

Complementary information from the Background Questionnaire

The information collected in the Background Questionnaire is briefly described below. More information can be found in the [Background questionnaire conceptual framework](#).

Characteristics and background of respondents	
Domain	Specific data items
Demographics	Age, sex, country of birth
Household and family structure	Number of persons in household, living with spouse or partner, activity of spouse/partner, number and age of children
Language background	First and second languages spoken when a child, language currently most often spoken at home
Immigration status	Age at which respondent immigrated, country of birth of parents
Social background	Highest level of education of parents, number of books in home at age 16
Residential location	Location of residence
Educational attainment and participation in learning activities	
Domain	Specific data items
Educational experience	Highest qualification, in which country qualification gained, field of study of highest qualification, age completed highest qualification
Current study	Undertaking formal study, level of course, field of study
Incomplete study	Has started but not completed a course of formal study, level of course, age at which left course
Formal studies in previous year	Undertaken formal studies in previous year, how many courses, level of last course, reason for undertaking study, employed while studying, study took place in or outside working hours, usefulness of course to work, type of employer support received
Non-formal courses in previous 12 months	Undertaken different non-formal learning activities in previous 12 months (open or distance courses, organised on-the-job training, seminars or workshops, other courses), how many activities of each type



Most recent non-formal activity	Type of activity, activity mainly job-related, main reason for participation, took place in or outside working hours, employer support provided
Volume of participation in education and training in previous 12 months	Total time in education and training activities, proportion of time in job-related activities
Barriers to undertaking education and training	Wanted to participate in learning activities in prior 12 months but did not, reasons preventing participation
Learning style	Interest in learning, approach to new information

Labour-force status, work history and job characteristics

Domain	Specific data items
Current activity	Labour-force status (ILO definition), main current activity
Work history	Ever worked, had paid work in previous 12 months, age stopped working (if unemployed), total time in employment, number of employers in previous five years
Current job	Industry, occupation, employee or self-employed, age started with current employer, establishment size, number of employees increasing or decreasing, part of larger organisation, (if self employed) number of employees, management of supervisory responsibilities, number of subordinates, type of employment contract, usual working hours, extent of flexibility regarding job tasks, job satisfaction, gross wages or salary, (if self employed) earnings from business
Most recent job (if unemployed)	Industry, occupation, employee or self-employed, when left last employer, establishment size, (if self employed) number of employees, management of supervisory responsibilities, number of subordinates, type of employment contract, usual working hours, main reason for leaving last job

Social participation and health

Domain	Specific data items
Trust	Trust in others, perception of others' behaviour towards oneself
Political efficacy	Influence on political process
Volunteering	Frequency of voluntary work in previous 12 months
Health status	Self-assessed health status



Information collected regarding tasks and activities in work and everyday life		
Task cluster	Life domain	Component activities
Cognitive skills		
Reading	Work Everyday life	Read directions or instructions; letters, memos or e-mails; Read articles in newspapers, magazines or newsletters; articles in professional journals or scholarly publications; books; reference manuals or materials; bills, invoices, bank statements or financial statements; diagrams, maps, schematics.
Writing	Work Everyday life	Write letters, memos or e-mails; articles for newspapers, magazines or newsletters; reports; fill in forms.
Numeracy	Work Everyday life	Calculate prices, costs or budgets; use or calculate fractions, decimals or percentages; use a calculator (hand-held or computer-based); prepare charts, graphs or tables; use simple algebra or formulas; use advanced mathematics or statistics.
Problem solving	Work	Solve simple problems and solve complex problems.
Technology		
Computer use	Work Everyday life	Use computer; e-mail; Internet for information; Internet to conduct monetary transactions; spreadsheets; word processing; write or prepare computer code; real-time discussions using Internet; overall level of computer use in terms of complexity.
Interaction		
Collaboration	Work	Time spent collaborating; sharing of information with co-workers.
Influencing	Work	Selling products or services; making speeches or presentations; advising; persuading or influencing others; negotiating; instructing, training or teaching others.
Learning		
Learning	Work	Learning from others; learning by doing; keeping up to date with new products or services.
Organisation		
Organisation and planning	Work	Planning own activities; planning activities of others; organising own time.
Physical		
Physical requirements	Work	Working physically for long periods; use of fine motor skills.