



## **Survey of Aspects of Literacy, 1996**

### **Confidentialised Unit Record File**

### **User Guide**

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## 1. INTRODUCTION

The SAL Confidentialised Unit Record File (CURF) contains information about assessed literacy skill levels, along with socio-demographic information, information about education, labour force characteristics, language use, self-perception of literacy skills, literacy tasks performed at work and whether help is needed to perform literacy tasks. The purpose of this User Guide is to provide sufficient information to enable analysis of the CURF. With this in mind the User Guide does the following -

- provides detailed documentation describing the data on the CURF;
- describes issues that may affect analysis such as weighting.

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## 2. SURVEY BACKGROUND

The SAL was a national survey designed to measure some elements of Australians' literacy and numeracy skills. The literacy and numeracy skills covered by the survey were the information processing skills necessary to use printed material typically encountered in daily life and at work. A key element of the survey was an objective assessment of respondents' literacy skills, derived from answers to a set of tasks undertaken by respondents.

Information was collected from people aged 15 to 74 living in private dwellings over a nine week period between May 1996 and July 1996.

Further information about the survey can be found in the Explanatory Notes and Technical Notes parts of this guide, which are drawn from *Aspects of Literacy: Assessed Skill Levels, Australia, 1996* (ABS Cat. No. 4228.0).

### 3. LIST OF FILES ON THE CD-ROM

The CD-ROM contains the following six files:

**ADL96.DAT** — The CURF, comprising 9,302 person records. Each record is identified by a unique identifier called RANDOMID. This identifier is found at position 1 on the record.

**ADL96.TXT** — Documentation of the CURF data. It includes data item labels, field start positions and lengths, code values and category labels. To assist users in their analyses, this file also contains weighted and unweighted frequencies of each code value for the CURF. It can be opened for reading or printing, using most word processors, as an ASCII text file.

**ADL96.FMT** contains the same data as ADL96.TXT but in a rigid format which can be read by a computer program. If the purchaser has access to SAS or SPSS, this file can be used in conjunction with ADL96.SAS or ADL96.SPS to generate a SAS or SPSS input program for the CURF.

**ADL96.SAS** contains a SAS program which reads ADL96DOC.FMT and generates a file which can be pasted into a SAS program to allow it to read in the data from the CURF with associated labels.

**ADL96.SPS** contains an SPSS program which can be run by clients with SPSS to combine the metadata in ADL96.FMT with the data in ADL96.DAT to produce the dataset(s) needed for analysis of the survey data.

**COPYRIGHT.TXT** contains the ABS copyright notice. This is a simple statement that the copyright to the CURF data is held by the ABS.

**README.TXT** contains a brief description of each of the files listed above.

### 4. USING WEIGHTS

Weights must be used if the analysis requires population estimates rather than sample counts.

The CURF contains a weight for each person record, called WTP. When the data is weighted, the total estimated population aged 15 to 74 is 13,220,800.

All weights should be divided by a factor of 10,000 before being applied to the data.

### 5. ANALYSING THE DATA

When analysing SAL microdata it is important to take into account factors that may affect the reliability of the results to some extent. The Explanatory Notes in this User Guide give an explanation of the following general issues —

- Sampling Error
- Errors caused by non-response
- Processing Errors
- Respondent Errors

Other specific analysis issues are addressed below.

## Data item types

There are two types of data items on the CURF — categorical variables and continuous variables.

### Categorical variables

A categorical variable is one where the responses belong to a number of discrete categories. For example 'Labour Force Status' (LFSTAT) has the categories, Employed, Unemployed and Not in the Labour Force.

### Continuous variables

An example of a continuous variable is the 'Number of weeks worked in the last 12 months'. This data item can have responses anywhere in the range 0 to 52 weeks.

Continuous data items have special codes to represent responses that could not normally be represented by a number. For example for the data item EDN4816 (Number of weeks first course lasted) a code of 53 indicates the respondent did not study in the last 12 months. Care should be taken not to include such codes in calculations of statistics such as averages or medians. There are only three continuous data items on the SAL CURF, but a listing of the special codes used with these items is given in the section *Special codes for continuous data items*.

### Deciles

Both income data items are represented as deciles. These deciles are based on the distribution of incomes for respondents who had an income greater than zero.

### Multiple response categories

There are a number of data items on the SAL CURF which allowed for respondents to give multiple responses. For example, respondents were allowed to nominate up to six languages that they were able to converse in. This means that the sum of the categories in these data items will be more than the total population, and care should be taken when calculating percentages using these data items.

The multiple response items on the SAL CURF are:

Provider of first course

Reason did not do any job-related courses in the last 12 months

Source of income

First language spoken (if two languages were spoken equally, both could be nominated)

Provider of English classes

Language able to converse in

Reason did not take English language classes

## 6. EXPLANATORY NOTES

### RESULTS OF THE OBJECTIVE ASSESSMENT OF LITERACY SKILLS

**1** The Survey of Aspects of Literacy (SAL) was conducted between May and July 1996. The survey consisted of two parts: first, a personal interview in which socio-demographic characteristics and literacy and numeracy background information were collected, and second, a set of tasks undertaken by respondents which provided an objective assessment of some aspects of their English literacy skills.

### THREE TYPES OF LITERACY

#### Prose literacy

**2** The SAL assessed three types of literacy skills.

**3** Prose literacy is the ability to understand and use information from various kinds of prose texts, including texts from newspapers, magazines and brochures.

**4** The skills required to use prose texts include locating information in the text, integrating two or more pieces of information, and generating information by processing information from the text or by making text-based inferences.

**5** The difficulty associated with using a prose text is affected by features such as the length, density and content of the text; by the use of organisational aids such as headings, bullets, and special typefaces; and the number of categories of information a reader must process.

#### Document literacy

**6** Document literacy is the ability to locate and use information contained in materials such as tables, schedules, charts, graphs and maps.

**7** The effective use of documents depends partly on being able to locate information in a variety of displays taking various conditions into account, to integrate information from different parts of the document, to generate information by processing information from the document or by making inferences, and to transfer information from one source to another, for example when completing order forms.

**8** Characteristics of documents which affect how difficult they are to use include the structure and content of the document and the number of categories of information the reader must process.

#### Quantitative literacy

**9** Quantitative literacy is the ability to perform arithmetic operations using numbers contained in printed texts or documents.

**10** The effective use of numbers contained in printed material involves being able to locate numbers and extract them from material that may contain similar but irrelevant information, and being able to perform arithmetic operations when the operations to be used must often be inferred.

**11** The difficulty associated with extracting numbers contained in text and performing arithmetic operations to obtain the appropriate result is affected by the particular arithmetic operation to be used, the number of arithmetic operations, the extent to which the numbers are embedded in printed materials, and the extent to which the operation to be performed must be inferred.

**12** This type of literacy clearly has a strong element of numeracy. However, because quantitative literacy relates to the ability to extract and use numbers from printed texts and documents, for the purposes of the SAL it is referred to as a type of literacy.

## SKILL LEVELS

**13** The SAL did not define literacy in terms of a basic threshold, above which someone is 'literate' and below which someone is 'illiterate'. Rather it defined literacy as a continuum for each of the three types of literacy (consistent with international practice, these are also referred to as the prose, document and quantitative *scales*) denoting how well people used material printed in English. Progression along this continuum was characterised by increased ability to 'process' information, for example to locate, integrate, match and generate information, and to draw correct inferences based on the information being used.

**14** For analytical purposes, the scores on the literacy continuum for each of the three types of literacy were divided into five levels. However, it should be noted that because the tasks used to derive literacy ability vary in difficulty, there is a range of abilities even among people within each level.

### Level 1 (lowest) to Level 5 (highest)

**15** The skills of people at each level, ranging from Level 1 (lowest) to Level 5 (highest) are as follows:

- Level 1 — People at this level have very poor skills, and could be expected to experience considerable difficulties in using many of the printed materials that may be encountered in daily life. Some people at this level display the ability to locate a single piece of information in a relatively short piece of text, to enter a piece of information onto a document, or to perform simple arithmetic operations using numbers provided. However, Level 1 also includes those who could not successfully complete such tasks.
- Level 2 — People at this level could be expected to experience some difficulties in using many of the printed materials encountered in daily life. While they would be able to use some printed material, this would generally be relatively simple, short and clearly structured, or require simple arithmetic operations to be performed on numbers that are easily determined from the source text.
- Level 3 — This level represents the ability to cope with a varied range of material found in daily life and at work. People at this level would not be able to use all printed material with a high level of proficiency, but they would demonstrate the ability to use longer, more complex printed material. They would be able to take conditional information into account, to make inferences, to compare and contrast information, and to extract numbers embedded in complex displays and perform more varied arithmetic operations.

- Level 4 — People at this level have good literacy skills, and display the ability to use higher order skills associated with matching and integration of information, with making higher order inferences and with performing arithmetic operations where either the quantities or the operation to be performed are not easily determined.
- Level 5 — People at this level have very good literacy skills, and can make high-level inferences, use complex displays of information, process conditional information and perform multiple operations sequentially.

#### PERSONS INCLUDED IN THE SURVEY

##### Geographical areas

**16** The SAL was conducted in both urban and rural areas in all States and Territories, but excluded some 175,000 persons living in remote and sparsely settled areas of Australia. The exclusion of these persons has only a minor impact on aggregate estimates for individual States and Territories, with the exception of the Northern Territory where such persons account for over 20% of the population.

##### Dwellings

**17** The SAL covered private dwellings only, including houses, flats, home units, and any other structures used as private places of residence at the time of the survey.

##### Persons

**18** The SAL covered persons aged 15–74 who were usual residents of private dwellings, excluding:

- overseas residents in Australia;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated resident population figures; and
- members of non-Australian defence forces (and their dependants) stationed in Australia.

#### TOPICS COVERED

**19** The SAL collected information on self-perception of literacy and numeracy skills and assessed skill levels (prose, document, quantitative), along with a range of background information which was grouped into the following main areas:

- socio-demographic information;
- health;
- labour force;
- education and training;
- language and literacy;
- parents' characteristics; and
- income.



## HOW THE INFORMATION WAS COLLECTED

### Timing

**20** The survey was conducted over nine weeks from 1 May to 5 July 1996.

### Sample selection

**21** Dwellings were selected at random using a multi-stage area sample of private dwellings. One person per dwelling was selected at random to participate in the survey.

### Sample size

**22** The initial sample for the survey consisted of 13,008 dwellings. After allowing for sample loss (e.g. households selected in the survey which had no residents in scope for the survey, derelict buildings, buildings under construction) the sample yielded 9,302 (87%) completed survey interviews.

### Collection method

**23** The SAL was conducted in respondents' homes by interviewers with previous experience in ABS household surveys. To ensure that a standardised approach was employed by interviewers, comprehensive training in survey concepts, definitions and procedures was provided.

**24** The first component of the survey was an interview. Respondents were asked a series of questions to obtain background information of a socio-demographic nature, and information about their perceptions of their own literacy and numeracy abilities, about their literacy-related practices in daily life and at work, and about their use of different languages.

**25** The second component of the survey was an objective assessment of literacy skills. After the interview was completed, the respondent was asked to complete a booklet containing six relatively simple literacy-related tasks. Respondents who completed two or more of these correctly were then given a much larger variety of tasks in a separate booklet which contained, on average, 46 tasks drawn from a pool of 108. Respondents were asked to use the textual materials provided in the booklet to complete these tasks. Those who did not correctly complete at least two of the tasks from the first booklet were not asked to attempt the more difficult tasks in the second booklet.

**26** Interviewers administered the second component of the survey in a neutral and non-threatening manner, encouraging respondents to attempt as many tasks as possible. There were no time limits, and no assistance was allowed. Tasks covered each of the three types of literacy, and were at varying levels of difficulty.

**27** Respondents' answers to the tasks (after classification as 'correct', 'incorrect', or 'not attempted') were then used to derive a proficiency score for each type of literacy ranging from 0 to 500, with 0 representing the lowest ability and 500 the highest. These scores were then grouped into five literacy levels, each being distinguished by qualitative differences in the skills required to succeed at that level.

## BENCHMARKING

**28** Estimates obtained from the survey were derived using complex ratio estimation procedures with benchmarking to independently estimated distributions of the population. For further information refer to the Technical Notes.

## DATA QUALITY

## Use of a proven methodology

**29** To derive measures of skill levels, the SAL used a methodology which had been developed and tested for the International Adult Literacy Survey (IALS) by Statistics Canada, and the Educational Testing Service, a leading private testing organisation in the United States of America. This methodology has been shown to be valid for producing population estimates of literacy abilities and to be a stable measurement tool across different countries. To ensure the methodology was suitable in the Australian context, an independent evaluation of the methodology was conducted by a panel of Australian experts in the fields of language and literacy.

## Sampling error

**30** Estimates calculated from the SAL are based on information collected from a sample. As a result they are subject to sampling error (or sampling variability). For further information on the sampling errors associated with the SAL, refer to the Technical Notes.

## Non-sampling error

**31** Apart from the variability associated with sampling error, data are also subject to other types of error referred to as non-sampling error. Non-sampling errors may occur because of imperfections in reporting by respondents or recording by interviewers, poor questionnaire design, and errors in processing data.

**32** Testing of survey procedures was carried out to investigate respondent reaction and to ensure the effectiveness of survey instruments, interviewing procedures and processing systems.

**33** Non-response occurs when people cannot or will not cooperate, or cannot be contacted. Non-response can affect the reliability of results and can introduce a bias. The magnitude of any bias depends upon the extent of the difference between non-respondents' characteristics and literacy patterns and those of persons who responded to the survey. Weighting can partially correct these biases to the extent that weighting variables capture the characteristics of non-respondents.

**34** The following methods were adopted to reduce the level of non-response:

- face to face interviews with respondents;
- the use of foreign language interviewers where necessary;
- follow-up of respondents if there was initially no response; and
- weighting to population benchmarks to reduce non-response bias.

**35** Potential sources of response errors in the SAL include questionnaire design and methodology; deficiencies in interviewing technique; and inaccurate reporting by respondents.

**36** The SAL questionnaire was thoroughly tested to minimise potential errors caused by ambiguous or misleading questions, by inadequate or inconsistent definitions or terminology, or by poor questionnaire sequence guides (causing some questions to be missed).

**37** Methods employed to achieve and maintain uniform interviewing practices and a high level of accuracy in recording answers on the survey questionnaires included:

- a thorough training program;
- a detailed interviewer's instruction manual;
- the use of experienced interviewers; and
- checking of interviewers' work.

**38** Processing errors may occur at any stage between initial collection of the data and final compilation of statistics. Steps were taken to minimise errors at all stages of processing, including:

- training of staff, detailed coding instructions and regular checking;
- computer edits designed to detect reporting or recording errors;
- the use of standard question modules; and
- the use of Optical Mark Recognition to reduce data entry error.

## COMPARABILITY OF DATA

### Other ABS data

**39** To facilitate comparison of data from the SAL with that from other collections, wherever possible, the SAL used standard question modules from other ABS surveys. However, caution should be used when comparing data across collections due to differences in scope, sample size and design, definitions and estimation methodology.

### International data

**40** The surveys conducted by countries participating in the IALS use the same methodology and have many data items in common. As a result, much of the information obtained from the SAL may be compared with that obtained by other countries participating in the IALS, allowing for differences in survey operations and response rates.

## DATA DISSEMINATION

### Information papers

**41** Three information papers about the SAL have been issued:

*Information Paper 1/95: General overview*

*Information Paper 1/96: Dissemination of results*

*Information Paper 2/96: List of variables available from the survey*

These information papers, as well as some information from the survey publications, are available on the Internet at <http://www.abs.gov.au> (to find the information papers, click on Statistics/ABS Papers and Classifications/Information papers and to find the publication material, click on Statistics/Selected Main Features/Social Statistics). Information papers may also be obtained from the contact person listed on page 1 of this guide.

### Special tabulations

**42** As well as releasing information in publications, the ABS can make available special tabulations to suit individual user requirements. These can be provided in printed form or on disk. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the SAL incorporating data items, populations and geographic areas selected to meet individual requirements. Inquiries should be made to the contact officer listed on page 1 of this guide.

### Other ABS publications

**43** Users may also wish to refer to the following publications which are available from the ABS:

*Aspects of Literacy: Profiles and Perceptions, Australia* (Cat. no. 4226.0)

*Australian Social Trends* (Cat. no. 4102.0)

*Education and Training in Australia* (Cat. no. 4224.0)

*Labour Force, Australia* (Cat. no. 6203.0)

*Labour Force Status and Educational Attainment, Australia* (Cat. no. 6235.0)

*Labour Force Status and Other Characteristics of Migrants, Australia*  
(Cat. no. 6250.0)

*Transition from Education to Work, Australia* (Cat. no. 6227.0)

### International publications

**44** Results of the International Adult Literacy Survey have been released in the following publications:

*Literacy, Economy and Society, Results of the first International Adult Literacy Survey* (OECD and Statistics Canada)

*Literacy Skills for the Knowledge Society, Further Results from the International Adult Literacy Survey* (OECD and Human Resources Development, Canada)

## 7. TECHNICAL NOTES

### INTERPRETING THESE RESULTS

- 1** In interpreting results from the SAL, readers should note that the respondents who participated in the survey and the literacy tasks used in the assessment were samples, and as such the estimates obtained from the survey are subject to some degree of uncertainty or error.
- 2** The scientific procedures used in the assessment design permit a high degree of confidence in the resulting estimates of task difficulty. Similarly, the sampling design and weighting procedures applied ensure that the characteristics of respondents in the sample can be generalised to the population of interest.

### ESTIMATION PROCEDURE

- 3** Estimates from the SAL were calculated by the use of a complex ratio estimation procedure, which ensures that the survey estimates conform to independently estimated distributions (benchmarks) of the total population by age, sex and State (by capital city/rest of State) or Territory.

### RELIABILITY OF ESTIMATES

- 4** Two types of error are possible in an estimate based on a sample survey: sampling error and non-sampling error. The sampling error is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since estimates from the SAL are based on information obtained from a sample of persons, they are subject to sampling variability; that is, they may differ from the estimates that would have been produced if all in-scope persons had been included in the survey. One measure of the likely difference is given by the standard error, which indicates the extent to which an estimate might have varied by chance because only a sample of persons was included. There are about two chances in three that a sample estimate will differ by less than one standard error from the estimate that would have been obtained if all persons had been included, and about 19 chances in 20 that the difference will be less than two standard errors. Another measure of sampling variability is the relative standard error which is obtained by expressing the standard error as a percentage of the estimate to which it refers. The relative standard error is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.
- 5** The imprecision due to sampling variability, which is measured by the standard error, should not be confused with inaccuracies that may occur because of imperfections in reporting by respondents, errors made in collection such as in recording and coding data, and errors made in processing the data. Inaccuracies of this kind are referred to as the non-sampling error and they may occur in any enumeration, whether it be a full count or a sample. It is not possible to quantify non-sampling error, but every effort is made to reduce it to a minimum (see Data Quality in the Explanatory Notes). For the examples below, non-sampling error is assumed to be zero. In practice, the potential for non-sampling error adds to the uncertainty of the estimates caused by sampling variability.

### Standard errors of estimates

**6** The size of the standard error increases with the level of the estimate, so that the larger the estimate, the larger the standard error. However, it should be noted that as the level of the estimate increases, the size of the standard error *relative to the estimate*, in percentage terms (i.e. the relative standard error) will decrease. Thus, larger estimates are more reliable than smaller estimates.

**7** As the standard errors in table 7.1 show, the smaller the estimate the higher is the relative standard error. Very small estimates are subject to such high standard errors (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. Estimates with relative standard errors of 25% or less, and percentages based on such estimates, are considered sufficiently reliable for most purposes. However, estimates and percentages with larger relative standard errors have been included and are preceded by an asterisk (e.g. \*3.4) to indicate that they are subject to high relative standard errors and should be used with caution.

**8** An example of how to use table 7.1 using linear interpolation, and the use of standard errors, is given below.

**9** Consider the estimate of 1,995,900 Australians who read letters or memos daily in the workplace and have Level 3 prose skills. By referring to table 7.1, it can be seen that the estimate of 1,995,900 is between 1,750,000 and 2,000,000, and the standard error will be between 42,800 and 44,750. The standard error of 1,995,900, found by linear interpolation to be approximately, 44,700, is arrived at as follows:

$$42,800 + \frac{1,995,900 - 1,750,000}{2,000,000 - 1,750,000} \times (44,750 - 42,800)$$

Therefore, there are about two chances in three that the true value (the number that would have been obtained if the whole population had been included in the survey) is in the range 1,951,200 to 2,040,600. There are about 19 chances in 20 that the true value is in the range 1,906,500 to 2,085,300.

### Standard errors of differences between estimates

**10** The difference between two survey estimates is itself an estimate and is therefore subject to sampling variability. The standard error of the difference of two survey estimates depends on the standard errors of the original estimates and on the relationship (correlation) between the two original estimates. An approximate standard error (SE) of the difference between two estimates (x-y) may be calculated by the following formula:

$$SE(x-y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

**11** While this formula will only be exact for differences between separate and uncorrelated (unrelated) characteristics or sub-populations, it may be used to provide a good approximation for all differences obtained from SAL estimates.

### Standard errors of proportions

**12** Proportions and percentages formed from the ratio of two estimates are also subject to sampling error. The size of the error depends on the accuracy of both the numerator and denominator. The formula for the relative standard error (RSE) of a proportion or percentage is given below.

$$RSE(x/y) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

**13** Considering the example above, the 1,995,900 Australians with Level 3 prose skill represent 42.0% of the 4,754,800 Australians who read letters or memos in the workplace daily. The standard error of 1,995,900 is approximately 44,700 so the relative standard error is 2.2%. The relative standard error of 4,754,800 is 1.2%. Applying the above formula, the relative standard error of the proportion is  $\sqrt{[2.2]^2 - [1.2]^2}$  or 1.8%, giving a standard error for the proportion (42.0%) of 0.8 percentage points. Therefore, there are about two chances in three that the true value (the number that would have been obtained if the whole population had been included in the survey) is in the range 41.2% to 42.8%. There are about 19 chances in 20 that the true value is in the range 40.4% to 43.6%.

**14** Table 7.2 can be used to obtain an indication of the standard error (in percentage points) of a proportion of a given size of estimate. By referring to table 7.2, it can be seen that the estimated proportion of 10.0% of an estimate of 10,000,000 has a standard error of 0.3 percentage points. Therefore, there are about two chances in three that the true proportion is in the range 9.7% to 10.3%; and there are about 19 chances in 20 that the true proportion is in the range 9.4% to 10.6%. Whereas, the estimated proportion of 10.0% of an estimate of 1,000,000 has a standard error of 1.4 percentage points, and therefore there are two chances in three that the true proportion is in the range 8.6% to 11.4%; and there are about 19 chances in 20 that the true proportion is in the range 7.2% to 12.8%.

**15** The standard error of an estimated percentage or rate calculated by using sample data for both numerator and denominator, depends on both the size of the numerator and the size of the denominator. However, the relative standard error of the estimated percentage or rate will always be lower than the relative standard error of the estimate of the numerator.

#### Standard errors of differences between proportions

**16** To calculate the significance of difference between two proportions the following formula may be used when comparing proportions from two different sub-populations.

For example, the proportion of people whose first language was not English and rated their English reading skill as excellent or good can be compared with the proportion of people whose first language was English and rated their English reading skill as excellent or good. Denote the estimated ratios by  $\hat{R}(\text{NE})$  for the number of people whose first language was not English and rated their English reading skill as excellent or good, and  $\hat{R}(\text{E})$  for the number of people whose first language was English and rated their English reading skill as excellent or good.

Then,

$$SE\{\hat{R}(\text{NE}) - \hat{R}(\text{E})\} = \sqrt{SE[\hat{R}(\text{NE})]^2 + SE[\hat{R}(\text{E})]^2}$$

There are about 19 chances in 20 that the true difference of proportions falls within two standard errors either side of the estimated difference. If the value zero does not lie within this range, then the estimated difference of proportions is statistically significant.

**17** Consider the following example: an estimated 773,500 people whose first language was not English and rated their English reading skill as excellent or good represent 33.6% of people whose first language was not English (2,303,700); and an estimated 1,092,600 people whose first language was English and rated their English reading skill as excellent or good represent 10.0% of people whose first language was English (10,917,100). The standard error of 33.6% is 1.2 percentage points, and the standard error of 10.0% is 0.3 percentage points. Applying the above formula, the standard error for the difference of proportions (23.6%) is 1.2 percentage points. Therefore, there are about two chances in three that the true difference (the number that would have been obtained if the whole population had been included in the survey) is within the range 22.4% to 24.8%. There are about 19 chances in 20 that the true value is within the range 21.2% to 26.0%.

**18** Standard errors contained in tables 7.1 and 7.2 are designed to provide an average standard error applicable to most SAL statistics at the Australian level. However, tables 7.1 and 7.2 may be quite inaccurate in some unusual circumstances.

**19** Table 7.3 gives some information about State/Territory standard errors. As previously noted, estimates with relative standard errors of less than 25% are considered sufficiently reliable for most uses. Table 7.3 shows the estimates for each State/Territory corresponding to relative standard errors of 25%, but also shows the estimates corresponding to some higher relative standard errors.



**Table 7.1** STANDARD ERRORS OF ESTIMATES

<i>Size of estimate</i>	<i>Standard error</i>	<i>Relative standard error</i>
no.	no.	%
400	640	160.0
1 000	1 160	116.0
5 000	3 050	61.0
10 000	4 500	45.0
20 000	6 450	32.3
30 000	7 950	26.5
40 000	9 150	22.9
50 000	10 200	20.4
60 000	11 100	18.5
70 000	11 900	17.0
80 000	12 650	15.8
90 000	13 350	14.8
100 000	14 000	14.0
120 000	15 200	12.7
140 000	16 250	11.6
160 000	17 200	10.8
180 000	18 100	10.1
200 000	18 950	9.5
250 000	20 800	8.3
300 000	22 400	7.5
400 000	25 100	6.3
500 000	27 350	5.5
750 000	31 850	4.2
1 000 000	35 350	3.5
1 250 000	38 200	3.1
1 500 000	40 650	2.7
1 750 000	42 800	2.4
2 000 000	44 750	2.2
2 500 000	48 100	1.9
3 000 000	50 900	1.7
3 500 000	53 400	1.5
4 000 000	55 600	1.4
4 500 000	57 550	1.3
5 000 000	59 350	1.2
10 000 000	71 900	0.7
14 000 000	78 330	0.6

**Table 7.2** STANDARD ERRORS OF PROPORTIONS (In Percentage Points), Selected Estimate Sizes

Size of estimate	Proportion.....									
	10%	20%	30%	40%	50%	60%	70%	80%	90%	99%
500,000										
Standard error	2.0	2.6	2.9	3.1	3.1	3.0	2.8	2.5	1.8	0.6
1,000,000										
Standard error	1.4	1.8	2.0	2.1	2.1	2.0	1.9	1.6	1.2	0.4
2,000,000										
Standard error	0.9	1.2	1.3	1.4	1.4	1.3	1.2	1.1	0.8	0.3
3,000,000										
Standard error	0.7	0.9	1.0	1.1	1.1	1.0	0.9	0.8	0.6	0.2
4,000,000										
Standard error	0.6	0.8	0.8	0.9	0.9	0.8	0.8	0.7	0.5	0.2
5,000,000										
Standard error	0.5	0.7	0.7	0.8	0.8	0.7	0.7	0.6	0.4	0.1
6,000,000										
Standard error	0.5	0.6	0.6	0.7	0.7	0.6	0.6	0.5	0.4	0.1
7,000,000										
Standard error	0.4	0.5	0.6	0.6	0.6	0.6	0.5	0.5	0.3	0.1
8,000,000										
Standard error	0.4	0.5	0.5	0.6	0.6	0.5	0.5	0.4	0.3	0.1
9,000,000										
Standard error	0.4	0.5	0.5	0.5	0.5	0.5	0.4	0.4	0.3	0.1
10,000,000										
Standard error	0.3	0.4	0.5	0.5	0.5	0.5	0.4	0.4	0.3	0.1
11,000,000										
Standard error	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.2	0.1
12,000,000										
Standard error	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.2	0.1
13,000,000										
Standard error	0.3	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.2	0.1
14,000,000										
Standard error	0.3	0.3	0.4	0.4	0.4	0.4	0.3	0.3	0.2	0.1

**Table 7.3** Estimates for each State/Territory corresponding to different relative standard errors

	<i>New South Wales</i>	<i>Victoria</i>	<i>Queensland</i>	<i>South Australia</i>	<i>Western Australia</i>	<i>Tasmania</i>	<i>Northern Territory</i>	<i>Australian Capital Territory</i>
<i>Size of estimate.....</i>								
<i>Relative standard error</i>								
25%	39 900	31 800	25 500	17 200	18 200	8 700	12 300	9 100
30%	28 400	22 600	18 300	12 300	13 000	6 400	9 300	6 600
35%	21 100	16 700	13 700	9 200	9 700	4 800	7 200	5 000
40%	16 200	12 800	10 500	7 100	7 400	3 700	5 600	3 800
45%	12 800	10 000	8 300	5 600	5 800	3 000	4 500	3 000
50%	10 300	8 000	6 700	4 500	4 700	2 400	3 600	2 400

**8. SPECIAL CODES FOR CONTINUOUS DATA ITEMS**

FIELD NAME	FIELD LABEL	RESPONSE	CODE
Number of weeks first course lasted	EDN4816	Didn't do any courses in the last 12 months	53
Number of weeks worked in last 12 months	LBF491	Not applicable, ie did not work in the last 12 months	0
Number of weeks without work and not looking for work in last 12 months	LBF492	Not applicable, ie worked or looked for work for whole of last 12 months	0
Number of weeks without work and not looking for work in last 12 months	LBF492	Looked for work for whole of last 12 months	53
Number of weeks without work and not looking for work in last 12 months	LBF492	Did not want to work	54
Number of weeks without work and not looking for work in last 12 months	LBF492	Worked for whole of last 12 months	55



# **1996 SURVEY OF ASPECTS OF LITERACY**

**INFORMATION PAPER 1/98**

**Microdata file on CD-ROM  
for Department of Employment, Education,  
Training and Youth Affairs**

**Labour Statistics Branch  
Canberra  
May 1998**

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INTRODUCTION

This Information Paper provides details about the release of microdata from the 1996 Survey of Aspects of Literacy (SAL). The data will be released as a Confidentialised Unit Record File (CURF) on CD-ROM under the conditions set out in this paper and with the approval of the Australian Statistician.

More detailed information to assist you in using the CURF and in interpreting the data will be provided in a CURF User's Guide which will accompany the file.

ABOUT THE SURVEY

The SAL was a national survey designed to measure some elements of Australians' literacy and numeracy skills. The literacy and numeracy skills covered by the survey were the information processing skills necessary to use printed material typically encountered in daily life and at work. A key element of the survey was an objective assessment of respondents' literacy skills, derived from answers to a set of tasks undertaken by respondents.

Information was collected from people aged 15 to 74 living in private dwellings over a nine week period between May 1996 and July 1996.

Estimates from the survey, as well as detailed information about the methodology used to assess people's literacy skills, have been published in the following reports:

*Aspects of Literacy: Profiles and Perceptions* (ABS Cat. No. 4226.0)

*Aspects of Literacy: Profiles and Perceptions* (ABS Cat. No. 4228.0).

Information papers, as well as some information from the above publications, are available on the Internet at <http://www.abs.gov.au> (to find the information papers, click on Statistics/ABS Papers and Classifications/Information papers and to find the publication material, click on Statistics/Selected Main Features/Social Statistics). More information can also be obtained from the contact officer — see 'FURTHER INFORMATION'.

ABOUT THE MICRODATA

The CURF to be released in mid 1998 will be released under the Census and Statistics Act, 1905, which has provision for the release of data in the form of unit records where the information is not likely to enable the identification of a particular person or organisation. Accordingly, there are no names or addresses of survey respondents on the CURF and some other steps have been taken to protect confidentiality, such as not including all data items that were collected, suppressing the detail for some data items, and making changes to specific details on a few individual records. As a result, it may not be possible to reconcile some data produced from the CURF with published data. However, any such differences should be very small.

A list of the data items on the CURF is provided at page 15. Subject to the limitations of sample size and the data classifications used, it is possible for you to manipulate the data, produce tabulations and undertake statistical analyses to your own specifications.

  
ABOUT THE FILES

The CURF is available on CD-ROM.

You may require the services of a computer programmer to re-format the data for your analysis software. However, the file will contain a program to generate an Input Statement to facilitate this for SAS users.

The following files are provided on the CD-ROM:

- **ADL96.DAT**: The CURF, comprising 9,302 person records;
- **ADL96.TXT** contains documentation of the CURF data. It includes data item labels, field start positions and lengths, code values and category labels. To assist users in analyses, this file also contains weighted and unweighted frequencies of each code value. It can be opened for reading or printing, using most word processors, as an ASCII text file;
- **ADL96.FMT** contains the same data as SEU96DOC.TXT but in a rigid format which can be read by a computer program. If the purchaser has access to SAS, this file can be used in conjunction with SEU96INP.SAS to generate a SAS input program for the CURF data;
- **ADL96.SAS** contains a SAS program which reads SEU96DOC.FMT and generates a file which can be pasted into a SAS program to allow it to read in the CURF data;
- **ADL96.SPS** contains an SPSS program which can be run by clients with SPSS to combine the metadata in ADL96.FMT with the data in ADL96.DAT to produce the dataset(s) needed for analysis of the survey data;
- **COPRIGHT.TXT** contains the ABS copyright notice. This is a simple statement that the copyright to the CURF data is held by the ABS. The consequences of copyright ownership are to be considered an additional constraint and in no way limit the Conditions of Sale; and
- **README.TXT** contains a brief description of each of the files listed above.





## CONDITIONS OF RELEASE

The CURF is released under strict Conditions of Sale (see page 7) — you should read these carefully. In addition, the Australian Statistician's approval is required for each release.

The CURF is released in accordance with a Ministerial Determination (Clause 7, Statutory Rules 1983, No. 19) in pursuance of Section 13 of the *Census and Statistics Act 1905*. As required by the Determination, the CURF has been designed so that the information on the file is not likely to enable the identification of the individual persons to which it relates.

Clause 7 of the Determination requires the purchaser of the file to undertake that in using the data the purchaser will:

- i not attempt to identify particular persons or organisations; and
- ii use the information only for statistical purposes; and
- iii not disclose the information to any other person or organisation.

Use of data for statistical purposes means use, by persons covered by the Undertaking, to produce information of a statistical nature. Examples of statistical purposes are:

- manipulation of the data to produce means, correlations or other descriptive or summary measures;
- estimation of population characteristics from sample data;
- use of data as input to mathematical models or for other types of analysis (eg. factor analysis); and
- providing graphical or pictorial representations of the characteristics of the population or subsets of the population.

Use of the data for unauthorised purposes may render you liable to severe penalties. Advice about the propriety of any particular intended use of the data is available from the contact officer.

Under no circumstances can data in the form of unit records be made available to persons or organisations other than those covered by the Undertaking, without the written authority of the Australian Statistician.

While the utmost care is taken in preparing and handling each CURF, deterioration may occur between the time of copying and receipt of the file. Accordingly, if the file is unreadable on receipt and this is reported to the ABS within 30 days of receipt, it will be replaced free of charge.

## PRICE

The price for the 1996 SAL CURF as at 1 May 1998 is \$30,000.

This price includes freight and handling charges. At this time microdata files are not available to overseas customers.

  
HOW TO ORDER

To submit your order, please complete the Order Form on pages 9 and 10, and complete and sign the Undertaking (pages 11 and 12).

*Note:* We cannot process your order unless we have received a fully completed Order Form and signed Undertaking — the Australian Statistician cannot approve the release of a CURF before the signed Undertaking has been received from the purchaser.

For purchases by government authorities, other organisations or businesses, the Undertaking must be signed by someone who has the legal authority to sign on behalf of that authority, organisation or business, taking account of all users and uses of the file in that authority, organisation or business.

It is suggested that a copy of the completed Order Form and signed Undertaking is retained by your organisation.

The CURF and an invoice will be sent to you within seven working days of the Australian Statistician's approval to release the CURF to you.

## FURTHER INFORMATION

All queries should be directed to:

The Assistant Director  
Education and Training Section Research Unit  
Education and Training Section  
Australian Bureau of Statistics  
PO Box 10  
BELCONNEN ACT 2616

Telephone: (02) 6252 7798  
Fax: (02) 6252 8013  
email: karen.collins@abs.gov.au



## CONDITIONS OF SALE OF THE SAL CONFIDENTIALISED UNIT RECORD FILE

### Interpretation

<i>ABS</i>	The Australian Bureau of Statistics;
<i>DATA</i>	The 1996 Survey of Aspects of Literacy Confidentialised Unit Record File;
<i>COMMERCIALISE</i>	In respect of the Data or a product derived from the Data, means to manufacture, sell, distribute, hire or otherwise exploit a product or process, or to provide a service, incorporating the Data or any other product or service derived from the Data, or to license a third party to do any of the above;
<i>PURCHASER</i>	The individual or organisation granted access to the CURF;
<i>LICENCE FEE</i>	Amount of \$30,000;
<i>STATISTICAL PURPOSES</i>	Use by the purchaser to produce information of a statistical nature. Examples of such uses are: <ul style="list-style-type: none"> <li>■ manipulation of the data to produce means, correlations or other descriptive or summary measures;</li> <li>■ estimation of population characteristics from sample data;</li> <li>■ use of data as input to mathematical models or for other types of analysis (eg. factor analysis); and</li> <li>■ providing graphical or pictorial representations of the characteristics of the population or subsets of the population.</li> </ul>

### Permitted uses

The ABS grants the purchaser a non-transferable, non-exclusive licence to use the Data on the terms and conditions set out in the associated Undertaking.

The purchaser is permitted to:

- i use the Data within, and for the purposes of, their organisation only;
- ii use the Data for statistical purposes only;
- iii make a back-up copy of the Data to be labelled with the same copyright notice as the Data and to be used by their organisation only; and
- iv produce hard copies and computer files from the Data for use within their organisation.

The purchaser must treat the Data as private and confidential to the ABS and must take all reasonable measures to protect the Data from unauthorised use, replication, distribution or publication.

.....

**CONDITIONS OF SALE OF THE SAL CONFIDENTIALISED UNIT RECORD FILE** *continued*

Uses not permitted

The purchaser may not make copies of, or use, the Data, except as permitted by these Conditions of Sale.

The purchaser may not alter, decompile, disassemble or otherwise dispose of the Data.

The purchaser may not rent, lease, sub-license, lend, sell, assign or transfer the Data to a third party.

Legislative restraints

The release of this Data to the purchaser is subject to a Ministerial Determination made under the *Census and Statistics Act, 1905*. Pursuant to this Determination, the ABS requires the purchaser to undertake that in using the data the purchaser will:

- i not attempt to identify particular persons or organisations, and
- ii not attempt to match the data with administrative lists of persons or organisations; and
- iii use the information only for statistical purposes, and
- iv not disclose the information to any other person or organisation.

In accordance with the Undertaking, the purchaser may not Commercialise the Data or any product or service incorporating the Data (whether or not amounting to a reproduction within the meaning of the *Copyright Act, 1968*). The Commercialisation of products or services derived from the Data may only be carried out with the prior written agreement of the ABS. Enquires should be directed to the Manager, Secondary Distribution, telephone (02) 6252 6998.

Breaches of these conditions

In our sole opinion, if the purchaser has failed to comply with any of the Conditions of Sale, the ABS by notice in writing will demand return of all copies of the Data in their possession, power or control. The ABS may request that the purchaser certify that they have done so.

Delivery

The ABS will dispatch the Data to the purchaser, at the address nominated, within seven working days of the Australian Statistician's approval to release the CURF to the purchaser.

Intellectual property right

The purchaser acknowledges that the intellectual property right, including copyright, in the Data is owned by the Commonwealth of Australia, represented by the ABS.

Copyright notices appearing on the Data, or on information displayed or printed by the Data, shall not be removed.



**CONDITIONS OF SALE OF THE SAL CONFIDENTIALISED UNIT RECORD FILE** *continued*

Limitation of liability

The ABS gives no warranty, other than a warranty that may be implied by law, that the Data is free from errors, is complete, has any particular quality, is suitable for any purpose or otherwise.

Subject to any warranty which may be implied by law, our liability to the purchaser for any loss, damage or injury howsoever caused by the ABS, whether due to negligence or otherwise, in relation to the Data shall be limited to providing a replacement copy of the Data.

The purchaser agrees to indemnify the ABS (and our servants and agents) in respect of all liability for loss (including all legal costs), or liability from any claim, suit, demand, action or proceeding brought by any third person in connection with this Condition of Sale or from their use of the Data.

These limitations of liability provisions shall survive the expiration or earlier termination of any agreement with the purchaser.

**SAL CONFIDENTIALISED UNIT RECORD FILE — ORDER FORM**

IMPORTANT

The CURF is released under strict conditions. Prospective purchasers are required to sign the accompanying Undertaking, which specifies the conditions under which the information is provided and the uses to which it may be put. The signed Undertaking must be returned with this order form before the release of the file can be considered for release by the Australian Statistician.

ABS address

Please send your completed and signed forms (i.e. the Order Form and the Undertaking ) to:

The Assistant Director  
Education and Training Section Research Unit  
Education and Training Section  
Australian Bureau of Statistics  
PO Box 10  
BELCONNEN ACT 2616

Price

1996 SAL CURF — \$30,000

Payment

The ABS will send an invoice when your request for the CURF has been approved. The CURF will be despatched within seven working days of the Australian Statistician's approval to release the CURF to the purchaser.

Client details

Please nominate the person you want to receive the order.

.....  
Name

.....  
Position

.....  
Organisation

.....  
Address

.....  
Postcode

.....  
Telephone no.

.....  
Facsimile no.

.....  
email



**SAL CONFIDENTIALISED UNIT RECORD FILE — ORDER FORM** *continued*

Delivery options

- ABS to courier the order to the above address
- ABS to telephone you to arrange collection
- Collect in person from ABS reception:  
Wing 5, Chandler Street, Cameron Offices, Belconnen, ACT.

Technical contact

(Complete only if different from contact officer on previous page)

.....  
Name

.....  
Position

.....  
Organisation

.....  
.....

.....  
Address

.....  
Postcode

.....  
Telephone no.

.....  
Facsimile no.

.....  
email

Agreement

I have read and agree to be bound by the Conditions of Sale.

.....  
Signature

.....  
Name (please print)

.....  
Position

.....  
Date



**THE UNDERTAKING**

UNDERTAKING MADE IN PURSUANCE OF CLAUSE 7 OF  
THE STATISTICS  
DETERMINATION UNDER THE  
*CENSUS AND STATISTICS ACT 1905*

WHEREAS:

- (A) Subsection 13(1) of the *Census and Statistics Act 1905* provides for the Minister, by instrument in writing, to make determinations providing for and in relation to the disclosure, with the approval in writing of the Australian Statistician, of information included in a specified class of information furnished in pursuance of the Act;
- (B) Clause 7 of the Statistics Determination permits the Australian Statistician to approve the release of unidentified individual statistical records where the information is disclosed in a manner which is not likely to enable identification of the particular person or organisation to which it relates, subject to the Statistician being given an appropriate written undertaking as specified in sub-clauses 7(1) and (2) of the Statistics Determination; and
- (C) an undertaking may be given by a responsible officer of, the Department of Employment, Education, Training and Youth Affairs.

NOW I,

.....  
*Full name and position*

in the  
Department of Employment, Education, Training and Youth Affairs

HEREBY UNDERTAKE that the Department of Employment, Education, Training and Youth Affairs, in using the information specified in the Schedule to this undertaking, will:

- i not attempt to identify particular persons or organisations,
- ii not attempt to match the data with administrative lists of persons or organisations,
- iii use the information only for statistical purposes, and
- iv not disclose the information to any other person or organisation.





In providing this undertaking I understand and accept on behalf of the Department of Employment, Education, Training and Youth Affairs that Subsection 19(2) of the *Census and Statistics Act 1905* provides that a person who fails to comply with an undertaking is guilty of an indictable offence punishable on conviction by a fine not exceeding \$5,000 or imprisonment for a period not exceeding 2 years, or both.

Dated this .....day of .....19.....

.....  
*Signature*

Witnessed by  
.....  
*Signature*

.....  
*Full name of witness*

.....  
*Designation of witness*

SCHEDULE

The Department of Employment, Education, Training and Youth Affairs will be supplied with a file of unidentified individual statistical records containing data on 9,302 persons aged 15 to 74. The data to be included on the file will include geographic information; demographic information such as age, sex, birthplace, year and age of arrival in Australia and whether has a disability or learning difficulties; a range of labour force variables including labour force status, work history, status in employment, industry and occupation of main job, and duration of unemployment; information about education including educational attainment and field of study before migration, in Australia, and overall, number of schools attended and reason left school early; language information including languages spoken well enough to converse in, language usually spoken at home, language in which most at ease, and first language spoken; a range of literacy-related variables including self-perception of literacy skills in English, how often a range of literacy tasks were performed at work or in daily life; whether needs help with a range of literacy tasks, and prose, document and quantitative literacy skill levels; information about educational attainment and occupation of parents; personal income from wages and salary and total personal income.



### DATA CONTENT OF THE CURF

#### STATE OR TERRITORY OF USUAL RESIDENCE

New South Wales  
 Victoria  
 Queensland  
 South Australia  
 Western Australia  
 Tasmania  
 Northern Territory  
 Australian Capital Territory

For South Australia and Tasmania, area of usual residence will not be shown.

#### AREA OF USUAL RESIDENCE

Capital City  
 Balance of State

#### SEX

Male  
 Female

#### AGE

15-19  
 20-24  
 25-29  
 30-34  
 35-39  
 40-44  
 45-49  
 50-54  
 55-59  
 60-64  
 65-69  
 70-74



BIRTHPLACE

- Oceania and Antarctica (excluding Australia)
  - New Zealand
- Europe and the former USSR
  - U.K. and Ireland
  - Greece
  - Italy
  - Germany
  - Netherlands
- The Middle East and North Africa
- Southeast Asia
  - Viet Nam
- Northeast Asia
- Southern Asia
- North America
- South America, Central America and the Caribbean
- Africa (excluding North Africa)
- Other
- Born in Australia

YEAR OF ARRIVAL IN AUSTRALIA

- Arrived before 1981
- Arrived 1981-1985
- Arrived 1986-1990
- Arrived 1991-1995
- Arrived 1996

AGE ON ARRIVAL IN AUSTRALIA

- Arrived before 16 years of age
- Arrived aged 16 years or more

WHETHER HAS A DISABILITY

- Has a disability
- Does not have a disability

TYPE OF LEARNING DIFFICULTIES

- Has learning difficulties
  - Specific learning difficulties
    - Reading
    - Writing
    - Mathematics
  - General learning difficulties
- Does not have learning difficulties

EXTENT TO WHICH LEARNING DIFFICULTY HAS AFFECTED READING ABILITY

- Has learning difficulties
  - Has learning difficulties reading
    - Reading ability affected
      - To a great extent
      - Somewhat
      - Very little
      - Not at all
  - Does not have learning difficulties reading
- Does not have learning difficulties

.....

EXTENT TO WHICH LEARNING DIFFICULTY HAS AFFECTED WRITING ABILITY

- Has learning difficulties
  - Has learning difficulties writing
    - Writing ability affected
      - To a great extent
      - Somewhat
      - Very little
      - Not at all
  - Does not have learning difficulties writing
- Does not have learning difficulties

EXTENT TO WHICH LEARNING DIFFICULTY HAS AFFECTED MATHEMATICAL ABILITY

- Has learning difficulties
  - Has learning difficulties with mathematics
    - Mathematical ability affected
      - To a great extent
      - Somewhat
      - Very little
      - Not at all
    - Does not have learning difficulties with mathematics
  - Does not have learning difficulties

LABOUR FORCE STATUS

- Employed
- Unemployed
- Not in the labour force

WORK HISTORY

- Has worked in the last 12 months
- Has not worked in the last 12 months
  - Has worked
    - Last worked
      - Before 1981
      - 1981 - 1985
      - 1986 - 1990
      - 1991 - 1995
  - Has never worked

STATUS IN EMPLOYMENT

- Employee
- Employer
- Own Account Worker
- Contributing Family Member or worked for payment in kind
- Unemployed for less than one year
- Unemployed for one year or more
- Not in the labour force

WHETHER HAD A JOB IN THE LAST 12 MONTHS

- Had a job in the last 12 months
- Did not have a job in the last 12 months



OCCUPATION OF MAIN JOB IN THE LAST 12 MONTHS

- Managers and Administrators
- Professionals
- Para-professionals
- Tradespersons
- Clerks
- Salespersons and Personal Service Workers
- Plant and Machine Operators, and Drivers
- Labourers and Related Workers

INDUSTRY OF MAIN JOB IN THE LAST 12 MONTHS

- Agriculture, Forestry and Fishing
- Mining
- Manufacturing
- Electricity, Gas and Water Supply
- Construction
- Wholesale Trade
- Retail Trade
- Accommodation, Cafes and Restaurants
- Transport and Storage
- Communication Services
- Finance and Insurance Services
- Property and Business Services
- Government Administration and Defence
- Education
- Health and Community Services
- Cultural and Recreational Services
- Personal and Other Services

SIZE OF BUSINESS IN MAIN JOB IN THE LAST 12 MONTHS (EMPLOYEES IN AUSTRALIA)

- Less than 20
- 20-99
- 100-199
- 200-499
- 500 or more
- Not known
- Own account worker

HOURS USUALLY WORKED PER WEEK IN MAIN JOB IN THE LAST 12 MONTHS

- 1-15
- 16-24
- 25-34
- 35-39
- 40
- 41-48
- 49 and over

NUMBER OF EMPLOYERS OR BUSINESSES IN LAST 12 MONTHS

- One
- Two
- Three
- Four
- Five or more

MAIN REASON USUALLY WORKED LESS THAN 35 HOURS A WEEK

- Usually worked less than 35 hours a week
  - Did not want to work full time
  - Studying, going to school or taking training
  - Own illness or disability
  - Childcare responsibilities
  - Other personal or family responsibilities
  - Could only find part-time work
  - Semi-retired
  - Other
- Usually worked 35 hours or more a week

MAIN REASON DIDN'T WANT TO WORK IN THE WEEKS WITHOUT WORK IN THE LAST 12 MONTHS

- Worked for less than the last 12 months
  - Wanted to work in the weeks without work
  - Did not want to work in the weeks without work
    - Retired or too old to work
    - Own illness or disability
    - Childcare responsibilities
    - Other personal or family responsibilities
    - Not interested in working
    - Studying, going to school or taking training
    - Homemaker
    - Other
- Worked for all of the last 12 months

MAIN REASON DID NOT LOOK FOR WORK IN ALL OF THE WEEKS WITHOUT WORK

- Worked for less than the last 12 months
  - Wanted to work in the weeks without work
  - Did not look for work in all of the weeks without work
    - Retired or too old to work
    - Own illness or disability
    - Childcare responsibilities
    - Other personal or family responsibilities
    - Awaiting recall from temporary layoff
    - Waiting for a job to start
    - Did not have skills or experience for available jobs
    - Studying, going to school or taking training
    - Other
  - Looked for work in all of the weeks without work
  - Did not want to work in the weeks without work
- Worked for all of the last 12 months



NUMBER OF WEEKS WITHOUT WORK AND NOT LOOKING FOR WORK IN THE LAST 12 MONTHS

- Single weeks
- Looked for work in weeks without work
- Worked for all of last 12 months

NUMBER OF WEEKS WORKED IN THE LAST 12 MONTHS

- Single weeks

DURATION OF UNEMPLOYMENT

- Under 2 weeks
- 2 and under 4 weeks
- 4 and under 8 weeks
- 8 and under 13 weeks
- 13 and under 26 weeks
- 26 and under 39 weeks
- 39 and under 52 weeks
- 52 and under 65 weeks
- 65 and under 104 weeks
- 104 weeks and over

LEVEL OF EDUCATIONAL ATTAINMENT

- Post-school qualification obtained
  - Higher degree
  - Postgraduate diploma
  - Bachelor degree
  - Undergraduate diploma
  - Associate diploma
  - Skilled vocational qualifications
  - Basic vocational qualifications
- No post-school qualification obtained
  - Completed highest level of secondary school available
  - Did not complete highest level of secondary school available
  - Never attended school

AGE LEFT SCHOOL

- 13 years and under
- 14 years
- 15 years
- 16 years
- 17 years
- 18 years and over
- Never attended school
- Still at school

.....

NUMBER OF SCHOOLS ATTENDED BEFORE THE AGE OF 15

- 1-2
- 3-4
- 5-9
- 10 or more

FIELD OF STUDY OF HIGHEST QUALIFICATION OBTAINED

- Post-school qualifications obtained
  - Business and Administration
  - Health
  - Education
  - Society and Culture
  - Natural and Physical Sciences
  - Engineering
  - Architecture and Building
  - Agriculture and related fields
  - Miscellaneous fields
- No post-school qualifications obtained

EDUCATIONAL ATTAINMENT BEFORE MIGRATION

- Post-school qualifications obtained
  - Higher degree
  - Postgraduate diploma
  - Bachelor degree
  - Undergraduate diploma
  - Associate diploma
  - Skilled vocational qualifications
  - Basic vocational qualifications
- No post-school qualifications obtained





FIELD OF STUDY OF HIGHEST QUALIFICATION OBTAINED BEFORE MIGRATION

- Post-school qualifications obtained
  - Business and Administration
  - Health
  - Education
  - Society and Culture
  - Natural and Physical Sciences
  - Engineering
  - Architecture and Building
  - Agriculture and related fields
  - Miscellaneous fields
- No post-school qualifications obtained

WHETHER FINISHED SCHOOLING IN AUSTRALIA

- Finished schooling in Australia
- Did not finish schooling in Australia
- Still attending school

MAIN REASON LEFT SCHOOL EARLY

- Completed highest level of secondary or post-school educational qualification
- Did not complete highest level of secondary school
  - Had to work or financial reasons
  - Wanted to work or wanted to learn a trade
  - Had enough education
  - Family reasons
  - Did not like school
  - Did not do well in school, boredom
  - Personal illness or disability
  - School not available or not accessible
  - Completed compulsory schooling, standard at the time
  - Other (includes the category 'Joined the military')
  - Not known or did not attend primary school
- Still attending school

YEARS OF FORMAL EDUCATION COMPLETED

- Had some formal education
  - Under 8 years
  - 8 to 11 years
  - 12 to 13 years
  - 14 to 16 years
  - 17 to 19 years
  - 20 years or more
- Never attended school

WHETHER RECEIVED ANY TRAINING OR EDUCATION IN THE LAST 12 MONTHS

- Yes
- No

.....

NUMBER OF COURSES OR WORKSHOPS ATTENDED IN THE LAST 12 MONTHS

- None
- One
- Two
- Three
- Four
- Five or more

EDUCATIONAL QUALIFICATION TOWARDS WHICH FIRST COURSE IS BEING TAKEN

- Course being taken towards an educational qualification
  - Higher degree
  - Postgraduate diploma
  - Bachelor degree
  - Other educational qualification
- Course not being taken towards an educational qualification

MAJOR FIELD OF STUDY FOR TRAINING OR EDUCATION IN THE LAST 12 MONTHS OF FIRST COURSE

- Educational, Recreational and Counselling Services
- Fine and Applied Arts
- Humanities and related fields
- Social Sciences and related fields
- Commerce, Management and Business Administration
- Agricultural and Biological Sciences and Technologies
- Engineering and Applied Sciences
- Engineering and Applied Sciences Technologies and Trades
- Health Professions, Sciences and Technologies
- Mathematics and Physical Sciences
- All Other n.e.c.
- No post-secondary qualification
- Upgrading
- Personal development
- Recreational activities

NUMBER OF WEEKS TRAINING LASTED - FIRST COURSE

- Single weeks

MAIN REASON ATTENDED FIRST COURSE

- Career or job related reasons
- Personal interest
- Other

EXTENT TO WHICH SKILLS GAINED FROM FIRST COURSE USED IN MAIN JOB

- Did course for job-related reasons
  - Employed
    - Using skills/knowledge gained from course
    - To a great extent
    - Somewhat
    - Very little
    - Not at all
  - Not employed
- Did course for other reasons



PROVIDER OF FIRST COURSE

- TAFE college
- University
- Commercial organisation or private training provider
- Producer or supplier of equipment
- Employer
- Non-profit organisation
- Other

REASONS FOR NOT TAKING JOB-RELATED TRAINING COURSES IN THE LAST 12 MONTHS

- Wanted to take job-related courses
  - Too busy or lack of time
  - Too expensive or no money
  - Too busy at work
  - Course not offered
  - Family responsibilities or childcare
  - Lack of qualifications
  - Lack of employer support
  - Course offered at inconvenient time
  - Language reasons
  - Health reasons
  - Geographical isolation
  - Course full, or non-acceptance
  - Other
- Did not want to take job-related courses

LANGUAGES SPOKEN WELL-ENOUGH TO CONVERSE IN

- English
- Italian
- Greek
- Cantonese
- Mandarin
- Arabic
- German
- Vietnamese
- Spanish
- Polish
- French
- Croatian
- Indonesian
- Netherlandic
- Russian
- Japanese
- Other languages

## LANGUAGE USUALLY SPOKEN AT HOME

English  
Italian  
Greek  
Cantonese  
Mandarin  
Arabic  
German  
Vietnamese  
Spanish  
Polish  
Croatian  
Other European languages  
Other Asian languages  
Other languages

## WHETHER SPOKE ENGLISH AS A FIRST LANGUAGE

English was first language  
English was not first language

## LANGUAGE IN WHICH MOST AT EASE

English  
Italian  
Greek  
Cantonese  
Mandarin  
Arabic  
German  
Vietnamese  
Spanish  
Polish  
Croatian  
Other European languages  
Other Asian languages  
Other languages

## LANGUAGE FIRST SPOKEN

English  
Italian  
Greek  
Cantonese  
Mandarin  
Arabic  
German  
Vietnamese  
Spanish  
Polish  
Netherlandic  
Croatian  
Other European languages  
Other Asian languages  
Other languages



SELF-PERCEPTION OF CURRENT READING SKILLS IN NON-ENGLISH LANGUAGE FIRST SPOKEN

- Excellent
- Good
- Moderate
- Poor
- Can't read

SELF-PERCEPTION OF CURRENT WRITING SKILLS IN NON-ENGLISH LANGUAGE FIRST SPOKEN

- Excellent
- Good
- Moderate
- Poor
- Can't write

AGE LEARNED TO SPEAK ENGLISH

- Under 5 years
- 5 to under 10 years
- 10 to under 15 years
- 15 to under 20 years
- 20 to under 30 years
- 30 to under 40 years
- 40 years or over
- Can't speak English

SELF-PERCEPTION OF CURRENT ENGLISH-SPEAKING SKILLS

- Excellent
- Good
- Moderate
- Poor
- Can't speak English

AGE LEARNED TO READ AND WRITE ENGLISH

- Under 5 years
- 5 to under 10 years
- 10 to under 15 years
- 15 to under 20 years
- 20 to under 30 years
- 30 to under 40 years
- 40 years or over
- Can't read or write English

AGE ATTENDED ENGLISH LANGUAGE CLASSES IN AUSTRALIA

Attended English language classes

In Australia

Under 10 years

5 to 9 years

10 to 14 years

15 to 19 years

20 to 24 years

25 to 29 years

30 to 34 years

35 to 39 years

40 years and over

Overseas

Have not attended English language classes

LENGTH OF ENGLISH LANGUAGE CLASSES ATTENDED IN AUSTRALIA

Attended English language classes

In Australia

Less than 6 months

6 months to 1 year

More than 1 year to 2 years

More than 2 years to 5 years

More than 5 years

Overseas

Have not attended English language classes

PROVIDER OF ENGLISH LANGUAGE CLASSES

Attended English language classes

In Australia

Primary or secondary school

Government programs (= Adult migrant English program  
and Special intervention program for registered  
jobseekers)

TAFE college

Other

Overseas

Has not attended English language classes



REASONS FOR NOT TAKING TRAINING TO IMPROVE ENGLISH READING AND WRITING SKILLS

- No training undertaken
- Reasons for not undertaking training
  - No need, satisfied with reading and writing skills
  - Too far to travel
  - Not aware of existing training courses
  - Training courses not available
  - Available training courses not suitable
  - Too old, too late now
  - Not needed for job, knows enough
  - Not interested, lack of motivation
  - Too busy
  - Training too expensive
  - Too embarrassed
  - Health reasons
  - Family responsibilities
  - Does not meet eligibility criteria
  - Other
  - Not known
- Training undertaken

SELF-PERCEPTION OF ENGLISH READING SKILLS FOR THE NEEDS OF DAILY LIFE

- Excellent
- Good
- Moderate
- Poor
- No opinion

SELF-PERCEPTION OF ENGLISH WRITING SKILLS FOR THE NEEDS OF DAILY LIFE

- Excellent
- Good
- Moderate
- Poor
- No opinion

SELF-PERCEPTION OF MATHEMATICAL SKILLS FOR THE NEEDS OF DAILY LIFE

- Excellent
- Good
- Moderate
- Poor
- No opinion

SATISFACTION WITH ENGLISH READING AND WRITING SKILLS

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- No opinion

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SELF-PERCEPTION OF ENGLISH READING SKILLS FOR THE NEEDS OF MAIN JOB

- Excellent
- Good
- Moderate
- Poor
- No opinion

SELF-PERCEPTION OF ENGLISH WRITING SKILLS FOR THE NEEDS OF MAIN JOB

- Excellent
- Good
- Moderate
- Poor
- No opinion

SELF-PERCEPTION OF MATHEMATICAL SKILLS FOR THE NEEDS OF MAIN JOB

- Excellent
- Good
- Moderate
- Poor
- No opinion

WHETHER JOB OPPORTUNITIES LIMITED BY ENGLISH READING SKILLS

- Greatly limited
- Somewhat limited
- Not limited

WHETHER JOB OPPORTUNITIES LIMITED BY ENGLISH WRITING SKILLS

- Greatly limited
- Somewhat limited
- Not limited

WHETHER JOB OPPORTUNITIES LIMITED BY MATHEMATICAL SKILLS

- Greatly limited
- Somewhat limited
- Not limited

HOW OFTEN LETTERS OR MEMOS WERE READ OR USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN REPORTS, ARTICLES, MAGAZINES OR JOURNALS WERE READ OR USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never



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HOW OFTEN MANUALS OR REFERENCE BOOKS, INCLUDING CATALOGUES, WERE READ OR USED  
IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN DIAGRAMS OR PLANS WERE READ OR USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN BILLS, INVOICES, SPREADSHEETS OR BUDGET TABLES WERE READ OR USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN MATERIAL WRITTEN IN A LANGUAGE OTHER THAN ENGLISH WAS READ OR USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN DIRECTIONS OR INSTRUCTIONS FOR ANY PRODUCTS WERE USED IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN LETTERS OR MEMOS WERE WRITTEN IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN REPORTS OR ARTICLES WERE WRITTEN IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

.....

HOW OFTEN ESTIMATES OR TECHNICAL SPECIFICATIONS WERE WRITTEN IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN FORMS SUCH AS BILLS, INVOICES OR BUDGETS WERE FILLED OUT IN MAIN JOB

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN ARITHMETIC WAS USED IN MAIN JOB TO MEASURE OR ESTIMATE THE SIZE OR WEIGHT OF OBJECTS

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

HOW OFTEN ARITHMETIC WAS USED IN MAIN JOB TO WORK OUT PRICES, COSTS OR BUDGETS

- Every day
- A few times a week
- Once a week
- Less than once a week
- Never

WHETHER NEEDS HELP TO READ NEWSPAPER ARTICLES IN ENGLISH

- Often
- Sometimes
- Never

WHETHER NEEDS HELP TO READ INFORMATION IN ENGLISH FROM GOVERNMENT AGENCIES, BUSINESSES OR OTHER INSTITUTIONS

- Often
- Sometimes
- Never

WHETHER NEEDS HELP TO READ INSTRUCTIONS IN ENGLISH, SUCH AS ON A MEDICINE BOTTLE

- Often
- Sometimes
- Never

WHETHER NEEDS HELP TO FILL OUT FORMS IN ENGLISH

- Often
- Sometimes
- Never



WHETHER NEEDS HELP TO DO BASIC ARITHMETIC

- Often
- Sometimes
- Never

WHETHER NEEDS HELP TO WRITE NOTES AND LETTERS IN ENGLISH

- Often
- Sometimes
- Never

PROSE LITERACY

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

DOCUMENT LITERACY

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

QUANTITATIVE LITERACY

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

LEVEL OF MOTHER'S EDUCATIONAL ATTAINMENT

- With post-school qualifications
  - Higher degree, postgraduate diploma or bachelor degree
  - Other educational qualification
- Without post-school qualifications
  - Completed highest level of school available
  - Did not complete highest level of school available
  - Never attended school
- Not known

LEVEL OF FATHER'S EDUCATIONAL ATTAINMENT

- With post-school qualifications
  - Higher degree, postgraduate diploma or bachelor degree
  - Other educational qualification
- Without post-school qualifications
  - Completed highest level of school available
  - Did not complete highest level of school available
  - Never attended school
- Not known

## OCCUPATION OF MOTHER'S MAIN JOB

Managers and Administrators  
Professionals  
Para-professionals  
Tradespersons  
Clerks  
Salespersons and Personal Service Workers  
Plant and Machine Operators, and Drivers  
Labourers and Related Workers  
Not known  
Never worked

## OCCUPATION OF FATHER'S MAIN JOB

Managers and Administrators  
Professionals  
Para-professionals  
Tradespersons  
Clerks  
Salespersons and Personal Service Workers  
Plant and Machine Operators, and Drivers  
Labourers and Related Workers  
Not known  
Never worked

## PERSONAL INCOME FROM WAGES, SALARY OR SELF-EMPLOYMENT ONLY

No income  
Lowest decile  
Second decile  
Third decile  
Fourth decile  
Fifth decile  
Sixth decile  
Seventh decile  
Eighth decile  
Ninth decile  
Top decile  
Don't know  
Refused



TOTAL PERSONAL INCOME

- No income
- Lowest decile
- Second decile
- Third decile
- Fourth decile
- Fifth decile
- Sixth decile
- Seventh decile
- Eighth decile
- Ninth decile
- Top decile
- Don't know
- Refused

SOURCE OF INCOME

- Wages, salary or self employment
- Government pension
- Interest, dividends, investment, property or private pension
- Other sources

PERSON WEIGHT

RANDOMLY GENERATED IDENTIFIER