentages of eligible non-Irish adults, areas where lower percentages of eligible adults spoke English as a native language, and areas with higher levels of unemployment. The overall response rate also varied by region (from 69% in Mid-East to 77% in South-West). There were no significant differences between respondents and nonrespondents across educational levels. Percentage non-English language spoken at home, percentage unemployment, percentage with lower secondary-level education or below, percent owner occupied, region, age, and gender were used in nonresponse adjustments.
 - Extended: Ireland performed analyses of comparison of weighted estimates to external totals, correlation of auxiliary variables and proficiency estimates and calculation of the range of potential bias. The preliminary extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Not required because overall response rate is above 70%.

- Analysis 2 – Comparisons of estimates to external totals: Differences were found between the PIAAC estimates (computed using final weights) and the 2011 census estimates of gender and educational attainment, but in percentage terms the overall shape of the distribution is very similar.
- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.51 (0.51 for numeracy). The correlation between the raking dimensions and literacy scores was 0.50 (0.50 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.52 (0.53 for numeracy), which was about the average across countries. This indicates some potential for reducing NRB due to the correlation between survey outcome and weighting variables.
- Analysis 4 – Not required because overall response rate is above 70%.
- Analysis 5 – Not required because overall response rate is above 70%.
- Analysis 6 – Not required because overall response rate is above 70%.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 87 and the maximum score was 413, for a range of 326. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 27, indicating a minimal potential for bias in outcome statistics. This is a reflection of the very high response rate (72%) in Ireland. That is, even though the variables used for weighting had only moderate correlation with outcome scores, the high response rate has minimized the potential for nonresponse bias in the outcome statistics.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Ireland appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation, Standard 9.4.2 on interviewer training and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Ireland followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items.

All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Ireland followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 97.1%
 - Literacy Items: 96.7%
 - Numeracy Items: 95.0%
- Scoring reliability of paper-based national booklets
 - Core items: 99.6%
 - Literacy Items: 99.2%
 - Numeracy Items: 99.3%

Assessment data

Overall, 97.6% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Ireland, 68.3% of the respondents who completed the BQ took the computer-based cognitive assessment, while 30.7% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Ireland, 19.4% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 4.3% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Ireland followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Ireland. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Ireland, about 90.8% of respondents reported income in exact amounts (88.6% across countries) and about 1.8% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Ireland, we observed 0.5% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Ireland, these percentages were 10.0% for Literacy and 7.5% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Ireland, the percentage of nonresponse for Literacy was 7.2%, for Numeracy it was 5.1%, and for PSTRE it was 0.1%.

Italy

Sampling

Italy followed the PIAAC technical standards and guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: Italy followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights.
- Sampling error: Italy's design effect due to unequal weights is 1.43 for a sample size of 4,621. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 1,666. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.75). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The goal of the sample design was to arrive at equal probabilities of selection for individuals. However, there was some variation observed in the base weights. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.8% (people in noninstitutional collective dwelling units).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 1.8%.
- Weighted response rate: 55%
- Nonresponse bias analysis
 - Basic: Italy performed all required analyses. The required variables for education and employment were not available for use in the basic NRBA. The two-variable combination of age classes by gender, which was not used in weighting, showed some indications of potential nonresponse bias. Micro-regions, not used in weighting, did not show indications of potential bias. Indications of the potential for bias prior to weighting were found in age classes, household size, municipality size, and micro-region. Most significant specific categories are 16-25-year-olds (overrepresented) and 56-65 (under); 1 and 2 person households (under); large municipalities (under); North West (under) and North East and South (over). Among variables not used in weighting, the age by sex groups show possible underrepresentation for younger ages 16-34 for both sexes, and overrepresentation for 55-65 females. The logistic regression show significant effects among all six variables in the analysis.

- Extended (preliminary): Italy performed all required analyses. Its extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Significant differences 'before' NR adjustments among age classes, household size, and regions. Differences still over 2 standard errors away for single person household, North West, North East and South after NR adjustments, however, the standard errors (denominator) were small, which may overstate the size of the difference in the percentages. After calibration, in general the absolute differences were reduced for the regions, except for the South. Italy conducted significance testing that showed a slightly different picture, where significant potential bias remained for the North West only after the NR adjustment, among all the subgroups. Nonweighting variables were not used in the analysis.
 - Analysis 2 - Comparisons of estimates to external totals: Employment and education totals from the Labor Force Survey are significantly different from those from Italian Multipurpose Survey (used for PIAAC calibration). In order to explain these differences, it is important to note that the LFS is a rotated sample with the effect of attrition and substitution being allowed, while for the Italian Multipurpose Survey, the substitution is not allowed and is based on a two- stage sampling design of 60,000 units (observed sample persons). For Education, the largest absolute differences are for categories ISCED 3A-B and ISCED 2. For employment status, none of the confidence intervals for PIAAC and LFS overlap and the largest absolute differences are categories Not in Labor force and Unemployed. Italy provided an explanation of differences between PIAAC and the external source, and said it is not possible to say if these differences are due to a bias into the PIAAC estimates. For education, the largest differences (st_PIAAC - st_LFS) correspond to categories ISCED 3A-B and ISCED 2, where the relative differences are -8.0% and 5.5%, respectively. For employment status, the largest differences are for Not in Labor force and Unemployed (-2.6 % and 3.8%). For the reasons described above, it is not possible to say if these differences are due to a bias into the PIAAC estimates.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.22 (0.21 for numeracy). The correlation between the raking dimensions and literacy scores was average at 0.48 (0.52 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.49 (0.53 for numeracy), which was about the average across countries. This indicates some potential for reducing NRB due to the moderate correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (55% of the selected sample) and the weighting

variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (45% of sampled cases).

- Analysis 4 – Comparisons of estimates from alternative weightings: The re-weighted estimate from the alternative more detailed education and employment status showed no important difference with the estimates based on the final weights. The overall difference is significant however, and with the alternative weights resulting in a higher average by four points. Therefore, there is some potential for bias in the resulting scores.
- Analysis 5 – Analysis of variables collected during data collection: The Italy weighting procedures separated the LRNR, therefore treating the LRNR cases appropriately. There were no domains with unexpected differences between LRNR and the comparison group. They provided frequencies from its NIR; however, only 133 completed the forms and therefore it is not possible to draw conclusions.
- Analysis 6 – Level-of-effort analysis: There were significant differences by level of effort for age class 46-55 (higher for low effort) and HH_size=1 (higher for low effort). This indicates that the thorough data collection efforts helped to reduce the bias due to nonresponse.
- Analysis 7 – Range of bias: The literacy scores' first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 92 and the maximum score was 439, for a range of 347. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 62, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Italy's response rate was low (55%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (45% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Italy generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Guidelines 8.1.1B and 8.1.2A on management of field staff.

Italy met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Italy reached the 7% threshold for 99% of its interviewers.

Italy also met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Italian interviewers were provided with 27 hours of in-person training.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Italy followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Italy followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 97.9%
 - Literacy Items: 97.0%
 - Numeracy Items: 96.2%
- Scoring reliability of paper-based national booklets
 - Core items: 99.4%
 - Literacy Items: 96.2%
 - Numeracy Items: 96.7%

Assessment data

Overall, 98.8% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Italy, 57.9% of the respondents who completed the BQ took the computer-based cognitive assessment, while 41.4% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Italy, 19.6% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.2% of those who reported having some

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^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Italy followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Italy. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Italy, about 80.3% of respondents reported income in exact amounts (88.6% across countries) and about 9.0% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Italy, we observed 0.7% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Italy, these percentages were 13.7% for Literacy and 10.3% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Italy, the percentage of nonresponse for Literacy was 12.8% and for Numeracy it was 9.0%. Italy did not administer the assessment for PSTRE.

Japan

Sampling

Japan followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: Japan had to adjust its sampling frame to take into account the unique circumstances caused by earthquake and tsunami. The alternative sample design deviates from an unbiased probability sample design as required by PIAAC's TSGs. However, an in-depth evaluation of the alternative approach indicated that the potential for bias in outcome statistics was expected to be minimal. Therefore, this alternative design is expected to produce national estimates for Japan that are comparable with other countries and with acceptable quality. Disproportionate sample allocation across strata Method was used in the alternative approach. Under this method, the maximum number of SPs allowed per PSU was 50. Strata with similar literacy levels were combined to reduce the impact on variances due to this upper bound limitation. This approach helped spread the sample across a larger number of PSUs, and reduce the sample weight variation. Initial base weights were adjusted to reflect all these changes.
 - In field: Not applicable
- Sample weighting: Japan followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create its weights.
- Sampling error: Japan's design effect due to unequal weights is 1.10 for a sample size of 5,278. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 3,362. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.54). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance.
- Japan started with an equal probability sample design. Due to changes (as described in sampling plan) the final design is an almost-equal probability sample. Further variation in the weights was added through nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 2.2% (non-nationals, undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 2.8%.
- Weighted response rate: 50%
- Nonresponse bias analysis
 - Basic: Japan performed all required analyses.

- Extended: Japan performed all required analyses. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: 19 variables were analyzed. Some of them are ratios, for example, the ratio of junior college or college graduate to the high school graduate. Estimates related to region, education, employment and age changed substantially (relative difference > 2) as a result of the weighting adjustments. However, these estimates are not known for the full eligible sample, so it is difficult to make a conclusion about bias. Half of the variables were used in weighting and the rest were not.
 - Analysis 2 - Comparisons of estimates to external totals: Japan took BQ variables to derive education and Labor force, and compared the estimates to the control totals. “PIAAC estimates were computed with final adjusted weights. Because the analysis variables are calibration variables, the estimates are just control totals.”
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.17 (0.20 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.52 (0.51 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.53 (0.52 for numeracy), which was about the average across countries. Although Japan’s response rate was low (50%), this analysis shows that weighting adjustments were moderately effective in reducing NRB because of the correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (50% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (50% of sampled cases).
 - Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the first plausible variable for literacy was used as a proficiency measure, and nonresponse adjustment cells were formed using different variables from those used in the original analysis, plus gender and age. Weights were calibrated using the same variables as in the original analysis. Proficiency estimates for respondents were obtained using the recalibrated weights. No differences were found in any domains.
 - Analysis 5 – Analysis of variables collected during data collection: Japan looked at type of building, floor in apartment building, and automatic lock house or apartment. People of higher socioeconomic class tend to occupy upper floors and live in automatic lock houses. The response rate of people living in apartments is low. Floor and automatic lock shown no differences.
 - Analysis 6 – Level-of-effort analysis: Japan compared number of visits, and developed a questionnaire to allow comparisons of response-related variables such as: at home vs. out, participate vs. refuse, cooperative vs.

annoying, and interested vs. not-interested. The first plausible value for literacy was used as a proficiency measure, and a regression analysis was performed. Japan's conclusion is as follows: High level-of-effort respondents due to not-at-home have such characteristics as male, young, and employed; its proficiency estimates are higher than those of stay-at-home respondents in every domain except not-in-Labor-force. Respondents who were cooperative and interested in the survey had such characteristics as young and highly educated; its proficiency estimates are higher than those of evasive respondents in every domain.

- Analysis 7 – Range of bias: The Literacy scores' first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 126 and the maximum score was 418, for a range of 292. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 51, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Japan's response rate was low (50%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (50% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Japan appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Guidelines 8.1.1B and 8.1.2A on management of field staff.

Japan met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Japan provided 24 hours.

Japan partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Cases finalized as ineligible had no chance of being selected for validation, and the majority of validation cases were not selected randomly.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Japan followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Japan followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 99.2%
 - Literacy Items: 97.9%
 - Numeracy Items: 97.0%
- Scoring reliability of paper-based national booklets
 - Core items: 99.9%
 - Literacy Items: 99.8%
 - Numeracy Items: 99.7%

Assessment data

Overall, 99.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Japan, 61.8% of the respondents who completed the BQ took the computer-based cognitive assessment, while 36.8% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Japan, 17.9% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 12.1% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Japan followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Japan. If a respondent started the interview, the likelihood that she/he provided data is at a level above 98% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Japan, about 91.8% of respondents reported income in exact amounts (88.6% across countries) and about 3.0% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Japan, we observed 1.2% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Japan, these percentages were 6.5% for Literacy and 5.7% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Japan, the percentage of nonresponse for Literacy was 4.5%, for Numeracy it was 3.1%, and for PSTRE it was 0.0%.

Korea

Sampling

Korea followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: No field issues detected
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Korea. Upon review of the distribution of raked weights, it was discovered that 20- to 26-year-olds were underrepresented in the sample and the raking dimension defined by age needed to be redefined to account for the underrepresentation. After discussions with Korea about this issue, a new raking dimension was submitted by Korea defined by age crossed with educational attainment.
- Sampling error: Korea's design effect due to unequal weights is 1.19 for a sample size of 6,667. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 5,086. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.31). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The goal of the sample design was to arrive at equal probabilities of selection for households. However, there was some variation observed in the base weights. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 2.4% (residents of small islands).
 - Data collection: Not applicable
- Weighted response rate: 75%
- Nonresponse bias analysis
 - Basic: Korea performed all required analyses. For the screener response rate, region, administrative district and residential type each showed statistical significance while region, residential type, gender, age, educational attainment, job type and household income were significantly different in the BQ response rate. Age, gender, occupation, urbanicity, region and education were used in weighting adjustments.
 - Extended: Not required

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Korea generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation, Standard 9.4.2 on interviewer training and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Korea followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Korea followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 98.8%
 - Literacy Items: 99.1%
 - Numeracy Items: 96.7%
- Scoring reliability of paper-based national booklets
 - Core items: 100.0%
 - Literacy Items: 100.0%
 - Numeracy Items: 100.0%

Assessment data

Overall, 97.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Korea, 70.9% of the respondents who completed the BQ took the computer-based cognitive assessment, while 28.6% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Korea, 5.9% of respondents who reported having some computer experience

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^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

refused the CBA and took the PBA. An additional 10.4% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Korea followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Korea. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Korea, about 93.9% of respondents reported income in exact amounts (88.6% across countries) and about 1.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Korea, we observed 0.3% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Korea, these percentages were 7.4% for Literacy and 5.8% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Korea, the percentage of nonresponse for Literacy was 2.6%, for Numeracy it was 2.0%, and for PSTRE it was 0.2%.

The Netherlands

Sampling

The Netherlands followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Netherlands followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create its weights.
- Sampling error: The Netherlands' design effect due to unequal weights is 1.10 for a sample size of 5,170. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 4,635. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.10). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The Netherlands' sample design involved an equal probability sample. Variation in the weights was added through nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.9% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 1.8%.
- Weighted response rate: 51%
- Nonresponse bias analysis
 - Basic: The Netherlands performed all required analyses. For all candidate auxiliary variables, except gender, the characteristics of the respondents and nonrespondents differ significantly. Therefore an inclusion of all candidate auxiliary variables, except gender, in the weighting model might result in a reduction of nonresponse bias.
 - Extended: The Netherlands performed all required analyses. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting were made for 19 variables. The variables included gender, age, generation, origin, degree of urbanization, group of provinces, household composition, social status, economic activity, type of dwelling, property-value of dwelling, monthly gross income, term of registration and low-, middle-, high-level of education. Estimates related to all the variables but gender

changed substantially (relative difference > 2) as a result of the weighting adjustments. Half of these variables were included in weighting.

- Analysis 2 - Comparisons of estimates to external totals: The Netherlands compared PIAAC estimates for education, employment status, occupation and industry to estimates from the Dutch Labor Survey. Statistical tests were not performed to check if differences are significant. Because the surveys differ in timing, observation mode, question wording, coding of education, profession and industry, performing proper statistical tests was found to be difficult. Therefore, it is hard to correctly interpret the differences in estimates.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.26 (0.25 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.57 (0.55 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.57 (0.55 for numeracy), which was above the average across countries. Although the response rate for The Netherlands was 51%, this analysis indicates potential for reducing NRB due to the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (51% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (49% of sampled cases).
 - Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the first plausible variable for literacy variable was used as a proficiency measure, and the nonresponse adjusted weights were recalibrated using five of the original raking dimensions (gender by age, origin by generation, degree of urbanization by group of provinces, household composition, social status by income, term of registration in population registry), plus an alternative education variable. Proficiency estimates were obtained using the recalibrated weights. No differences were found.
 - Analysis 5 – Analysis of variables collected during data collection: The Netherlands looked at the same 13 variables listed in Analysis 1 for the LR. Its conclusion states that “because some people of a first foreign background do not speak the Dutch language, it is considered not unlikely that 80% of the literacy related cases are people of a first generation foreign background”. However, the Netherlands’ weighting procedures separated the LRNR cases, therefore treating them appropriately.
- 2) An analysis of noninterview report data was not performed.
- Analysis 6 – Level-of-effort analysis: A variable with 3 levels was created: a person contacted 1-4 times, a person is contacted 5-6 times, and after initially refusing the person is contacted again. Two groups are formed: early respondents (1-4 contacts) and late respondents. A two-sample t-test was used to compare the literacy scores of these two groups.

Although the mean proficiency score of the late respondents is mostly higher than that of the other respondents, the differences are not significant.

- Analysis 7 – Range of bias: The literacy scores’ first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 81 and the maximum score was 440, for a range of 359. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 60, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though The Netherlands’ response rate was low (51%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (49% of the sample).

Data collection

The Netherlands partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. The Netherlands reached the 7% threshold for 86% of its interviewers. Fourteen percent of interviewers were validated at less than the 7% level.

The Netherlands also partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. About 60% of Netherlands’s interviewers were provided with more than 15 hours; however, about 40% were provided with significantly fewer hours. The Netherlands offered significantly fewer training hours than recommended on all key aspects (gaining cooperation, BQ administration and assessment administration).

The Netherlands also partially met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Netherlands’ supervisor assignments were more numerous than the standard—55 interviewers, working on more than one project.

Instrument data quality

Translation

To the best of the Consortium's knowledge, the Netherlands followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, the Netherlands followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 95.6%
 - Literacy Items: 92.1%
 - Numeracy Items: 95.5%
- Scoring reliability of paper-based national booklets
 - Core items: 99.5%
 - Literacy Items: 99.9%
 - Numeracy Items: 99.9%

Assessment data

Overall, 98.2% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In the Netherlands, 87.5% of the respondents who completed the BQ took the computer-based cognitive assessment, while 9.7% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In the Netherlands, 4.5% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.2% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, the Netherlands followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for the Netherlands. If a respondent started the interview, the likelihood that she/he provided data is at a level above 97% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In the Netherlands, about 88.9% of respondents reported income in exact amounts (88.6% across countries) and about 4.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In the Netherlands, we observed 2.3% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In the Netherlands, these percentages were 10.0% for Literacy and 5.6% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in the Netherlands, the percentage of nonresponse for Literacy was 4.6%, for Numeracy it was 3.2%, and for PSTRE it was 0.2%.

Norway

Sampling

Norway followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. Most QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: Norway followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights.
- Sampling error: Norway's design effect due to unequal weights is 1.05 with a sample size of 5,128. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 4,947. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (0.83). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The effective sample size is set equal to the actual number of cases with plausible values since the overall design effect is less than 1.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.4% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 0.4%.
- Weighted response rate: 62%
- Nonresponse bias analysis
 - Basic: Norway performed all required analyses. Chi-square analysis shows that there is significant dependence between response status and all the auxiliary variables except for gender, immigration category and country background. Age, special field, occupation, industry, income, region and education were used in BQ NR adjustments.
 - Extended: Norway performed most of the analysis except NIR (they do not have such data). The extended analysis provides evidence that bias was mostly reduced through the weighting adjustments
 - Analysis 1 – Comparisons of estimates before and after weighting: Most of the bias was reduced except for a few levels of certain categories, but there is no sign of significant bias (either $rel\ diff < 2$ or $abs\ diff < 1$ or both).
 - Analysis 2 - Comparisons of estimates to external totals: Significant differences were found between PIAAC estimates (using final weights) and different registers of the following categories: education (9), special field (2,6), occupation (2,4), and income after taxes (4). According to its reply, the number of people in the category “missing” tends to be

underestimated (for all variables), thus these people are probably underrepresented in our respondent sample. For other categories, the confidence interval contains the register total in most cases except for special field categories 2 and 6, occupation categories 2 and 4, and income category 4.

- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was above average at 0.45. The correlation between the raking dimensions and literacy scores was below average at 0.23 (0.22 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.48, which was about average across countries. That is, weighting adjustments were not as effective in reducing bias, as compared to other countries, because of the level of correlation between the survey outcomes and the weighting variables. However, Norway had a higher than average response rate (62%), as compared to other countries, implying that the potential for bias could be somewhat lower as compared to countries with lower response rates.
- Analysis 4 –Comparisons of estimates from alternative weightings: Norway used 5-year age groups, immigration category, and income after taxes in the reweighting, and very little differences were found between the estimates using final weights and reweighted weights.
- Analysis 5 – Analysis of variables collected during data collection: Norway looked at characteristics of the literacy-related nonrespondents and found that they belonged to immigration groups, certain age groups (too young or too old), certain regions and lower education, providing evidence that this disposition code was used as intended. So bias was reduced by the LRNR weighting adjustment.
- Analysis 6 – Level-of-effort analysis: Norway defined level of effort by the interview time before or after December 31, 2011. There was significant difference in the distribution of respondents' education. The late respondents generally have a lower average proficiency score, except for immigration 3 group (Norwegian-born to immigrant parents), whose late respondents have a higher score than early ones'.
- Analysis 7 – Range of bias: The Literacy scores' first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 67 and the maximum score was 441, for a range of 344. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 51, indicating a low potential for bias in outcome statistics. This is a reflection of the higher than average response rate (62%) in Norway. That is, as a result of achieving a relatively higher response rate, the potential for remaining bias is low even

though the weighting adjustments were not as effective, as compared to other countries, in reducing bias in outcome statistics.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Norway generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Norway partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Overall training duration was significantly shorter than recommended. Some interviewers were offered significantly fewer training hours than recommended on all key aspects (gaining cooperation, BQ administration and assessment administration).

Instrument data quality

Translation

To the best of the Consortium's knowledge, Norway followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Norway followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 96.6%
 - Literacy Items: 96.5%
 - Numeracy Items: 95.9%
- Scoring reliability of paper-based national booklets
 - Core items: 99.0%
 - Literacy Items: 97.5%
 - Numeracy Items: 98.5%

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Assessment data

Overall, 97.2% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Norway, 85.5% of the respondents who completed the BQ took the computer-based cognitive assessment, while 11.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Norway, 6.5% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 3.7% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Norway followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Norway. If a respondent started the interview, the likelihood that she/he provided data is at a level above 97% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Norway, about 97.6% of respondents reported income in exact amounts (88.6% across countries) and about 0.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Norway, we observed 2.2% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Norway, these percentages were 9.6% for Literacy and 8.1% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Norway, the percentage of nonresponse for Literacy was 5.2%, for Numeracy it was 3.6%, and for PSTRE it was 0.2%.

Poland

Sampling

Poland followed the technical standards and guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner except some of the sample selection forms, which were not submitted until data collection started.

- Sampling Plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for Poland. The only exception is that no separate adjustment for literacy-related nonrespondents (LRNR) was performed to avoid extreme weights, since none of the BQ LRNR have age and gender collected, and there is only one assessment LRNR.
- Sampling error: Poland's design effect due to unequal weights is 1.91 for a sample size of 9,366 adults ages 16-65. Poland oversampled 19-26-year-olds, which increases the design effect. Further variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 6,320. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.48). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.8% (undocumented immigrants and foreigners staying in Poland fewer than 3 months).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 4.2%.
- Weighted response rate: 56%
- Nonresponse bias analysis
 - Basic: Poland performed all required analyses. Its analysis showed significantly lower response propensities for ages 26-35, areas with high education or low unemployment, and several regions. Age, gender, region, unemployment level, locality size, income level, number of cities, density of middle-school students, and density of middle-school students per computer with internet were used in weighting adjustments.
 - Extended: Poland performed all of the required analyses except the analysis on non-interview report form. The extended analysis provides evidence that bias was reduced through the weighting adjustments.

- Analysis 1 – Comparisons of estimates before and after weighting: Bias in age, area-level education, area-level unemployment, locality size, and region was reduced through the weighting process as most of these variables were used in weighting adjustments. Gender was also analyzed but it did not show bias between the respondent and eligible sample.
- Analysis 2 - Comparisons of estimates to external totals: PIAAC estimates (using final weights) are generally smaller than the Census 2011 estimates of age, gender, and region. Per Poland, “The registry and Census data were collected by two different institutions. Despite the fact there are significant differences between PIAAC estimates and external control totals, we have not made any adjustments because the relative frequencies of Age, Gender, and Region characteristics are virtually identical for Census and Registry data.”
- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.29 (0.28 for numeracy). The correlation between the raking dimensions and literacy scores was below average at 0.33 (0.30 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.40 (0.37 for numeracy), which was below the average across countries. That is, weighting adjustments were not as effective in reducing bias, as compared to other countries, because of the lower than average correlation between survey outcomes and weighting variables. Also data users need to be cautioned that the analysis is based on correlations between the responding sample (56% of the selected sample) and the weighting variables. That is, the analysis assumes that the same correlations exist for the remaining sampled cases that have no scores (44% of sampled cases).
- Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, the final weighted data were re-raked by employment status and education. The mean literacy scores by education are virtually the same before and after re-weighting. The mean literacy scores by employment status are slightly different before and after reweighting, which may be due to the random imputation of six cases with missing employment status.
- Analysis 5 – Analysis of variables collected during data collection: Poland looked at characteristics of the literacy-related nonrespondents and found that they belonged to the expected sociodemographic groups, providing evidence that this disposition code was used as intended. Poland did not perform analysis on data from non-interview report (NIR) forms. Per Poland, “In our opinion, NIR analysis does not bring any valid information since data were collected in open-ended form using two different kinds of software (TAO, CMS). There are significant differences between input data for the same respondents.”
- Analysis 6 – Level-of-effort analysis: Poland does not have information on the number of contacts to define level-of-effort. So they compared interviews conducted in the first 6 months of data collection with the

interviews conducted in the last 3 months of data collection, assuming the interviews in the first 6 months required less effort than the last 3 months. The analysis variables include mean literacy scores, proportions by age, sex, area-level education, area-level unemployment, locality size, and region. Significant differences of mean literacy score were found between the two groups for some of the domains.

- Analysis 7 – Range of bias: The Literacy scores’ first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 59 and the maximum score was 446, for a range of 388. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 54, indicating a low potential for bias in outcome statistics. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (44% of the sample).

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Poland generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 9.4.2 on interviewer training.

Poland met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. In Poland, meetings between supervisors and interviewers occurred only on an as-needed basis and/or biweekly.

Poland did not meet a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Poland reached the 7% threshold for 40% of its interviewers. Sixty percent of interviewers were validated at less than the 7% level. Only some cases were selected randomly.

Instrument data quality

Translation

To the best of the Consortium’s knowledge, Poland followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items.

All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Poland followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 99.0%
 - Literacy Items: 97.3%
 - Numeracy Items: 96.0%
- Scoring reliability of paper-based national booklets
 - Core items: 99.6%
 - Literacy Items: 98.2%
 - Numeracy Items: 98.7%

Assessment data

Overall, 99.0% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Poland, 50.4% of the respondents who completed the BQ took the computer-based cognitive assessment, while 49.3% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Poland, 29.3% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 7.9% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Poland followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Poland. If a respondent started the interview, the likelihood that she/he provided data is at a level of 100% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Poland, about 81.8% of respondents reported income in exact amounts (88.6% across countries) and about 6.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Poland, we observed 0.0% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Poland, these percentages were 9.0% for Literacy and 6.2% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Poland, the percentage of nonresponse for Literacy was 8.4%, for Numeracy it was 5.3%, and for PSTRE it was 0.0%.

The Russian Federation¹⁴

Sampling

It is unclear whether the Russian Federation followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling due to the lack of information provided.

- **Sampling Plan:** During the sample design stage, the Consortium suggested increasing stratification levels and reducing the clustering to the maximum extent possible to reduce design effects. However, the Russian Federation was not able to implement this suggestion. The Russian Federation selected 25 PSUs (regions; three were self-representing) and 93 SSUs (cities, towns, villages).
- **Sample Selection**
 - **Home office:** The Russian Federation provided minimal information in their QC forms, so the Consortium was not able to adequately QC any stage of their sample selection.
 - **In field:** No field issues detected.
- **Sample weighting:** The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for the Russian Federation. A literacy-related nonresponse adjustment was not needed because there were no literacy-related non-respondents at any stage of the data collection. Also, BQ nonresponse adjustment was not conducted because the BQ response rate was close to 100%.
- **Sampling error:** The Russian Federation's design effect due to unequal weights is 2.09 for a sample size of 3 892. The Russian Federation's overall design effects are substantial due to the high level of clustering in the sample (small numbers of PSUs and SSUs), and thus failing to meet the quality measures (related to design effects) established for PIAAC. For example, the overall design effect for literacy is 15.77 (other Round 1 country design effects range from 0.80 to 3.81), and the effective sample size is 247 (the effective sample size for other Round 1 countries range from 1,666 to 7,848). The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, was computed as the number of cases with plausible values divided by the overall design effect for literacy. The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Further variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and Nonresponse Bias

- **Population Coverage**

¹⁴ Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

- Frame: The estimated percentage of the target population excluded from the frame was 1.5% (Chechnya region, due to war in the region).
- Data collection: 1 220 cases were identified during the quality control processes that did not accurately reflect the true proficiencies of respondents. These respondents had implausible response times, duplicate cases, and abnormal response patterns and were excluded from the Russian Federation's database:
 - 1) *116 duplicate cases identified.* These were cases involving respondents with identical responses to items, response times, and number of actions to completion.
 - 2) *144 cases with an average response time per item less than 10 seconds.* Very rapid responses were best understood as being not representative of the respondents' skills.
 - 3) *949 cases collected by the most prolific 8 interviewers.* The cases collected by these interviewers were unusually homogeneous and had very different characteristics compared to other respondents in Russia.
 - 4) *11 cases from the same household with a sampled person that met one of the aforementioned criteria.* These cases were determined to be incongruent.

The exclusion of data from the 8 most prolific interviewers resulted in the removal of all cases from the Moscow municipal area (two certainty PSUs). The final Russian data set is therefore representative of the Russian Federation resident population aged 16-65, excluding those residing in the Moscow municipal area¹⁵.

- Weighted response rate: 52%
- Nonresponse bias analysis
 - Basic: The Russian Federation evaluated nonresponse bias at the screener stage only, because their self-computed BQ response rate was around 99%. The Russian Federation did not use all required analysis variables. Age, gender, education, and employment were not used because "virtually all refusals occurred at the initial stage of contact with any member of the household or the gatekeeper and it was not possible to obtain any information on household members." The Russian Federation performed all required analyses. Non-respondents tended to live in towns and villages, in regions with a higher percentage of employed people, and in regions with a lower percentage of people with higher education than respondents. The chi-square analysis also showed differential response rates by region, type of settlement (city, town, village), and level of education in the region.

¹⁵ This approach was discussed with and validated by the PIAAC Technical Advisory Group (TAG). Copies of two memos prepared for the TAG outlining the criteria used to identify the cases for removal and the outcomes of this process are included at the end of this adjudication report.

- Extended: The Russian Federation did not perform all the required analyses using the final weights and proficiency scores. As a result, nonresponse bias could not be fully evaluated.
 - Analysis 1 – Comparisons of estimates before and after weighting: The Consortium was unable to determine whether bias in the auxiliary variables was reduced through the weighting process due to insufficient information provided for this analysis. The percentage distribution of sample cases at each weighting step at the screener level was not provided. Additionally, the definition of the eligible sample was unclear.
 - Analysis 2 – Comparisons of estimates to external totals: Differences were found between PIAAC estimates (using final weights) and census 2010 estimates of percent unemployed by region. In 13 of the 23 regions, the PIAAC unemployment rate was lower than that of the census estimate, which may be due to the possibility that unemployed or those who concealed their unemployment status categorically refused to take part in the survey, suggesting possible nonresponse bias.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the raking dimensions and literacy scores was 0.35 (0.34 for numeracy), which was below the average across countries. That is, weighting adjustments were not as effective in reducing bias, as compared to other countries, because of the low correlation between the survey outcomes and the weighting variables.
 - Analysis 4 – Comparisons of estimates from alternative weightings: This analysis was not performed using the final weights and proficiency scores.
 - Analysis 5 – Analysis of variables collected during data collection: This analysis was not conducted because there were no literacy-related nonrespondents.
 - Analysis 6 – Level-of-effort analysis: This analysis was not conducted due to the inability to classify respondents as difficult-to-contact. 99.6% of the respondents agreed to be interviewed after one follow-up attempt.
 - Analysis 7 – Range of bias: This analysis was not performed using the final weights and proficiency scores.

Data Collection

Based on information provided on QC forms and during monthly QC conference calls, the Russian Federation generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 9.4.2 on interviewer training and Standard 10.9.3 on fieldwork validation.

However, analysis of the data revealed evidence of a range of irregularities related to data collection (see above) affecting a significant proportion of cases, which should have been detected by validation. The fact that they were not detected suggests that validation was not conducted in a sufficiently rigorous manner. Therefore, the Russian Federation failed to meet the adjudication requirements on data collection validation.

The Russian Federation met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. The Russian Federation reported that meetings between their supervisors and interviewers occurred every other week.

Instrument Data Quality

Translation

To the best of the Consortium's knowledge, the Russian Federation followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for background questionnaire materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, the Russian Federation followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - g) Core items: 94.0%
 - h) Literacy Items: 86.7%
 - i) Numeracy Items: 91.5%
- Scoring reliability of paper-based national booklets
 - j) Core items: 100%

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

k) Literacy Items: 100%

l) Numeracy Items: 100%

Assessment Data

Overall, 99.1% of respondents who completed the background questionnaire (BQ) went on to take some cognitive assessment in either computer or paper format. In the Russian Federation, 66.5% of the respondents who completed the BQ took the computer-based cognitive assessment, while 33.4% took the paper-based assessment. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In the Russian Federation, 15.7% of respondents who reported having some computer experience refused the computer-based assessment and took the paper-based assessment. An additional 2.8% of those who reported having some computer experience failed the ICT Core and took the paper-based assessment. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the paper-based assessment.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, the Russian Federation followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

Background Questionnaire Data

Background data were of very high quality for the Russian Federation. If a respondent started the interview, the likelihood that she/he provided data is at a level of 100% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In the Russian Federation, about 81.6% of respondents reported income in exact amounts (88.6% across countries) and about 5.9% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to

collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In the Russian Federation, we observed 0.0% of cases with breakoffs.

Item Non-Response

- 3) Overall, the average proportions of non-response (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In the Russian Federation, these percentages were 11.6% for Literacy and 7.8% for Numeracy. Overall for computer-based items, the level of non-response was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in the Russian Federation, the percentage of non-response for Literacy was 12.2%, for Numeracy it was 7.3%, and for PSTRE it was 0.0%.

Data Adjudication Summary

As noted above analysis of the data from the Russian Federation revealed evidence of irregularities affecting a significant proportion of cases that were not picked up by validation. As a consequence, the Russian Federation failed to meet the adjudication requirements on data collection validation.

The TAG recommended and the OECD and Russian Federation agreed to remove from the database some 1 220 cases that were determined to not accurately reflect on the true proficiencies of respondents. Three criteria were used: very rapid response times, duplicate cases, and abnormal response patterns. Applying these criteria led to the exclusion of data from the 8 most prolific interviewers, which resulted in the removal of all cases from the Moscow municipal area. The remaining data met the minimum requirements for psychometric modelling and were subsequently scaled and weighted to represent the 16-65 year old population excluding residents of the Moscow region. .

The criteria for the removal of the most egregious cases relating to response time and duplication applied only to respondents assessed using CBA. Thus the number of potential cases not accurately representing the proficiency or the background variables of other respondents could not be fully evaluated. If such cases remain in the database it is likely we would observe reduced relationships between proficiency and background variables. For this reason, the TAG noted that, while the application of the three criteria would be likely to improve the fit and coherence of the data base, *“the deficiencies associated with the Russian data can neither be completely eradicated nor the accuracy of the data fully restored”*. As a result, the Russian Federation received a Caution for Instrument Data Quality.

A Proposal to Improve Data Quality by Filtering Incongruent Cases from the Most Recent Russian Database

Prepared by ETS, August 2013

Summary Statement unanimously supported by TAG:

The delivery of the Russian PIAAC data lacked timely evidential validity during sampling, data collection and database preparation which severely hampered the consortium's ability to validate the Russian data. In addition, a substantial number of cases were identified during the quality control processes that do not accurately reflect the true proficiencies of respondents. These respondents had implausible response times, duplicate cases, and aberrant response patterns. As a result, it was recommended and approved by the TAG and the OECD that these identifiable cases be dropped from the database. Moreover, it was recognized by the TAG that while the deficiencies associated with the Russian data can neither be completely eradicated nor the accuracy of the data fully restored, the removal of the three groups of respondents identified through the criteria suggested by the consortium will significantly improve the reliability and comparability of the Russian database.

Adjudication_RussianFederation_2013 09_DRAFT.DOCXContext

As requested by the OECD, ETS convened a virtual TAG meeting on July 29 to review and discuss quality issues surrounding the Russian data based on in depth analyses of the most recent database. There was unanimous agreement among the participating TAG members that the Russian data lacked sufficient quality with regards to reliability, validity and comparability. The major reasons for the poor overall quality of the data were identified as:

- 1) insufficient or untimely information provided to the consortium around sampling and survey operations undermined the evidential validity of the data;
- 2) a substantial number of respondents could not have read and answered the literacy and numeracy items correctly in the time-interval logged by the computer platform. More than 400 respondents were found to have an average time per item below 10 seconds, which is insufficient to process the sometimes extensive reading and stimulus material presented in the PIAAC tasks;
- 3) other quality control checks performed by the consortium resulted in the identification of a number of duplicated cases – 46 of these with responses and timing data that match exactly with other cases;
- 4) respondent data provided by the most prolific 8 interviewers are not consistent with other respondents in Russia; and,

5) a substantial number of items do not fit the common latent skill based psychometric model within the Russian data, and also do not fit the aggregate international database. These findings contradict the field test results, where such deviations were not observed, and also are incongruent with the PIAAC main test data from the Russian speaking sample from Estonia.

Rationale

Without knowing exactly what was done during sampling, survey administration, scoring and preparing the database, the inherent deficiencies observed in the data cannot be completely addressed without a full audit of the sampling and survey procedures. And, even if a full audit were feasible at this time it is unlikely that we will fully understand everything that has contributed to the incongruence in the Russian data.

However, it appears that the consortium can offer a proposal that will improve the quality of the Russian data by filtering out a significant proportion of the incongruent cases. Our suggestion is based on removing those cases that are identified as belonging to incongruent groups. These cases can be identified by applying a set of criteria that do not take into account the performance on the cognitive items. The consortium expects that applying these criteria will increase the coherence and comparability of the Russian national data as well as the fit of these data to the international database that forms the basis of the PIAAC.

Proposal for Salvaging the Majority of the Russian Data

While it has to be understood that procedure proposed below will not fully remediate the deficiencies present in the Russian database, it will provide the OECD with a strategy that helps to salvage more than 70% of the existing data. After careful analyses of the existing database, we suggest three criteria be applied to increase reliability and comparability of the Russian data. These include:

1) Drop all duplicate cases that have been identified. Duplicate cases involve respondents with exact same responses to items, the exact same response times, and the same number of actions. These duplicate cases are impossible to obtain without errors introduced by some form of intervention. These duplicated response patterns should be eliminated from the data as they do not represent the skills of two independent respondents.

2) Drop all cases with an average response time per item less than 10 seconds. It is nearly impossible to meaningfully respond to any open-ended questions involving multiple paragraphs in less than 10 seconds. Overall, the average response time for the Russian database is reduced compared to other countries participating in PIAAC (see Figures 1 and 2 below). We believe these very fast responses are best understood as being not representative of the respondents' skills. In part this understanding is based on our analyses of the reading components data with proficient readers and the time needed to respond to each of three components.

3) Drop all cases collected by the "most prolific 8 interviewers". This group was identified not based on performance or other characteristics, but only on the fact that these

8 interviewers each provided many more cases than the other interviewers. Analyses show that these cases are unusually homogeneous and have very different characteristics when compared to other respondents in Russia. Their respondents produced nearly always correct answers on the majority of items and on some items nearly always incorrect responses (even below the level of the respondents interviewed by the remainder of interviewers, see figure 3). Their proportions correct do not resemble the rest of Russian data, and often contradict each other. They were nearly always incorrect on some of the easy items and nearly always correct on some of the very difficult items, which typically reflect erratic responding not related to the underlying skills. In contrast, most of the other respondents in the Russian database and in other countries show a systematic pattern between difficulty of the item and the skill of the respondent. These response patterns contribute to the poor fit of the measurement model and, therefore, do not represent true skills of respondents. In contrast, the respondents from the remaining interviewers show high congruence with the Russian speaking sample collected in Estonia (see figure 4), and exhibit a similar association when comparing these results in other pairs of countries (Figure 5).

In total, there are between 1400 and 1500 cases identified by these three criteria that should be dropped from the database because they are not representative of the true skills of respondents, and do not adequately reflect the distribution of the skills in the country. The removal of these cases together with proper weighting of remaining cases should increase the overall reliability and comparability of Russian data.

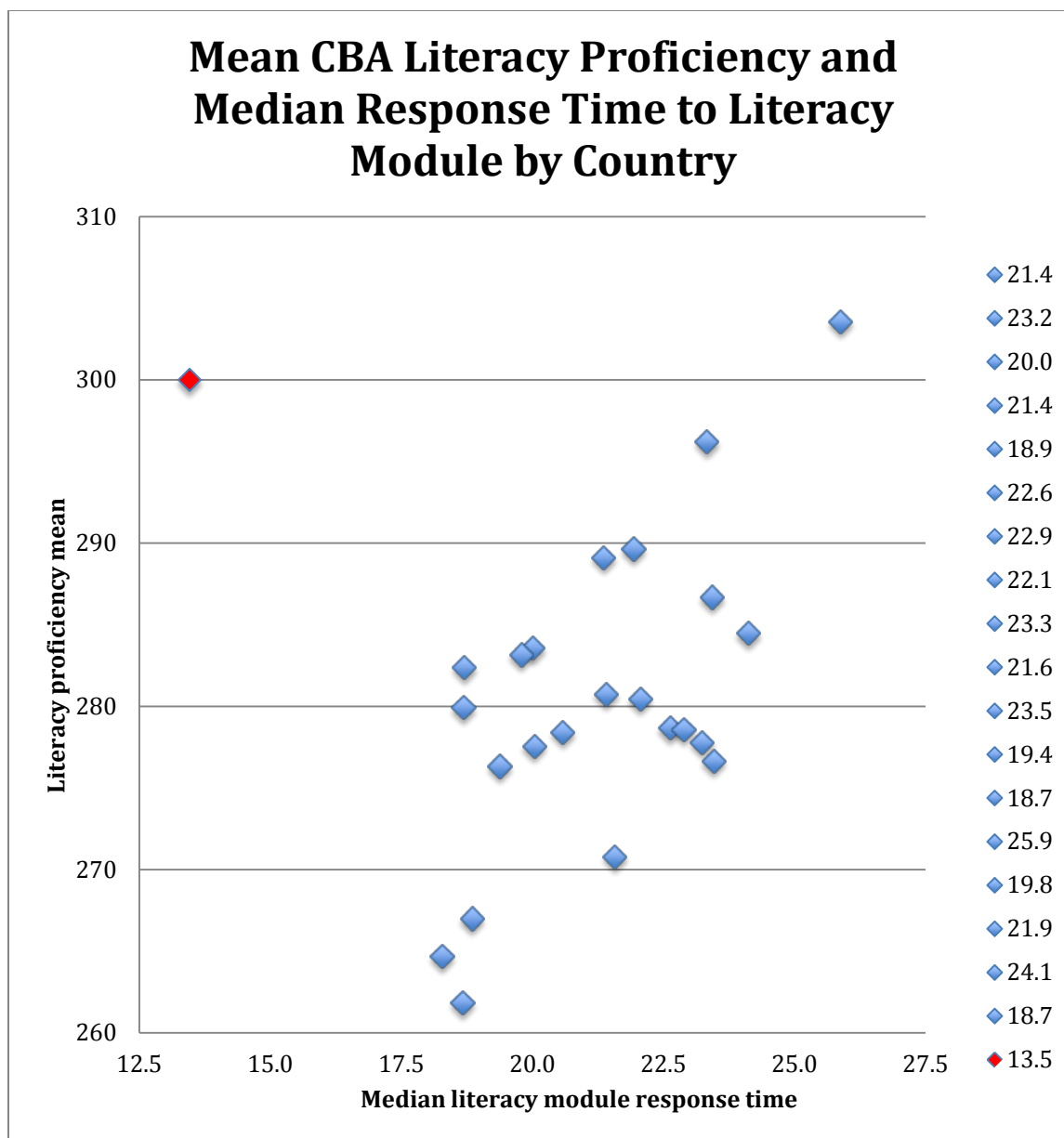


Figure 1: The unit of time is in minute for respondent who took Literacy module.

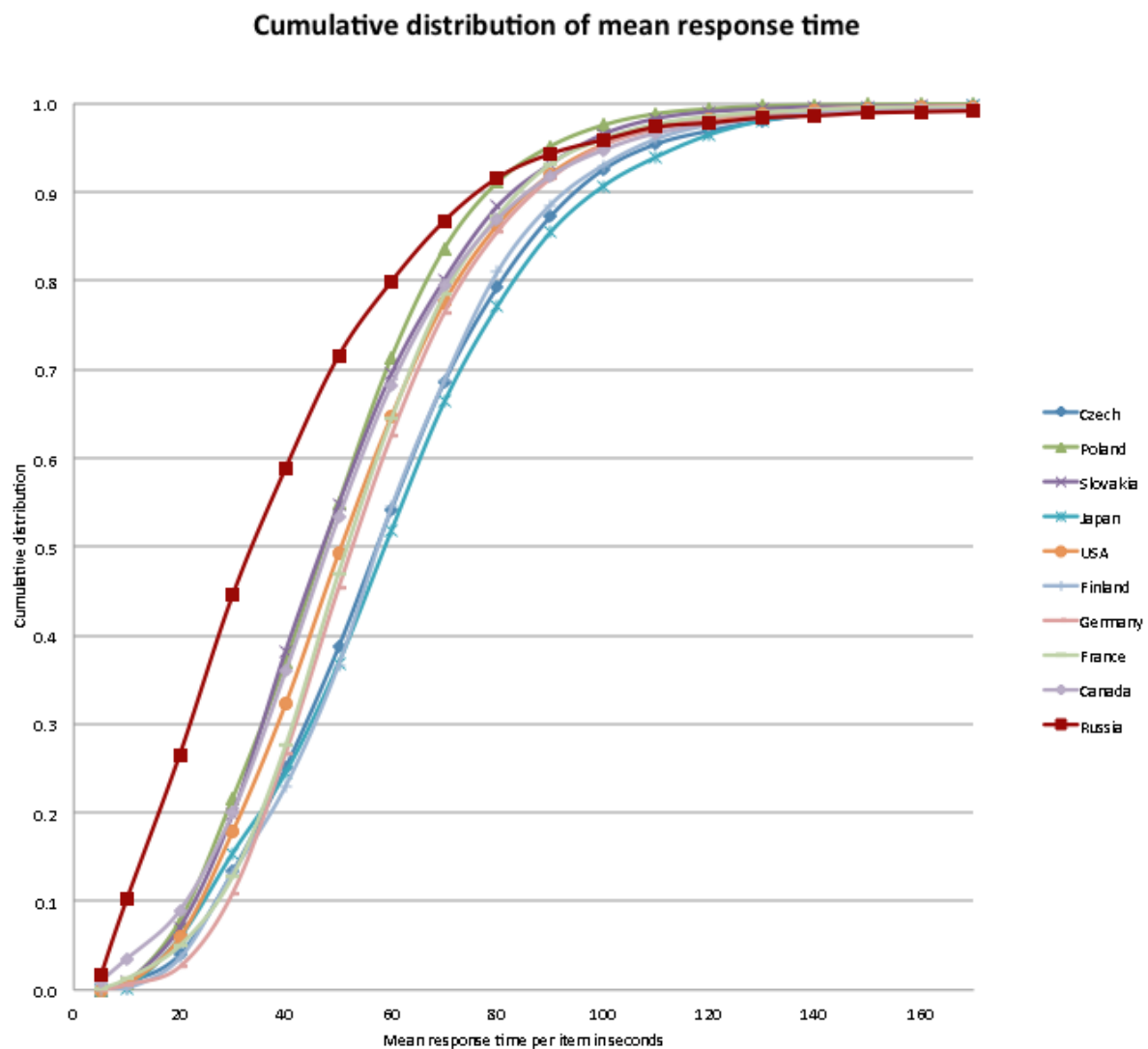


Figure 2: Mean item response time was calculated for those who took either Literacy or Numeracy or both core CBA items and/or CBA modules.

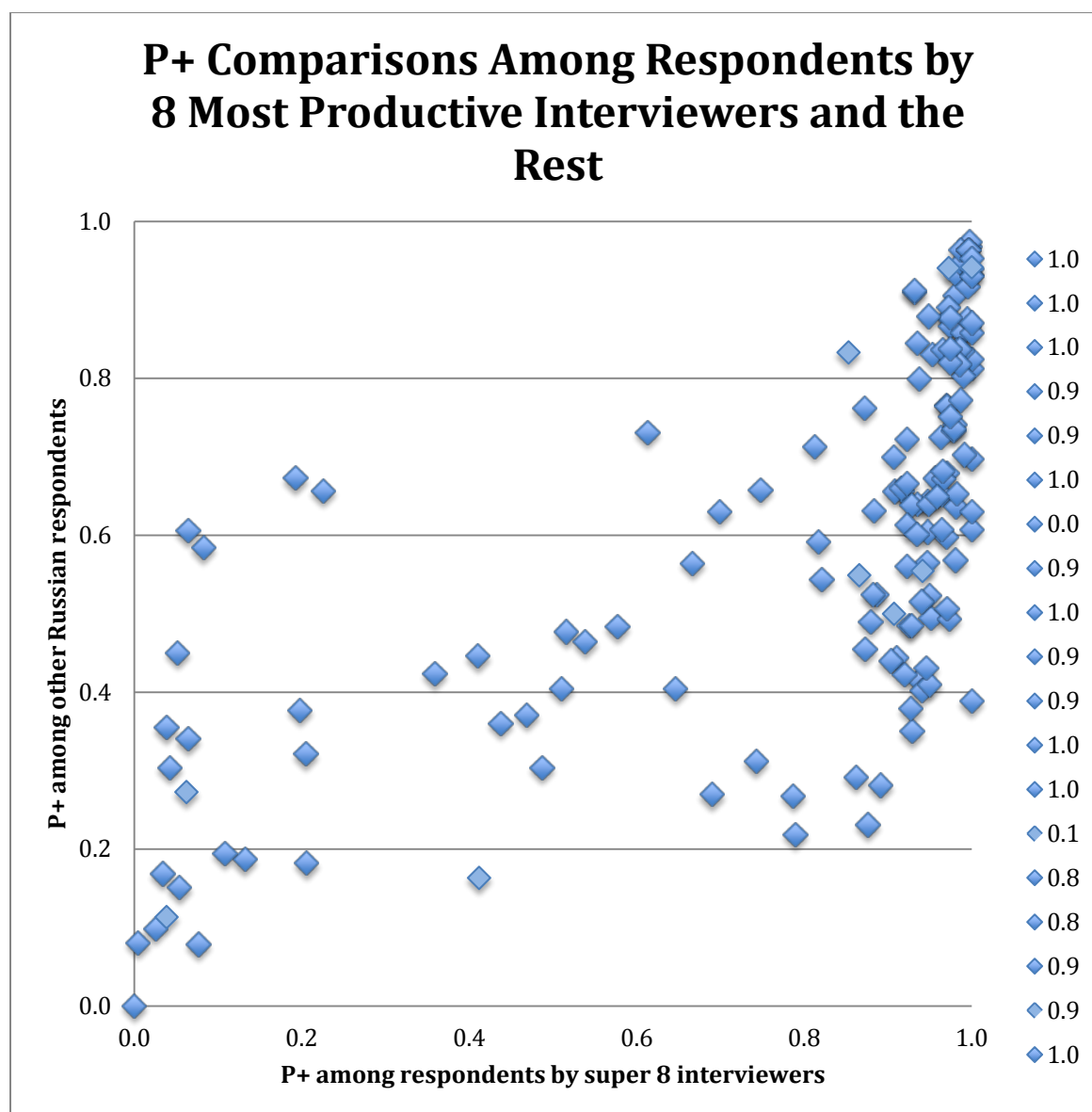


Figure 3: Eight out of 167 interviewers collected 1033 out of 5069 respondents. Two sets of P+ were calculated based on the 1033 cases and 4036 cases. Preliminary weights and standardized path weights for the CBA items were used. Above plots include both literacy and numeracy items. A very strong interaction of interviewers by P+ can be recognized that indicates that the data from the 8 most prolific interviewers does not align with the item P+ measures found in the remainder of the sample.

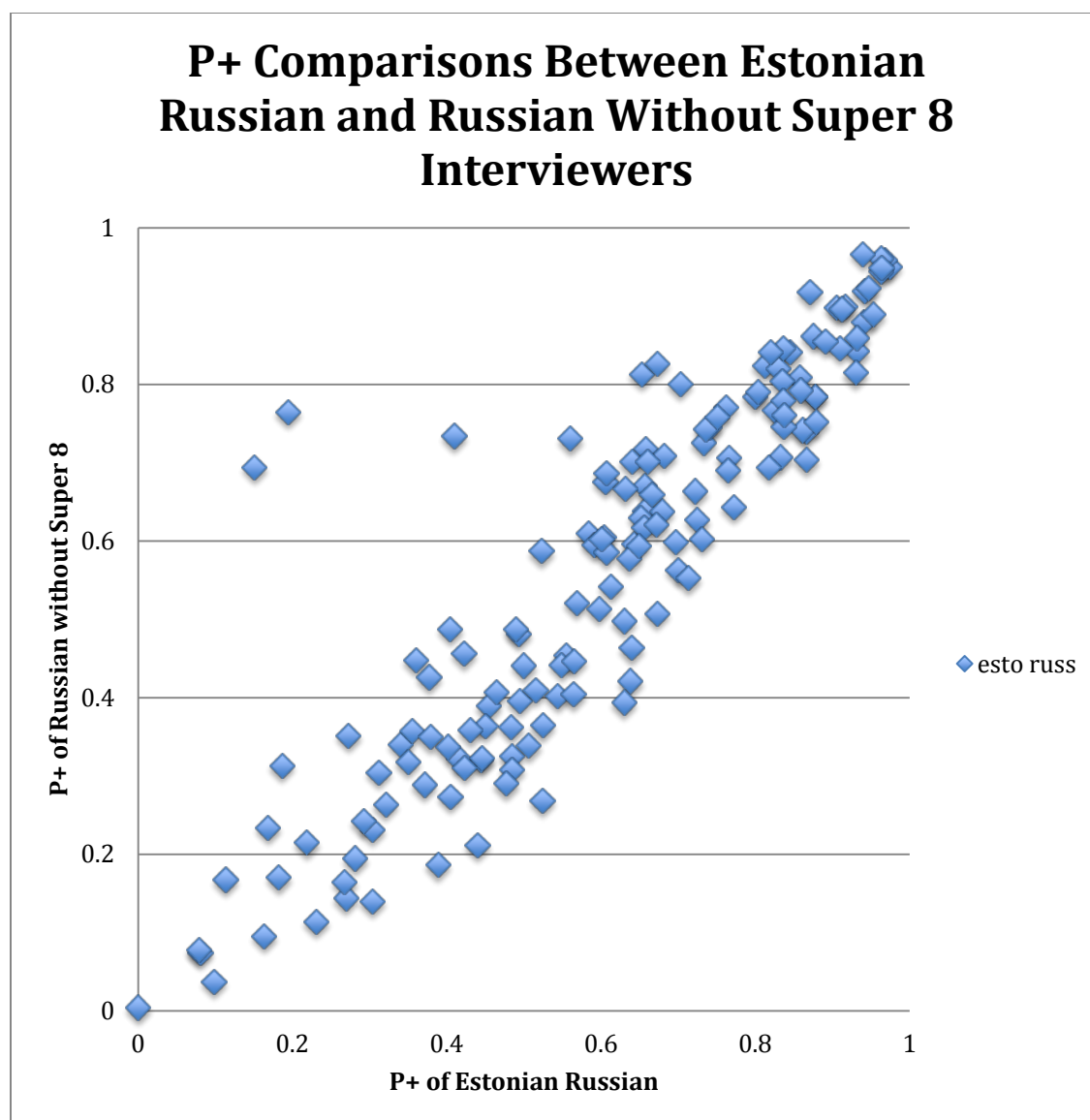


Figure 4: About 1400 of Russian speaking Estonians participated in the PIAAC survey in Estonia. The percent correct (P+) for this sample was compared against P+ of 4036 cases who were not associated with the 8 most prolific interviewers. The above plot includes both literacy and numeracy items. It can be seen that a very strong correlation of item P+ measures exists across the two samples.

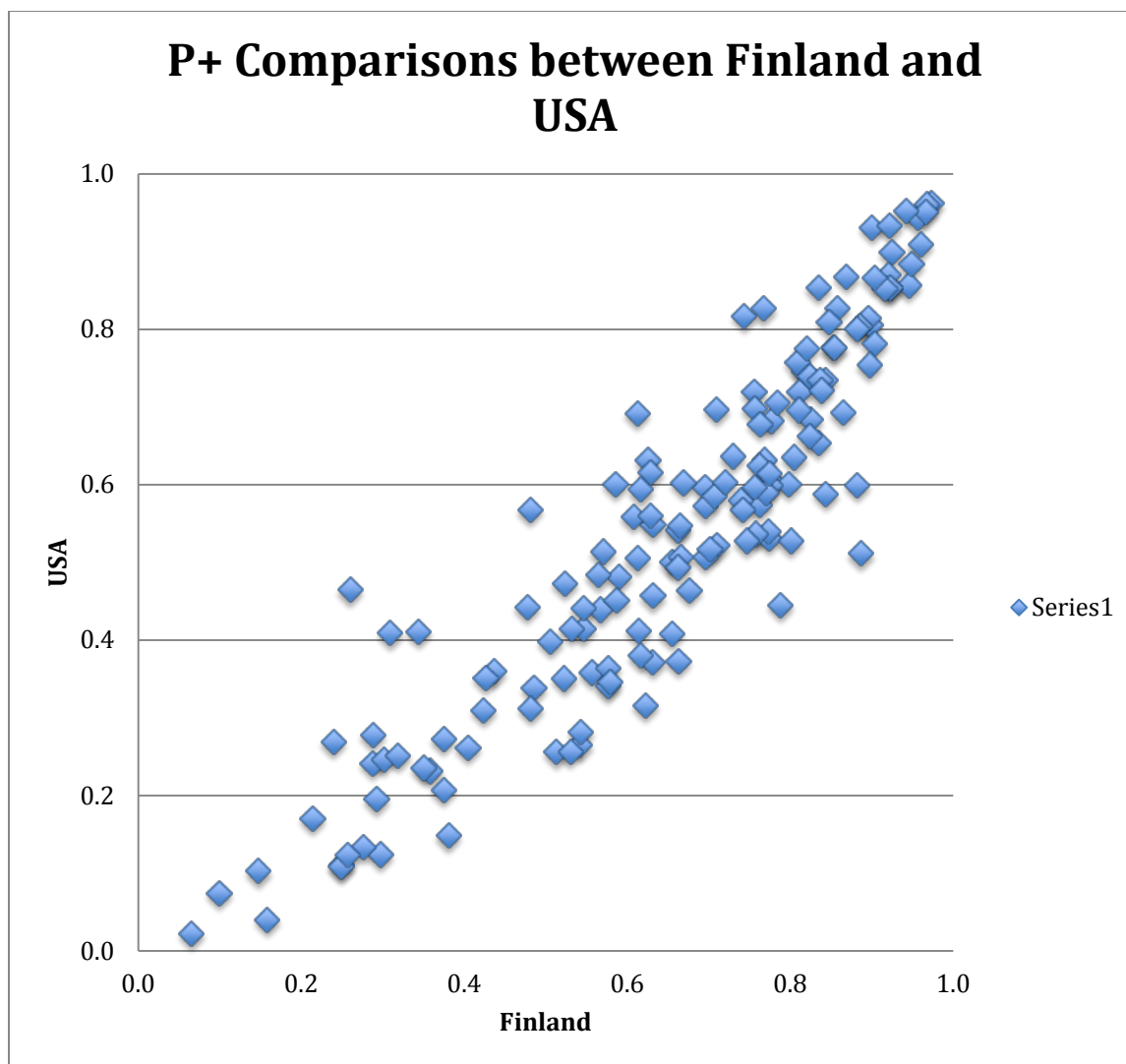


Figure 5: This plot is based on the P+ of Finland and USA and shows a very typical correlation of difficulty measures across countries. Despite of substantial differences in proficiency means of these two countries, the P+s have a very high correlation. The above plot includes both literacy and numeracy items.

A Note to the TAG regarding the outcomes of the process to improve the reliability, validity and comparability of data from the Russian Federation

OECD, September 2013

Introduction

At its meeting of July 29, the TAG reviewed the Russian data from PIAAC. At this meeting, the TAG concluded that:

The delivery of the Russian PIAAC data lacked timely evidential validity during sampling, data collection and database preparation, and severely hampered the consortium's ability to validate the Russian data. In addition, a substantial number of cases were identified during the quality control processes that do not accurately reflect the true proficiencies of respondents. These respondents had implausible response times, duplicate cases, and aberrant response patterns. As a result, it was recommended and approved by the TAG and the OECD that these identifiable cases be dropped from the database. Moreover, it was recognized by the TAG that while the deficiencies associated with the Russian data can neither be completely eradicated nor the accuracy of the data fully restored, the removal of the three groups of respondents identified through the criteria suggested by the consortium will significantly improve the reliability and comparability of the Russian database.

The TAG helped establish this proposal to improve the fit of these data to the international database. This involved removing cases that were judged to belong to incongruent groups from the data base. It is important to note that the groups in question were to be defined by applying a set of criteria that did not take into account performance on the cognitive items or the location where the interviewers collected the data. Removal of these groups of cases from the data base was expected to increase the coherence and comparability of the Russian national data as well as the fit of these data to the international database.

This proposal was implemented and the following groups of cases were excluded from the database:

- 1) *All duplicate cases identified.* These were cases involving respondents with identical responses to items, response times, and number of actions to completion.
- 2) *All cases with an average response time per item less than 10 seconds.* The 10 second criteria was chosen because it represents a set of cases with severely deviating response times; approximately 1/6th of the average response time per item observed for the other participating countries. Very rapid responses are best understood as being not representative of the respondents' skills (e.g. Wise & DeMars, 2005).

3) *All cases collected by the most prolific 8 interviewers.* The cases collected by these interviewers were unusually homogeneous and had very different characteristics compared to other respondents in Russia.

In total, some 1220 cases identified by the above three criteria were dropped from the Russian data base. The exclusion of the aberrant data from the 8 most prolific interviewers resulted in the removal of all cases that were identified by the Russian national PIAAC team as coming from the Moscow region. The final Russian data set is therefore representative of the Russian resident population aged 16-65, *excluding those residing in the Moscow metropolitan area.* The weighting procedures applied to the remaining cases assumed duplicated cases are random and rapid responders are not related to any of the background variables.

As a consequence of the removal of the aberrant cases, the fit of the Russian data to international item parameters was improved. The statistical properties of the sample showed more regularities, and the difficulties of the PIAAC items was more in line with the international sample, as well as with the sample taking the test in Russian collected as part of the population survey in Estonia.

Analysis of the resulting data indicates that the relationships between proficiency and the background variables usually associated with proficiency are considerably weaker in Russia than in other countries. However, the Russian PIAAC team has reviewed this and believes that it reflects particularities of the Russian society and economy.

The PIAAC adjudication process for the Russian data was reinitiated by first reviewing the cases that were dropped from the sample. Data collection validation (rechecks) is critical to data validity; it is the most important quality control feature of household data collection. Analysis of the dropped data revealed evidence that validation was not conducted in a manner that would detect possible falsification. Therefore, the Russian Federation failed to meet the adjudication requirements on data collection validation. Russia is the only country failing these requirements.

In addition, the Russian Federation sample failed to meet the PIAAC requirements for sample efficiency. The overall design effects are substantial mainly because the sample involves a high level of clustering in the sample. For example, the overall design effect for literacy is 15.77 (other Round 1 country design effects range from 0.80 to 3.81), and the effective sample size is 247 (the effective sample size for other Round 1 countries range from 1,666 to 7,848). The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, was computed as the number of cases with plausible values divided by the overall design effect for literacy. Russia is the only country failing these requirements.

The weighted response rate is equal to 52%. The correlation between weighting variables and outcome statistics was only 0.35 (other Round 1 countries correlations ranged from 0.37 to 0.70) indicating that weighting was not as effective in reducing bias as compared to other countries. However, the overall impact of nonresponse bias on the outcome statistics

is unknown since the Russian Federation has not yet completed the required nonresponse bias analysis (as of September 20th).

Release of Russian Data

The OECD proposes to release the Russian data. Readers will be informed that the estimates for the Russian Federation relate to residents of the Russian Federation excluding Moscow in the following way:

Results for the Russian Federation are included only in the data tables in the Annex to Chapter 2 of the report due to the timing of the processing of the Russian data.

The data from the Russian Federation is *preliminary* and may be subject to change. Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 years in Russia but rather the population of Russia *excluding* the population residing in the Moscow municipal area.

More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills*.

Access to data from the Russian Federation will also be provided through the PIAAC Data Explorer and in the form of a Public Use File.

The documentation provided in the Technical Report about the data from the Russian Federation will be the same as that provided for other countries. The public will have access to a full adjudication report covering compliance with the Technical Standards and Guidelines as well as information on process undertaken to improve the validity, reliability and comparability of the data as described above.

Members of the TAG are asked to:

- Establish that the recommendations from its meeting on 29 July have been appropriately implemented
- Agree that the note as stated above that will be included in the international report to qualify the data from the Russian Federation.

The Slovak Republic

Sampling

The Slovak Republic followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. All QC materials were completed fully.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The Consortium followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights for the Slovak Republic. An unknown eligibility adjustment was not needed because there were no inaccessible cases with unknown whereabouts.
- Sampling error: The Slovak Republic's design effect due to unequal weights is 1.23 for a sample size of 5,723. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 4,236. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.35). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The Slovak Republic's sample design involved an equal probability sample. Variation in the weights was added through nonresponse and calibration adjustments, although the Consortium followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.07% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 4.9%.
- Weighted response rate: 66%
- Nonresponse bias analysis
 - Basic: The Slovak Republic performed all required analyses. For required variables education and employment, PSU-level variables were used. The lowest weighted BQ response rate was in Bratislava region and other big cities (i.e., size of municipality more than 100,000 inhabitants). Moreover, females were more likely to respond as compared to males. PSUs with a lower employment rate and lower education degree achieved higher weighted BQ response rates. The classification tree analysis indicated that the response status was influenced by respondent's region, size of municipality, age cross gender, gender, and age category. Bratislavsky region had the highest nonresponse rate among all regions in the Slovak Republic (with higher ratio of middle-aged males). Large and medium-sized municipalities showed lower response-rate in comparison to small municipalities (except for Bratislavsky region). More nonrespondents were in the

middle category of persons aged 30-50 (seldom younger). The logistic regression showed significant relationships between response propensity and age, gender, region, size of municipality, employment, urbanicity, and education. All but education and employment were used in weighting.

- Extended: The Slovak Republic performed all required analyses, with questions pending on Analyses 4 and 6.
 - Analysis 1 – Comparisons of estimates before and after weighting: Bias in age, gender, region, municipality size, urbanicity, employment, and education was reduced through the weighting process.
 - Analysis 2 – Comparisons of estimates to external totals: The PIAAC estimates (calibrated using the Census 2011 control totals) of age, gender, region, and urbanicity were generally in line with the registry data. Some inconsistencies were found for the size of municipality. However, the Census data were deemed more reliable. It is the responsibility of each person to register with the local authorities when changing one's permanent or temporary residence, but this is rarely done in reality.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was below average at 0.33 (0.32 for numeracy). The correlation between the raking dimensions and literacy scores was below average at 0.33 (0.34 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.38 (0.38 for numeracy), which was below the average across countries. That is, weighting adjustments were not as effective in reducing bias, as compared to other countries, because of the low correlation between the survey outcomes and the weighting variables. However, Slovak had a relatively high response rate (66%), as compared to other countries, implying that the potential for bias could be lower in Slovak as compared to countries with lower response rates.
 - Analysis 4 – Comparisons of estimates from alternative weightings: To compute alternative weights, the final weighted data were recalibrated to registry data. Percentages (rather than proficiency estimates) were incorrectly provided for this analysis.
 - Analysis 5 – Analysis of variables collected during data collection: There were no significant differences between the literacy-related nonrespondents (n=22) and nonliteracy-related nonrespondents (n=5701) in terms of age, gender, region, size of municipality, urbanicity, employment, and education. To glean additional information on the nonrespondents, the Slovak Republic also examined its registry information and found that the highest proportions of nonrespondents were middle-aged males across all regions. Moreover, the ratio of older women aged 56-65 was higher in big cities compared to the same age category of males.
 - Analysis 6 – Level-of-effort analysis: The Slovak Republic defined level-of-effort by the number of visits required for the final disposition code that was obtained (early respondents were those needing two or less visits to

close the case, late respondents were those needing three or more visits to close the case). There were significant differences in the distribution of respondents' age, region, size of municipality, urbanicity, employment, and education. Since proficiency estimates were not provided, it is not possible to tell if high-level-of-effort respondents achieved higher or lower scores than low-level-of-effort respondents.

- Analysis 7 – Range of bias: The Literacy scores' first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 97 and the maximum score was 390, for a range of 293. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 37, indicating a minimal potential for bias in outcome statistics. This is a reflection of the relatively high response rate (66%) in Slovak. That is, as a result of achieving a higher response rate, the potential for the remaining bias is low even though the weighting adjustments were not as effective, as compared to other countries, in reducing bias in outcome statistics.

Data collection

The Slovak Republic met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. The Slovak Republic reached the 7% threshold for 97% of its interviewers.

The Slovak Republic also met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Slovak interviewers were provided with 20 hours of in-person training.

The Slovak Republic also met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Meetings occurred every other week and supervisor assignments included 12 to 16 interviewers.

Instrument data quality

Translation

To the best of the Consortium's knowledge, the Slovak Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking

cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, the Slovak Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 99.6%
 - Literacy Items: 95.0%
 - Numeracy Items: 96.1%
- Scoring reliability of paper-based national booklets
 - Core items: 100.0%
 - Literacy Items: 100.0%
 - Numeracy Items: 100.0%

Assessment data

Overall, 98.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In the Slovak Republic, 63.2% of the respondents who completed the BQ took the computer-based cognitive assessment, while 36.2% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In the Slovak Republic, 15.7% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 2.7% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, the Slovak Republic followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for the Slovak Republic. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In the Slovak Republic, about 84.5% of respondents reported income in exact amounts (88.6% across countries) and about 7.0% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In the Slovak Republic, we observed 0.3% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In the Slovak Republic, these percentages were 3.7% for Literacy and 3.3% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in the Slovak Republic, the percentage of nonresponse for Literacy was 5.4%, for Numeracy it was 3.5%, and for PSTRE it was 0.0%.

Spain

Sampling

Spain followed the PIAAC Technical Standards and Guidelines (TSG) related to sampling and weighting. Except for the End of data collection (SM-1) form that was not possible to generate, all QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: Spain followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create its weights.
 - 3,266 of the 14,400 released cases were untraceable (disposition code 24 or 25).
 - Large variation in sample-person base weights (55.8529 - 12947.5). Spain needed to respect the minimum sample size required for each community.
- Sampling error: Spain's design effect due to unequal weights is 1.21 for a sample size of 6,055. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 4,710. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (1.27). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. Spain's sample design involved an unequal probability sample. Further variation in the weights was added through nonresponse and calibration adjustments, although they followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: Spain's frame did not have exclusions of the target population.
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 5%.
- Weighted response rate: 48%
- Nonresponse bias analysis
 - Basic: Spain performed all required analyses. Only base weights were used for all the analyses. Nonresponse is higher for age group 26-35, lower secondary level of education, nationality (ESP), and population in the third quartile of unemployment rate.
 - Extended: Spain performed all required analyses. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: gender, age, degree of urbanization and employment rate showed reduction in bias through the weighting adjustments. These variables were used in weighting.
 - Analysis 2 - Comparisons of estimates to external totals: significant differences for "Full-time employed" and "other" were found between

PIAAC estimates (using final weights) and activity status from LFS (other categories: part-time employed, unemployed, pupil/student, apprentice/internship, retired/early retirement, permanently disabled, in compulsory military or community service, domestic work; no estimate, and therefore no comparison was done for the external source of apprentice/internship). This variable was not included in weighting. Definition is different in both surveys and it affects its comparison.

- Analysis 3 – Correlation of auxiliary variables and proficiency estimates: The correlation between the BQ nonresponse cells and literacy scores was above average at 0.53 (0.55 for numeracy). The correlation between the raking dimensions and literacy scores was above average at 0.59 (0.60 for numeracy). The correlation between literacy scores and the combination of nonresponse adjustment cells and raking dimensions was 0.62 (0.62 for numeracy), which was above the average across countries. Although the response rate for Spain was very low (48%), this analysis shows that weighting adjustments were effective in reducing NRB because of the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (48% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (52% of the sampled cases).
- Analysis 4 – Comparisons of estimates from alternative weightings: To calculate new weights, Spain used the first plausible variable for literacy and numeracy as a proficiency measure, and re-raked the final weights using different categories of the same raking dimensions used in weighting (sex by age, and education by region) plus activity variable (described in Analysis 2). No differences were found.
- Analysis 5 – Analysis of variables collected during data collection: Spain compared the LR groups with the distribution of other nonrespondents. They looked at the variables used in weighting: age, gender, nationality, education, degree of urbanization and region. Spain’s conclusion is that they “found significant differences in the variables considered. The groups in which the percentage of LR is greater than the comparison groups are: people over 56 years old, foreign people, and illiterate and Primary education levels.” However, Spain’s weighting procedures separated the LRNR cases, therefore treating them appropriately. Spain did not perform the non-interview report data.
- Analysis 6 – Level-of-effort analysis: Spain compared the number of attempts to contact a respondent. Two analyses were performed: a descriptive analysis of the number of attempts with the variables age and gender, and a regression analysis to compare the mean score of literacy and numeracy given the number of attempts (1-6 vs. more than 6). There are no significant differences between the groups. Among the completed cases, it has shown that six attempts were enough to get most of the respondents.

- Analysis 7 – Range of bias: The Literacy scores’ first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 64 and the maximum score was 394, for a range of 330. Using weighting adjustment cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 63, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Spain’s response rate was very low (48%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (52% of the sample).
- Other – A significant test of the null hypothesis is that the probability of every dichotomous variable generated from the BQ variables does not depend on the nonresponse status. Variables included in the analysis were: highest education level and reading habits, from the LFS and Survey on Cultural Habits and Practices in Spain 2010-2011. These two surveys differ from PIAAC data collection and methodology, so results should be compared with caution. Most of the differences appear not to be significant; significant differences for “Full-time employed” and “In retirement or early retirement and other” agree with results obtained in Analysis 2. Spain’s conclusion is that “the results suggest that nonresponse is not conditional on BQ variables.”

Spain submitted an additional Extended Nonresponse Bias analysis (performed by Ricardo Mora from Universidad Carlos III Madrid). The analyses are different from those established by the consortium. Results show the same conclusions as the Extended NRBA conducted by the PIAAC team.

Data collection

Based on information provided on QC forms and during monthly QC conference calls, Spain generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Spain met a reduced requirement on interviewer training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. Spanish interviewers were provided with an average of 18 hours of in-person training.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Spain followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Spain followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 97.7%
 - Literacy Items: 96.3%
 - Numeracy Items: 95.7%
- Scoring reliability of paper-based national booklets
 - Core items: 100.0%
 - Literacy Items: 99.9%
 - Numeracy Items: 100.0%

Assessment data

Overall, 97.3% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Spain, 66.0% of the respondents who completed the BQ took the computer-based cognitive assessment, while 33.1% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Spain, 13.0% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 7.1% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Spain followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Spain. If a respondent started the interview, the likelihood that she/he provided data is at a level above 99% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Spain, about 84.5% of respondents reported income in exact amounts (88.6% across countries) and about 4.4% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Spain, we observed 0.8% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Spain, these percentages were 14.5% for Literacy and 9.8% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Spain, the percentage of nonresponse for Literacy was 11.3% and for Numeracy it was 7.6%. Spain did not administer the assessment for PSTRE.

Sweden

Sampling

Sweden followed the technical standards and guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample Selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: Sweden's weighting procedure is different from what is described in PIAAC Weighting and Variance Estimation plan. They did not conduct a separate adjustment for nonresponse and its unknown eligibility adjustment is the last step of weighting. However, its procedure adheres to the PIAAC standards.
- Sampling error: Sweden's design effect due to unequal weights is 1.13 for a sample size of 4,469. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 4,469. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (0.80). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The effective sample size is set equal to the actual number of cases with plausible values since the overall design effect is less than 1.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was less than 1% (undocumented immigrants).
 - Data collection: The weighted percentage of cases excluded because they are inaccessible was 0%.
- Weighted response rate: 45%
- Nonresponse bias analysis
 - Basic: Sweden performed all required analyses. Its analysis showed significantly lower response propensities for people with low education, low income, not employed, age 26-35, certain occupations, and several regions. Education, region, employment, age, occupation, income, sex, country of birth, and year of immigration were used in weighting adjustments. Although the last three variables did not show significant relationship to response propensities, they were included in the weighting adjustment because it is known that they are related to proficiency and identify important subgroups.

- Extended: Sweden performed all of the required analyses except the 5th analysis below. The extended analysis provides evidence that bias was reduced through the weighting adjustments.
 - Analysis 1 – Comparisons of estimates before and after weighting: Bias in BQ education, employment status, and country of birth was reduced through the weighting process as similar register variables were used in weighting adjustments. Bias for employment benefits and social benefits was also reduced through the weighting process. Sweden also analyzed Skill use work – negotiating with people, Skill use everyday life – literacy –read books, literacy score, and numeracy score. It is hard to tell if bias was reduced for these variables since they are not available for nonrespondents.
 - Analysis 2 - Comparisons of estimates to external totals: PIAAC estimates (using final weights) were compared to both Labor Force Survey (LFS) 2011 and Census 2011 estimates. The differences between them for education, country of birth, region, occupation, and economic activity are in most cases not significant. There are some significant differences for employment status, probably caused by the different age coverage (LFS: 16-64- year- olds, Census: 15-64- year- olds) and definitions of employment status.
 - Analysis 3 – Correlation of auxiliary variables and proficiency estimates: Sweden did not perform a separate nonresponse adjustment in weighting. The correlation between literacy scores and the raking dimensions was 0.7 (0.7 for numeracy), which was the highest across countries. Although Sweden’s response rate was very low (45%), this analysis shows that weighting adjustments were very effective in reducing NRB because of the high correlation between the survey outcomes and the weighting variables. However, data users need to be cautioned that the analysis is based on correlations between the responding sample (45% of the selected sample) and the weighting variables. That is, the analysis assumes that same correlations exist for the remaining sampled cases that have no scores (55% of sampled cases).
 - Analysis 4 – Comparisons of estimates from alternative weightings: The alternative weights were created by calibrating the weights using fewer and different cells (specifically, occupation and education by year of immigration were dropped from the calibration cell, and broader categories for country of birth were used). Sweden found only minor differences in the mean literacy score, distribution of education, employment status, and country of birth before and after re-weighting.
 - Analysis 5 – Analysis of variables collected during data collection: Sweden has not finished this analysis yet. Bias was reduced by the LRNR weighting adjustment.
 - Analysis 6 – Level-of-effort analysis: Sweden compared mean proficiency scores (both literacy and numeracy), as well as sex, age, education, employment status and country of birth, between low level-of-effort cases (1-3 contacts), medium level-of-effort cases (4-10 contacts) and high

level-of-effort cases (11+ contacts). There are no significant differences in the proficiency scores between easy, medium, and hard cases. There is a significant difference in the age group 56-65 years and people who are employed. People who are older or not employed are overrepresented among easy cases and underrepresented among hard cases. One might suspect that this would lead to lower proficiency score among easy cases than hard cases. There is no such effect though.

- Analysis 7 – Range of bias: The Literacy scores’ first plausible value was used to compute the range of scores within the responding sample and to predict the range of estimates for nonrespondents. For the responding sample, the minimum score was 24 and the maximum score was 412, for a range of 389. Using weighting adjustments cells, and with an extreme assumption that nonrespondents would all score at the 10th percentile within each weighting cell, and at the other extreme they would all score at the 90th percentile within each weighting cell, the predicted maximum range of the mean was computed to be 54, indicating a low potential for bias in outcome statistics. This is a reflection of an effective nonresponse adjustment strategy carried out during weighting. That is, even though Sweden’s response rate was very low (45%), the effective nonresponse adjustment weighting reduced the potential bias in the outcome statistics to a low level. However, data users need to be cautioned that the analysis is based on assumptions about the range of proficiency scores for sampled cases that have no scores (55% of the sample).

Data collection

Sweden partially met a reduced requirement on validation. Standard 10.9.3 called for the validation of 10% of cases for all (100%) interviewers, selected randomly across all dispositions. For the purpose of data evaluation, countries were considered to have met the standard if they had validated at least 7% of cases for at least 96% of its interviewers, selected randomly, across all dispositions. Sweden reached the 7% threshold for 91% of its interviewers. Nine percent of interviewers were validated at less than the 7% level.

Sweden also partially met a reduced requirement on training. For the purpose of data evaluation, countries were considered to have met the standard if they provided a minimum of 15 hours of training instead of the 30 hours required by the training programme provided by the Consortium. About half of Sweden’s interviewers were provided with more than 15 hours; however, about half were provided with significantly fewer hours.

Sweden met a reduced requirement on management. Guidelines 8.1.1B and 8.1.2A required weekly meetings between interviewers and supervisors and an interviewer-supervisor ratio of 20 or less. For the purpose of data evaluation, countries were considered to have met the standard if the meetings between interviewers and supervisors were held every other week and the interviewer-supervisor ratio was 30 or less. Sweden’s supervisor assignments included 23 interviewers.

Instrument data quality

Translation

To the best of the Consortium's knowledge, Sweden followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium's knowledge, Sweden followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

- Coding agreement of scoring anchor booklets
 - Core items: 96.5%
 - Literacy Items: 98.7%
 - Numeracy Items: 96.8%
- Scoring reliability of paper-based national booklets
 - Core items: 99.9%
 - Literacy Items: 99.8%
 - Numeracy Items: 99.9%

Assessment data

Overall, 96.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In Sweden, 90.1% of the respondents who completed the BQ took the computer-based cognitive assessment, while 9.4% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In Sweden, 5.2% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 2.8% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, Sweden followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for Sweden. If a respondent started the interview, the likelihood that she/he provided data is at a level of 100% with practically only one exception: Income related questions are reported either in exact monetary amounts or in broad categories. In Sweden, about 96.7% of respondents reported income in exact amounts (88.6% across countries) and about 1.1% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In Sweden, we observed 0.0% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In Sweden, these percentages were 13.5% for Literacy and 9.1% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in Sweden, the percentage of nonresponse for Literacy was 6.2%, for Numeracy it was 4.3%, and for PSTRE it was 0.3%.

The United States

Sampling

The United States followed the technical standards and guidelines (TSG) related to sampling and weighting. All QC materials were completed fully and returned in a timely manner.

- Sampling plan: No issues
- Sample selection
 - Home office: No issues
 - In field: Not applicable
- Sample weighting: The United States followed the procedures in the PIAAC Weighting and Variance Estimation Plan to create weights.
- Sampling error: The United States' DEFF due to unequal weights is 1.27 for a sample size of 5,010. The effective sample size, which is the sample size needed to achieve the same sampling variance as a simple random sample, is 2,211. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy (2.21). The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The United States' sample design involved an equal probability sample of dwelling units. Further variation in the weights was added through within-household sampling, nonresponse and calibration adjustments, although the United States followed standard procedures to balance bias and variance.

Coverage and nonresponse bias

- Population coverage
 - Frame: The estimated percentage of the target population excluded from the frame was 0.08% (people in a gated community).
 - Data collection: The weighted percentage of cases excluded because they were inaccessible was 0%.
- Weighted response rate: 70%.
- Nonresponse bias analysis
 - Basic: The United States performed all required analyses. At the screener level, only the percentage of the population below 150% of the poverty level was significant. This indicates that there are fewer nonrespondents in the higher poverty levels. At the BQ level, the NRBA found the following variables that were significant at the $\alpha=0.05$ level: region; percent of the population below 150% of the poverty level; percent of the population age 18-64 that is employed; age category; indicator for children under age 16 in household; and gender. The multivariate analysis identified the lowest response rate for the following characteristics:
 - Hispanics age 26 and older,
 - With no children in the household,
 - Not living in the Northeastern United States,
 - Living in segments with unemployment exceeding 4.8 percent, and

- Living in areas (Census tracts) with less than 5.1 percent of the population being linguistically isolated.

The presence of children in the household was a dominant variable in distinguishing response rate groups. In general, younger persons were found to be more available to participate in an in-person household survey, as are those with children ages 16 and younger, and women.

- Since all significant variables in both the screener and BQ analyses were used in the respective weighting adjustments, the potential for nonresponse bias should be reduced by those adjustments.
- One source of undercoverage was the portion of the population that does not have a usual home. This is primarily the homeless population. An attempt was made to correct this minor level of noncoverage (estimated to be less than 1%) by including poverty indicators in the nonresponse adjustment. The only other known undercoverage of the population was in a particular segment in the Western region that was selected for the survey but to which our survey staff were not granted access.
- Extended: The analysis was not required since the weighted response rate was greater than or equal to 70%.

Data collection

Based on information provided on QC forms, the United States generally appears to have met the original requirements as described in the PIAAC Technical Standards and Guidelines (TSG), in particular Standard 10.9.3 on fieldwork validation, Standard 9.4.2 on interviewer training and Guidelines 8.1.1B and 8.1.2A on management of field staff.

Instrument data quality

Translation

To the best of the Consortium’s knowledge, the United States followed the PIAAC Technical Standards and Guidelines (TSG) associated with translation and verification, in particular, Standard 6.1 for new cognitive items, Standard 6.2 for BQ materials, and Standard 6.3 on linking cognitive items. All adaptations were documented and all materials went through full verification^[1] prior to the Field Test and a partial verification^[2] prior to the Main Survey.

- Outcome: TSG followed/Passed

Scoring

To the best of the Consortium’s knowledge, the United States followed the PIAAC Technical Standards and Guidelines (TSG) associated with scoring paper-and-pencil instruments, in particular, Standard 11.3.

^[1] Full verification was a sentence by sentence check for equivalence to source + linguistic correctness + appropriate/approved adaptations, with a final check that crucial issues identified during verification have been correctly addressed in pre-final instruments.

^[2] Partial verification is a check of correct echoing of FT to MS changes in source version + vetting and verification of other changes at the initiative of countries, with again a final check on crucial.

- Coding agreement of scoring anchor booklets
 - Core items: 99.1%
 - Literacy Items: 99.5%
 - Numeracy Items: 97.3%
- Scoring reliability of paper-based national booklets
 - Core items: 99.1%
 - Literacy Items: 97.2%
 - Numeracy Items: 98.9%

Assessment data

Overall, 98.9% of respondents who completed the BQ went on to take some cognitive assessment in either computer or paper format. In the United States, 79.9% of the respondents who completed the BQ took the computer-based cognitive assessment, while 14.9% took the PBA. Across all countries, 73.5% of respondents who completed the BQ took the computer-based form of the assessment and 23.9% took the paper-based form.

Some respondents who reported having computer experience refused to take the PIAAC assessment in computer-based format. Thus, these respondents took the paper-based form of the assessment. In the United States, 6.9% of respondents who reported having some computer experience refused the CBA and took the PBA. An additional 4.3% of those who reported having some computer experience failed the ICT Core and took the PBA. Overall, across all countries, 11.8% of respondents who reported computer experience refused to take the assessment on the computer and 4.7% failed the ICT Core and were therefore routed to the PBA.

The captured data for reading components showed no anomalies in terms of accuracy and missing data. Recorded time showed similar characteristics from what was seen in the Field Test in relationship to the skill of respondents.

The assignment of cognitive modules within the Virtual Machine accurately followed the intended workflow. That is to say, the administration of Literacy, Numeracy and PSTRE modules followed the assessment design and the adaptive routing within the Literacy and Numeracy modules was accurately implemented. Analysis also showed accurate data capture for all countries.

Coding

To the best of the Consortium's knowledge, the United States followed the PIAAC Technical Standards and Guidelines (TSG) associated with coding, in particular, Standard 11.2.

- Double coding Occupation: Standard met/Passed
- Double coding Industry: Standard met/Passed
- Comparison with Labor Force Survey: Education: Standard met/Passed
- Comparison with Labor Force Survey: Occupation: Standard met/Passed
- Comparison with Labor Force Survey: Industry: Standard met/Passed

BQ data

Background data were of very high quality for the United States. If a respondent started the interview, the likelihood that she/he provided data is at a level above 95% with practically only one exception: Income related questions are reported either in exact monetary amounts or in

broad categories. In the United States, about 93.4% of respondents reported income in exact amounts (88.6% across countries) and about 1.5% reported income in broad categories (4.2% across countries). If a respondent decided to break off the interview, the interviewer was able to collect a reason for the breakoff. The data contains about 2.0% cases with breakoff codes across countries, which indicate that the reason for breakoffs were either language related issues, reading writing issues, or disabilities. In the United States, we observed 4.2% of cases with breakoffs.

Item nonresponse

Overall, the average proportions of nonresponse (omitted or not reached) for the paper-based items were 10.8% for Literacy and 7.6% for Numeracy. In the United States, these percentages were 12.3% for Literacy and 6.5% for Numeracy. Overall for computer-based items, the level of nonresponse was 7.2% for Literacy, 4.9% for Numeracy, and 0.1% for PSTRE. For computer-based items in the United States, the percentage of nonresponse for Literacy was 5.3%, for Numeracy it was 3.7%, and for PSTRE it was 0.2%.

Table 7F-4. PIAAC Data Quality Evaluation Table – Sampling

Country	Sampling					
	Sample Design and Selection			Sample Weighting	Sampling Error (DEF)	
	Sampling Plan	Sample Selection			Unequal Weighting Effect	Effective Sample Size ¹
		Home Office	In Field			
	(1.A)	(1.B)	(1.C)	(1.D)	(1.E)	
Australia	P	C-U	C-U	C-PC	1.6	3,061
Austria	P	P	NA	P	1.09	3,561
Canada	P	P	P	P	2.76	7,848
Cyprus ²	P	P	P	P	1.39	2,855
Czech Republic	P	C-NC	P	P	2.88	1,725
Denmark	P	P	NA	P	1.27	5,861
England (UK)	P	P	C-PC	P	1.35	2,176
Estonia	P	P	NA	P	1.04	3,785
Finland	P	P	NA	P	1.05	5,464
Flanders (Belgium)	P	P	NA	P	1.04	3,215
France	P	P	NA	P	1.05	6,867
Germany	P	C	NA	P	1.22	2,680
Ireland	P	P	P	P	1.37	2,652
Italy ³	P	P	P	P	1.43	1,666

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

¹The effective sample size is the sample size needed to achieve the same sampling variance as a simple random sample. The effective sample size was computed as the number of cases with plausible values divided by the overall design effect for literacy. The overall design effect incorporates the design effects due to sampling variance (unequal weights, stratification and clustering) and imputation variance. The effective sample size is set equal to the actual number of cases with plausible values for countries where the overall design effect is less than or equal to 1.

² Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

Table 7F-4 (cont). PIAAC Data Quality Evaluation Table – Sampling

Country	Sampling					
	Sample Design and Selection			Sample Weighting	Sampling Error (DEF)	
	Sampling Plan	Sample Selection			Unequal Weighting Effect	Effective Sample Size ¹
		Home Office	In Field			
	(1.A)	(1.B)	(1.C)	(1.D)	(1.E)	
Japan	P	C-A	NA	P	1.1	3,362
Korea	P	P	P	P	1.19	5,086
Netherlands	P	P	NA	P	1.1	4,635
Northern Ireland (UK)	P	P	C-PC	P	1.54	563
Norway	P	P	NA	P	1.05	4,947
Poland	P	P	NA	C	1.9	6,320
Russian Federation ³	C-PC	C-NC	P	P	2.09	247
Slovak Republic	P	P	NA	P	1.23	4,236
Spain	P	P	NA	P	1.21	4,710
Sweden	P	P	NA	P	1.13	4,469
United States	P	P	P	P	1.27	2,211

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

³ Please refer to the note regarding the Russian Federation in the Note to Readers section of this report.

Table 7F-5. PIAAC Data Quality Evaluation Table – Coverage and Nonresponse Bias)

Country	Coverage and Nonresponse Bias											
	Population Coverage (Exclusions)		Weighted Reponses Rate (RR) and Coverage Rate (CR)		Nonresponse Bias Analysis (NRBA)							
					Basic	Extended ¹						
	Frame	Data Collection	Weighted RR	Weighted CR			1	2	3	4	5	6	7
	(2.A)	(2.B)	(2.C)		(2.D)	(2.E)						
Australia	3.30%	NA	71%	69%	P	NA	NA	NA	NA	NA	NA	NA
Austria	0.60%	0.80%	53%	52%	P ^U	P ^U	P	P ⁻ 2	P	P	P ⁺	P ⁻ 1
Canada	1.80%	NA	59%	57%	P	P	P	P ⁻ 3	P	P	P ⁺	P ⁻ 1
Cyprus ²	<2.0%	NA	73%	72%	P	NA	P ^C	P ⁻ 3	NA	P	P ⁺	NA
Czech Republic	1.80%	NA	66%	65%	P	P ^C	P ^C	P 2	C-U	P	P ⁺	P 2
Denmark	<0.1%	5.00%	50%	48%	P	P	P ^C	P ⁻ 3	P	P	P ⁺	P ⁻ 4
England (UK)	2.00%	NA	59%	58%	P	P	P ^C	P ⁻ 3	C-NC	P ^U	C-U	P ⁻ 1
Estonia	2.80%	0.60%	63%	61%	P	P ^U	P	P 4	P	P	P ⁺	P 1
Finland	0.20%	0.50%	66%	66%	P ^U	P	P	P 2	P	P	P	P 1
Flanders (Belgium)	1.00%	4.00%	62%	59%	P ^U	P ^U	P ^C	P 4	P	P	P ⁺	P 1
France	<2.6%	2.40%	67%	63%	P ^U	P	C-NC	P 2	C-NC	C-NC	C-NC	P 1
Germany	0.50%	2.00%	55%	54%	P	P	P	P ⁻ 2	P	P	P	P ⁻ 2
Ireland	0.40%	NA	72%	72%	P	NA	P ^C	P 3	NA	NA	NA	P 2
Italy	0.8% ³	1.90%	56%	54%	P ^U	P ^U	P	P ⁻ 3	P ^c	P	P ⁺	P ⁻ 4
Japan	2.20%	2.80%	50%	47%	P	P	P ^U	P ⁻ 3	P	P	P ⁺	P ⁻ 2

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

¹ See explanation on page following the end of this table.

² Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

³ Italy's population exclusions was estimated to be 0.8%, however, the estimate does not include the illegal immigrant population. No estimate of the percentage of illegal immigrant population was available.

Table 7F-5. PIAAC Data Quality Evaluation Table – Coverage and Nonresponse Bias

Country	Coverage and Nonresponse Bias											
	Population Coverage (Exclusions)		Weighted Reponses Rate (RR) and Coverage Rate (CR)		Nonresponse Bias Analysis (NRBA)							
					Basic	Extended ¹						
	Frame	Data Collection	Weighted RR	Weighted CR			1	2	3	4	5	6	7
	(2.A)	(2.B)	(2.C)		(2.D)	(2.E)						
Korea	2.40%	NA	75%	73%	P	NA	NA	NA	NA	NA	NA	NA
Netherlands	0.90%	1.80%	51%	50%	P	P	P	P ⁻ 2	P	P	P ⁺	P ⁻ 2
Northern Ireland (UK)	2.00%	NA	65%	64%	P	P	P ^C	P 2	C-NC	P ^U	C-U	P 1
Norway	0.40%	0.40%	62%	62%	P	P	P ^C	P 4	P	P	P ⁺	P 2
Poland	0.80%	4.20%	56%	53%	P	P	P ^C	P ⁻ 4	P	P	P ⁺	P ⁻ 2
Russian Federation ⁴	1.50%	NA	52%	51%	P ^U	C-PC	P ^C	P ⁻ 4	C-NC	NA	C-U	C-NC
Slovak Republic	0.10%	4.90%	66%	63%	P	P	P	P 4	C-PC	P	C-PC	P 1
Spain	0.00%	5.00%	48%	46%	P	P ^U	P	C 2	P	P	P ⁺	C 2
Sweden	<1.0%	0.00%	45%	45%	P	P	P	C 1	P	P ^U	P ⁺	C 2
United States	0.10%	NA	70%	70%	P	NA	NA	NA	NA	NA	NA	P

P: Pass (relevant requirement completely met)

C: Caution (relevant requirement met to a reasonable extent)

C-A: Caution, approved deviation

C-NC: Caution, did not comply

C-PC: Caution, partial compliance

C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data

F: Fail

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

⁴ Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

Table 7F-5 (cont). PIAAC Data Quality Evaluation Table – Coverage and Nonresponse Bias

Explanation regarding footnote No. 1:

There are four types of Pass: P = Pass, P+ = Pass with evidence of bias reduction (used for Analysis 6 only), PU = Pass with only a partially completed analysis (i.e., the quality level is unknown) due to unavailability of data, PC = Pass with caution because there are some indications of some significance differences without further explanation, leading to a possible indication for some limited potential for bias, PIR = Pass with only one item with item response rate below 85%.

For Analysis 3, the codes represent the following:

P:	RR	$\geq 60\%$	Moderate
P-:	RR	50-60%	Low
C:	RR	$< 50\%$	Very low

1:	Correlation $\geq .65$	Very High
2:	$.55 \leq \text{Correlation} < .65$	High
3:	$.45 \leq \text{Correlation} < .55$	Moderate
4:	$.35 \leq \text{Correlation} < .45$	Low
5:	Correlation $< .35$	Very low

For Analysis 7, the codes represent the following:

P:	RR	$\geq 60\%$	Moderate
P-:	RR	50-60%	Low
C:	RR	$< 50\%$	Very low

1:	Range of Bias < 50	Minimal
2:	$50 \leq \text{Range of Bias} < 65$	Low
3:	$65 \leq \text{Range of Bias} < 80$	Moderate
4:	$80 \leq \text{Range of Bias} < 95$	High
5:	Range of Bias ≥ 95	Very High

Table 7F-6. PIAAC Data Quality Evaluation Table – Data Collection and Instrument Data Quality

Country	Data Collection			Instrument Data Quality					
	Field Validation / Back-checks	Training	Management	Translation	Scoring	Assessment data	Coding	BQ Data	Item Nonresponse BQ ¹
	(3.A)	(3.B)	(3.C)	(4.C)	(4.D)	(4.A)	(4.D)	(4.B)	(4.E)
Australia	P	P	P	P	P	P	P	P	P
Austria	C-PC	P	C-PC	P	P	P	P	P	P
Canada	C-PC	P	P	P	P	P	P	P	P
Cyprus ²	P	P	P	P	P	P	P	P	P
Czech Republic	P	C-PC	C-PC	P	P	P	P	P	P ^{IR}
Denmark	P	P	P	P	P	P	P	P	P
England (UK)	C-NC ⁸	C-PC	P	P	P	P	P	P	P
Estonia	P	P	P	P	P	P	P	P	P ^{IR}
Finland	C-NC ³	P	P	P	P	P	P	P	P
Flanders (Belgium)	C-PC	P	P	P	P	P	P	P	P
France	C-NC ⁴	P	P	P	P	P	P	P	P
Germany	C-PC	P	P	P	P	P	P	P	P
Ireland	P	P	P	P	P	P	P	P	P
Italy	P	P	P	P	P	P	P	P	P ^{IR}
Japan	C-PC	P	P	P	P	P	P	P	P

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

¹ See explanation on page following the end of this section.

² Please refer to notes A and B regarding Cyprus in the *Note to Readers* section of this report.

³ 7% or more for 46% FIs; less than 7% from 54% FIs

⁴ Only completes were validated

Table 7F-6. PIAAC Data Quality Evaluation Table – Data Collection and Instrument Data Quality

Country	Data Collection			Instrument Data Quality					
	Field Validation / Back-checks	Training	Management	Translation	Scoring	Assessment data	Coding	BQ Data	Item Nonresponse BQ ³
	(3.A)	(3.B)	(3.C)	(4.C)	(4.D)	(4.A)	(4.D)	(4.B)	(4.E)
Korea	P	P	P	P	P	P	P	P	P
Netherlands	C-PC	C-PC	C-PC	P	P	P	P	P	P
Northern Ireland (UK)	C-PC	C-PC	P	P	P	P	P	P	P
Norway	P	C-PC	P	P	P	P	P	P	P
Poland	C-NC ⁶	P	P	P	P	P		P	P ^{IR}
Russian Federation ⁵	F ⁷	P	P	P	P	C ⁹	P	P	P
Slovak Republic	P	P	P	P	P	P	P	P	P ^{IR}
Spain	P	P	P	P	P	P	P	P	P
Sweden	C-PC	C-PC	P	P	P	P	P	P	P
United States	P	P	P	P	P	P	P	P	P

P: Pass (relevant requirement completely met)
C: Caution (relevant requirement met to a reasonable extent)
C-A: Caution, approved deviation
C-NC: Caution, did not comply
C-PC: Caution, partial compliance
C-U: Caution, quality level unknown due to country confidentiality restrictions or unavailability of data
F: Fail

⁵ Please refer to the note regarding the Russian Federation in the *Note to Readers* section of this report.

⁶ 7% or more for 40% FIs; less than 7% for 60% FIs

⁷ Based on information provided on quality-control (QC) forms and during monthly QC conference calls, the Russian Federation followed validation requirements. However, analysis of the data revealed irregularities affecting a significant proportion of cases. This level of irregularities should have been detected by validation. The fact that it was not suggests that validation was not conducted in a manner sufficiently adequate to detect it. Therefore, the Russian Federation did not meet the requirements on validation.

⁸ 7% or more for 20% FIs; less than 7% for 80% FIs

⁹ See “Data Adjudication Summary” section in the Russian Federation Adjudication Report for details.

Table 7F-6. PIAAC Data Quality Evaluation Table – Data Collection and Instrument Data Quality

Explanation regarding footnote No. 1:

There are four types of Pass: P = Pass, P+ = Pass with evidence of bias reduction (used for Analysis 6 only), PU = Pass with only a partially completed analysis (i.e., the quality level is unknown) due to unavailability of data, PC = Pass with caution because there are some indications of some signification differences without further explanation, leading to a possible indication for some limited potential for bias, PIR = Pass with only one item with item response rate below 85%.

For Analysis 3, the codes represent the following:

P:	RR	$\geq 60\%$	Moderate
P-:	RR	50-60%	Low
C:	RR	$< 50\%$	Very low

1:	Correlation $\geq .65$	Very High
2:	$.55 \leq \text{Correlation} < .65$	High
3:	$.45 \leq \text{Correlation} < .55$	Moderate
4:	$.35 \leq \text{Correlation} < .45$	Low
5:	Correlation $< .35$	Very low

For Analysis 7, the codes represent the following:

P:	RR	$\geq 60\%$	Moderate
P-:	RR	50-60%	Low
C:	RR	$< 50\%$	Very low

1:	Range of Bias < 50	Minimal
2:	$50 \leq \text{Range of Bias} < 65$	Low
3:	$65 \leq \text{Range of Bias} < 80$	Moderate
4:	$80 \leq \text{Range of Bias} < 95$	High
5:	Range of Bias ≥ 95	Very High