

# Population Census; Building and Housing Census 1991 - IPUMS Subset

**Austrian Central Statistical Office, Minnesota Population Center**

Report generated on: May 19, 2021

Visit our data catalog at: <https://microdata.unhcr.org/index.php>

# Overview

## Identification

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### ID NUMBER

WBG\_AUT\_1991\_PHC\_v01\_M\_v02\_A\_IPUMS

## Version

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### VERSION DESCRIPTION

Version 6.4. The datasets contain selected variables from the original census microdata plus harmonized variables from the IPUMS-International database.

In v6.4, the research team continued to carry out improvements to geography, providing harmonized geographic units for the second administrative level for roughly half the countries. More information about IPUMS geography variables is available here <[https://international.ipums.org/international/geography\\_variables.shtml](https://international.ipums.org/international/geography_variables.shtml)>. Also, approximately 100 integrated variables were renamed. Affected variables with their current and previous names are listed here <[https://international.ipums.org/international/resources/misc\\_docs/renamed\\_variables\\_sept2015.pdf](https://international.ipums.org/international/resources/misc_docs/renamed_variables_sept2015.pdf)>. Geography variable also underwent wholesale renaming.

In this update, IPUMS added 19 new samples for Armenia, Austria, Costa Rica, Ethiopia, France, Ghana, Mozambique, Paraguay, Portugal, Puerto Rico, South Africa, and Spain. Ethiopia, Mozambique, and Paraguay were newly added countries to IPUMS. Samples for other countries extend pre-existing series for those countries.

### PRODUCTION DATE

2016-04-25

## Overview

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### ABSTRACT

IPUMS-International is an effort to inventory, preserve, harmonize, and disseminate census microdata from around the world. The project has collected the world's largest archive of publicly available census samples. The data are coded and documented consistently across countries and over time to facilitate comparative research. IPUMS-International makes these data available to qualified researchers free of charge through a web dissemination system.

The IPUMS project is a collaboration of the Minnesota Population Center, National Statistical Offices, and international data archives. Major funding is provided by the U.S. National Science Foundation and the Demographic and Behavioral Sciences Branch of the National Institute of Child Health and Human Development. Additional support is provided by the University of Minnesota Office of the Vice President for Research, the Minnesota Population Center, and Sun Microsystems.

### KIND OF DATA

Census/enumeration data [cen]

### UNITS OF ANALYSIS

#### UNITS IDENTIFIED:

- Dwellings: No
- Vacant units: No
- Households: Yes
- Individuals: Yes
- Group quarters: Yes

## Scope

### NOTES

- Dwellings: A dwelling (housing unit) is defined as a room or suite of rooms and its accessories (at least a kitchen or a kitchenette).

- Households: A household is comprised of all persons that live with one another and together keep a common home economy. Therefore, there can also be several households within a housing unit. A household can also consist of a single person. The decision whether a family is formed with those parents or parents-in-law living in the same housing unit, must be left up to these persons. Communal meal times, common housekeeping money or the use of the same living spaces can be seen as an indication of "communal housekeeping." Household personnel and commercial or agricultural employees also belong to the household if they are provided room and board.

- Group quarters: Group quarters are defined as institutions such as hospitals, convalescence establishments, nursing homes, old people's homes, welfare institutions, military installations, religious institutions, dormitories of educational institutions, correctional and penal institutions, refugee camps, worker dormitories, hotels, boarding houses etc. There are two different types of institutional households: those of inmates and those of staff.

### TOPICS

Topic	Vocabulary	URI
Technical Household Variables -- HOUSEHOLD	IPUMS	
Group Quarters Variables -- HOUSEHOLD	IPUMS	
Geography: Global Variables -- HOUSEHOLD	IPUMS	
Utilities Variables -- HOUSEHOLD	IPUMS	
Appliances, Mechanicals, Other Amenities Variables -- HOUSEHOLD	IPUMS	
Dwelling Characteristics Variables -- HOUSEHOLD	IPUMS	
Constructed Household Variables -- HOUSEHOLD	IPUMS	
Technical Person Variables -- PERSON	IPUMS	
Constructed Family Interrelationship Variables -- PERSON	IPUMS	
Demographic Variables -- PERSON	IPUMS	
Fertility and Mortality Variables -- PERSON	IPUMS	
Nativity and Birthplace Variables -- PERSON	IPUMS	
Education Variables -- PERSON	IPUMS	
Work Variables -- PERSON	IPUMS	
Household Economic Variables -- HOUSEHOLD	IPUMS	
Geography: A-L Variables -- HOUSEHOLD	IPUMS	
Ethnicity and Language Variables -- PERSON	IPUMS	
Work: Occupation Variables -- PERSON	IPUMS	
Work: Industry Variables -- PERSON	IPUMS	
Other Person Variables -- PERSON	IPUMS	

## Coverage

### GEOGRAPHIC COVERAGE

National coverage

## GEOGRAPHIC UNIT

Eurostat NUTS3 region (Nomenclature of Territorial Units for Statistics)

## UNIVERSE

Population with a main residence in the territory

## Producers and Sponsors

## PRIMARY INVESTIGATOR(S)

Name	Affiliation
Austrian Central Statistical Office	
Minnesota Population Center	University of Minnesota

## Metadata Production

## METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Minnesota Population Center	MPC	University of Minnesota	Integration Harmonization Documentation
Development Data Group	DECDG	World Bank	DDI editing

## DATE OF METADATA PRODUCTION

2016-04-25

## DDI DOCUMENT VERSION

- Version 02 (May 2018). This version is identical to version 6.4 (April 2016), except for the DDI Document ID and ID Number which were updated.

Documentation of census data and harmonized variables as found in IPUMS-International. The International Household Survey Network (IHSN) contracted IPUMS-International for generating DDI and Dublin Core-compliant metadata related to population and housing census datasets from developing countries. The objective was to provide countries with detailed metadata in a format compatible with the DDI standard used by most of these countries, with a view to guarantee the preservation of the data and metadata, and the publishing of metadata.

The intellectual rights (including copyright) for the data and metadata in IPUMS are retained by the countries under a Memorandum of Understanding with the contributing countries. IPUMS-International has distribution rights to the metadata and data. The XML documents generated by this process are viewed as a distribution of the metadata.

Fields edited by the World Bank are: DDI ID and study ID to match World Bank study naming convention, as well as DDI Document Version and Version Description to reflect changes included in version 6.4.

Previous version documented in the World Bank Microdata Library:

- v6.3 (August 2014)

## DDI DOCUMENT ID

DDI\_WBG\_AUT\_1991\_PHC\_v01\_M\_v02\_A\_IPUMS

# Sampling

## Sampling Procedure

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MICRODATA SOURCE: Statistics Austria

SAMPLE UNIT: household

SAMPLE SIZE (person records): 902,568

## Response Rate

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COVERAGE: 100%

## Weighting

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Self-weighting.

Expansion factor=10

# Questionnaires

## **Overview**

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For every enumeration unit the same form was used all over the country

## Data Collection

### Data Collection Dates

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
1991-05-15	1991-05-15	N/A

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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De jure, CENSUS DAY: May 15, 1991

### Questionnaires

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For every enumeration unit the same form was used all over the country

## Data Processing

No content available

# Data Appraisal

No content available

# File Description

# Variable List

**AUT1991-H-H**

Content	Household record
Cases	0
Variable(s)	61
Structure	Type: relational Keys: SERIAL(Household serial number)
Version	Version 6.4, IPUMS sample
Producer	Minnesota Population Center
Missing Data	

**Variables**

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	RECTYPE	Record type	discrete	character	
V2	YEAR	Year	discrete	numeric	
V3	SAMPLE	IPUMS sample identifier	discrete	numeric	
V4	SERIAL	Household serial number	contin	numeric	
V5	PERSONS	Number of person records in the household	contin	numeric	
V6	SUBSAMP	Subsample number	discrete	numeric	
V7	GQ	Group quarters (collective dwelling) status	discrete	numeric	
V8	UNREL	Number of unrelated persons	discrete	numeric	
V9	REGIONW	Continent and region of country	discrete	numeric	
V10	ENUTS1	NUTS1 Region, Europe	discrete	numeric	
V11	ENUTS2	NUTS2 Region, Europe	discrete	numeric	
V12	ENUTS3	NUTS3 Region, Europe	discrete	numeric	
V13	WATSUP	Water supply	discrete	numeric	
V14	HEAT	Central heating	discrete	numeric	
V15	ROOMS	Number of rooms	discrete	numeric	
V16	TOILET	Toilet	discrete	numeric	
V17	HHTYPE	Household classification	discrete	numeric	
V18	NFAMS	Number of families in household	discrete	numeric	
V19	HEADLOC	Head's location in household	contin	numeric	
V20	GEOLEV1	1st subnational geographic level, world [consistent boundaries over time]	discrete	numeric	
V21	AT1991A_0001	Dwelling number	contin	numeric	Dwelling number
V22	AT1991A_0006	Number of persons in household	discrete	numeric	Number of persons in household

V23	AT1991A_0016	Dwelling created by splitting apart a large dwelling or household	discrete	numeric	Dwelling created by splitting apart a large dwelling or household
V24	AT1991A_0025	Type and size of household	discrete	numeric	Type and size of household
V25	AT1991A_0026	Type of household 2	discrete	numeric	Type of household 2
V26	AT1991A_0027	Type of household 3	discrete	numeric	Type of household 3
V27	AT1991A_0028	Type of household and number of family nuclei	discrete	numeric	Type of household and number of family nuclei
V28	AT1991A_0029	Type of household 5	discrete	numeric	Type of household 5
V29	AT1991A_0030	Type of household 6	discrete	numeric	Type of household 6
V30	AT1991A_0031	Type of household 7	discrete	numeric	Type of household 7
V31	AT1991A_0037	Number of persons supported	discrete	numeric	Number of persons supported
V32	AT1991A_0051	Tenure of dwellings	discrete	numeric	8. Tenure status for the use of the housing unit: <input type="checkbox"/> Building proprietor's own use <input type="checkbox"/> Apartment proprietor's own use (owner-occupied apartment) <input type="checkbox"/> Rent (Hauptmiete) <input type="checkbox"/> Subject to the Rent Act (Mietrechtsgesetz) (or by agreement) <input type="checkbox"/> Subject to the Act for Non-Profit Building Associations -- also housing rented from co-operative <input type="checkbox"/> Official dwelling or dwelling as income in kind <input type="checkbox"/> Other tenure status (Sub-tenancy, use without payment by relatives of the owner of the house)
V33	AT1991A_0052	Number of dwellers	discrete	numeric	Number of dwellers
V34	AT1991A_0053	Number of rooms in dwelling	discrete	numeric	3. Equipment and size of the housing unit: Please mark all that is applicable with an x. a. <input type="checkbox"/> Anteroom, hallway <input type="checkbox"/> Kitchen, kitchen-cum-living room <input type="checkbox"/> Kitchenette b. <input type="checkbox"/> Connection to piper gas system <input type="checkbox"/> Piped water within the dwelling <input type="checkbox"/> Flush toilet within the dwelling c. <input type="checkbox"/> Bathroom <input type="checkbox"/> Shower stand d. <input type="checkbox"/> Storeroom <input type="checkbox"/> Cellar, cellar section e. <input type="checkbox"/> Balcony, loggia: smaller than 4 m2 <input type="checkbox"/> Balcony, loggia: 4 m2 or more <input type="checkbox"/> Terrace f.. Number of rooms with a floor area of at least 4 m2 excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 or more g. <input type="checkbox"/> Use of a house garden <input type="checkbox"/> Garage space for private cars <input type="checkbox"/> Parking space for private cars (no public roads)
V35	AT1991A_0054	Useful floor space of dwelling (in square meters)	discrete	numeric	5. Floor space of the housing unit: (rooms used for business and guest rooms: see remarks) Full m2 __
V36	AT1991A_0055	Water connection within the dwelling	discrete	numeric	3. Equipment and size of the housing unit: Please mark all that is applicable with an x. a. <input type="checkbox"/> Anteroom, hallway <input type="checkbox"/> Kitchen, kitchen-cum-living room <input type="checkbox"/> Kitchenette b. <input type="checkbox"/> Connection to piper gas system <input type="checkbox"/> Piped water within the dwelling <input type="checkbox"/> Flush toilet within the dwelling c. <input type="checkbox"/> Bathroom <input type="checkbox"/> Shower stand d. <input type="checkbox"/> Storeroom <input type="checkbox"/> Cellar, cellar section e. <input type="checkbox"/> Balcony, loggia: smaller than 4 m2 <input type="checkbox"/> Balcony, loggia: 4 m2 or more <input type="checkbox"/> Terrace f.. Number of rooms with a floor area of at least 4 m2 excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 or more g. <input type="checkbox"/> Use of a house garden <input type="checkbox"/> Garage space for private cars <input type="checkbox"/> Parking space for private cars (no public roads)

V37	AT1991A_0056	Equipment standard of dwelling	discrete	numeric	3. Equipment and size of the housing unit: Please mark all that is applicable with an x. a. <input type="checkbox"/> Anteroom, hallway <input type="checkbox"/> Kitchen, kitchen-cum-living room <input type="checkbox"/> Kitchenette b. <input type="checkbox"/> Connection to piper gas system <input type="checkbox"/> Piped water within the dwelling <input type="checkbox"/> Flush toilet within the dwelling c. <input type="checkbox"/> Bathroom <input type="checkbox"/> Shower stand d. <input type="checkbox"/> Storeroom <input type="checkbox"/> Cellar, cellar section e. <input type="checkbox"/> Balcony, loggia: smaller than 4 m2 <input type="checkbox"/> Balcony, loggia: 4 m2 or more <input type="checkbox"/> Terrace f.. Number of rooms with a floor area of at least 4 m2 excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 or more g. <input type="checkbox"/> Use of a house garden <input type="checkbox"/> Garage space for private cars <input type="checkbox"/> Parking space for private cars (no public roads)
V38	AT1991A_0057	Heating, predominant system	discrete	numeric	7. Main source of heating: <input type="checkbox"/> Distance (block) heating, also community heating <input type="checkbox"/> Building central heating <input type="checkbox"/> Gas convection heaters <input type="checkbox"/> Built-in electric unit (permanently installed heater) <input type="checkbox"/> Central heating serving the dwelling (floor) <input type="checkbox"/> Individual stove Fuel most used for heating: Only fill in if there is a central heating serving the apartment or an individual stove. Only mark one fuel, please. <input type="checkbox"/> Wood <input type="checkbox"/> Coal, coke, briquettes <input type="checkbox"/> City gas, natural gas <input type="checkbox"/> Liquid gas <input type="checkbox"/> Fuel oil <input type="checkbox"/> Electricity (portable room heater) <input type="checkbox"/> Other fuel
V39	AT1991A_0058	Fuel used for heating	discrete	numeric	7. Main source of heating: <input type="checkbox"/> Distance (block) heating, also community heating <input type="checkbox"/> Building central heating <input type="checkbox"/> Gas convection heaters <input type="checkbox"/> Built-in electric unit (permanently installed heater) <input type="checkbox"/> Central heating serving the dwelling (floor) <input type="checkbox"/> Individual stove Fuel most used for heating: Only fill in if there is a central heating serving the apartment or an individual stove. Only mark one fuel, please. <input type="checkbox"/> Wood <input type="checkbox"/> Coal, coke, briquettes <input type="checkbox"/> City gas, natural gas <input type="checkbox"/> Liquid gas <input type="checkbox"/> Fuel oil <input type="checkbox"/> Electricity (portable room heater) <input type="checkbox"/> Other fuel
V40	AT1991A_0059	Floor level	discrete	numeric	2. Location of the housing unit: If there are several floors, mark the one with the entrance <input type="checkbox"/> In the cellar (basement) <input type="checkbox"/> On the ground <input type="checkbox"/> On a half-floor (Hochparterre, Mezzanine) <input type="checkbox"/> On the first floor <input type="checkbox"/> On the second floor <input type="checkbox"/> On the __ floor <input type="checkbox"/> In a habitable attic
V41	AT1991A_0060	Owner of building	discrete	numeric	3. Owner of the building: Mark only one box with an X. In case of doubt, decide on the basis of the majority of ownership shares. <input type="checkbox"/> a. Private owner <input type="checkbox"/> One person <input type="checkbox"/> Several persons <input type="checkbox"/> b. Other owner <input type="checkbox"/> State <input type="checkbox"/> Province <input type="checkbox"/> Municipality <input type="checkbox"/> Other public body (e.g. chamber) <input type="checkbox"/> Church, legal religious association <input type="checkbox"/> Non-profit building association <input type="checkbox"/> Other legal entity (e.g. company, bank)
V42	AT1991A_0061	Construction period	discrete	numeric	10. When was the building completed? <input type="checkbox"/> Before 1880 <input type="checkbox"/> 1880-1918 <input type="checkbox"/> 1919-1944 <input type="checkbox"/> 1945-1960 <input type="checkbox"/> 1961-1970 <input type="checkbox"/> 1971-1980 <input type="checkbox"/> 1981-1985 <input type="checkbox"/> 1986 <input type="checkbox"/> 1987 <input type="checkbox"/> 1988 <input type="checkbox"/> 1989 <input type="checkbox"/> 1990 <input type="checkbox"/> 1991
V43	AT1991A_0062	Number of dwellings in the building	discrete	numeric	2. Number of housing units in the building (Stiegenhaus): If there are more than three, please indicate the correct number. <input type="checkbox"/> None <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three
V44	AT1991A_0063	Strata	contin	numeric	Strata
V45	HHWT	Household weight	contin	numeric	

V46	GEOLEV2	2nd subnational geographic level, world [consistent boundaries over time]	discrete	numeric
V47	GEO1_AT	Austria, State 1971 - 2011 [Level 1; consistent boundaries, GIS]	discrete	numeric
V48	GEO1_AT1991	Austria, State 1991 [Level 1, GIS]	discrete	numeric
V49	GEO2_AT	Austria, Enuts 3 1971 - 2011 [Level 2; consistent boundaries, GIS]	discrete	numeric
V50	GEO2_AT1991	Austria, Enuts 3 1991 [Level 2, GIS]	discrete	numeric
V51	NCOUPLES	Number of married couples in household	discrete	numeric
V52	NMOTHERS	Number of mothers in household	discrete	numeric
V53	NFATHERS	Number of fathers in household	discrete	numeric
V54	COUNTRY	Country	discrete	numeric
V55	BUILTYR	Year structure was built	discrete	numeric
V56	AGESTRUCT2	Age of structure, coded from intervals	discrete	numeric
V57	LIVEAREA	Living area in square meters	contin	numeric
V58	OWNERSHIP	Ownership of dwelling [general version]	discrete	numeric
V59	OWNERSHIPD	Ownership of dwelling [detailed version]	discrete	numeric
V60	FUELHEAT	Fuel for heating	discrete	numeric
V61	STRATA	Strata identifier	contin	numeric

**AUT1991-P-H**

Content	Person records
Cases	0
Variable(s)	103
Structure	Type: relational Keys: PERNUM(Person number), SERIAL(Household serial number [person version])
Version	Version 6.4, IPUMS sample
Producer	Minnesota Population Center
Missing Data	

**Variables**

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V62	PERNUM	Person number	contin	numeric	
V63	MOMLOC	Mother's location in household	contin	numeric	
V64	POPLOC	Father's location in household	contin	numeric	
V65	SPLOC	Spouse's location in household	contin	numeric	
V66	PARRULE	Rule for linking parent	discrete	numeric	
V67	SPRULE	Rule for linking spouse	discrete	numeric	
V68	STEPMOM	Probable stepmother	discrete	numeric	
V69	STEPPOP	Probable stepfather	discrete	numeric	
V70	POLYMAL	Man with more than one wife linked	discrete	numeric	
V71	POLY2ND	Woman is second or higher order wife	discrete	numeric	
V72	FAMUNIT	Family unit membership	contin	numeric	
V73	FAMSIZE	Number of own family members in household	discrete	numeric	
V74	NCHILD	Number of own children in household	discrete	numeric	
V75	NCHLT5	Number of own children under age 5 in household	discrete	numeric	
V76	ELDCH	Age of eldest own child in household	discrete	numeric	
V77	YNGCH	Age of youngest own child in household	discrete	numeric	

V78	RELATE	Relationship to household head [general version]	discrete	numeric
V79	RELATED	Relationship to household head [detailed version]	discrete	numeric
V80	ERELATE	Relationship to head, Europe	discrete	numeric
V81	AGE	Age	discrete	numeric
V82	AGE2	Age, grouped into intervals	discrete	numeric
V83	SEX	Sex	discrete	numeric
V84	MARST	Marital status [general version]	discrete	numeric
V85	MARSTD	Marital status [detailed version]	discrete	numeric
V86	EMARST	Marital status, Europe	discrete	numeric
V87	CONSENS	Consensual union	discrete	numeric
V88	DURMARR	Duration of current marriage or union	discrete	numeric
V89	BIRTHYR	Year of birth	discrete	numeric
V90	CHBORN	Children ever born	discrete	numeric
V91	CITIZEN	Citizenship	discrete	numeric
V92	NATION	Country of citizenship	discrete	numeric
V93	SCHOOL	School attendance	discrete	numeric
V94	EDUCAT	Educational attainment, Austria	discrete	numeric
V95	EMPSTAT	Activity status (employment status) [general version]	discrete	numeric
V96	EMPSTATD	Activity status (employment status) [detailed version]	discrete	numeric
V97	OCCISCO	Occupation, ISCO general	discrete	numeric
V98	OCC	Occupation, unrecoded	contin	numeric
V99	INDGEN	Industry, general recode	discrete	numeric
V100	IND	Industry, unrecoded	contin	numeric
V101	CLASSWK	Status in employment (class of worker) [general version]	discrete	numeric

V102	CLASSWKD	Status in employment (class of worker) [detailed version]	discrete	numeric	
V103	TRNWRK	Means of transportation to work or school	discrete	numeric	
V104	AT1991A_0003	Person number (within household)	discrete	numeric	Person number (within household)
V105	AT1991A_0400	Family number	discrete	numeric	Family number
V106	AT1991A_0402	Year of birth	discrete	numeric	2. Date of birth Day __ Month __ Year _____
V107	AT1991A_0403	Age	discrete	numeric	2. Date of birth Day __ Month __ Year _____
V108	AT1991A_0406	Sex	discrete	numeric	Person Questionnaire 1. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
V109	AT1991A_0407	Marital status	discrete	numeric	3. Marital status <input type="checkbox"/> Single <input type="checkbox"/> Married Date of marriage (of the present marriage) Day __ Month __ Year _____ <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed 3. Marital status: mark your legal marital status Single: to be marked by all persons who have never been married. Married: to be marked by persons who are living in not-dissolved marriage, even when they are separated from their spouse. Divorced: to be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not. Widowed: is to be marked if the marriage was ended due to the death of the spouse. Persons living in a common-law partnership: mark "single", "widowed" or "divorced", depending on what their marital status is. "Married" is only to be marked if the marriage with the separately living spouse is still valid (yet not divorced).
V110	AT1991A_0408	Cohabitation status	discrete	numeric	Cohabitation status
V111	AT1991A_0409	Citizenship	discrete	numeric	6. Citizenship: (in case of dual citizenship: state all) <input type="checkbox"/> Austrian <input type="checkbox"/> German <input type="checkbox"/> Italian <input type="checkbox"/> Yugo-Slavian <input type="checkbox"/> Swiss <input type="checkbox"/> Turkish <input type="checkbox"/> Without citizenship <input type="checkbox"/> Other Specify ____ 6. Citizenship: If you have the Austrian and another citizenship, please mark the box "Austrian" as well as the box of the other citizenship. Of the other citizenship does not have its own box, please mark "Other" and write this other citizenship on the line provided. Persons whose citizenship is not clear mark "others" and write "not clear".
V112	AT1991A_0410	Religion	discrete	numeric	17. Religion: <input type="checkbox"/> Roman Catholic <input type="checkbox"/> Protestant: Augsburg Confession <input type="checkbox"/> Protestant: Westminster Confession <input type="checkbox"/> Old Catholic <input type="checkbox"/> Islamic <input type="checkbox"/> Israelite <input type="checkbox"/> Other <input type="checkbox"/> No religious denomination

V113	AT1991A_0411	Level of highest education completed	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>
V114	AT1991A_0413	Highest education completed (ISCED-97)	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>

V115	AT1991A_0414	Major field of highest education completed -- detailed	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>
V116	AT1991A_0415	Major field of highest education completed	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>

V117	AT1991A_0416	Enrolled in school	discrete numeric	<p>10. Are you: <input type="checkbox"/> a. Employed: please answer questions 11 to 16. <input type="checkbox"/> Full-time work (33 and more hours per week) <input type="checkbox"/> Part-time work (12 to 32 hours per week) Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more. [If you are economically active,] Please answer questions 11 to 16. <input type="checkbox"/> b. Not economically active, but: <input type="checkbox"/> Unemployed <input type="checkbox"/> On parental leave, maternity leave [If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation. If you have never worked before and are looking for a job, answer question 12 with "no profession yet". [This question was asked of those who were on parental or maternity leave.] Were you unemployed at the time you entered maternity leave?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service. <input type="checkbox"/> Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation. <input type="checkbox"/> Widow's pension <input type="checkbox"/> Homemaker <input type="checkbox"/> Pupil, student: Please answer questions 14 to 16 on the school you are presently attending <input type="checkbox"/> Child presently not attending school <input type="checkbox"/> Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc. Persons under 15 years of age are not required to answer this question. 10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies. Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business. Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as freelancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week. Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13. Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week. Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion). Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling. Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training. Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency"). Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood". Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood". Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.</p>
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V118	AT1991A_0417	Type of school currently enrolled in -- detailed	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>
V119	AT1991A_0418	Type of school currently enrolled in	discrete	numeric	<p>9. Education: (Please state entire educational background) <input type="checkbox"/> a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school) In which occupation: ____ <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> c. Technical or trade school (= intermediate level, no diploma of secondary education) Special field ____ (e.g. commercial school, school of hotel management, electro technical college etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> e. BHS Matura (Vocational higher school with diploma of secondary education) Which (special field): ____ (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed <input type="checkbox"/> f. University, Academy Which (faculty): ____ (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.) Main field of specialization: ____ (e.g. German philology, law, architecture, forestry and wood industry, etc.) <input type="checkbox"/> Completed with diploma <input type="checkbox"/> Not completed</p> <p>9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation). c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.</p>

V120	AT1991A_0419	Activity status (livelihood concept)	discrete numeric	<p>10. Are you: <input type="checkbox"/> a. Employed: please answer questions 11 to 16. <input type="checkbox"/> Full-time work (33 and more hours per week) <input type="checkbox"/> Part-time work (12 to 32 hours per week) Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more. [If you are economically active,] Please answer questions 11 to 16. <input type="checkbox"/> b. Not economically active, but: <input type="checkbox"/> Unemployed <input type="checkbox"/> On parental leave, maternity leave [If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation. If you have never worked before and are looking for a job, answer question 12 with "no profession yet". [This question was asked of those who were on parental or maternity leave.] Were you unemployed at the time you entered maternity leave?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service. <input type="checkbox"/> Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation. <input type="checkbox"/> Widow's pension <input type="checkbox"/> Homemaker <input type="checkbox"/> Pupil, student: Please answer questions 14 to 16 on the school you are presently attending <input type="checkbox"/> Child presently not attending school <input type="checkbox"/> Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc. Persons under 15 years of age are not required to answer this question. 10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies. Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business. Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as freelancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week. Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13. Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week. Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion). Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling. Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training. Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency"). Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood". Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood". Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.</p>
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V121	AT1991A_0420	Whether employed or unemployed (livelihood concept)	discrete numeric	<p>10. Are you: <input type="checkbox"/> a. Employed: please answer questions 11 to 16. <input type="checkbox"/> Full-time work (33 and more hours per week) <input type="checkbox"/> Part-time work (12 to 32 hours per week) Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more. [If you are economically active,] Please answer questions 11 to 16. <input type="checkbox"/> b. Not economically active, but: <input type="checkbox"/> Unemployed <input type="checkbox"/> On parental leave, maternity leave [If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation. If you have never worked before and are looking for a job, answer question 12 with "no profession yet". [This question was asked of those who were on parental or maternity leave.] Were you unemployed at the time you entered maternity leave?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service. <input type="checkbox"/> Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation. <input type="checkbox"/> Widow's pension <input type="checkbox"/> Homemaker <input type="checkbox"/> Pupil, student: Please answer questions 14 to 16 on the school you are presently attending <input type="checkbox"/> Child presently not attending school <input type="checkbox"/> Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc. Persons under 15 years of age are not required to answer this question. 10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies. Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business. Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as freelancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week. Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13. Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week. Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion). Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling. Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training. Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency"). Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood". Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood". Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.</p>
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V122	AT1991A_0421	Whether economically active or not (livelihood concept)	discrete numeric	<p>10. Are you: <input type="checkbox"/> a. Employed: please answer questions 11 to 16. <input type="checkbox"/> Full-time work (33 and more hours per week) <input type="checkbox"/> Part-time work (12 to 32 hours per week) Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more. [If you are economically active,] Please answer questions 11 to 16. <input type="checkbox"/> b. Not economically active, but: <input type="checkbox"/> Unemployed <input type="checkbox"/> On parental leave, maternity leave [If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation. If you have never worked before and are looking for a job, answer question 12 with "no profession yet". [This question was asked of those who were on parental or maternity leave.] Were you unemployed at the time you entered maternity leave?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service. <input type="checkbox"/> Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation. <input type="checkbox"/> Widow's pension <input type="checkbox"/> Homemaker <input type="checkbox"/> Pupil, student: Please answer questions 14 to 16 on the school you are presently attending <input type="checkbox"/> Child presently not attending school <input type="checkbox"/> Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc. Persons under 15 years of age are not required to answer this question. 10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies. Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business. Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as freelancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week. Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13. Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week. Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion). Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling. Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training. Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency"). Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood". Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood". Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.</p>
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V123	AT1991A_0422	Status in employment (of supporter)	discrete numeric	<p>11. Status in employment [] Skilled worker [] Semi-skilled worker [] Unskilled worker [] In an apprenticeship [] Employee, civil servant [] Self-employed without employees [] Unpaid family worker 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V124	AT1991A_0423	Status in employment 2 (of supporter)	discrete numeric	<p>11. Status in employment [] Skilled worker [] Semi-skilled worker [] Unskilled worker [] In an apprenticeship [] Employee, civil servant [] Self-employed without employees [] Unpaid family worker 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V125	AT1991A_0424	Status in employment 3 (of supporter): grouped	discrete numeric	<p>11. Status in employment [] Skilled worker [] Semi-skilled worker [] Unskilled worker [] In an apprenticeship [] Employee, civil servant [] Self-employed without employees [] Unpaid family worker 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V126	AT1991A_0425	Socio-economic group (of supporter)	discrete numeric	<p>10. Are you: <input type="checkbox"/> a. Employed: please answer questions 11 to 16. <input type="checkbox"/> Full-time work (33 and more hours per week) <input type="checkbox"/> Part-time work (12 to 32 hours per week) Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more. [If you are economically active,] Please answer questions 11 to 16. <input type="checkbox"/> b. Not economically active, but: <input type="checkbox"/> Unemployed <input type="checkbox"/> On parental leave, maternity leave [If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation. If you have never worked before and are looking for a job, answer question 12 with "no profession yet". [This question was asked of those who were on parental or maternity leave.] Were you unemployed at the time you entered maternity leave?: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service. <input type="checkbox"/> Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation. <input type="checkbox"/> Widow's pension <input type="checkbox"/> Homemaker <input type="checkbox"/> Pupil, student: Please answer questions 14 to 16 on the school you are presently attending <input type="checkbox"/> Child presently not attending school <input type="checkbox"/> Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc. 11. Status in employment <input type="checkbox"/> Skilled worker <input type="checkbox"/> Semi-skilled worker <input type="checkbox"/> Unskilled worker <input type="checkbox"/> In an apprenticeship <input type="checkbox"/> Employee, civil servant <input type="checkbox"/> Self-employed without employees <input type="checkbox"/> Unpaid family worker Persons under 15 years of age are not required to answer this question. 10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies. Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business. Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as freelancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week. Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13. Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week. Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion). Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling. Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training. Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency"). Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood". Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood". Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.</p>
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V127	AT1991A_0427	Occupation of supporter: ISCO sub-major groups	discrete numeric	<p>12. Exact description of occupation: _____ e.g. "bookkeeper" or "shoe salesman" - not "commercial employee" "Mounting of video machines on assembly line" - not "unskilled worker" Public-sector employees enter their use e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner" 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V128	AT1991A_0428	Occupation of supporter: ISCO major groups	discrete numeric	<p>12. Exact description of occupation: _____ e.g. "bookkeeper" or "shoe salesman" - not "commercial employee" "Mounting of video machines on assembly line" - not "unskilled worker" Public-sector employees enter their use e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner" 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V129	AT1991A_0429	Occupation of supporter: sub-major groups	discrete numeric	<p>12. Exact description of occupation: _____ e.g. "bookkeeper" or "shoe salesman" - not "commercial employee" "Mounting of video machines on assembly line" - not "unskilled worker" Public-sector employees enter their use e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner" 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V130	AT1991A_0430	Occupation of supporter: major groups	discrete numeric	<p>12. Exact description of occupation: _____ e.g. "bookkeeper" or "shoe salesman" - not "commercial employee" "Mounting of video machines on assembly line" - not "unskilled worker" Public-sector employees enter their use e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner" 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V131	AT1991A_0431	Economic activity of supporter: ONACE major group	discrete numeric	<p>13. Branch of economic activity of the company or office: Please give exact description: E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company" E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway" _____ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V132	AT1991A_0432	Economic activity of supporter: ONACE section	discrete numeric	<p>13. Branch of economic activity of the company or office: Please give exact description: E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company" E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway" _____ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V133	AT1991A_0433	Economic activity of supporter: sector	discrete numeric	<p>13. Branch of economic activity of the company or office: Please give exact description: E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company" E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway" _____ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V134	AT1991A_0434	Economic activity of supporter: branch	discrete numeric	<p>13. Branch of economic activity of the company or office: Please give exact description: E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company" E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway" _____ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V135	AT1991A_0435	Economic activity of supporter: division	discrete numeric	<p>13. Branch of economic activity of the company or office: Please give exact description: E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company" E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway" _____ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V136	AT1991A_0436	Region of place of work or school enrollment (NUTS3)	discrete	numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 15. Address of your daily workplace or school: [ ] Workplace/school in this house [ ] Other address, namely: Street or locality, house number ___ Postal code ___ Municipality (Vienna: district) ___ If abroad: country ___ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V137	AT1991A_0437	Country of place of work or school enrollment	discrete numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 15. Address of your daily workplace or school: [ ] Workplace/school in this house [ ] Other address, namely: Street or locality, house number ___ Postal code ___ Municipality (Vienna: district) ___ If abroad: country ___ 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V138	AT1991A_0438	Commuting: location of residence and workplace or school	discrete numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 16. Journey to workplace (where you go to work daily) or to school: <input type="checkbox"/> a. Return to this housing unit: <input type="checkbox"/> Daily <input type="checkbox"/> Not daily (e.g. weekly) <input type="checkbox"/> b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school): <input type="checkbox"/> No transportation, on foot <input type="checkbox"/> Car, motorcycle, moped <input type="checkbox"/> Train, suburban train <input type="checkbox"/> Tram, subway <input type="checkbox"/> Bus, trolley bus <input type="checkbox"/> Bicycle <input type="checkbox"/> Other (boat, taxi, etc.) <input type="checkbox"/> c. Expenditure of your time for your daily journey to your workplace (school) in minutes: <input type="checkbox"/> Up to 15 <input type="checkbox"/> 16-30 <input type="checkbox"/> 31-45 <input type="checkbox"/> 46-60 <input type="checkbox"/> More than 60 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V139	AT1991A_0439	Commuting: location of residence and workplace or school (general)	discrete numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 16. Journey to workplace (where you go to work daily) or to school: <input type="checkbox"/> a. Return to this housing unit: <input type="checkbox"/> Daily <input type="checkbox"/> Not daily (e.g. weekly) <input type="checkbox"/> b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school): <input type="checkbox"/> No transportation, on foot <input type="checkbox"/> Car, motorcycle, moped <input type="checkbox"/> Train, suburban train <input type="checkbox"/> Tram, subway <input type="checkbox"/> Bus, trolley bus <input type="checkbox"/> Bicycle <input type="checkbox"/> Other (boat, taxi, etc.) <input type="checkbox"/> c. Expenditure of your time for your daily journey to your workplace (school) in minutes: <input type="checkbox"/> Up to 15 <input type="checkbox"/> 16-30 <input type="checkbox"/> 31-45 <input type="checkbox"/> 46-60 <input type="checkbox"/> More than 60 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V140	AT1991A_0440	Commuting frequency	discrete	numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 16. Journey to workplace (where you go to work daily) or to school: <input type="checkbox"/> a. Return to this housing unit: <input type="checkbox"/> Daily <input type="checkbox"/> Not daily (e.g. weekly) <input type="checkbox"/> b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school): <input type="checkbox"/> No transportation, on foot <input type="checkbox"/> Car, motorcycle, moped <input type="checkbox"/> Train, suburban train <input type="checkbox"/> Tram, subway <input type="checkbox"/> Bus, trolley bus <input type="checkbox"/> Bicycle <input type="checkbox"/> Other (boat, taxi, etc.) <input type="checkbox"/> c. Expenditure of your time for your daily journey to your workplace (school) in minutes: <input type="checkbox"/> Up to 15 <input type="checkbox"/> 16-30 <input type="checkbox"/> 31-45 <input type="checkbox"/> 46-60 <input type="checkbox"/> More than 60 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V141	AT1991A_0441	Time for journey to work/school	discrete	numeric	<p>[Questions 14 - 16 were asked of students currently attending school and people who were working] 16. Journey to workplace (where you go to work daily) or to school: <input type="checkbox"/> a. Return to this housing unit: <input type="checkbox"/> Daily <input type="checkbox"/> Not daily (e.g. weekly) <input type="checkbox"/> b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school): <input type="checkbox"/> No transportation, on foot <input type="checkbox"/> Car, motorcycle, moped <input type="checkbox"/> Train, suburban train <input type="checkbox"/> Tram, subway <input type="checkbox"/> Bus, trolley bus <input type="checkbox"/> Bicycle <input type="checkbox"/> Other (boat, taxi, etc.) <input type="checkbox"/> c. Expenditure of your time for your daily journey to your workplace (school) in minutes: <input type="checkbox"/> Up to 15 <input type="checkbox"/> 16-30 <input type="checkbox"/> 31-45 <input type="checkbox"/> 46-60 <input type="checkbox"/> More than 60 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.</p>
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V142	AT1991A_0442	Means of transport for (daily) commute	discrete	numeric	[Questions 14 - 16 were asked of students currently attending school and people who were working] 16. Journey to workplace (where you go to work daily) or to school: [] a. Return to this housing unit: [] Daily [] Not daily (e.g. weekly) [] b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school): [] No transportation, on foot [] Car, motorcycle, moped [] Train, suburban train [] Tram, subway [] Bus, trolley bus [] Bicycle [] Other (boat, taxi, etc.) [] c. Expenditure of your time for your daily journey to your workplace (school) in minutes: [] Up to 15 [] 16-30 [] 31-45 [] 46-60 [] More than 60 11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10. 11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in. A person is self-employed if he/she is not an employee but instead has a profession in his/her own account. With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees". Unpaid workers in a family business are working in the business of a family member without being formally paid. 12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity. Examples of precise description of occupation: Gas welder for steel construction parts Operator of data processing machines Adjuster of men's shirts Plexiglas cutter Operator of plastic processing machines Foreman of a dip-varnishing business Electrician for high-tension transmission lines Scientific researcher in the field of environmental protection 13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with. 14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers". 15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority. Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16. If the workplace (school) is abroad, please state which country. Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991. Persons who marked "not daily" in question 16a) can skip parts b and c.
V143	AT1991A_0443	Household status	discrete	numeric	Household status
V144	AT1991A_0444	Status in private household, or type of institution	discrete	numeric	5. Status in household (kinship to head of household) [] Head of household [] Wife, husband [] Common-law partner [] Daughter, son [] Daughter-in-law, son-in-law [] Granddaughter, grandson [] Mother, father (also: parents-in-law, grandparents, step parents) [] Other relatives [] Not related
V145	AT1991A_0445	Status in private household, or type of institution	discrete	numeric	Status in private household, or type of institution
V146	AT1991A_0446	Status in private household, or type of institution (EU version)	discrete	numeric	Status in private household, or type of institution (EU version)
V147	AT1991A_0456	Type of family nucleus	discrete	numeric	Type of family nucleus

V148	AT1991A_0485	Number of live-born children	discrete	numeric	4. Women over 16 years of age: how many children have you given birth to: [] None [] 1 [] 2 [] 3 [] 4 [] 5 [] 6 [] 7 [] 8 [] 9 [] 10 or more 4. To how many children have you given birth: mark the total number of all children you have given live birth to, even if they are now living elsewhere or are already deceased. Stepchildren, adopted children or foster children are not to be included in this question. Women under 16 years of age (and men) are not required to answer this question.
V149	AT1991A_0486	Year of marriage	discrete	numeric	3. Marital status [] Single [] Married Date of marriage (of the present marriage) Day __ Month __ Year ____ [] Divorced [] Widowed
V150	AT1991A_0488	Duration of marriage in years	discrete	numeric	3. Marital status [] Single [] Married Date of marriage (of the present marriage) Day __ Month __ Year ____ [] Divorced [] Widowed
V151	AT1991A_0489	Age at marriage	discrete	numeric	3. Marital status [] Single [] Married Date of marriage (of the present marriage) Day __ Month __ Year ____ [] Divorced [] Widowed
V152	PERWT	Person weight	contin	numeric	
V153	EDATTAIN	Educational attainment, international recode [general version]	discrete	numeric	
V154	EDATTAIND	Educational attainment, international recode [detailed version]	discrete	numeric	
V155	RELIGION	Religion [general version]	discrete	numeric	
V156	RELIGIOND	Religion [detailed version]	discrete	numeric	
V157	EEDATTAIN	Educational attainment, Europe	discrete	numeric	
V158	EEMPSTAT	Activity status (employment status), Europe	discrete	numeric	
V159	ECLASSWK	Status in employment (class of worker), Europe	discrete	numeric	
V160	YEARP	Year [person version]	contin	numeric	
V161	SAMPLEP	IPUMS sample identifier [person version]	contin	numeric	
V162	SERIAL	Household serial number [person version]	contin	numeric	
V163	COUNTRYP	Country [person version]	contin	numeric	
V164	RECTYPEP	Record type [person version]	discrete	character	



## Record type (RECTYPE)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

### Description

RECTYPE identifies the type of record for the case: household or person.

NOTE: RECTYPE is an alphabetic (character string) variable with a value of 'H' for household records and 'P' for person records. RECTYPE will not appear as a variable in the default rectangular extracts produced by the data extract system. It is only available in hierarchical extracts, to distinguish between the two record types.

## Year (YEAR)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 1960-2011	

### Description

YEAR gives the year in which the census was taken.

## IPUMS sample identifier (SAMPLE)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 32197001-894201001	

### Description

SAMPLE identifies the IPUMS sample from which the case is drawn. Each sample receives a unique 9-digit code. The code is structured as follows:

The first 3 digits are the ISO/UN codes used in COUNTRY

The next 4 digits are the year of the census/survey

The final 2 digits identify the sample within the year. For the last two digits, censuses or large census-like surveys have a value "0" (e.g, 01) in the second-to-last digit, household surveys have a value of "2" (e.g., 21), and employment surveys have a value of "4" (e.g., 41).

## Household serial number (SERIAL)

File: AUT1991-H-H

### Overview

Type: Continuous  
 Format: numeric  
 Width: 10  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

### Description

SERIAL is an identifying number unique to each household in a given sample. All person records are assigned the same serial number as the household record that they follow. (Person records also have their own unique identifiers -- see PERNUM.) The combination of SAMPLE and SERIAL provides a unique identifier for every household in the IPUMS-International database; SAMPLE, SERIAL and PERNUM uniquely identify every person in the database.

SERIAL can be used to identify dwellings in some samples. In these samples, the first 7 digits of SERIAL provide the dwelling number common to all households that were sampled from the same structure. The last three digits give the sequence of the household within the dwelling. The following is a list of samples in which dwellings can be inferred:

Chile 1970, 1992, 2002  
 Colombia 1993, 2005  
 Costa Rica 1984, 2000  
 Cuba 2002  
 Dominican Republic 1981, 2002, 2010  
 Ecuador 1990, 2001  
 Germany 1971  
 Hungary 1980, 1990, 2001  
 Jamaica 1982, 1991, 2001  
 Malaysia 1970, 1991, 2000  
 Mexico 1995, 1990, 2000, 2005  
 Nigeria 2006  
 Panama 2000  
 Peru 1993, 2007  
 Portugal 1981, 1991, 2001  
 Spain 1991  
 Uruguay 2011  
 Venezuela 1990, 2001  
 Vietnam 1989

In all other samples, the last 3 digits are always zeroes.

SERIAL was constructed for IPUMS-International, and has no relation to the serial number in the original datasets.

## Number of person records in the household (PERSONS)

File: AUT1991-H-H

### Overview

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

### Description

PERSONS indicates how many person records are included in the household (i.e., the number of person records associated with the household record in the sample). These person records will all have the same serial number (SERIAL) as the household record. The information contained in the household record will normally apply to all of these persons.

## Subsample number (SUBSAMP)

File: AUT1991-H-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

**Description**

SUBSAMP allocates each case to one of 100 subsample replicates, randomly numbered from 0 to 99. Each subsample is nationally representative and preserves any stratification of the sample from which it is drawn. Users who need a representative subset of a sample can use SUBSAMP to select their cases. For example, to randomly extract 10% of the cases from a sample, select any 10 of the 100 subsamples.

## Group quarters (collective dwelling) status (GQ)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 0  
Invalid: 0

**Description**

GQ identifies households as vacant dwellings, group quarters, or private households. Group quarters -- collective dwellings -- are generally institutions and other group living arrangements such as rooming houses and boarding schools.

Institutions often retain persons under formal supervision or custody, such as correctional institutions, military barracks, asylums, or nursing homes. Educational and religious group dwellings (e.g., boarding schools, convents, monasteries, etc.) are also included in the institutional classification.

Group quarter designations are often useful for understanding the universe of households that answered questions about household characteristics. Censuses will often exclude group quarters from such questions.

## Number of unrelated persons (UNREL)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 0  
Invalid: 0

**Description**

UNREL indicates the number of persons in the household who are unrelated to the head.

## Continent and region of country (REGIONW)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-54

Valid cases: 0  
Invalid: 0

**Description**

REGIONW identifies the continent and region of each country.

## NUTS1 Region, Europe (ENUTS1)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 101-9999

Valid cases: 0  
 Invalid: 0

### Description

ENUTS1 identifies the Nomenclature of Territorial Units for Statistics (NUTS) within Europe in which the household was enumerated. NUTS1 is the first level territorial units within countries. NUTS is a standard administrative division of the European Union, and was developed by the EU. The European Free Trade Association extends the NUTS system to several additional countries outside of the EU, and they are also incorporated into this variable.

The code labels include the standard code for the NUTS1 system and the name of the NUTS1 region, separated by a slash.

The full set of geography variables for the countries can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

## NUTS2 Region, Europe (ENUTS2)

File: AUT1991-H-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 111-3407

Valid cases: 0  
 Invalid: 0

### Description

ENUTS2 identifies the Nomenclature of Territorial Units for Statistics (NUTS) within Europe in which the household was enumerated. NUTS2 is the second level territorial units within countries. NUTS is a standard administrative division of the European Union, and was developed by the EU. The European Free Trade Association extends the NUTS system to several additional countries outside of the EU, and they are also incorporated into this variable.

The code labels include the standard code for the NUTS2 system and the name of the NUTS2 region, separated by a slash.

The full set of geography variables for the countries can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

## NUTS3 Region, Europe (ENUTS3)

File: AUT1991-H-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 1111-34070

Valid cases: 0  
 Invalid: 0

### Description

ENUTS3 identifies the Nomenclature of Territorial Units for Statistics (NUTS) within Europe in which the household was enumerated. NUTS3 is the third level territorial units within countries. NUTS is a standard administrative division of the European Union, and was developed by the EU. The European Free Trade Association extends the NUTS system to several additional countries outside of the EU, and they are also incorporated into this variable.

The code labels include the standard code for the NUTS3 system and the name of the NUTS3 region, separated by a slash.

The full set of geography variables for the countries can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

## Water supply (WATSUP)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

### Description

WATSUP describes the physical means by which the housing unit receives its water. The primary distinction is whether or not the household had piped (running) water.

## Central heating (HEAT)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-9	

### Description

HEAT indicates the type of heating in the dwelling: individual or collective central heating, non-central heating, or none.

## Number of rooms (ROOMS)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

### Description

ROOMS indicates the number of rooms occupied by the housing unit.

## Toilet (TOILET)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

### Description

TOILET indicates whether the household had access to a toilet and, in most cases, whether it was a flush toilet or other type of installation.

## Household classification (HHTYPE)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 0  
Invalid: 0

### Description

HHTYPE is a constructed variable that describes the composition of households.

HHTYPE is constructed from information in RELATE (relationship to head), from the constructed pointer variables SPLOC, MOMLOC, and POPLOC (location of spouse, mother, and father), and from information on group quarters status, GQ.

## Number of families in household (NFAMS)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 0  
Invalid: 0

### Description

NFAMS is a constructed variable that indicates the number of families within each household. A "family" is any group of persons related by blood, adoption, or marriage. An unrelated individual within the household is considered a separate family. Thus, a household consisting of a widow and her servant contains two families; a household consisting of a large, multiple-generation extended family with no lodgers or servants would count as a single family.

NFAMS is constructed from information in RELATE (relationship to head) and from the constructed pointer variables SPLOC, MOMLOC, and POPLOC (location of spouse, mother, and father). See those variable descriptions for more detail.

## Head's location in household (HEADLOC)

File: AUT1991-H-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

HEADLOC gives the person number of the head of household in samples in which persons are organized into households.

## 1st subnational geographic level, world [consistent boundaries over time] (GEOLEV1)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 32002-894010

Valid cases: 0  
Invalid: 0

### Description

GEOLEV1 indicates the major administrative unit in which the household was enumerated. The variable incorporates the geographies for every country, to enable cross-national geographic analysis over time. First administrative units in GEOLEV1 have been spatiotemporally harmonized to provide spatially consistent boundaries across samples in each country.

## Dwelling number (AT1991A\_0001)

File: AUT1991-H-H

### Overview

Type: Continuous	Valid cases: 0
Format: numeric	Invalid: 0
Width: 6	
Decimals: 0	

### Description

This variable indicates the dwelling number of the household.

### Universe

All households

### Literal question

Dwelling number

## Number of persons in household (AT1991A\_0006)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-30	

### Description

This variable indicates the number of persons in household.

### Universe

All households

### Literal question

Number of persons in household

## Dwelling created by splitting apart a large dwelling or household (AT1991A\_0016)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

### Description

This variable indicates the dwelling created by splitting apart a large dwelling or household.

### Universe

All households

### Literal question

Dwelling created by splitting apart a large dwelling or household

## Type and size of household (AT1991A\_0025)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Description

This variable indicates the size of the household for private households.

### Universe

All households

### Literal question

Type and size of household

## Type of household 2 (AT1991A\_0026)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Description

This variable indicates whether it is a private or a collective household.

### Universe

All households

### Literal question

Type of household 2

## Type of household 3 (AT1991A\_0027)

File: AUT1991-H-H

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

### Description

This variable indicates whether it is a family or non-family private household.

### Universe

All households

### Literal question

Type of household 3

## Type of household and number of family nuclei (AT1991A\_0028)

File: AUT1991-H-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-7

Valid cases: 0  
 Invalid: 0

#### Description

This variable indicates the type of household and the number of family nuclei.

#### Universe

All households

#### Literal question

Type of household and number of family nuclei

## Type of household 5 (AT1991A\_0029)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-13

Valid cases: 0  
 Invalid: 0

#### Description

This variable indicates the family structure of the private household.

#### Universe

All households

#### Literal question

Type of household 5

## Type of household 6 (AT1991A\_0030)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-11

Valid cases: 0  
 Invalid: 0

#### Description

This variable indicates the family structure and marriage status in private households.

#### Universe

All households

#### Literal question

Type of household 6

## Type of household 7 (AT1991A\_0031)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-10

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the family member structure, age structure and marriage structure in private households.

**Universe**

All households

**Literal question**

Type of household 7

## Number of persons supported (AT1991A\_0037)

File: AUT1991-H-H

**Overview**

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-9

Valid cases: 0

Invalid: 0

**Description**

This variable indicates the number of persons supported.

**Universe**

Private households

**Literal question**

Number of persons supported

## Tenure of dwellings (AT1991A\_0051)

File: AUT1991-H-H

**Overview**

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0

Invalid: 0

**Description**

This variable indicates the tenure type of dwellings.

**Universe**

Private household, except single rooms without kitchen

**Literal question**

8. Tenure status for the use of the housing unit:

Building proprietor's own use

Apartment proprietor's own use (owner-occupied apartment)

Rent (Hauptmiete)

Subject to the Rent Act (Mietrechtsgesetz) (or by agreement)

Subject to the Act for Non-Profit Building Associations -- also housing rented from co-operative

Official dwelling or dwelling as income in kind

Other tenure status (Sub-tenancy, use without payment by relatives of the owner of the house)

**Interviewer instructions**

8, Tenancy status for the use of the housing unit:  
House proprietor's own use includes:

a) dwellings in single family homes and two family homes as well as farm houses used by the owner themselves or his household members;

[p. 85]

b) dwellings used by the house owner and situated in a residential building, even if they have tenancy status for bookkeeping purposes.

Apartment owner's own use (owner-occupied apartment) should be marked if a person holds a joint title to the property and has the exclusive right to use a dwelling. There must be a contract (e.g. with the building association or the cooperative) based on the Act for Owner-Occupied Housing - regardless of whether there is an entry in the real estate register or not; if such an apartment ownership contract is pending the box should also be marked.

According to the Rent Act, main rent means that rent based on certain apartment category, an adequate rent or a rent based on the regulations of the Housing Promotion acts is present. Community residences, for example, are considered to be rented. Also included here are tenancies with freely agreed rents that are nevertheless subject to the Rent Act (e.g. rental dwellings in single family or two family homes).

Main rent subject to the Act for Non-Profit Building Associations is present if a dwelling is leased from a non-profit building association (cooperative) based on a rental or license contract.

Official residence or residence as an income in kind: an official residence is a supplementary benefit not included in the salary, while the use of a residence as an income in kind is part of the salary (e.g. in farming).

Other legal relationship: counted there are for example, dwellings rented for a limited period of time (up to 6 months), secondary dwellings rented for recreational purposes and dwellings for retired farmers.

Enumerator guideline:

A main rental dwelling should always be entered as a "main rent according to the Rent Act" in cases of doubt. Also main tenants whose rent is freely agreed upon, mostly pay an adequate rent according to the Rent Act.

Only the cases explicitly named to be handled differently in the housing unit questionnaire or in the instructions (see above) should be entered differently. e.g. rent according to the Non-Profit Building Association Act, sublessors, etc.

Housing units in possession of an employer are only an "official residence" for the employee if their lease represents a supplementary benefit not included in the salary. The use is free or the fee paid lies considerably below a comparable "rent."

Purpose of the question:

This question serves the basic assessment of the living situation of the population, concrete for many housing and social policy decisions, like ownership assistance measures or for the support of certain population groups.

Austria has a high rate of home and housing unit ownership. In all states - excluding Vienna - the portion of house and housing unit ownership at the main residence housing unit was over 50% in 1981. (This is connected with the low residence mobility in Austria.)

## Number of dwellers (AT1991A\_0052)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-8

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the number of dwellers.

### Universe

All households

### Literal question

Number of dwellers

## Number of rooms in dwelling (AT1991A\_0053)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the number of rooms in dwelling.

**Universe**

Private household, except single rooms without kitchen

**Literal question**

3. Equipment and size of the housing unit:

Please mark all that is applicable with an x.

- a.  
 Anteroom, hallway  
 Kitchen, kitchen-cum-living room  
 Kitchenette

- b.  
 Connection to piper gas system  
 Piped water within the dwelling  
 Flush toilet within the dwelling

- c.  
 Bathroom  
 Shower stand

- d.  
 Storeroom  
 Cellar, cellar section

- e.  
 Balcony, loggia: smaller than 4 m<sup>2</sup>  
 Balcony, loggia: 4 m<sup>2</sup> or more  
 Terrace

f.. Number of rooms with a floor area of at least 4 m<sup>2</sup> excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks)

- 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10 or more

- g.  
 Use of a house garden  
 Garage space for private cars  
 Parking space for private cars (no public roads)

**Interviewer instructions**

**3, Equipment and size of the housing unit:**

In points a) through e) of this question all present rooms and other equipment characteristics of the housing unit should be marked: a kitchenette or a shower stall are parts of another room, kitchen or bath room are individual rooms.

Flush toilets within the housing unit should also be marked if the toilet is found in the bathroom.

In point f) the number of living rooms should be entered. Considered as such are: living room, bedroom, child's room, guest room (for relatives, acquaintances) provided their floor space amounts to at least sq.m.

Not considered living rooms are: kitchens, combined kitchen/living rooms and other adjoining rooms (lobby, hallway, bathroom, storage room, pantry, closet, terrace, etc.).

Commercially used rooms and guest rooms that are never used for living purposes by the owner should not be included; however, rooms that are only used seasonally as guest rooms and for the rest of the year are used by the household should be included.

[p. 56]

Use of a house garden should only be indicated if the possibility to use a garden belonging directly to the house exists.

Garage space for private cars should be marked if a private car of the household is parked in an individual or community garage of the building or the residential complex.

Parking space for private cars should be marked if a parking space (outdoors) is reserved for this housing unit or if, in the case of single or two family homes, the property has a parking space. "Parking spaces" on public roads should not be included.

**Enumerator guideline:**

The subdivision in blocks serves the clarity: first adjoining rooms, then sanitary facilities and "external" quality characteristics. It is started with the adjoining rooms, so that these -because they were already entered - are not counted with the living rooms. Please pay attention to this and prompt a correction if necessary.

**Purpose of the question:**

The number and type of rooms is, next to the usable floor space, the most important information on housing unit size; this question together with the question on type of heating serves as the basic classification of housing units in Austria (categories of the Rent Act).

Despite all modernization efforts, some older housing units still do not conform to present quality requirements. A modernization with the goal of improving the providing of the population with good and affordable housing units, therefore, remains an important task of the federation, states and municipalities.

## Useful floor space of dwelling (in square meters) (AT1991A\_0054)

File: AUT1991-H-H

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0

Invalid: 0

### Description

This variable indicates the useful floor space of dwelling (in square meters).

### Universe

Private household, except single rooms without kitchen

### Literal question

5. Floor space of the housing unit:

(rooms used for business and guest rooms: see remarks)

Full m2 \_\_

### Interviewer instructions

**5, Usable floor space:**

The usable floor space of the housing unit is the sum of the area of all living rooms, kitchens and adjoining rooms. For all residential buildings with only one housing unit hallway space, stairways, etc. should be included. Open balconies and terraces as well as basements and attics should not be included in the usable floor space unless they are equipped for living purposes.

Rooms that are rented out to tourists only seasonally should be included, not however, commercially used rooms and rooms rented out to tourists that are never used for individual living purposes.

**Enumerator guideline:**

Some occupants are not going to know the usable floor space of their housing unit. In such cases, the entry of an estimate is still better than no entry.

**Purpose of the question:**

The living space per person in Austria increased from an average of 22 sq.m. to 28 sq.m. between 1971 and 1981. How large will the increase between 1981 and 1991 be? Are the differences between individual states or other regions going to increase or is equalization going to take place?

[p. 57]

What about differences in the living space by different population groups?

Other results become convincing in connection with this question: e.g. the number of residents, housing costs for rental housing units.

## Water connection within the dwelling (AT1991A\_0055)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the type of water connection within the dwelling.

### Universe

Private household, except single rooms without kitchen

### Literal question

## 3. Equipment and size of the housing unit:

Please mark all that is applicable with an x.

a.

- Anteroom, hallway
- Kitchen, kitchen-cum-living room
- Kitchenette

b.

- Connection to piper gas system
- Piped water within the dwelling
- Flush toilet within the dwelling

c.

- Bathroom
- Shower stand

d.

- Storeroom
- Cellar, cellar section

e.

- Balcony, loggia: smaller than 4 m<sup>2</sup>
- Balcony, loggia: 4 m<sup>2</sup> or more
- Terrace

f.. Number of rooms with a floor area of at least 4 m<sup>2</sup> excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 or more

g.

- Use of a house garden
- Garage space for private cars
- Parking space for private cars (no public roads)

**Interviewer instructions**

**3, Equipment and size of the housing unit:**

In points a) through e) of this question all present rooms and other equipment characteristics of the housing unit should be marked: a kitchenette or a shower stall are parts of another room, kitchen or bath room are individual rooms.

Flush toilets within the housing unit should also be marked if the toilet is found in the bathroom.

In point f) the number of living rooms should be entered. Considered as such are: living room, bedroom, child's room, guest room (for relatives, acquaintances) provided their floor space amounts to at least sq.m.

Not considered living rooms are: kitchens, combined kitchen/living rooms and other adjoining rooms (lobby, hallway, bathroom, storage room, pantry, closet, terrace, etc.).

Commercially used rooms and guest rooms that are never used for living purposes by the owner should not be included; however, rooms that are only used seasonally as guest rooms and for the rest of the year are used by the household should be included.

[p. 56]

Use of a house garden should only be indicated if the possibility to use a garden belonging directly to the house exists.

Garage space for private cars should be marked if a private car of the household is parked in an individual or community garage of the building or the residential complex.

Parking space for private cars should be marked if a parking space (outdoors) is reserved for this housing unit or if, in the case of single or two family homes, the property has a parking space. "Parking spaces" on public roads should not be included.

**Enumerator guideline:**

The subdivision in blocks serves the clarity: first adjoining rooms, then sanitary facilities and "external" quality characteristics. It is started with the adjoining rooms, so that these -because they were already entered - are not counted with the living rooms. Please pay attention to this and prompt a correction if necessary.

**Purpose of the question:**

The number and type of rooms is, next to the usable floor space, the most important information on housing unit size; this question together with the question on type of heating serves as the basic classification of housing units in Austria (categories of the Rent Act).

Despite all modernization efforts, some older housing units still do not conform to present quality requirements. A modernization with the goal of improving the providing of the population with good and affordable housing units, therefore, remains an important task of the federation, states and municipalities.

## Equipment standard of dwelling (AT1991A\_0056)

File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the equipment standard of dwelling.

### Universe

Private household, except single rooms without kitchen

### Literal question

## 3. Equipment and size of the housing unit:

Please mark all that is applicable with an x.

a.

- Anteroom, hallway
- Kitchen, kitchen-cum-living room
- Kitchenette

b.

- Connection to piper gas system
- Piped water within the dwelling
- Flush toilet within the dwelling

c.

- Bathroom
- Shower stand

d.

- Storeroom
- Cellar, cellar section

e.

- Balcony, loggia: smaller than 4 m<sup>2</sup>
- Balcony, loggia: 4 m<sup>2</sup> or more
- Terrace

f.. Number of rooms with a floor area of at least 4 m<sup>2</sup> excluding the rooms marked a to e (rooms used for business and guest rooms: see remarks)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 or more

g.

- Use of a house garden
- Garage space for private cars
- Parking space for private cars (no public roads)

**Interviewer instructions**

**3, Equipment and size of the housing unit:**

In points a) through e) of this question all present rooms and other equipment characteristics of the housing unit should be marked: a kitchenette or a shower stall are parts of another room, kitchen or bath room are individual rooms.

Flush toilets within the housing unit should also be marked if the toilet is found in the bathroom.

In point f) the number of living rooms should be entered. Considered as such are: living room, bedroom, child's room, guest room (for relatives, acquaintances) provided their floor space amounts to at least sq.m.

Not considered living rooms are: kitchens, combined kitchen/living rooms and other adjoining rooms (lobby, hallway, bathroom, storage room, pantry, closet, terrace, etc.).

Commercially used rooms and guest rooms that are never used for living purposes by the owner should not be included; however, rooms that are only used seasonally as guest rooms and for the rest of the year are used by the household should be included.

[p. 56]

Use of a house garden should only be indicated if the possibility to use a garden belonging directly to the house exists.

Garage space for private cars should be marked if a private car of the household is parked in an individual or community garage of the building or the residential complex.

Parking space for private cars should be marked if a parking space (outdoors) is reserved for this housing unit or if, in the case of single or two family homes, the property has a parking space. "Parking spaces" on public roads should not be included.

**Enumerator guideline:**

The subdivision in blocks serves the clarity: first adjoining rooms, then sanitary facilities and "external" quality characteristics. It is started with the adjoining rooms, so that these -because they were already entered - are not counted with the living rooms. Please pay attention to this and prompt a correction if necessary.

**Purpose of the question:**

The number and type of rooms is, next to the usable floor space, the most important information on housing unit size; this question together with the question on type of heating serves as the basic classification of housing units in Austria (categories of the Rent Act).

Despite all modernization efforts, some older housing units still do not conform to present quality requirements. A modernization with the goal of improving the providing of the population with good and affordable housing units, therefore, remains an important task of the federation, states and municipalities.

## Heating, predominant system (AT1991A\_0057)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the predominant heating system in the building.

**Universe**

Private household, except single rooms without kitchen

**Literal question**

## 7. Main source of heating:

- Distance (block) heating, also community heating
- Building central heating
- Gas convection heaters
- Built-in electric unit (permanently installed heater)
- Central heating serving the dwelling (floor)
- Individual stove

## Fuel most used for heating:

Only fill in if there is a central heating serving the apartment or an individual stove. Only mark one fuel, please.

- Wood
- Coal, coke, briquettes
- City gas, natural gas
- Liquid gas
- Fuel oil
- Electricity (portable room heater)
- Other fuel

**Interviewer instructions**

## 7, Primary type of heating:

The primary type of heating is that was used to heat the majority of rooms during the main heating period (last winter). "Distance heating should be marked not only in the case of heat supplied by a distance heating system but also if a block heating plant supplies several buildings of a building complex with heat.

If a single family home is centrally heated, and the question on heating was already answered on the building questionnaire (building questionnaire questions 18, 19), only "house central heating" should be marked on the housing unit questionnaire; the question on fuel must not be answered on the housing unit questionnaire.

Electric heating (permanently connected heaters) should also be marked e.g. in the case of electric wall, ceiling or floor heating.

## Enumerator guideline:

Please note that in the first part of the question only one mark should be made. If "house central heating (heating serving one floor)" or "individual stove" was marked, then in the second part the primarily used fuel should be marked.

Because wood chip heating systems are more likely used for building central heating than for housing unit central heating, no separate marking option is provided for this on the housing unit questionnaire. In individual cases "other fuel" should be marked.

## Purpose of the question:

This question concerns an important quality characteristic of every housing unit and also has macroeconomic meaning:

1. Which energy sources are used? In considering the average energy use and heating costs, calculations about the financial burden of certain household groups can be pursued.
2. The energy sources used have very different consequential costs in the field of environmental protection. With the advancement of environmentally friendly heating types, the taxpayers are ultimately relieved.

**Fuel used for heating (AT1991A\_0058)**

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the main fuel used in heating the dwelling.

**Universe**

Private household, except single rooms without kitchen

**Literal question**

## 7. Main source of heating:

- Distance (block) heating, also community heating
- Building central heating
- Gas convection heaters
- Built-in electric unit (permanently installed heater)
- Central heating serving the dwelling (floor)
- Individual stove

## Fuel most used for heating:

Only fill in if there is a central heating serving the apartment or an individual stove. Only mark one fuel, please.

- Wood
- Coal, coke, briquettes
- City gas, natural gas
- Liquid gas
- Fuel oil
- Electricity (portable room heater)
- Other fuel

**Interviewer instructions**

## 7, Primary type of heating:

The primary type of heating is that was used to heat the majority of rooms during the main heating period (last winter). "Distance heating should be marked not only in the case of heat supplied by a distance heating system but also if a block heating plant supplies several buildings of a building complex with heat.

If a single family home is centrally heated, and the question on heating was already answered on the building questionnaire (building questionnaire questions 18, 19), only "house central heating" should be marked on the housing unit questionnaire; the question on fuel must not be answered on the housing unit questionnaire.

Electric heating (permanently connected heaters) should also be marked e.g. in the case of electric wall, ceiling or floor heating.

## Enumerator guideline:

Please note that in the first part of the question only one mark should be made. If "house central heating (heating serving one floor)" or "individual stove" was marked, then in the second part the primarily used fuel should be marked.

Because wood chip heating systems are more likely used for building central heating than for housing unit central heating, no separate marking option is provided for this on the housing unit questionnaire. In individual cases "other fuel" should be marked.

## Purpose of the question:

This question concerns an important quality characteristic of every housing unit and also has macroeconomic meaning:

1. Which energy sources are used? In considering the average energy use and heating costs, calculations about the financial burden of certain household groups can be pursued.
2. The energy sources used have very different consequential costs in the field of environmental protection. With the advancement of environmentally friendly heating types, the taxpayers are ultimately relieved.

**Floor level (AT1991A\_0059)**

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the floor level of the dwelling.

**Universe**

Private household, except single rooms without kitchen

**Literal question**

## 2. Location of the housing unit:

If there are several floors, mark the one with the entrance

- In the cellar (basement)
- On the ground l
- On a half-floor (Hochparterre, Mezzanine)
- On the first floor
- On the second floor
- On the \_\_ floor
- In a habitable attic

**Interviewer instructions**

## 2, Location of the housing unit:

If the rooms of a given housing unit are arranged one above the other on two or more floors, the floor on which the main entry door to the housing unit is located should be indicated.

A habitable attic is defined as all stories with (partially) inclined ceiling throughout (even those with semi-high exterior walls) regardless of whether the interior work was done when the building was initially built or subsequently.

## Purpose of the question:

How many persons live in high rises or upper floors?

If an elevator is present in the building in a municipal area (building questionnaire question 16), housing quality increases with ascending height. If, on the other hand, no elevator is present, the housing quality strongly decreases with increasing number of stories - especially the higher the occupant's age.

## Owner of building (AT1991A\_0060)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the ownership of the building.

**Universe**

All households

**Literal question**

## 3. Owner of the building:

Mark only one box with an X. In case of doubt, decide on the basis of the majority of ownership shares.

a. Private owner

- One person
- Several persons

b. Other owner

- State
- Province
- Municipality
- Other public body (e.g. chamber)
- Church, legal religious association
- Non-profit building association
- Other legal entity (e.g. company, bank)

**Interviewer instructions**

**3, Building owner:**

If several private persons are owners of the building (e.g. joint ownership by spouses, buildings with condominiums), the corresponding box should be marked. If some of the shares of the property are owned by private individuals and others by other entities, the box should be marked according to the majority of ownership shares. In the case of equal ownership, the box should be marked for the owner who makes most of the decisions for the building.

Other public bodies are, for example, chambers or social insurance institutions. For buildings belonging to parishes, dioceses, religious communities or institutions, the box, "legally recognized church, legal religious association" should be marked.

**Enumerator guideline:**

Please note that only one mark should be made in this question.

**Purpose of the question:**

Which owner groups do the buildings in the individual municipalities belong to? Further, buildings of the different owner groups are compared with one another, for example, with regard to property size, building use or the housing unit cost at main rental apartments.

## Construction period (AT1991A\_0061)

File: AUT1991-H-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the construction period of the building.

**Universe**

All households

**Literal question**

10. When was the building completed?

- Before 1880
- 1880-1918
- 1919-1944
- 1945-1960
- 1961-1970
- 1971-1980
- 1981-1985
- 1986
- 1987
- 1988
- 1989
- 1990
- 1991

**Interviewer instructions**

10, Completion year (period):

As the completion year (period), the point in time (period) at which the largest part of the building was usable should be marked. This is also the same for additions or buildings finished in stages.

**Purpose of the question:**

The completion period characterizes a building and is - in connection with other questions (building use, owners, housing unit equipment, heating) - a basic element of all studies on urban renewal in old city centers or historic preservation.

## Number of dwellings in the building (AT1991A\_0062)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

### Description

This variable indicates the number of dwellings in the building.

### Universe

All households

### Literal question

2. Number of housing units in the building (Stiegenhaus):

If there are more than three, please indicate the correct number.

None

One

Two

Three

### Interviewer instructions

2, Number of housing units in the building:

The number of housing units in the building does not depend on the original purpose, rather the use actual use at the time of the census. If, for example, a housing unit was completely converted into an office, it should not be counted as a housing unit, rather as a work place.

Enumerator guideline:

This involves a control question: you should be able to verify if all housing unit questionnaires are present.

Purpose of the question:

This question serves completeness control. The final determination of the number of housing units in a building depends on the number of housing unit questionnaires submitted, which is why handing in housing unit questionnaires for vacant housing units is also of great importance.

## Strata (AT1991A\_0063)

File: AUT1991-H-H

### Overview

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

### Description

This variable is the strata identifier for the sample. Strata is a constructed variable that captures implicit geographic stratification resulting from the sample design. It is created by assigning a unique identifier to groups of between 10 and 19 adjacent households. Additional documentation is available on the Variance Estimation page.

### Universe

All households

### Literal question

Strata

## Household weight (HHWT)

File: AUT1991-H-H

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 2

Valid cases: 0  
 Invalid: 0

**Description**

HHWT indicates the number of households in the population represented by the household in the sample.

For the samples that are truly weighted (see the comparability discussion), HHWT must be used to yield accurate household-level statistics.

NOTE: HHWT has 2 implied decimal places. That is, the last two digits of the eight-digit variable are decimal digits, but there is no actual decimal in the data.

## 2nd subnational geographic level, world [consistent boundaries over time] (GEOLEV2)

File: AUT1991-H-H

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 32002001-88888888	

**Description**

GEOLEV2 indicates the second major administrative unit in which the household was enumerated. The variable incorporates the geographies for every country, to enable cross-national geographic analysis over time. Second administrative units in GEOLEV2 have been spatio-temporally harmonized to provide spatially consistent boundaries across samples in each country.

## Austria, State 1971 - 2011 [Level 1; consistent boundaries, GIS] (GEO1\_AT)

File: AUT1991-H-H

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 6	
Decimals: 0	
Range: 40011-40034	

**Description**

GEO1\_AT identifies the household's state within Austria in all sample years. States are the first level administrative units of the country. GEO1\_AT is spatially harmonized to account for political boundary changes across census years. Some detail is lost in harmonization. A GIS map (in shapefile format), corresponding to GEO1\_AT can be downloaded from the GIS Boundary files page in the IPUMS International web site.

The full set of geography variables for Austria can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

## Austria, State 1991 [Level 1, GIS] (GEO1\_AT1991)

File: AUT1991-H-H

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 11-34	

**Description**

GEO1\_AT1991 identifies the household's state within Austria in 1991. States are the first level administrative units of the country. A GIS map (in shapefile format), corresponding to GEO1\_AT1991 can be downloaded from the GIS Boundary files page in the IPUMS International web site.

The full set of geography variables for Austria can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

## Austria, Enuts 3 1971 - 2011 [Level 2; consistent boundaries, GIS] (GEO2\_AT) File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 40011001-40034035

Valid cases: 0  
Invalid: 0

### Description

GEO2\_AT identifies the household's ENUTS 3 within Austria in all sample years. The Nomenclature of Territorial Units for Statistics (NUTS) is a standard administrative division of the European Union, and was developed by the EU. We are using ENUTS 3 as the second level administrative units of the country, after states. GEO2\_AT is spatially harmonized to account for political boundary changes across census years. Some detail is lost in harmonization. A GIS map (in shapefile format), corresponding to GEO2\_AT can be downloaded from the GIS Boundary files page in the IPUMS International web site.

The full set of geography variables for Austria can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

More information on ENUTS 1, ENUTS 2, and ENUTS 3, can be found in the IPUMS International Geography variables list.

## Austria, Enuts 3 1991 [Level 2, GIS] (GEO2\_AT1991) File: AUT1991-H-H

### Overview

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 11001-34035

Valid cases: 0  
Invalid: 0

### Description

GEO2\_AT1991 identifies the household's ENUTS 3 within Austria in 1991. The Nomenclature of Territorial Units for Statistics (NUTS) is a standard administrative division of the European Union, and was developed by the EU. We are using ENUTS 3 as the second level administrative units of the country, after states. A GIS map (in shapefile format), corresponding to GEO2\_AT1991 can be downloaded from the GIS Boundary files page in the IPUMS International web site.

The full set of geography variables for Austria can be found in the IPUMS International Geography variables list. For cross-national geographic analysis on the first and second major administrative level refer to GEOLEV1, and GEOLEV2. More information on IPUMS-International geography can be found here.

More information on ENUTS 1, ENUTS 2, and ENUTS 3, can be found in the IPUMS International Geography variables list.

## Number of married couples in household (NCOUPLES) File: AUT1991-H-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

#### Description

NCOUPLES is a constructed variable indicating the number of married/in-union couples within a household.

NCOUPLES is constructed using the IPUMS-International pointer variable SPLOC (spouse's location in the household).

## Number of mothers in household (NMOTHERS)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

#### Description

NMOTHERS is a constructed variable indicating the number of mothers -- of persons of any age -- within a household.

NMOTHERS is constructed using the IPUMS-International pointer variable MOMLOC (mother's location in the household).

## Number of fathers in household (NFATHERS)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

#### Description

NFATHERS is a constructed variable indicating the number of fathers -- of persons of any age -- within a household.

NFATHERS is constructed using the IPUMS-International pointer variable POPLOC (father's location in the household).

## Country (COUNTRY)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 32-894

Valid cases: 0  
 Invalid: 0

#### Description

COUNTRY gives the country from which the sample was drawn. The codes assigned to each country are those used by the UN Statistics Division and the ISO (International Organization for Standardization).

## Year structure was built (BUILTYR)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 0  
 Invalid: 0

**Description**

BUILTYR indicates the year in which construction was completed on the building in which the household resides.

## Age of structure, coded from intervals (AGESTRUCT2)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

**Description**

AGESTRUCT2 gives the estimated age of the structure.

## Living area in square meters (LIVEAREA)

File: AUT1991-H-H

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

**Description**

LIVEAREA describes the total living area in the dwelling inhabited by the household.

## Ownership of dwelling [general version] (OWNERSHIP)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

**Description**

OWNERSHIP indicates whether a member of the household owned the housing unit. Households that acquired their unit with a mortgage or other lending arrangement were understood to "own" their unit even if they had not yet completed repayment. For those that did not own their housing unit, several options were possible: renting (from various types of owners), subletting, usufruct, and de facto occupation.

## Ownership of dwelling [detailed version] (OWNERSHIPD)

File: AUT1991-H-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

#### Description

OWNERSHIP indicates whether a member of the household owned the housing unit. Households that acquired their unit with a mortgage or other lending arrangement were understood to "own" their unit even if they had not yet completed repayment. For those that did not own their housing unit, several options were possible: renting (from various types of owners), subletting, usufruct, and de facto occupation.

## Fuel for heating (FUELHEAT)

File: AUT1991-H-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

#### Description

FUELHEAT indicates the main fuel source for heating the household.

## Strata identifier (STRATA)

File: AUT1991-H-H

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 12  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

#### Description

This variable is the strata identifier for the sample. The STRATA variable provides information about the sample design that can be used to improve estimation.

## Person number (PERNUM)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

PERNUM numbers all persons within each household consecutively (starting with "1" for the first person record of each household). When combined with SAMPLE and SERIAL, PERNUM uniquely identifies each person in the IPUMS-International database.

## Mother's location in household (MOMLOC)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

MOMLOC is a constructed variable that indicates whether or not the person's mother lived in the same household and, if so, gives the person number of the mother (see PERNUM). MOMLOC makes it easy for researchers to link the characteristics of children and their (probable) mothers.

The method by which probable child-mother links are identified is described in PARRULE.

The general design of MOMLOC and other constructed variables follows the methods developed for IPUMS-USA "Family Interrelationships," but the details vary significantly.

Note: MOMLOC identifies social relationships (such as stepmother and adopted mother) as well as biological relationships. The variable STEPMOM is designed to identify some of these social relationships.

## Father's location in household (POPLOC)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

POPLOC is a constructed variable that indicates whether or not the person's father lived in the same household and, if so, gives the person number of the father (see PERNUM). POPLOC makes it easy for researchers to link the characteristics of children and their (probable) fathers.

The method by which probable child-father links are identified is described in PARRULE.

The general design of POPLOC and other constructed variables follows the methods developed for IPUMS-USA "Family Interrelationships," but the details vary significantly.

Note: POPLOC identifies social relationships (such as stepfather and adopted father) as well as biological relationships. The variable STEPPPOP is designed to identify some of these social relationships.

## Spouse's location in household (SPLOC)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

SPLOC is a constructed variable that indicates whether or not the person's spouse lived in the same household and, if so, gives the person number (PERNUM) of the spouse. SPLOC makes it easy for researchers to link the characteristics of (probable) spouses.

The method by which probable spouse-spouse links are identified is described in SPRULE.

The general design of SPLOC and other constructed variables is modeled on the methods developed for IPUMS-USA "Family Interrelationships", but the details vary significantly.

## Rule for linking parent (PARRULE)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-52

Valid cases: 0  
Invalid: 0

### Description

PARRULE describes the criteria by which the IPUMS-International variables MOMLOC and POPLOC linked the person to a probable mother and/or father.

IPUMS-International establishes child-parent links according to five basic rules, and PARRULE gives the number of the rule that applied to the link in question. A link to any parent automatically generates a second link to that parent's spouse or partner, so only one rule is needed to describe both MOMLOC and POPLOC.

The design of the interrelationship variables is described in this paper on IPUMSI family linking methodology.

## Rule for linking spouse (SPRULE)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-6

Valid cases: 0  
Invalid: 0

### Description

SPRULE explains the criteria by which the IPUMS-International variable SPLOC linked the person to his/her probable spouse.

IPUMS-International establishes spouse-spouse links according to five basic rules, and SPRULE gives the number of the rule that applied to the link in question. A sixth rule identifies sample-specific linking procedures only imposed in selected instances.

The design of the interrelationship variables is described in this paper on IPUMSI family linking methodology.

## Probable stepmother (STEPMOM)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-6

Valid cases: 0  
Invalid: 0

### Description

STEPMOM indicates whether a person's mother, as identified by MOMLOC, was most probably not the person's biological mother. Non-zero values of STEPMOM explain why it is probable that the person's mother was a step- or adopted mother. A value of 0 indicates no likely stepmother because (1) the mother identified in MOMLOC was probably the biological mother or (2) there is no mother of this person present in the household.

The codes for STEPMOM are as follows:

- 0 = Biological mother or no mother of this person present in household.
- 1 = Mother has no children borne or surviving.
- 2 = Child reports mother is deceased.
- 3 = Explicitly identified relationship (stepchild, adopted child, child of unmarried partner, stepchild/child-in-law).
- 4 = Mother reports no children in the home.
- 5 = Age difference between mother and child was less than 12 or greater than 54 years.
- 6 = Child exceeds known fertility of mother.

See PARRULE for a description of the linking process.

Users should note that there are many stepmothers and adopted mothers in the population that cannot be identified with information available in the censuses. Therefore, STEPMOM will always under-represent their actual number in the population.

## Probable stepfather (STEPPOP)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-3

Valid cases: 0  
Invalid: 0

### Description

STEPPOP indicates whether a person's father, as identified by POPLOC, was most probably not the person's biological father. Non-zero values of STEPPOP explain why it is probable that the person's father was a step- or adopted father. A value of 0 indicates no likely stepfather because (1) the father identified in POPLOC was probably the biological father or (2) there is no father of this person present in the household.

The codes for STEPPOP are as follows:

- 0 = Biological father or no father of this person present in household.
- 1 = Child reports father is deceased.
- 2 = Explicitly identified relationship (stepchild, adopted child, child of unmarried partner; stepchild/child-in-law).
- 3 = Age difference between father and child was less than 12 or greater than 54 years.

See PARRULE for a description of the linking process.

Users should note that there are many stepfathers and adopted fathers in the population that cannot be identified with information available in the censuses. Therefore, STEPPOP will always under-represent their actual number in the population.

## Man with more than one wife linked (POLYMAL)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-1

Valid cases: 0  
Invalid: 0

### Description

POLYMAL indicates if a man had more than one wife linked to him in the constructed IPUMS variable SPLOC -- Spouse's Location in Household.

The point of POLYMAL is to facilitate using SPLOC in samples that identify polygamy. Some statistical matching procedures expect to find only one matching record for each subject record.

## Woman is second or higher order wife (POLY2ND)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-1

Valid cases: 0  
Invalid: 0

### Description

POLY2ND indicates if a woman was the second or higher order wife linked to a husband in the constructed IPUMS variable SPLOC -- Spouse's Location in Household. The variable does not suggest the actual marital order of wives, only their relative positions in the person order of the household as it was enumerated.

The point of POLY2ND is to facilitate using SPLOC in samples that identify polygamy. Some statistical matching procedures expect to find only one matching record for each subject record.

## Family unit membership (FAMUNIT)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

FAMUNIT is a constructed variable indicating to which family within the household a person belongs.

All persons related to the household head receive a 1 (see RELATE). Each secondary family or secondary individual receives a higher code. For purposes of FAMUNIT, secondary families are individuals or groups of persons linked together by the IPUMS constructed pointer variables SPLOC, MOMLOC, and POPLOC (location of spouse, mother, and father).

## Number of own family members in household (FAMSIZE)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 0  
 Invalid: 0

### Description

FAMSIZE counts the number of the person's own family members living in the household with her/him, including the person her/himself. These include all persons related to the person by blood, adoption, or marriage as indicated by the census forms or inferred from them.

FAMSIZE is calculated from the units identified in the IPUMS constructed variable FAMUNIT (family unit membership). The primary family is defined as all persons related to the head in the RELATE variable. Secondary families are individuals or groups of persons linked together by the IPUMS constructed pointer variables SPLOC, MOMLOC, and POPLOC (location of spouse, mother, and father).

## Number of own children in household (NCHILD)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

### Description

NCHILD provides a count of the person's own children living in the household with her or him. These include all children linked to the person via the constructed IPUMS pointer variables MOMLOC or POPLOC -- mother's and father's location in the household.

## Number of own children under age 5 in household (NCHLT5)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

### Description

NCHLT5 provides a count of the person's own children under age five living in the household with her or him. These include all children linked to the person via the constructed IPUMS pointer variables MOMLOC or POPLOC -- mother's and father's location in the household.

## Age of eldest own child in household (ELDCH)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

### Description

ELDCH gives the age of the person's oldest own child living in the household with her or him. These include all children linked to the person via the constructed IPUMS pointer variables MOMLOC or POPLOC -- mother's and father's location in the household.

ELDCH is top-coded at age 50 or older.

## Age of youngest own child in household (YNGCH)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 0  
Invalid: 0

### Description

YNGCH gives the age of the person's youngest own child living in the household with her or him. These include all children linked to the person via the constructed IPUMS pointer variables MOMLOC or POPLOC -- mother's and father's location in the household.

YNGCH is top-coded at age 50 or older.

## Relationship to household head [general version] (RELATE)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

RELATE describes the relationship of the individual to the head of household (sometimes called the householder or reference person).

## Relationship to household head [detailed version] (RELATED)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1000-9999

Valid cases: 0  
Invalid: 0

### Description

RELATED describes the relationship of the individual to the head of household (sometimes called the householder or reference person).

## Relationship to head, Europe (ERELATE)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 10-99

Valid cases: 0  
 Invalid: 0

#### Description

ERELATE describes for the European samples the relationship of the individual to the head of household -- sometimes called the householder or reference person.

ERELATE has been classified according to the recommendations of the Conference of European Statisticians for the 2010 Population and Housing Censuses.

## Age (AGE) File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

#### Description

AGE gives age in years as of the person's last birthday prior to or on the day of enumeration.

## Age, grouped into intervals (AGE2) File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-98

Valid cases: 0  
 Invalid: 0

#### Description

AGE2 gives computed years of age grouped into intervals.

## Sex (SEX) File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

#### Description

SEX reports the sex (gender) of the respondent.

## Marital status [general version] (MARST) File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

#### Description

[program universe for et,mz samples.

MARST describes the person's current marital status according to law or custom. Individuals who remarried should report the status relevant to their most recent marriage. Census instructions rarely explicitly limit marital status to strictly legal unions.

Note regarding universe: The lowest age at which a person can be anything but "never married" varies among samples.

## Marital status [detailed version] (MARSTD)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

#### Description

[program universe for et,mz samples.

MARST describes the person's current marital status according to law or custom. Individuals who remarried should report the status relevant to their most recent marriage. Census instructions rarely explicitly limit marital status to strictly legal unions.

Note regarding universe: The lowest age at which a person can be anything but "never married" varies among samples.

## Marital status, Europe (EMARST)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

#### Description

EMARST describes for the European samples the person's current marital status according to law or custom. Individuals who remarried should report the status relevant to their most recent marriage. European census instructions generally limit marital status to legal unions, but there are exceptions.

EMARST has been classified according to the recommendations given by the Conference of European Statisticians for the 2010 Population and Housing Censuses.

## Consensual union (CONSENS)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

#### Description

CONSENS indicates whether the respondent was in a consensual union -- a de facto marriage.

## Duration of current marriage or union (DURMARR)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

#### Description

DURMARR reports the duration of the respondent's current marriage or union.

## Year of birth (BIRTHYR)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 0  
 Invalid: 0

#### Description

BIRTHYR gives the person's year of birth.

## Children ever born (CHBORN)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

#### Description

CHBORN reports the number of children ever born to each woman of whom the question was asked. In most samples, women were to report all live births by all fathers, whether or not the child was still living.

## Citizenship (CITIZEN)

File: AUT1991-P-H

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

### Description

CITIZEN indicates the person's citizenship status within the country in which they were enumerated.

## Country of citizenship (NATION)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 0-99999

Valid cases: 0  
 Invalid: 0

### Description

NATION indicates the person's country of citizenship.

## School attendance (SCHOOL)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

### Description

SCHOOL indicates whether or not the person attended school at the time of the census or within some specified period of time prior to the census.

## Educational attainment, Austria (EDUCAT)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

### Description

EDUCAT indicates the highest educational level that the person completed.

## Activity status (employment status) [general version] (EMPSTAT)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

### Description

EMPSTAT indicates whether or not the respondent was part of the labor force -- working or seeking work -- over a specified period of time. Depending on the sample, EMPSTAT can also convey further information.

The first digit of EMPSTAT is fully comparable, and classifies the population into three groups: employed, unemployed, and inactive. The combination of employed and unemployed yields the total labor force. The second and third digits of EMPSTAT preserve additional information available for some countries and census years but not for others.

Employment status is sometimes referred to in other sources as "activity status".

## Activity status (employment status) [detailed version] (EMPSTATD) File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

### Description

EMPSTAT indicates whether or not the respondent was part of the labor force -- working or seeking work -- over a specified period of time. Depending on the sample, EMPSTAT can also convey further information.

The first digit of EMPSTAT is fully comparable, and classifies the population into three groups: employed, unemployed, and inactive. The combination of employed and unemployed yields the total labor force. The second and third digits of EMPSTAT preserve additional information available for some countries and census years but not for others.

Employment status is sometimes referred to in other sources as "activity status".

## Occupation, ISCO general (OCCISCO) File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 0  
 Invalid: 0

### Description

OCCISCO records the person's primary occupation, coded according to the major categories in the International Standard Classification of Occupations (ISCO) scheme for 1988. For someone with more than one job, the primary occupation is typically the one in which the person had spent the most time or earned the most money.

## Occupation, unrecoded (OCC) File: AUT1991-P-H

### Overview

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

### Description

OCC records the person's primary occupation, classified according to the system used by the respective national census office at the time. For someone with more than one job, the primary occupation is usually the one in which the person spent the most time or earned the most money, although this may not have been explicit in the instructions for a specific census.

To ensure confidentiality, very small occupations are recoded to a residual category indicating the persons had an occupation, but the job title is not identified. The number of cases recoded should be too small to affect analyses.

## Industry, general recode (INDGEN)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-999

Valid cases: 0  
Invalid: 0

### Description

INDGEN recodes the industrial classifications of the various samples into twelve groups that can be fairly consistently identified across all available samples. The groupings roughly conform to the International Standard Industrial Classification (ISIC). The third digit of INDGEN retains important detail among the service industries that could not be consistently distinguished in all samples.

"Industry" refers to the activity or product of the establishment or sector in which a person worked.

## Industry, unrecoded (IND)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

"Industry" refers to the activity or product of the establishment or sector in which the person worked. IND is classified according to the system used by the respective national census office at the time, and is not recoded by IPUMS-International.

## Status in employment (class of worker) [general version] (CLASSWK)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 0  
Invalid: 0

### Description

CLASSWK refers to the status of an economically active person with respect to his or her employment -- that is, the type of explicit or implicit contract of employment with other persons or organizations that the person has in his/her job. In general, the variable indicates whether a person was self-employed, or worked for someone else, either for pay or as an unpaid family worker. CLASSWK is related to EMPSTAT, which is used to define the universe in many samples.

Class of worker is often referred to as "status in employment" in other sources.

## Status in employment (class of worker) [detailed version] (CLASSWKD)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-999

Valid cases: 0  
Invalid: 0

### Description

CLASSWK refers to the status of an economically active person with respect to his or her employment -- that is, the type of explicit or implicit contract of employment with other persons or organizations that the person has in his/her job. In general, the variable indicates whether a person was self-employed, or worked for someone else, either for pay or as an unpaid family worker. CLASSWK is related to EMPSTAT, which is used to define the universe in many samples.

Class of worker is often referred to as "status in employment" in other sources.

## Means of transportation to work or school (TRNWRK)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 0  
Invalid: 0

### Description

TRNWRK identifies the primary or usual means of transportation the person took either to work or school.

In censuses in which a person could report multiple modes of transportation, TRNWRK reports only the first method reported.

## Person number (within household) (AT1991A\_0003)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-30

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person number (within household).

### Universe

All persons

### Literal question

Person number (within household)

## Family number (AT1991A\_0400)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-7

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's family number in a dwelling.

**Universe**

All persons

**Literal question**

Family number

## Year of birth (AT1991A\_0402)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 1892-1991

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's year of birth.

**Universe**

All persons

**Literal question**

2. Date of birth

Day \_\_  
 Month \_\_  
 Year \_\_\_\_

**Interviewer instructions**

2, Date of birth:

Three writing fields (2-digit) for day, month, year. Please make sure notations are computer-readable.

many legislative provisions and public measures are based upon different age groups (compulsory education, legal age and the like).

The age structure of the population is used as a frame of reference for numerous statistically measured values. Gender and age are the prerequisites for the calculation of life expectancy and for populations projections. The development of the age structure (pupils, employed persons, retired persons) has more meaning than the change of the total population itself in the coming decades.

## Age (AT1991A\_0403)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's age.

**Universe**

All persons

**Literal question**

2. Date of birth

Day \_\_  
Month \_\_  
Year \_\_\_\_**Interviewer instructions**

2, Date of birth:

Three writing fields (2-digit) for day, month, year. Please make sure notations are computer-readable.

many legislative provisions and public measures are based upon different age groups (compulsory education, legal age and the like).

The age structure of the population is used as a frame of reference for numerous statistically measured values. Gender and age are the prerequisites for the calculation of life expectancy and for populations projections. The development of the age structure (pupils, employed persons, retired persons) has more meaning than the change of the total population itself in the coming decades.

**Sex (AT1991A\_0406)**

File: AUT1991-P-H

**Overview**Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2Valid cases: 0  
Invalid: 0**Description**

This variable indicates the person's gender.

**Universe**

All persons

**Literal question**

Person Questionnaire

1. Sex

 Male  
 Female**Interviewer instructions**

1, Sex:

Almost all charts with census results are subdivided by gender because numerous statutes and living conditions (e.g. retirement age, courses of education and career conditions) lead to different results for men and women.

**Marital status (AT1991A\_0407)**

File: AUT1991-P-H

**Overview**Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-4Valid cases: 0  
Invalid: 0**Description**

This variable indicates the person's marital status.

**Universe**

All persons

**Literal question**

3. Marital status

- Single  
 Married

Date of marriage (of the present marriage)

Day \_\_  
 Month \_\_  
 Year \_\_\_\_

- Divorced  
 Widowed

3. Marital status: mark your legal marital status

Single: to be marked by all persons who have never been married.

Married: to be marked by persons who are living in not-dissolved marriage, even when they are separated from their spouse.

Divorced: to be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not.

Widowed: is to be marked if the marriage was ended due to the death of the spouse.

Persons living in a common-law partnership: mark "single", "widowed" or "divorced", depending on what their marital status is. "Married" is only to be marked if the marriage with the separately living spouse is still valid (yet not divorced).

**Interviewer instructions**

3, Marital status:

Possible answers: "single," "married," "divorced," "widowed"

For married persons: three writing fields (2-digit) for the date of marriage (day, month, year).

Your legal marital status should be marked.

Single should be marked by all persons who have never been married.

Married should be marked by persons who are living in valid (not divorced) marriage, even if they are separated from their spouse.

Divorced should be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not.

Widowed should be marked if the marriage was ended due to the death of a spouse.

Persons living in a consensual union should mark "single," "widowed," or "divorced" depending on what their marital status is. "Married" should only be marked if the marriage with the separately living spouse is still valid (not yet divorced).

Purpose of the question:

Marital status is, next to gender and age, a further basic characteristic of the population that is needed for a differentiation of the results (e.g. employed wives, married students) and for projections. The marital status breakdown was subjected to severe changes through the decrease in marriages and increase in divorces.

The date of marriage enables the break down and updating of existing marriages according to duration of marriage. From the comparison of length of marriage and number of children, certain regularities can be derived which make it easier to pre assess the development of the number of births.

**Cohabitation status (AT1991A\_0408)**

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 0  
 Invalid: 0

### Description

This variable indicates the person's cohabitation status.

### Universe

All persons

### Literal question

Cohabitation status

## Citizenship (AT1991A\_0409)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 0  
 Invalid: 0

### Description

This variable indicates the person's citizenship.

### Universe

All persons

### Literal question

6. Citizenship: (in case of dual citizenship: state all)

- Austrian
- German
- Italian
- Yugo-Slavian
- Swiss
- Turkish
- Without citizenship
- Other Specify \_\_\_\_

6. Citizenship: If you have the Austrian and another citizenship, please mark the box "Austrian" as well as the box of the other citizenship. Of the other citizenship does not have its own box, please mark "Other" and write this other citizenship on the line provided. Persons whose citizenship is not clear mark "others" and write "not clear".

### Interviewer instructions

6, Citizenship:

Possible answers: "Austrian," "German," "Italian," "Yugoslavian," "Swiss," "Turkish," "stateless," "other, please specify."  
 If you have Austrian and another citizenship, then please mark the box "Austrian" as well as the box of the other citizenship. If there is not individual box present for this citizenship, then please mark "other" and indicate this other citizenship in the text line. Persons with unclear citizenship mark "other" and enter "unclear."

Enumerator guideline:

Dual citizenships are also surveyed in the population census. For that reason it is especially important that Austrians who also possess a foreign citizenship indicate both.

Purpose of the question:

Citizenship is a requirement for the determination of the so-called "number of citizens." Based on this the mandates per electoral district is calculated. Further, citizenship serves the determination of the number and structure of the foreigners living in Austria, who differ significantly from nationals in demographic, social and economic respects, as well as the assessment of the many foreigner questions.

## Religion (AT1991A\_0410)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's religion.

**Universe**

All persons

**Literal question**

17. Religion:

- Roman Catholic
- Protestant: Augsburg Confession
- Protestant: Westminster Confession
- Old Catholic
- Islamic
- Israelite
- Other
- No religious denomination

## Level of highest education completed (AT1991A\_0411)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's level of highest education completed.

**Universe**

Persons age 15+

**Literal question**

9. Education: (Please state entire educational background)

[ ] a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

[ ] Completed with diploma  
[ ] Not completed

[ ] b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

[ ] Completed with diploma  
[ ] Not completed

[ ] c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
(e.g. commercial school, school of hotel management, electro technical college etc.)

[ ] Completed with diploma  
[ ] Not completed

[ ] d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

[ ] Completed with diploma  
[ ] Not completed

[ ] e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
(e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

[ ] Completed with diploma  
[ ] Not completed

[ ] f. University, Academy

Which (faculty): \_\_\_\_  
(e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
(e.g. German philology, law, architecture, forestry and wood industry, etc.)

[ ] Completed with diploma  
[ ] Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

#### Interviewer instructions

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This questions is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Highest education completed (ISCED-97) (AT1991A\_0413)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person's level of highest education completed (ISCED-97).

### Universe

Persons age 15+

### Literal question

9. Education: (Please state entire educational background)

a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

Completed with diploma  
 Not completed

b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

Completed with diploma  
 Not completed

c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
 (e.g. commercial school, school of hotel management, electro technical college etc.)

Completed with diploma  
 Not completed

d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

Completed with diploma  
 Not completed

e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
 (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

Completed with diploma  
 Not completed

f. University, Academy

Which (faculty): \_\_\_\_  
 (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
 (e.g. German philology, law, architecture, forestry and wood industry, etc.)

Completed with diploma  
 Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

#### Interviewer instructions

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This question is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Major field of highest education completed -- detailed (AT1991A\_0414)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-999

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates detailed major field of highest education completed.

**Universe**

Persons age 15+

**Literal question**

9. Education: (Please state entire educational background)

a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

Completed with diploma  
 Not completed

b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

Completed with diploma  
 Not completed

c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
 (e.g. commercial school, school of hotel management, electro technical college etc.)

Completed with diploma  
 Not completed

d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

Completed with diploma  
 Not completed

e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
 (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

Completed with diploma  
 Not completed

f. University, Academy

Which (faculty): \_\_\_\_  
 (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
 (e.g. German philology, law, architecture, forestry and wood industry, etc.)

Completed with diploma  
 Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

**Interviewer instructions**

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This questions is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Major field of highest education completed (AT1991A\_0415)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person's major field of highest education completed.

### Universe

Persons age 15+

### Literal question

9. Education: (Please state entire educational background)

a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

Completed with diploma  
 Not completed

b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

Completed with diploma  
 Not completed

c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
 (e.g. commercial school, school of hotel management, electro technical college etc.)

Completed with diploma  
 Not completed

d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

Completed with diploma  
 Not completed

e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
 (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

Completed with diploma  
 Not completed

f. University, Academy

Which (faculty): \_\_\_\_  
 (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
 (e.g. German philology, law, architecture, forestry and wood industry, etc.)

Completed with diploma  
 Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

**Interviewer instructions**

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This questions is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Enrolled in school (AT1991A\_0416)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates whether the person is enrolled in school.

**Universe**

All persons

**Literal question**

10. Are you:

a. Employed: please answer questions 11 to 16.

Full-time work (33 and more hours per week)

Part-time work (12 to 32 hours per week)

Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more.

[If you are economically active,] Please answer questions 11 to 16.

b. Not economically active, but:

Unemployed

On parental leave, maternity leave

[If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation.

If you have never worked before and are looking for a job, answer question 12 with "no profession yet".

[This question was asked of those who were on parental or maternity leave.]

Were you unemployed at the time you entered maternity leave?:

Yes

No

Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service.

Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation.

Widow's pension

Homemaker

Pupil, student: Please answer questions 14 to 16 on the school you are presently attending

Child presently not attending school

Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc.

Persons under 15 years of age are not required to answer this question.

10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies.

Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as free-lancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not.

Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13.

Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week.

Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion).

Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling.

Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training.

Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency").

Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood".

Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood".

Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.

**Interviewer instructions**

10, Are you:

Possible answers:

a employed: full time (33 hours or more per week), part time (12 to 32 hours per work)

b not employed, rather: unemployed, parental or maternity leave, military draftee in the armed forces or civil servant, pension from own employment, widow pension, homemaker, pupil or student, child without current school attendance, other livelihood.

This question refers to the situation in last weeks prior to the census day only in cases of doubt (e.g. change of employer) to May 15, 1991.

Employed: Persons over the age of 15 that work 12 hours or more per week are considered "employed." This also includes those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: Employed persons mark whether they are employed full-time or part-time. The 33 hour limit for the full employment should be understood as a benchmark: so that teachers mark "full employment" if they have a full teaching commitment. Other professional groups such as freelancers, judges, etc. also mark "full-time employment" even if their weekly working hours are less than 33. This also applies to employees in businesses with "short time work." If several part-time jobs are performed, "full employment" should be marked, provided that the sum of these activities amounts to 33 hours or more per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in an employment relationship and are seeking work or an apprenticeship, regardless of whether they receive unemployment or relief benefits.

Persons who were never employed and are presently seeking work or an apprenticeship also mark "unemployed" and enter "no profession yet" for question 12 (exact description of occupation). Answering questions 11 and 13 is not required for these persons.

Pensioners: are persons that receive their won retirement benefits and/or survivors' pension benefits and are not employed with an average minimum working time of 12 hours per week.

Homemakers: this box should be marked by persons who hare occupied with work in their own household and are supported by their spouse (partner).

[p. 73]

Pupils, students: persons who are not employed (at least 12 working hours per week) and are currently attending a school, university, etc. mark this box and answer questions 14 to 16 for this school attendance.

Persons currently in practical vocational training, such as persons being trained as teachers, interns, unpaid trainees, police school students, nursing school students, etc. are considered in "full-time employment" and answer questions 11 to 16 with regard to this vocational training.

Persons undergoing professional retraining, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time employment" and give statements regarding their previous profession (not "employment agency") in questions 11 to 16.

Persons attending vocational preparatory courses: if this is a full-time course, these persons mark "pupils, students." If this is an evening course, the box "other livelihood" should be marked.

Persons receiving "special relief benefits" are not considered unemployed and mark "other livelihood."

Other livelihood is marked for example: rent, support by relatives, receipt of alimony, social aid, other support, special supplementary retirement payment, etc.

Enumerator guideline:

Question 10 must be answered by all persons. However, only on single answer may be made - except for retired persons (individual and widow pension).

Who is employed?

For workers in a family business, especially housewives that assist in the business of their husband, retired persons with secondary job and working students, it can often be difficult to decide if they are employed. In such cases, an average weekly minimum working time of 12 hours is given in the instructions as a decision aid. Those who work at least 12 hours weekly on average are considered "employed," and those who work less are considered "unemployed."

Farmers are considered employed in so far as they spend at least 12 hours weekly for the regulation of the business.

Wives of farmers were entered differently in the last population census. In any case, please go according to if the wife of the farmer works in the stall and in the field (=employed) or only performs house work (=housewife). In cases of doubt, please pay attention to the 12 hour per week benchmark.

Members of a religious order (e.g. nuns) are considered employed. The further questions (11 to 16) are answered for their spiritual or secular profession (e.g. Kindergarten teacher, nurse).

Persons in disabled places of employment are considered employed and answer the further questions on the person questionnaire about the job that they practice in this work place.

Persons who only practice a job voluntarily are not considered employed.

"Setting the course" with question 10

Which questions of the person questionnaire must still be answered is decided with the answer to question 10.

Employed (full and part time): All questions of the right half of the questionnaire should be answered.

Unemployed: Questions 11 to 13 should be answered for the last job practiced. Persons who have not yet been employed and are now searching for a job or apprenticeship are excepted. These persons answer question 12 with "no profession yet."

Parental leave, maternity leave: Questions 11 to 13 should be answered for the last job practiced.

Military draftees in the Austrian Armed Forces and civil servants: Questions 15 and 16 should be answered for the route to the barracks or to the place of service.

Retirement pension from own employment: Questions 11 and 12 should be answered for the last job practiced.

Only widow or widower's pension: No further questions should be answered.

Homemakers: No further questions should be answered.

Pupils, students: Questions 14 to 16 should be answered for the current school attendance.

Child without current school attendance: No further questions should be answered.

Other livelihood: No further questions should be answered.

[p. 74]

Purpose of the question:

With this question it is determined who is "employed" (and therefore must answer further occupational questions). The structural data about employed persons and commuters are among the most important results of the population census.

The numbers about employed persons are further needed for calculating general and specific labor force participation rates and are used as a basis for different predictions.

Information about participation in working life is important for labor market analyses and international comparisons. Especially of interest are the type and scope of the employment of older employees, women, youth and foreigners. Data about full and part time employment in connection with information about gender, age and marital status gain increasing weight in the face of growing importance of part time work, especially for family policy and at regional levels.

The question regarding the predominant livelihood of the non employed population makes it possible to subdivide these persons according to the predominant source of livelihood. This differentiation is of central importance for many economic and socio-political questions, for example: the dependent children and homemakers of employed persons, the employment of in the course of age as well as the numerical proportion of employed and retired persons.

## Type of school currently enrolled in -- detailed (AT1991A\_0417)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the detailed type of school the person is currently enrolled in.

**Universe**

Persons who are currently enrolled in school

**Literal question**

9. Education: (Please state entire educational background)

a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

Completed with diploma  
 Not completed

b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

Completed with diploma  
 Not completed

c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
 (e.g. commercial school, school of hotel management, electro technical college etc.)

Completed with diploma  
 Not completed

d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

Completed with diploma  
 Not completed

e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
 (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

Completed with diploma  
 Not completed

f. University, Academy

Which (faculty): \_\_\_\_  
 (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
 (e.g. German philology, law, architecture, forestry and wood industry, etc.)

Completed with diploma  
 Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

#### Interviewer instructions

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This questions is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Type of school currently enrolled in (AT1991A\_0418)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the type of school the person is currently enrolled in.

### Universe

Persons who are currently enrolled in school

### Literal question

9. Education: (Please state entire educational background)

a. Compulsory education: e.g. Volksschule (elementary school), Hauptschule (extended elementary school), school for the handicapped, AHS Unterstufe (junior high school), polytechnic school

Completed with diploma  
 Not completed

b. Apprenticeship: with examination certificate for master, apprentice, assistant, Chamber of Commerce, skilled worker (vocational school)

In which occupation: \_\_\_\_

Completed with diploma  
 Not completed

c. Technical or trade school (= intermediate level, no diploma of secondary education)

Special field \_\_\_\_  
 (e.g. commercial school, school of hotel management, electro technical college etc.)

Completed with diploma  
 Not completed

d. AHS Matura (General higher school with diploma of secondary education) e.g. Gymnasium, realschule, wirtschaftskundi, RG

Completed with diploma  
 Not completed

e. BHS Matura (Vocational higher school with diploma of secondary education)

Which (special field): \_\_\_\_  
 (e.g. trade academy, higher technical school for mechanical engineering teaching's college. College for Fine Mechanics, etc.)

Completed with diploma  
 Not completed

f. University, Academy

Which (faculty): \_\_\_\_  
 (e.g. liberal arts, pedagogic academy, academy for social work, Agricultural University, etc.)

Main field of specialization: \_\_\_\_  
 (e.g. German philology, law, architecture, forestry and wood industry, etc.)

Completed with diploma  
 Not completed

9. Education: If two professions were learned or two different college degrees obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected with your present occupation).

c. Technical or trade school: courses should only to be stated if they substitute the attendance and completion of a technical school and lasted at least half a year.

#### Interviewer instructions

## 9, Education:

Possible answers: (a) compulsory education, (b) apprenticeship, (c) technical school, (d) AHS Matura (general higher school with secondary education diploma), (e) BHS Matura (vocational higher school with diploma of secondary education), (f) university, academy

If two professions were learned or two different college degrees were obtained, it is sufficient to state the most important learned occupation or college degree (the one which is the most closely connected to the occupation practiced).

Part C of the question: Courses should only be entered if they substitute the attendance and completion of a technical school and lasted at least half a year.

Persons under 15 years of age are not required to answer this question.

## Enumerator guideline:

All persons 15 years of age or older must answer this question. This questions is designed so that the entire course of education is collected.

Completed education should only be marked if all required final examinations for the relevant course of education have already been passed before May 15, 1991 or the diploma has already been issued.

Not completed can (does not have to be) be marked if an education was started but not completed or has not yet been completed.

[p. 70]

## Regarding question 9a compulsory education:

Part A of the questions should be understood as the completion of the compulsory school age and should be answered with "completed" by all persons 15 years of age.

[List was not translated into English.]

## Regarding question 9b apprenticeship:

Part b of the question refers to the practical apprenticeship training. The attendance at a vocational school (winter school, continuing education school and so forth) connected with that is included here and may not additionally be cited in part c of the question. "Completed" is marked by those who have passed the trade test or assistant test, for example.

In the state of Vorarlberg, girls must - according to the general compulsory education - attend the vocational school for home economics if they do not attend any other further education.

[List was not translated into English.]

## Regarding 9c technical school:

In part c of the question the attendance at technical schools (examples see person questionnaire) should be entered. These are schools that can be attended after the compulsory education or instead of the polytechnic course of studies. They do not lead to a Matura (secondary education diploma). Length of education: 1 to 4 years. The completion certificate of a 3 to 4 year technical school usually substitutes for a training certificate. In the analysis, courses are only considered if they substitute for the attendance and certification of a technical school. In cases of doubt, it is nevertheless better to state the school visited. As already mentioned above, the vocational schools, continuing education and so forth that accompany the practical occupational training should not be entered in part c of the question.

[List was not translated into English.]

[p. 71]

## Regarding question 9 d and e Matura (secondary education diploma) of an upper school:

In part d and e of the question educations that lead to Matura (school leaving examination) should be entered. You should also differentiate if a general higher school (AHS; part d of the question) or a vocational higher school (BHS; part e of the question) was completed. Persons with AHS and BHS Matura (secondary education diploma), for example, the graduates of a college, mark both parts of the question.

[List was not translated into English.]

## Regarding question 9f university, academy:

All other educations that require Matura (secondary education diploma), like the academy for social work or the pedagogical academy, should be indicated in part fo of the question. University studies should also be indicated in part f of the question. Because around 150 different subject areas must be differentiated, the subject must be indicated as precisely as possible. For that reason the type of university (department) as well as the major is asked for.

[List was not translated into English.]

## Purpose of the question:

From these statements, charts are created that show the number of persons that completed the different levels of education. These results are subdivided by skilled trade groups and fields of study as well as by age, profession and other characteristics.

This data is of meaning above all else for the educational planning but also for the regional job markets that are partially very different.

[p. 72]

The information on occupation learned and occupation practiced (especially for teaching apprenticeships) deliver basic information about the connections between education and profession and allow statements about the structure and scope of career changes. In addition, they can be called upon for planning essential educational, continuing educational and retraining activities for structural changes in the job market (e.g. skilled worker shortage).

While ongoing school and university statistics provides yearly the number of graduates by subject area with higher accuracy, these statistics can not give any information about the subsequent live paths of these persons. The educational background of the population - which changes through migrations and deaths - can only be determined with a population census. Due to partly only small quantities (e.g. academics) a random sample survey is not satisfactory. Only a complete census like the population can provide the corresponding data. This also goes for the regional qualification structure of the employed persons according to the location of work.

## Activity status (livelihood concept) (AT1991A\_0419)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the person's employment status.

**Universe**

All persons

**Literal question**

10. Are you:

a. Employed: please answer questions 11 to 16.

Full-time work (33 and more hours per week)

Part-time work (12 to 32 hours per week)

Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more.

[If you are economically active,] Please answer questions 11 to 16.

b. Not economically active, but:

Unemployed

On parental leave, maternity leave

[If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation.

If you have never worked before and are looking for a job, answer question 12 with "no profession yet".

[This question was asked of those who were on parental or maternity leave.]

Were you unemployed at the time you entered maternity leave?:

Yes

No

Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service.

Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation.

Widow's pension

Homemaker

Pupil, student: Please answer questions 14 to 16 on the school you are presently attending

Child presently not attending school

Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc.

Persons under 15 years of age are not required to answer this question.

10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies.

Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as free-lancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not.

Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13.

Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week.

Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion).

Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling.

Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training.

Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency").

Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood".

Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood".

Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.

**Interviewer instructions**

10, Are you:

Possible answers:

a employed: full time (33 hours or more per week), part time (12 to 32 hours per work)

b not employed, rather: unemployed, parental or maternity leave, military draftee in the armed forces or civil servant, pension from own employment, widow pension, homemaker, pupil or student, child without current school attendance, other livelihood.

This question refers to the situation in last weeks prior to the census day only in cases of doubt (e.g. change of employer) to May 15, 1991.

Employed: Persons over the age of 15 that work 12 hours or more per week are considered "employed." This also includes those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: Employed persons mark whether they are employed full-time or part-time. The 33 hour limit for the full employment should be understood as a benchmark: so that teachers mark "full employment" if they have a full teaching commitment. Other professional groups such as freelancers, judges, etc. also mark "full-time employment" even if their weekly working hours are less than 33. This also applies to employees in businesses with "short time work." If several part-time jobs are performed, "full employment" should be marked, provided that the sum of these activities amounts to 33 hours or more per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in an employment relationship and are seeking work or an apprenticeship, regardless of whether they receive unemployment or relief benefits.

Persons who were never employed and are presently seeking work or an apprenticeship also mark "unemployed" and enter "no profession yet" for question 12 (exact description of occupation). Answering questions 11 and 13 is not required for these persons.

Pensioners: are persons that receive their won retirement benefits and/or survivors' pension benefits and are not employed with an average minimum working time of 12 hours per week.

Homemakers: this box should be marked by persons who hare occupied with work in their own household and are supported by their spouse (partner).

[p. 73]

Pupils, students: persons who are not employed (at least 12 working hours per week) and are currently attending a school, university, etc. mark this box and answer questions 14 to 16 for this school attendance.

Persons currently in practical vocational training, such as persons being trained as teachers, interns, unpaid trainees, police school students, nursing school students, etc. are considered in "full-time employment" and answer questions 11 to 16 with regard to this vocational training.

Persons undergoing professional retraining, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time employment" and give statements regarding their previous profession (not "employment agency") in questions 11 to 16.

Persons attending vocational preparatory courses: if this is a full-time course, these persons mark "pupils, students." If this is an evening course, the box "other livelihood" should be marked.

Persons receiving "special relief benefits" are not considered unemployed and mark "other livelihood."

Other livelihood is marked for example: rent, support by relatives, receipt of alimony, social aid, other support, special supplementary retirement payment, etc.

Enumerator guideline:

Question 10 must be answered by all persons. However, only on single answer may be made - except for retired persons (individual and widow pension).

Who is employed?

For workers in a family business, especially housewives that assist in the business of their husband, retired persons with secondary job and working students, it can often be difficult to decide if they are employed. In such cases, an average weekly minimum working time of 12 hours is given in the instructions as a decision aid. Those who work at least 12 hours weekly on average are considered "employed," and those who work less are considered "unemployed."

Farmers are considered employed in so far as they spend at least 12 hours weekly for the regulation of the business.

Wives of farmers were entered differently in the last population census. In any case, please go according to if the wife of the farmer works in the stall and in the field (=employed) or only performs house work (=housewife). In cases of doubt, please pay attention to the 12 hour per week benchmark.

Members of a religious order (e.g. nuns) are considered employed. The further questions (11 to 16) are answered for their spiritual or secular profession (e.g. Kindergarten teacher, nurse).

Persons in disabled places of employment are considered employed and answer the further questions on the person questionnaire about the job that they practice in this work place.

Persons who only practice a job voluntarily are not considered employed.

"Setting the course" with question 10

Which questions of the person questionnaire must still be answered is decided with the answer to question 10.

Employed (full and part time): All questions of the right half of the questionnaire should be answered.

Unemployed: Questions 11 to 13 should be answered for the last job practiced. Persons who have not yet been employed and are now searching for a job or apprenticeship are excepted. These persons answer question 12 with "no profession yet."

Parental leave, maternity leave: Questions 11 to 13 should be answered for the last job practiced.

Military draftees in the Austrian Armed Forces and civil servants: Questions 15 and 16 should be answered for the route to the barracks or to the place of service.

Retirement pension from own employment: Questions 11 and 12 should be answered for the last job practiced.

Only widow or widower's pension: No further questions should be answered.

Homemakers: No further questions should be answered.

Pupils, students: Questions 14 to 16 should be answered for the current school attendance.

Child without current school attendance: No further questions should be answered.

Other livelihood: No further questions should be answered.

[p. 74]

Purpose of the question:

With this question it is determined who is "employed" (and therefore must answer further occupational questions). The structural data about employed persons and commuters are among the most important results of the population census.

The numbers about employed persons are further needed for calculating general and specific labor force participation rates and are used as a basis for different predictions.

Information about participation in working life is important for labor market analyses and international comparisons. Especially of interest are the type and scope of the employment of older employees, women, youth and foreigners. Data about full and part time employment in connection with information about gender, age and marital status gain increasing weight in the face of growing importance of part time work, especially for family policy and at regional levels.

The question regarding the predominant livelihood of the non employed population makes it possible to subdivide these persons according to the predominant source of livelihood. This differentiation is of central importance for many economic and socio-political questions, for example: the dependent children and homemakers of employed persons, the employment of in the course of age as well as the numerical proportion of employed and retired persons.

## Whether employed or unemployed (livelihood concept) (AT1991A\_0420)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-3

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates whether the person is employed, unemployed, or economically inactive.

**Universe**

All persons

**Literal question**

10. Are you:

a. Employed: please answer questions 11 to 16.

Full-time work (33 and more hours per week)

Part-time work (12 to 32 hours per week)

Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more.

[If you are economically active,] Please answer questions 11 to 16.

b. Not economically active, but:

Unemployed

On parental leave, maternity leave

[If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation.

If you have never worked before and are looking for a job, answer question 12 with "no profession yet".

[This question was asked of those who were on parental or maternity leave.]

Were you unemployed at the time you entered maternity leave?:

Yes

No

Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service.

Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation.

Widow's pension

Homemaker

Pupil, student: Please answer questions 14 to 16 on the school you are presently attending

Child presently not attending school

Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc.

Persons under 15 years of age are not required to answer this question.

10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies.

Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as free-lancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not.

Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13.

Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week.

Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion).

Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling.

Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training.

Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency").

Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood".

Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood".

Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.

**Interviewer instructions**

10, Are you:

Possible answers:

a employed: full time (33 hours or more per week), part time (12 to 32 hours per work)

b not employed, rather: unemployed, parental or maternity leave, military draftee in the armed forces or civil servant, pension from own employment, widow pension, homemaker, pupil or student, child without current school attendance, other livelihood.

This question refers to the situation in last weeks prior to the census day only in cases of doubt (e.g. change of employer) to May 15, 1991.

Employed: Persons over the age of 15 that work 12 hours or more per week are considered "employed." This also includes those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: Employed persons mark whether they are employed full-time or part-time. The 33 hour limit for the full employment should be understood as a benchmark: so that teachers mark "full employment" if they have a full teaching commitment. Other professional groups such as freelancers, judges, etc. also mark "full-time employment" even if their weekly working hours are less than 33. This also applies to employees in businesses with "short time work." If several part-time jobs are performed, "full employment" should be marked, provided that the sum of these activities amounts to 33 hours or more per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in an employment relationship and are seeking work or an apprenticeship, regardless of whether they receive unemployment or relief benefits.

Persons who were never employed and are presently seeking work or an apprenticeship also mark "unemployed" and enter "no profession yet" for question 12 (exact description of occupation). Answering questions 11 and 13 is not required for these persons.

Pensioners: are persons that receive their won retirement benefits and/or survivors' pension benefits and are not employed with an average minimum working time of 12 hours per week.

Homemakers: this box should be marked by persons who hare occupied with work in their own household and are supported by their spouse (partner).

[p. 73]

Pupils, students: persons who are not employed (at least 12 working hours per week) and are currently attending a school, university, etc. mark this box and answer questions 14 to 16 for this school attendance.

Persons currently in practical vocational training, such as persons being trained as teachers, interns, unpaid trainees, police school students, nursing school students, etc. are considered in "full-time employment" and answer questions 11 to 16 with regard to this vocational training.

Persons undergoing professional retraining, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time employment" and give statements regarding their previous profession (not "employment agency") in questions 11 to 16.

Persons attending vocational preparatory courses: if this is a full-time course, these persons mark "pupils, students." If this is an evening course, the box "other livelihood" should be marked.

Persons receiving "special relief benefits" are not considered unemployed and mark "other livelihood."

Other livelihood is marked for example: rent, support by relatives, receipt of alimony, social aid, other support, special supplementary retirement payment, etc.

Enumerator guideline:

Question 10 must be answered by all persons. However, only on single answer may be made - except for retired persons (individual and widow pension).

Who is employed?

For workers in a family business, especially housewives that assist in the business of their husband, retired persons with secondary job and working students, it can often be difficult to decide if they are employed. In such cases, an average weekly minimum working time of 12 hours is given in the instructions as a decision aid. Those who work at least 12 hours weekly on average are considered "employed," and those who work less are considered "unemployed."

Farmers are considered employed in so far as they spend at least 12 hours weekly for the regulation of the business.

Wives of farmers were entered differently in the last population census. In any case, please go according to if the wife of the farmer works in the stall and in the field (=employed) or only performs house work (=housewife). In cases of doubt, please pay attention to the 12 hour per week benchmark.

Members of a religious order (e.g. nuns) are considered employed. The further questions (11 to 16) are answered for their spiritual or secular profession (e.g. Kindergarten teacher, nurse).

Persons in disabled places of employment are considered employed and answer the further questions on the person questionnaire about the job that they practice in this work place.

Persons who only practice a job voluntarily are not considered employed.

"Setting the course" with question 10

Which questions of the person questionnaire must still be answered is decided with the answer to question 10.

Employed (full and part time): All questions of the right half of the questionnaire should be answered.

Unemployed: Questions 11 to 13 should be answered for the last job practiced. Persons who have not yet been employed and are now searching for a job or apprenticeship are excepted. These persons answer question 12 with "no profession yet."

Parental leave, maternity leave: Questions 11 to 13 should be answered for the last job practiced.

Military draftees in the Austrian Armed Forces and civil servants: Questions 15 and 16 should be answered for the route to the barracks or to the place of service.

Retirement pension from own employment: Questions 11 and 12 should be answered for the last job practiced.

Only widow or widower's pension: No further questions should be answered.

Homemakers: No further questions should be answered.

Pupils, students: Questions 14 to 16 should be answered for the current school attendance.

Child without current school attendance: No further questions should be answered.

Other livelihood: No further questions should be answered.

[p. 74]

Purpose of the question:

With this question it is determined who is "employed" (and therefore must answer further occupational questions). The structural data about employed persons and commuters are among the most important results of the population census.

The numbers about employed persons are further needed for calculating general and specific labor force participation rates and are used as a basis for different predictions.

Information about participation in working life is important for labor market analyses and international comparisons. Especially of interest are the type and scope of the employment of older employees, women, youth and foreigners. Data about full and part time employment in connection with information about gender, age and marital status gain increasing weight in the face of growing importance of part time work, especially for family policy and at regional levels.

The question regarding the predominant livelihood of the non employed population makes it possible to subdivide these persons according to the predominant source of livelihood. This differentiation is of central importance for many economic and socio-political questions, for example: the dependent children and homemakers of employed persons, the employment of in the course of age as well as the numerical proportion of employed and retired persons.

## Whether economically active or not (livelihood concept) (AT1991A\_0421)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates whether the person is economically active or not.

**Universe**

All persons

**Literal question**

10. Are you:

a. Employed: please answer questions 11 to 16.

Full-time work (33 and more hours per week)

Part-time work (12 to 32 hours per week)

Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more.

[If you are economically active,] Please answer questions 11 to 16.

b. Not economically active, but:

Unemployed

On parental leave, maternity leave

[If you are unemployed or on parental leave, maternity leave], please answer questions 11 to 13 on your last occupation.

If you have never worked before and are looking for a job, answer question 12 with "no profession yet".

[This question was asked of those who were on parental or maternity leave.]

Were you unemployed at the time you entered maternity leave?:

Yes

No

Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service.

Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation.

Widow's pension

Homemaker

Pupil, student: Please answer questions 14 to 16 on the school you are presently attending

Child presently not attending school

Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc.

Persons under 15 years of age are not required to answer this question.

10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies.

Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as free-lancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not.

Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13.

Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week.

Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion).

Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling.

Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training.

Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency").

Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood".

Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood".

Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.

**Interviewer instructions**

10, Are you:

Possible answers:

a employed: full time (33 hours or more per week), part time (12 to 32 hours per work)

b not employed, rather: unemployed, parental or maternity leave, military draftee in the armed forces or civil servant, pension from own employment, widow pension, homemaker, pupil or student, child without current school attendance, other livelihood.

This question refers to the situation in last weeks prior to the census day only in cases of doubt (e.g. change of employer) to May 15, 1991.

Employed: Persons over the age of 15 that work 12 hours or more per week are considered "employed." This also includes those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: Employed persons mark whether they are employed full-time or part-time. The 33 hour limit for the full employment should be understood as a benchmark: so that teachers mark "full employment" if they have a full teaching commitment. Other professional groups such as freelancers, judges, etc. also mark "full-time employment" even if their weekly working hours are less than 33. This also applies to employees in businesses with "short time work." If several part-time jobs are performed, "full employment" should be marked, provided that the sum of these activities amounts to 33 hours or more per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in an employment relationship and are seeking work or an apprenticeship, regardless of whether they receive unemployment or relief benefits.

Persons who were never employed and are presently seeking work or an apprenticeship also mark "unemployed" and enter "no profession yet" for question 12 (exact description of occupation). Answering questions 11 and 13 is not required for these persons.

Pensioners: are persons that receive their won retirement benefits and/or survivors' pension benefits and are not employed with an average minimum working time of 12 hours per week.

Homemakers: this box should be marked by persons who hare occupied with work in their own household and are supported by their spouse (partner).

[p. 73]

Pupils, students: persons who are not employed (at least 12 working hours per week) and are currently attending a school, university, etc. mark this box and answer questions 14 to 16 for this school attendance.

Persons currently in practical vocational training, such as persons being trained as teachers, interns, unpaid trainees, police school students, nursing school students, etc. are considered in "full-time employment" and answer questions 11 to 16 with regard to this vocational training.

Persons undergoing professional retraining, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time employment" and give statements regarding their previous profession (not "employment agency") in questions 11 to 16.

Persons attending vocational preparatory courses: if this is a full-time course, these persons mark "pupils, students." If this is an evening course, the box "other livelihood" should be marked.

Persons receiving "special relief benefits" are not considered unemployed and mark "other livelihood."

Other livelihood is marked for example: rent, support by relatives, receipt of alimony, social aid, other support, special supplementary retirement payment, etc.

Enumerator guideline:

Question 10 must be answered by all persons. However, only on single answer may be made - except for retired persons (individual and widow pension).

Who is employed?

For workers in a family business, especially housewives that assist in the business of their husband, retired persons with secondary job and working students, it can often be difficult to decide if they are employed. In such cases, an average weekly minimum working time of 12 hours is given in the instructions as a decision aid. Those who work at least 12 hours weekly on average are considered "employed," and those who work less are considered "unemployed."

Farmers are considered employed in so far as they spend at least 12 hours weekly for the regulation of the business.

Wives of farmers were entered differently in the last population census. In any case, please go according to if the wife of the farmer works in the stall and in the field (=employed) or only performs house work (=housewife). In cases of doubt, please pay attention to the 12 hour per week benchmark.

Members of a religious order (e.g. nuns) are considered employed. The further questions (11 to 16) are answered for their spiritual or secular profession (e.g. Kindergarten teacher, nurse).

Persons in disabled places of employment are considered employed and answer the further questions on the person questionnaire about the job that they practice in this work place.

Persons who only practice a job voluntarily are not considered employed.

"Setting the course" with question 10

Which questions of the person questionnaire must still be answered is decided with the answer to question 10.

Employed (full and part time): All questions of the right half of the questionnaire should be answered.

Unemployed: Questions 11 to 13 should be answered for the last job practiced. Persons who have not yet been employed and are now searching for a job or apprenticeship are excepted. These persons answer question 12 with "no profession yet."

Parental leave, maternity leave: Questions 11 to 13 should be answered for the last job practiced.

Military draftees in the Austrian Armed Forces and civil servants: Questions 15 and 16 should be answered for the route to the barracks or to the place of service.

Retirement pension from own employment: Questions 11 and 12 should be answered for the last job practiced.

Only widow or widower's pension: No further questions should be answered.

Homemakers: No further questions should be answered.

Pupils, students: Questions 14 to 16 should be answered for the current school attendance.

Child without current school attendance: No further questions should be answered.

Other livelihood: No further questions should be answered.

[p. 74]

Purpose of the question:

With this question it is determined who is "employed" (and therefore must answer further occupational questions). The structural data about employed persons and commuters are among the most important results of the population census.

The numbers about employed persons are further needed for calculating general and specific labor force participation rates and are used as a basis for different predictions.

Information about participation in working life is important for labor market analyses and international comparisons. Especially of interest are the type and scope of the employment of older employees, women, youth and foreigners. Data about full and part time employment in connection with information about gender, age and marital status gain increasing weight in the face of growing importance of part time work, especially for family policy and at regional levels.

The question regarding the predominant livelihood of the non employed population makes it possible to subdivide these persons according to the predominant source of livelihood. This differentiation is of central importance for many economic and socio-political questions, for example: the dependent children and homemakers of employed persons, the employment of in the course of age as well as the numerical proportion of employed and retired persons.

## Status in employment (of supporter) (AT1991A\_0422)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the status in employment of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

All persons

### Literal question

## 11. Status in employment

- Skilled worker
- Semi-skilled worker
- Unskilled worker
- In an apprenticeship
- Employee, civil servant
- Self-employed without employees
- Unpaid family worker

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

11, Occupational status:

Possible answers: "skilled worker," "semi-skilled worker," "unskilled worker," "apprenticeship," "employee/civil servant," "self-employed with or without employees," "workers in a family business."

Workers mark "skilled worker," "semi-skilled worker," or "unskilled worker" depending on how they are classified by collective agreement in their company.

A person is self-employed if they are not an employee in an employment relationship, rather practice a profession on their own behalf. With/without employees: depends on if persons receiving wages or salaries are employed in the business or not. Self-employed persons who only employ family members without formal pay mark "without employees."

[p. 75]

Unpaid workers in a family business are working in the business of a family member without formal pay.

Purpose of the question:

The "occupational status" describes the legal status or the collectively agreed classification that a person has in a company. The data do not only give information on the degree of responsibility in the company, rather also serves as an element for subdivision of the population and employed persons according to socioeconomic status. Different analyses about the occupational structure are only meaningful in combination with the occupational status (e.g. the demand for freelance and employed doctors).

## Status in employment 2 (of supporter) (AT1991A\_0423)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-7

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the status in employment of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

All persons

### Literal question

## 11. Status in employment

- Skilled worker
- Semi-skilled worker
- Unskilled worker
- In an apprenticeship
- Employee, civil servant
- Self-employed without employees
- Unpaid family worker

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

11, Occupational status:

Possible answers: "skilled worker," "semi-skilled worker," "unskilled worker," "apprenticeship," "employee/civil servant," "self-employed with or without employees," "workers in a family business."

Workers mark "skilled worker," "semi-skilled worker," or "unskilled worker" depending on how they are classified by collective agreement in their company.

A person is self-employed if they are not an employee in an employment relationship, rather practice a profession on their own behalf. With/without employees: depends on if persons receiving wages or salaries are employed in the business or not. Self-employed persons who only employ family members without formal pay mark "without employees."

[p. 75]

Unpaid workers in a family business are working in the business of a family member without formal pay.

Purpose of the question:

The "occupational status" describes the legal status or the collectively agreed classification that a person has in a company. The data do not only give information on the degree of responsibility in the company, rather also serves as an element for subdivision of the population and employed persons according to socioeconomic status. Different analyses about the occupational structure are only meaningful in combination with the occupational status (e.g. the demand for freelance and employed doctors).

## Status in employment 3 (of supporter): grouped (AT1991A\_0424)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the class of worker for the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

All persons

### Literal question

## 11. Status in employment

- Skilled worker
- Semi-skilled worker
- Unskilled worker
- In an apprenticeship
- Employee, civil servant
- Self-employed without employees
- Unpaid family worker

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

11, Occupational status:

Possible answers: "skilled worker," "semi-skilled worker," "unskilled worker," "apprenticeship," "employee/civil servant," "self-employed with or without employees," "workers in a family business."

Workers mark "skilled worker," "semi-skilled worker," or "unskilled worker" depending on how they are classified by collective agreement in their company.

A person is self-employed if they are not an employee in an employment relationship, rather practice a profession on their own behalf. With/without employees: depends on if persons receiving wages or salaries are employed in the business or not. Self-employed persons who only employ family members without formal pay mark "without employees."

[p. 75]

Unpaid workers in a family business are working in the business of a family member without formal pay.

Purpose of the question:

The "occupational status" describes the legal status or the collectively agreed classification that a person has in a company. The data do not only give information on the degree of responsibility in the company, rather also serves as an element for subdivision of the population and employed persons according to socioeconomic status. Different analyses about the occupational structure are only meaningful in combination with the occupational status (e.g. the demand for freelance and employed doctors).

Socio-economic group (of supporter) (AT1991A\_0425)

File: AUT1991-P-H

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-13

Valid cases: 0  
Invalid: 0

#### Description

This variable indicates the socio-economic group of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

#### Universe

All persons

#### Literal question

10. Are you:

a. Employed: please answer questions 11 to 16.

Full-time work (33 and more hours per week)

Part-time work (12 to 32 hours per week)

Employers, the self-employed, farmers, as well as workers in the family business are considered to be employed if they work 12 hours a week or more.

(If you are economically active,) Please answer questions 11 to 16.

b. Not economically active, but:

Unemployed

On parental leave, maternity leave

(If you are unemployed or on parental leave, maternity leave), please answer questions 11 to 13 on your last occupation.

If you have never worked before and are looking for a job, answer question 12 with "no profession yet".

(This question was asked of those who were on parental or maternity leave.)

Were you unemployed at the time you entered maternity leave?:

Yes

No

Military service, replacement service: Please answer question 15 and 16 for your journey to the barracks or to your place of service.

Retirement benefits from own employment: Please answer questions 11 and 12 on your last occupation.

Widow's pension

Homemaker

Pupil, student: Please answer questions 14 to 16 on the school you are presently attending

Child presently not attending school

Other livelihood: e.g. rent, alimony, social aid, financial support through relatives, etc.

11. Status in employment

Skilled worker

Semi-skilled worker

Unskilled worker

In an apprenticeship

Employee, civil servant

Self-employed without employees

Unpaid family worker

Persons under 15 years of age are not required to answer this question.

10. Are you: the situation in the last weeks prior to the census day applies in answering this question: in cases of doubt, the situation on May 15, 1991 applies.

Employed: Persons over the age of 15 working 12 hours or more per week are considered "employed". This also included those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: employed persons mark whether they are working full-time or part-time. The limit for full-time work is the 33-hour week, so that e.g. teachers mark "full-time work" if they have a full teaching commitment. Other professional groups, such as free-lancers, judges, etc. also mark "full-time work" even if their weekly working hours are less than 33. This also applies to employees in businesses with "shortened schedules". If several activities are performed in part-time, "full-time work" is to be marked, provided that the sum of these activities adds up to 33 or more working hours per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in employed and are seeking work or an apprenticeship, regardless whether they are receiving unemployment or relief benefits or not. Persons who have never been employed and are presently seeking work or an apprenticeship also mark "unemployed" and put down "no profession yet" for questions 12 (exact description of occupation). These persons may also skip questions 11 and 13.

Pensioners are persons receiving their own retirement benefits and/or survivors' pension benefits and are not engaged in an occupation with a minimum average of 12 working hours per week.

Homemakers: this box is marked by persons who are occupied with work in their own household and are supported by their spouse (companion).

Pupils, students: persons who are not employed (with at least 12 working hours per week) and are presently attending a school, university, etc. mark this box and answer questions 14 to 16 on their schooling.

Persons presently receiving practical vocational training, such as persons being trained as teachers, persons in an apprenticeship, trainees, unpaid trainees, police students, nurse trainees, etc. mark "full-time work" and answer questions 11 to 16 with regard to this vocational training.

Persons being vocationally retrained, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time work", and in question 11 to 16 give statements regarding your prior profession (not "employment agency").

Persons attending vocational preparatory courses: if this is a full-time course these persons mark "pupils, students", if this is an evening course, mark the box "other livelihood".

Persons receiving "Sondernotstandshilfe" are not considered unemployed and mark "other livelihood".

Other livelihood is marked in cases of e.g. rent, support through relatives, receipt of alimony, social aid, special aid, special supplementary retirement payment, etc.

#### Interviewer instructions

**10, Are you:****Possible answers:**

a employed: full time (33 hours or more per week), part time (12 to 32 hours per work)

b not employed, rather: unemployed, parental or maternity leave, military draftee in the armed forces or civil servant, pension from own employment, widow pension, homemaker, pupil or student, child without current school attendance, other livelihood.

This question refers to the situation in last weeks prior to the census day only in cases of doubt (e.g. change of employer) to May 15, 1991.

Employed: Persons over the age of 15 that work 12 hours or more per week are considered "employed." This also includes those persons who are self-employed or who are unpaid workers in a family business.

Full-time or part-time: Employed persons mark whether they are employed full-time or part-time. The 33 hour limit for the full employment should be understood as a benchmark: so that teachers mark "full employment" if they have a full teaching commitment. Other professional groups such as freelancers, judges, etc. also mark "full-time employment" even if their weekly working hours are less than 33. This also applies to employees in businesses with "short time work." If several part-time jobs are performed, "full employment" should be marked, provided that the sum of these activities amounts to 33 hours or more per week.

Unemployed: Persons over the age of 15 years are considered unemployed if they are not in an employment relationship and are seeking work or an apprenticeship, regardless of whether they receive unemployment or relief benefits.

Persons who were never employed and are presently seeking work or an apprenticeship also mark "unemployed" and enter "no profession yet" for question 12 (exact description of occupation). Answering questions 11 and 13 is not required for these persons.

Pensioners: are persons that receive their won retirement benefits and/or survivors' pension benefits and are not employed with an average minimum working time of 12 hours per week.

Homemakers: this box should be marked by persons who hare occupied with work in their own household and are supported by their spouse (partner).

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Pupils, students: persons who are not employed (at least 12 working hours per week) and are currently attending a school, university, etc. mark this box and answer questions 14 to 16 for this school attendance.

Persons currently in practical vocational training, such as persons being trained as teachers, interns, unpaid trainees, police school students, nursing school students, etc. are considered in "full-time employment" and answer questions 11 to 16 with regard to this vocational training.

Persons undergoing professional retraining, provided that their employment is maintained or they receive health insurance through the labor administration, mark the box "full-time employment" and give statements regarding their previous profession (not "employment agency") in questions 11 to 16.

Persons attending vocational preparatory courses: if this is a full-time course, these persons mark "pupils, students." If this is an evening course, the box "other livelihood" should be marked.

Persons receiving "special relief benefits" are not considered unemployed and mark "other livelihood."

Other livelihood is marked for example: rent, support by relatives, receipt of alimony, social aid, other support, special supplementary retirement payment, etc.

**Enumerator guideline:**

Question 10 must be answered by all persons. However, only on single answer may be made - except for retired persons (individual and widow pension).

**Who is employed?**

For workers in a family business, especially housewives that assist in the business of their husband, retired persons with secondary job and working students, it can often be difficult to decide if they are employed. In such cases, an average weekly minimum working time of 12 hours is given in the instructions as a decision aid. Those who work at least 12 hours weekly on average are considered "employed," and those who work less are considered "unemployed."

Farmers are considered employed in so far as they spend at least 12 hours weekly for the regulation of the business.

Wives of farmers were entered differently in the last population census. In any case, please go according to if the wife of the farmer works in the stall and in the field (=employed) or only performs house work (=housewife). In cases of doubt, please pay attention to the 12 hour per week benchmark.

Members of a religious order (e.g. nuns) are considered employed. The further questions (11 to 16) are answered for their spiritual or secular profession (e.g. Kindergarten teacher, nurse).

Persons in disabled places of employment are considered employed and answer the further questions on the person questionnaire about the job that they practice in this work place.

Persons who only practice a job voluntarily are not considered employed.

**"Setting the course" with question 10**

Which questions of the person questionnaire must still be answered is decided with the answer to question 10.

Employed (full and part time): All questions of the right half of the questionnaire should be answered.

Unemployed: Questions 11 to 13 should be answered for the last job practiced. Persons who have not yet been employed and are now searching for a job or apprenticeship are excepted. These persons answer question 12 with "no profession yet."

Parental leave, maternity leave: Questions 11 to 13 should be answered for the last job practiced.

Military draftees in the Austrian Armed Forces and civil servants: Questions 15 and 16 should be answered for the route to the barracks or to the place of service.

Retirement pension from own employment: Questions 11 and 12 should be answered for the last job practiced.

Only widow or widower's pension: No further questions should be answered.

Homemakers: No further questions should be answered.

Pupils, students: Questions 14 to 16 should be answered for the current school attendance.

Child without current school attendance: No further questions should be answered.

Other livelihood: No further questions should be answered.

[p. 74]

**Purpose of the question:**

With this question it is determined who is "employed" (and therefore must answer further occupational questions). The structural data about employed persons and commuters are among the most important results of the population census.

The numbers about employed persons are further needed for calculating general and specific labor force participation rates and are used as a basis for different predictions.

Information about participation in working life is important for labor market analyses and international comparisons. Especially of interest are the type and scope of the employment of older employees, women, youth and foreigners. Data about full and part time employment in connection with information about gender, age and marital status gain increasing weight in the face of growing importance of part time work, especially for family policy and at regional levels.

The question regarding the predominant livelihood of the non employed population makes it possible to subdivide these persons according to the predominant source of livelihood. This differentiation is of central importance for many economic and socio-political questions, for example: the dependent children and homemakers of employed persons, the employment of in the course of age as well as the numerical proportion of employed and retired persons.

**11 to 16, occupational questions:**

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

**Purpose of the question:**

The results of the populations census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

**11, Occupational status:**

Possible answers: "skilled worker," "semi-skilled worker," "unskilled worker," "apprenticeship," "employee/civil servant," "self-employed with or without employees," "workers in a family business."

Workers mark "skilled worker," "semi-skilled worker," or "unskilled worker" depending on how they are classified by collective agreement in their company.

A person is self-employed if they are not an employee in an employment relationship, rather practice a profession on their own behalf. With/without employees: depends on if persons receiving wages or salaries are employed in the business or not. Self-employed persons who only employee family members without formal pay mark "without employees."

[p. 75]

Unpaid workers in a family business are working in the business of a family member without formal pay.

**Purpose of the question:**

The "occupational status" describes the legal status or the collectively agreed classification that a person has in a company. The data do not only give information on the degree of responsibility in the company, rather also serves as an element for subdivision of the population and employed persons according to socioeconomic status. Different analyses about the occupational structure are only meaningful in combination with the occupational status (e.g. the demand for freelance and employed doctors).

# Occupation of supporter: ISCO sub-major groups (AT1991A\_0427)

File: AUT1991-P-H

## Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

## Description

This variable indicates the ISCO occupation sub-major group of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

## Universe

Persons whose supporters are economically active

## Literal question

12. Exact description of occupation: \_\_\_\_\_

e.g. "bookkeeper" or "shoe salesman" - not "commercial employee"  
 "Mounting of video machines on assembly line" - not "unskilled worker"  
 Public-sector employees enter their use  
 e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.  
 A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.  
 With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".  
 Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.  
 Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.  
 If the workplace (school) is abroad, please state which country.  
 Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.  
 Persons who marked "not daily" in question 16a) can skip parts b and c.

### **Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

12, Exact description of occupation:

e.g.: "bookkeeper" or "shoe salesman" not "commercial employee," "Mounting of video devices on assembly line" not "unskilled worker."

Public servants enter their assignment: e.g. "contractual employee in social support service," "home carpenter," "street cleaner."

Your statements should be categorized into one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activities.

Examples of precise description of occupation include: gas welder for steel construction parts, operator of data processing machines, men's shirt adjuster, glass cutter, operator of plastic processing machines, foreman of a dip-varnishing business, electrician for high-tension transmission lines, scientific researcher in the field of environmental protection.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "office worker" the processor does not know if the person should be classified as an authorized officer, bookkeeper, shorthand typist, paper sorter etc. Statements as precise as possible are asked for.

Purpose of the question:

With this question the field of activity that a person in a company supervises is depicted.

The population census is one of the most important, comprehensive data sources for analyses of occupational structure. It enables the depiction of occupations according to the place of residence as well as according to the place of work of the employed persons and reveals the locations of infrequent occupations.

The occupation practiced in comparison with the education completed is of importance for the predictions of the "replacement demand" or for the guidance of youth educational paths. Also analyzed are need calculations for individual occupational groups and occupations, with which measures for labor market advancement and directed occupational counseling are made possible. In addition, information about career change is gained, due to the connection between learned and practiced occupation.

The survey of the previous occupation of retired persons serves primarily to be able to classify the growing number of retired persons in the charts according to their previous job.

## Occupation of supporter: ISCO major groups (AT1991A\_0428)

File: AUT1991-P-H

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	
Description	

This variable indicates the ISCO occupation major group of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

Persons whose supporters are economically active

### Literal question

12. Exact description of occupation: \_\_\_\_\_

e.g. "bookkeeper" or "shoe salesman" - not "commercial employee"

"Mounting of video machines on assembly line" - not "unskilled worker"

Public-sector employees enter their use

e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

12, Exact description of occupation:

e.g.: "bookkeeper" or "shoe salesman" not "commercial employee," "Mounting of video devices on assembly line" not "unskilled worker."

Public servants enter their assignment: e.g. "contractual employee in social support service," "home carpenter," "street cleaner."

Your statements should be categorized into one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activities.

Examples of precise description of occupation include: gas welder for steel construction parts, operator of data processing machines, men's shirt adjuster, glass cutter, operator of plastic processing machines, foreman of a dip-varnishing business, electrician for high-tension transmission lines, scientific researcher in the field of environmental protection.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "office worker" the processor does not know if the person should be classified as an authorized officer, bookkeeper, shorthand typist, paper sorter etc. Statements as precise as possible are asked for.

Purpose of the question:

With this question the field of activity that a person in a company supervises is depicted.

The population census is one of the most important, comprehensive data sources for analyses of occupational structure. It enables the depiction of occupations according to the place of residence as well as according to the place of work of the employed persons and reveals the locations of infrequent occupations.

The occupation practiced in comparison with the education completed is of importance for the predictions of the "replacement demand" or for the guidance of youth educational paths. Also analyzed are need calculations for individual occupational groups and occupations, with which measures for labor market advancement and directed occupational counseling are made possible. In addition, information about career change is gained, due to the connection between learned and practiced occupation.

The survey of the previous occupation of retired persons serves primarily to be able to classify the growing number of retired persons in the charts according to their previous job.

## Occupation of supporter: sub-major groups (AT1991A\_0429)

File: AUT1991-P-H

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-59	
Description	

This variable indicates the sub-major occupation group of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

All persons

### Literal question

12. Exact description of occupation: \_\_\_\_\_

e.g. "bookkeeper" or "shoe salesman" - not "commercial employee"

"Mounting of video machines on assembly line" - not "unskilled worker"

Public-sector employees enter their use

e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

12, Exact description of occupation:

e.g.: "bookkeeper" or "shoe salesman" not "commercial employee," "Mounting of video devices on assembly line" not "unskilled worker."

Public servants enter their assignment: e.g. "contractual employee in social support service," "home carpenter," "street cleaner."

Your statements should be categorized into one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activities.

Examples of precise description of occupation include: gas welder for steel construction parts, operator of data processing machines, men's shirt adjuster, glass cutter, operator of plastic processing machines, foreman of a dip-varnishing business, electrician for high-tension transmission lines, scientific researcher in the field of environmental protection.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "office worker" the processor does not know if the person should be classified as an authorized officer, bookkeeper, shorthand typist, paper sorter etc. Statements as precise as possible are asked for.

Purpose of the question:

With this question the field of activity that a person in a company supervises is depicted.

The population census is one of the most important, comprehensive data sources for analyses of occupational structure. It enables the depiction of occupations according to the place of residence as well as according to the place of work of the employed persons and reveals the locations of infrequent occupations.

The occupation practiced in comparison with the education completed is of importance for the predictions of the "replacement demand" or for the guidance of youth educational paths. Also analyzed are need calculations for individual occupational groups and occupations, with which measures for labor market advancement and directed occupational counseling are made possible. In addition, information about career change is gained, due to the connection between learned and practiced occupation.

The survey of the previous occupation of retired persons serves primarily to be able to classify the growing number of retired persons in the charts according to their previous job.

## Occupation of supporter: major groups (AT1991A\_0430)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the major occupation group of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

Persons whose supporters are economically active

### Literal question

12. Exact description of occupation: \_\_\_\_\_

e.g. "bookkeeper" or "shoe salesman" - not "commercial employee"

"Mounting of video machines on assembly line" - not "unskilled worker"

Public-sector employees enter their use

e.g. "Contractual employee in social welfare service", "home carpenter", "street cleaner"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

12, Exact description of occupation:

e.g.: "bookkeeper" or "shoe salesman" not "commercial employee," "Mounting of video devices on assembly line" not "unskilled worker."

Public servants enter their assignment: e.g. "contractual employee in social support service," "home carpenter," "street cleaner."

Your statements should be categorized into one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activities.

Examples of precise description of occupation include: gas welder for steel construction parts, operator of data processing machines, men's shirt adjuster, glass cutter, operator of plastic processing machines, foreman of a dip-varnishing business, electrician for high-tension transmission lines, scientific researcher in the field of environmental protection.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "office worker" the processor does not know if the person should be classified as an authorized officer, bookkeeper, shorthand typist, paper sorter etc. Statements as precise as possible are asked for.

Purpose of the question:

With this question the field of activity that a person in a company supervises is depicted.

The population census is one of the most important, comprehensive data sources for analyses of occupational structure. It enables the depiction of occupations according to the place of residence as well as according to the place of work of the employed persons and reveals the locations of infrequent occupations.

The occupation practiced in comparison with the education completed is of importance for the predictions of the "replacement demand" or for the guidance of youth educational paths. Also analyzed are need calculations for individual occupational groups and occupations, with which measures for labor market advancement and directed occupational counseling are made possible. In addition, information about career change is gained, due to the connection between learned and practiced occupation.

The survey of the previous occupation of retired persons serves primarily to be able to classify the growing number of retired persons in the charts according to their previous job.

## Economic activity of supporter: ONACE major group (AT1991A\_0431) File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the economic activity (ONACE major group) of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

Persons whose supporters are economically active

### Literal question

13. Branch of economic activity of the company or office:

Please give exact description:

E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company"

E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

13, Economic sector:

Please give a precise description:

e.g. "weaving mill," "underwear factory," "fabric wholesaler," - not "textile company."

e.g. "dispatcher," "main workshop," "power station of the Austrian National Railway" - not "National Railway."

The economic activity indicates which sector the business for which you work belongs to. Public servants enter "federal administration," "state administration" or "municipal administration," depending on which government unit they are employed with.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "metal branch" the processor can not differentiate if it involves a rolling mill, an automobile factory, an artistic metal-working shop or a hardware store. Statements as precise as possible are asked for.

Purpose of the question:

The economic subdivision of employed persons forms, with the characteristics of age and gender, the basis for structural analyses and the projection of the development possibilities of [p. 76] regional and national labor markets. In connection with the economic sector, the industry dependence of individual occupations can be made transparent. In connection with the position in the household, housewives and children can be assigned to the economic class of the provider. With that the portion of the entire population that is affected by a shrinking or rising economic sector, can be indicated. The population census provides (with the help of commuter statistics) information about the economic structure of individual location areas, beyond the only survey, as well as residence-oriented data about the branches in which the employees are active also, for example the dependence of certain regions on the outlying firms.

## Economic activity of supporter: ONACE section (AT1991A\_0432)

File: AUT1991-P-H

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	
Description	
This variable indicates the economic activity (ONACE section) of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.	
Universe	
Persons whose supporters are economically active	
Literal question	

## 13. Branch of economic activity of the company or office:

Please give exact description:

E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company"

E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

13, Economic sector:

Please give a precise description:

e.g. "weaving mill," "underwear factory," "fabric wholesaler," - not "textile company."

e.g. "dispatcher," "main workshop," "power station of the Austrian National Railway" - not "National Railway."

The economic activity indicates which sector the business for which you work belongs to. Public servants enter "federal administration," "state administration" or "municipal administration," depending on which government unit they are employed with.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "metal branch" the processor can not differentiate if it involves a rolling mill, an automobile factory, an artistic metal-working shop or a hardware store. Statements as precise as possible are asked for.

Purpose of the question:

The economic subdivision of employed persons forms, with the characteristics of age and gender, the basis for structural analyses and the projection of the development possibilities of [p. 76] regional and national labor markets. In connection with the economic sector, the industry dependence of individual occupations can be made transparent. In connection with the position in the household, housewives and children can be assigned to the economic class of the provider. With that the portion of the entire population that is affected by a shrinking or rising economic sector, can be indicated. The population census provides (with the help of commuter statistics) information about the economic structure of individual location areas, beyond the only survey, as well as residence-oriented data about the branches in which the employees are active also, for example the dependence of certain regions on the outlying firms.

## Economic activity of supporter: sector (AT1991A\_0433)

File: AUT1991-P-H

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	
Description	
This variable indicates the economic activity sector of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.	
Universe	
Persons whose supporters are economically active	
Literal question	

## 13. Branch of economic activity of the company or office:

Please give exact description:

E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company"

E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

13, Economic sector:

Please give a precise description:

e.g. "weaving mill," "underwear factory," "fabric wholesaler," - not "textile company."

e.g. "dispatcher," "main workshop," "power station of the Austrian National Railway" - not "National Railway."

The economic activity indicates which sector the business for which you work belongs to. Public servants enter "federal administration," "state administration" or "municipal administration," depending on which government unit they are employed with.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "metal branch" the processor can not differentiate if it involves a rolling mill, an automobile factory, an artistic metal-working shop or a hardware store. Statements as precise as possible are asked for.

Purpose of the question:

The economic subdivision of employed persons forms, with the characteristics of age and gender, the basis for structural analyses and the projection of the development possibilities of [p. 76] regional and national labor markets. In connection with the economic sector, the industry dependence of individual occupations can be made transparent. In connection with the position in the household, housewives and children can be assigned to the economic class of the provider. With that the portion of the entire population that is affected by a shrinking or rising economic sector, can be indicated. The population census provides (with the help of commuter statistics) information about the economic structure of individual location areas, beyond the only survey, as well as residence-oriented data about the branches in which the employees are active also, for example the dependence of certain regions on the outlying firms.

## Economic activity of supporter: branch (AT1991A\_0434)

File: AUT1991-P-H

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-79	
Description	
This variable indicates the industry of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.	
Universe	
All persons	
Literal question	

## 13. Branch of economic activity of the company or office:

Please give exact description:

E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company"

E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

13, Economic sector:

Please give a precise description:

e.g. "weaving mill," "underwear factory," "fabric wholesaler," - not "textile company."

e.g. "dispatcher," "main workshop," "power station of the Austrian National Railway" - not "National Railway."

The economic activity indicates which sector the business for which you work belongs to. Public servants enter "federal administration," "state administration" or "municipal administration," depending on which government unit they are employed with.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "metal branch" the processor can not differentiate if it involves a rolling mill, an automobile factory, an artistic metal-working shop or a hardware store. Statements as precise as possible are asked for.

Purpose of the question:

The economic subdivision of employed persons forms, with the characteristics of age and gender, the basis for structural analyses and the projection of the development possibilities of [p. 76] regional and national labor markets. In connection with the economic sector, the industry dependence of individual occupations can be made transparent. In connection with the position in the household, housewives and children can be assigned to the economic class of the provider. With that the portion of the entire population that is affected by a shrinking or rising economic sector, can be indicated. The population census provides (with the help of commuter statistics) information about the economic structure of individual location areas, beyond the only survey, as well as residence-oriented data about the branches in which the employees are active also, for example the dependence of certain regions on the outlying firms.

## Economic activity of supporter: division (AT1991A\_0435)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-13

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the industry (major-group) of the person or the person's "supporter." The variable reports the actual status for people who were economically active. Economically inactive children reported the status of the household head or working parent, if the head did not work. Other household members reported they were inactive if they were retired or self-supporting non-workers; otherwise they reported the status of the household head.

### Universe

All persons

### Literal question

## 13. Branch of economic activity of the company or office:

Please give exact description:

E.g. "weaving mill", "underwear factory", "fabric wholesaler" - not "textile company"

E.g. "crew duty", "main workshop", "power station of the Austrian National Railway" -- not "National Railway"

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts

Operator of data processing machines

Adjuster of men's shirts

Plexiglas cutter

Operator of plastic processing machines

Foreman of a dip-varnishing business

Electrician for high-tension transmission lines

Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

### Interviewer instructions

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

13, Economic sector:

Please give a precise description:

e.g. "weaving mill," "underwear factory," "fabric wholesaler," - not "textile company."

e.g. "dispatcher," "main workshop," "power station of the Austrian National Railway" - not "National Railway."

The economic activity indicates which sector the business for which you work belongs to. Public servants enter "federal administration," "state administration" or "municipal administration," depending on which government unit they are employed with.

Enumerator guideline:

The entries in this question are looked up in a dictionary-like directory, in order to be able to correctly code you for the processing with the computer. For a generally held entry such as "metal branch" the processor can not differentiate if it involves a rolling mill, an automobile factory, an artistic metal-working shop or a hardware store. Statements as precise as possible are asked for.

Purpose of the question:

The economic subdivision of employed persons forms, with the characteristics of age and gender, the basis for structural analyses and the projection of the development possibilities of [p. 76] regional and national labor markets. In connection with the economic sector, the industry dependence of individual occupations can be made transparent. In connection with the position in the household, housewives and children can be assigned to the economic class of the provider. With that the portion of the entire population that is affected by a shrinking or rising economic sector, can be indicated. The population census provides (with the help of commuter statistics) information about the economic structure of individual location areas, beyond the only survey, as well as residence-oriented data about the branches in which the employees are active also, for example the dependence of certain regions on the outlying firms.

## Region of place of work or school enrollment (NUTS3) (AT1991A\_0436) File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the region where the person's work or school is located (NUTS3).

### Universe

Persons age 6+ who either work or attend school

### Literal question

[Questions 14 - 16 were asked of students currently attending school and people who were working]

15. Address of your daily workplace or school:

- Workplace/school in this house  
 Other address, namely:

Street or locality, house number \_\_\_\_  
 Postal code \_\_\_\_  
 Municipality (Vienna: district) \_\_\_\_  
 If abroad: country \_\_\_\_

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.  
 A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.  
 With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".  
 Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

#### **Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

15, Address of your work place or school:

Possible answers: "place of work (school) in this house", "other address, namely:"

Questions 15 and 16: Address and route to workplace or school: These questions serve the ascertainment of your route from the housing unit to place of work or school. Therefore, teachers enter the school where they teach (main school) not the state education authority.

Persons who work in their house or on the same property (e.g. janitors, farmers, home workers) or who live in the school building, mark the box "this house" for question 15; these persons are not required to answer question 16.

If the place of work (school) is located abroad, the country should also be stated.

Persons with changing work places (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

Enumerator guideline:

For employed persons the place of work where they report daily should be entered. Because the address of the place of work is compiled for the commuter statistics, it is not the address of the company management that is meant, rather for construction workers the construction site or gathering place from which they are brought to the construction site, for police the guard room, for sales representatives their own housing unit if they start their journeys from there, etc.

[p. 77]

Employed persons that have a different place of work daily, answer the questions according to the situation on May 15, 1991.

Military draftees enter the address of the barracks, civil servants enter the agency where they perform their civil service.

Pupils enter the address of the school they currently attend. Students enter the address of the university building in which they attend most of their lectures or trainings.

Purpose of the question:

For an industrial society it is significant that the location of work and residence for many employed persons and most pupils are separated.

The depiction of the relationship between residence and location of work (school) takes place in the frame of the commuter statistics. Only a complete survey like the population census can present the commuter flows down to the municipal level. The population census is - apart from occasional analyses from other sources (marital status records, voter lists of the official representation of employees) - the only data source of commuter flows. One possibility that only the population census offers was already referred to: the simultaneous presentation of the educational, occupational and economic structure of employed persons by residence and place of work; with this it forms a unique source for regional economic investigations.

The frequent use of the commuter data of the population census appears in the statistics request of the ISIS-data base of Statistics Austria. The commuter flow chart is among the most requested population census data. Around 10% of all inquiries of population census data concern this chart.

# Country of place of work or school enrollment (AT1991A\_0437)

File: AUT1991-P-H

## Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 0  
Invalid: 0

## Description

This variable indicates the country where the person's work or school is located.

## Universe

Persons age 6+ who either work or attend school

## Literal question

[Questions 14 - 16 were asked of students currently attending school and people who were working]

15. Address of your daily workplace or school:

- Workplace/school in this house  
 Other address, namely:

Street or locality, house number \_\_\_\_  
 Postal code \_\_\_\_  
 Municipality (Vienna: district) \_\_\_\_  
 If abroad: country \_\_\_\_

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.  
 A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.  
 With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".  
 Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

#### **Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the population census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

15, Address of your work place or school:

Possible answers: "place of work (school) in this house", "other address, namely:"

Questions 15 and 16: Address and route to workplace or school: These questions serve the ascertainment of your route from the housing unit to place of work or school. Therefore, teachers enter the school where they teach (main school) not the state education authority.

Persons who work in their house or on the same property (e.g. janitors, farmers, home workers) or who live in the school building, mark the box "this house" for question 15; these persons are not required to answer question 16.

If the place of work (school) is located abroad, the country should also be stated.

Persons with changing work places (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

Enumerator guideline:

For employed persons the place of work where they report daily should be entered. Because the address of the place of work is compiled for the commuter statistics, it is not the address of the company management that is meant, rather for construction workers the construction site or gathering place from which they are brought to the construction site, for police the guard room, for sales representatives their own housing unit if they start their journeys from there, etc.

[p. 77]

Employed persons that have a different place of work daily, answer the questions according to the situation on May 15, 1991.

Military draftees enter the address of the barracks, civil servants enter the agency where they perform their civil service.

Pupils enter the address of the school they currently attend. Students enter the address of the university building in which they attend most of their lectures or trainings.

Purpose of the question:

For an industrial society it is significant that the location of work and residence for many employed persons and most pupils are separated.

The depiction of the relationship between residence and location of work (school) takes place in the frame of the commuter statistics. Only a complete survey like the population census can present the commuter flows down to the municipal level. The population census is - apart from occasional analyses from other sources (marital status records, voter lists of the official representation of employees) - the only data source of commuter flows. One possibility that only the population census offers was already referred to: the simultaneous presentation of the educational, occupational and economic structure of employed persons by residence and place of work; with this it forms a unique source for regional economic investigations.

The frequent use of the commuter data of the population census appears in the statistics request of the ISIS-data base of Statistics Austria. The commuter flow chart is among the most requested population census data. Around 10% of all inquiries of population census data concern this chart.

## Commuting: location of residence and workplace or school (AT1991A\_0438)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the location of the person's residence and workplace or school.

**Universe**

Persons age 6+ who either work or attend school

**Literal question**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16. Journey to workplace (where you go to work daily) or to school:

a. Return to this housing unit:

- Daily
- Not daily (e.g. weekly)

b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school):

- No transportation, on foot
- Car, motorcycle, moped
- Train, suburban train
- Tram, subway
- Bus, trolley bus
- Bicycle
- Other (boat, taxi, etc.)

c. Expenditure of your time for your daily journey to your workplace (school) in minutes:

- Up to 15
- 16-30
- 31-45
- 46-60
- More than 60

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

**Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the populations census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16, Route to the place of work or school:

Possible answers:

a) return to this housing unit: "daily", "not daily" (e.g. weekly)

b) Predominantly used means of transportation (for the furthers distance covered) for the daily journey to the place of work (school): "no transportation, walk," "car, motorcycle, moped," "train," "tram, subway," "bus, trolley," "bicycle," "other - boat, taxi, etc."

c) Time spent for your daily journey to the place of work (school) in minutes: "up to 15," "15-30," "31-45," "46-60," "more than 60."

Persons with changing places of work (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

For persons that mark "not daily" in question 16a), answering parts b) and c) is not required.

Enumerator guideline:

This question must be answered by employed persons as well as military draftees, civil servants, pupils and students that marked the box "other address" in question 15.

Purpose of the question:

The statements in these questions are used for the description of commuter flows. The transit time and the means of transportation have since become an indispensable component of the commuter statistics. The data are needed for the depiction of the job market integration between the municipalities and regions as well as for many areas of planning in public sector and in the economy (housing unit construction, company establishment, time table planning, etc.). Next to the occupational commuter traffic data of the population census, the school commuter data are also of great importance.

Multi-billion amounts were and are invested, in order to provide the necessary infrastructure (highways, public transportation). Dependable information on the assessment of current and future need is essential because of ever decreasing financial margins of the public authorities, but also because of the environmental burden.

## Commuting: location of residence and workplace or school (general)

(AT1991A\_0439)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the location of the person's residence and workplace or school (general).

**Universe**

Persons age 6+ who either work or attend school

**Literal question**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16. Journey to workplace (where you go to work daily) or to school:

a. Return to this housing unit:

- Daily
- Not daily (e.g. weekly)

b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school):

- No transportation, on foot
- Car, motorcycle, moped
- Train, suburban train
- Tram, subway
- Bus, trolley bus
- Bicycle
- Other (boat, taxi, etc.)

c. Expenditure of your time for your daily journey to your workplace (school) in minutes:

- Up to 15
- 16-30
- 31-45
- 46-60
- More than 60

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

**Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the populations census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16, Route to the place of work or school:

Possible answers:

a) return to this housing unit: "daily", "not daily" (e.g. weekly)

b) Predominantly used means of transportation (for the furthers distance covered) for the daily journey to the place of work (school): "no transportation, walk," "car, motorcycle, moped," "train," "tram, subway," "bus, trolley," "bicycle," "other - boat, taxi, etc."

c) Time spent for your daily journey to the place of work (school) in minutes: "up to 15," "15-30," "31-45," "46-60," "more than 60."

Persons with changing places of work (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

For persons that mark "not daily" in question 16a), answering parts b) and c) is not required.

Enumerator guideline:

This question must be answered by employed persons as well as military draftees, civil servants, pupils and students that marked the box "other address" in question 15.

Purpose of the question:

The statements in these questions are used for the description of commuter flows. The transit time and the means of transportation have since become an indispensable component of the commuter statistics. The data are needed for the depiction of the job market integration between the municipalities and regions as well as for many areas of planning in public sector und in the economy (housing unit construction, company establishment, time table planning, etc.). Next to the occupational commuter traffic data of the population census, the school commuter data are also of great importance.

Multi-billion amounts were and are invested, in order to provide the necessary infrastructure (highways, public transportation). Dependable information on the assessment of current and future need is essential because of ever decreasing financial margins of the public authorities, but also because of the environmental burden.

## Commuting frequency (AT1991A\_0440)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the frequency the person commutes to work/school.

**Universe**

Persons age 6+ who either work or attend school

**Literal question**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16. Journey to workplace (where you go to work daily) or to school:

a. Return to this housing unit:

- Daily
- Not daily (e.g. weekly)

b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school):

- No transportation, on foot
- Car, motorcycle, moped
- Train, suburban train
- Tram, subway
- Bus, trolley bus
- Bicycle
- Other (boat, taxi, etc.)

c. Expenditure of your time for your daily journey to your workplace (school) in minutes:

- Up to 15
- 16-30
- 31-45
- 46-60
- More than 60

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

**Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the populations census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16, Route to the place of work or school:

Possible answers:

a) return to this housing unit: "daily", "not daily" (e.g. weekly)

b) Predominantly used means of transportation (for the furthers distance covered) for the daily journey to the place of work (school): "no transportation, walk," "car, motorcycle, moped," "train," "tram, subway," "bus, trolley," "bicycle," "other - boat, taxi, etc."

c) Time spent for your daily journey to the place of work (school) in minutes: "up to 15," "15-30," "31-45," "46-60," "more than 60."

Persons with changing places of work (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

For persons that mark "not daily" in question 16a), answering parts b) and c) is not required.

Enumerator guideline:

This question must be answered by employed persons as well as military draftees, civil servants, pupils and students that marked the box "other address" in question 15.

Purpose of the question:

The statements in these questions are used for the description of commuter flows. The transit time and the means of transportation have since become an indispensable component of the commuter statistics. The data are needed for the depiction of the job market integration between the municipalities and regions as well as for many areas of planning in public sector und in the economy (housing unit construction, company establishment, time table planning, etc.). Next to the occupational commuter traffic data of the population census, the school commuter data are also of great importance.

Multi-billion amounts were and are invested, in order to provide the necessary infrastructure (highways, public transportation). Dependable information on the assessment of current and future need is essential because of ever decreasing financial margins of the public authorities, but also because of the environmental burden.

## Time for journey to work/school (AT1991A\_0441)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the time the person spent on the journey to work/school.

**Universe**

Persons age 6+ who either work or attend school daily

**Literal question**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16. Journey to workplace (where you go to work daily) or to school:

a. Return to this housing unit:

- Daily
- Not daily (e.g. weekly)

b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school):

- No transportation, on foot
- Car, motorcycle, moped
- Train, suburban train
- Tram, subway
- Bus, trolley bus
- Bicycle
- Other (boat, taxi, etc.)

c. Expenditure of your time for your daily journey to your workplace (school) in minutes:

- Up to 15
- 16-30
- 31-45
- 46-60
- More than 60

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

**Interviewer instructions**

11 to 16, occupational questions:

If several employment relationships exist, please answer question 11 to 16 for the profession with the most working hours.

If you are changing employment relationships at the time of the population census, please answer questions 11 to 16 for the situation on May 15, 1991.

Persons who are employed as well as attending a school, answer questions 11 to 16 depending on if they designated themselves as "employed" or "student, pupil" in question 10.

Purpose of the question:

The results of the populations census in occupational and economic areas are of great importance for the planning administration, the economy, research and the representation of interests, because they present a cross section of the total of all employed persons. Other surveys (like e.g. local unit of employment census or the social insurance institutes) also provide data in this area, but not with the diversity, objectivity, and regional subdivision and combination possibilities of the population census.

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16, Route to the place of work or school:

Possible answers:

a) return to this housing unit: "daily", "not daily" (e.g. weekly)

b) Predominantly used means of transportation (for the furthers distance covered) for the daily journey to the place of work (school): "no transportation, walk," "car, motorcycle, moped," "train," "tram, subway," "bus, trolley," "bicycle," "other - boat, taxi, etc."

c) Time spent for your daily journey to the place of work (school) in minutes: "up to 15," "15-30," "31-45," "46-60," "more than 60."

Persons with changing places of work (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

For persons that mark "not daily" in question 16a), answering parts b) and c) is not required.

Enumerator guideline:

This question must be answered by employed persons as well as military draftees, civil servants, pupils and students that marked the box "other address" in question 15.

Purpose of the question:

The statements in these questions are used for the description of commuter flows. The transit time and the means of transportation have since become an indispensable component of the commuter statistics. The data are needed for the depiction of the job market integration between the municipalities and regions as well as for many areas of planning in public sector und in the economy (housing unit construction, company establishment, time table planning, etc.). Next to the occupational commuter traffic data of the population census, the school commuter data are also of great importance.

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## Means of transport for (daily) commute (AT1991A\_0442)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the person's means of the transportation for daily commute.

**Universe**

Persons age 6+ who either work or attend school daily

**Literal question**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16. Journey to workplace (where you go to work daily) or to school:

a. Return to this housing unit:

- Daily
- Not daily (e.g. weekly)

b. Transportation most frequently used (for the furthest distance covered) for your daily journey to your workplace (school):

- No transportation, on foot
- Car, motorcycle, moped
- Train, suburban train
- Tram, subway
- Bus, trolley bus
- Bicycle
- Other (boat, taxi, etc.)

c. Expenditure of your time for your daily journey to your workplace (school) in minutes:

- Up to 15
- 16-30
- 31-45
- 46-60
- More than 60

11 to 16. If several employments exist, please answer questions 11 to 16 for the job with the most working time. In case of a change of employment at the time of the census, please answer questions 11 to 16 for the situation on May 15, 1991. Persons who both attend a school and have an occupation answer questions 11 to 16, depending on whether they have defined themselves as "employed" or as "pupil, student" in question 10.

11. Status in employment: workers mark "skilled worker", "semi-skilled worker" or "unskilled worker", depending on their collective labor agreement placement in the business they are employed in.

A person is self-employed if he/she is not an employee but instead has a profession in his/her own account.

With/without employee: depending whether persons receiving wages or salaries are employed in the business or not. Self-employed persons whose only employees are family members who are not being formally paid, please mark "without employees".

Unpaid workers in a family business are working in the business of a family member without being formally paid.

12. Exact description of occupation: Your statements will be categorized in one of 300 different occupational groups, and we therefore ask you to be as precise as possible in describing your occupational activity.

Examples of precise description of occupation:

Gas welder for steel construction parts  
 Operator of data processing machines  
 Adjuster of men's shirts  
 Plexiglas cutter  
 Operator of plastic processing machines  
 Foreman of a dip-varnishing business  
 Electrician for high-tension transmission lines  
 Scientific researcher in the field of environmental protection

13. Branch of economic activity of the company or office: the branch of economic activity states to which branch the business or which you are working belongs to. Public service employees enter "federal administration", "provincial administration" or "municipal administration" depending on which government unit they are employed with.

14. Name of company or type of school you are presently attending: persons with several employers, cleaners) enter "several employers".

15 and 16. Address and journey to workplace or school: These questions are designed to describe your journey from your housing unit to your workplace or school. Teachers therefore state the school where they are teaching (school they are based at) and not e.g. School Inspection Authority.

Persons working in their house or on the same piece of property (e.g. janitors, farmers, homeworkers) or who live in the school building, mark the box "this house" for questions 15; these persons skip question 16.

If the workplace (school) is abroad, please state which country.

Persons with changing workplace (e.g. cleaning women, constructions workers) answer question 15 and 16 in accordance with the situation on May 15, 1991.

Persons who marked "not daily" in question 16a) can skip parts b and c.

**Interviewer instructions**

[Questions 14 - 16 were asked of students currently attending school and people who were working]

16, Route to the place of work or school:

Possible answers:

a) return to this housing unit: "daily", "not daily" (e.g. weekly)

b) Predominantly used means of transportation (for the furthers distance covered) for the daily journey to the place of work (school): "no transportation, walk," "car, motorcycle, moped," "train," "tram, subway," "bus, trolley," "bicycle," "other - boat, taxi, etc."

c) Time spent for your daily journey to the place of work (school) in minutes: "up to 15," "15-30," "31-45," "46-60," "more than 60."

Persons with changing places of work (e.g. custodians, construction workers) answer questions 15 and 16 according to the situation on May 15, 1991.

For persons that mark "not daily" in question 16a), answering parts b) and c) is not required.

Enumerator guideline:

This question must be answered by employed persons as well as military draftees, civil servants, pupils and students that marked the box "other address" in question 15.

Purpose of the question:

The statements in these questions are used for the description of commuter flows. The transit time and the means of transportation have since become an indispensable component of the commuter statistics. The data are needed for the depiction of the job market integration between the municipalities and regions as well as for many areas of planning in public sector und in the economy (housing unit construction, company establishment, time table planning, etc.). Next to the occupational commuter traffic data of the population census, the school commuter data are also of great importance.

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## Household status (AT1991A\_0443)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person's household status.

### Universe

All persons

### Literal question

Household status

## Status in private household, or type of institution (AT1991A\_0444)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-27

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person's status in private household or institution.

### Universe

All persons

**Literal question**

5. Status in household (kinship to head of household)

- Head of household
- Wife, husband
- Common-law partner
- Daughter, son
- Daughter-in-law, son-in-law
- Granddaughter, grandson
- Mother, father (also: parents-in-law, grandparents, step parents)
- Other relatives
- Not related

**Interviewer instructions**

Column 4, Position in household:

In this column the kinship to the head of the household listed in the first space (e.g. wife, husband, life partner, daughter, son-in-law, grandchild, niece, etc.) should be indicated.

Because the census list is not processed by computer, the position in the household (kinship to the head of the household) should be copied to question 5 on the corresponding person questionnaire.

Enumerator guideline:

Please make sure that the information is copied to the corresponding person questionnaire.

Purpose of the question:

The position in household (kinship) forms the basis for the household and family statistics which are needed for the purpose of planning and assessment of administrative measures, like for example, for the projection of the housing supply or if additional places in kindergartens are needed in a region.

## Status in private household, or type of institution (AT1991A\_0445)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-31

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the person's status in private household or in institution.

**Universe**

All persons

**Literal question**

Status in private household, or type of institution

## Status in private household, or type of institution (EU version) (AT1991A\_0446)

File: AUT1991-P-H

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-14

Valid cases: 0  
Invalid: 0

**Description**

This variable indicates the person's status in private household or in institution (EU version).

**Universe**

All persons

**Literal question**

Status in private household, or type of institution (EU version)

## Type of family nucleus (AT1991A\_0456)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the type of family nucleus.

**Universe**

Family members

**Literal question**

Type of family nucleus

## Number of live-born children (AT1991A\_0485)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

**Description**

This variable indicates the number of live-born children the person has given birth to.

**Universe**

Females aged 15+

**Literal question**

4. Women over 16 years of age: how many children have you given birth to:

- None
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 or more

4. To how many children have you given birth: mark the total number of all children you have given live birth to, even if they are now living elsewhere or are already deceased. Stepchildren, adopted children or foster children are not to be included in this question. Women under 16 years of age (and men) are not required to answer this question.

**Interviewer instructions**

4, How many children have you given birth to:

Selection boxes for the number of children born (none, 1 through 10 and more).

The total number of all children born living should be marked, even if they are now living somewhere else or are already deceased. Stepchildren, adopted children or foster children are not to be including in this question.

Women under 16 years of age (and men) are not required to answer this question.

Purpose of the question:

The total number of children of a woman can only be compiled with special questions and allows analyses of how the number of children of a woman is correlated with other characteristics: with the age at marriage, with the individual occupation, with the occupation of the husband with the educational status, etc.

[p. 68]

The results should help clarify birth and family statistical relations and ease the projection of the population of Austria. The large decrease in births in the last twenty years is the primary factor for the future demographic development.

## Year of marriage (AT1991A\_0486)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1924-9999

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the person's year of marriage.

### Universe

Currently married persons

### Literal question

3. Marital status

Single  
 Married

Date of marriage (of the present marriage)

Day \_\_  
Month \_\_  
Year \_\_\_\_

Divorced  
 Widowed

### Interviewer instructions

3, Marital status:

Possible answers: "single," "married," "divorced," "widowed"

For married persons: three writing fields (2-digit) for the date of marriage (day, month, year).

Your legal marital status should be marked.

Single should be marked by all persons who have never been married.

Married should be marked by persons who are living in valid (not divorced) marriage, even if they are separated from their spouse.

Divorced should be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not.

Widowed should be marked if the marriage was ended due to the death of a spouse.

Persons living in a consensual union should mark "single," "widowed," or "divorced" depending on what their marital status is. "Married" should only be marked if the marriage with the separately living spouse is still valid (not yet divorced).

Purpose of the question:

Marital status is, next to gender and age, a further basic characteristic of the population that is needed for a differentiation of the results (e.g. employed wives, married students) and for projections. The marital status breakdown was subjected to severe changes through the decrease in marriages and increase in divorces.

The date of marriage enables the break down and updating of existing marriages according to duration of marriage. From the comparison of length of marriage and number of children, certain regularities can be derived which make it easier to pre assess the development of the number of births.

## Duration of marriage in years (AT1991A\_0488)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the duration of the person's marriage in years.

### Universe

Currently married persons

### Literal question

3. Marital status

Single  
 Married

Date of marriage (of the present marriage)

Day \_\_  
Month \_\_  
Year \_\_\_\_

Divorced  
 Widowed

### Interviewer instructions

3, Marital status:

Possible answers: "single," "married," "divorced," "widowed"

For married persons: three writing fields (2-digit) for the date of marriage (day, month, year).

Your legal marital status should be marked.

Single should be marked by all persons who have never been married.

Married should be marked by persons who are living in valid (not divorced) marriage, even if they are separated from their spouse.

Divorced should be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not.

Widowed should be marked if the marriage was ended due to the death of a spouse.

Persons living in a consensual union should mark "single," "widowed," or "divorced" depending on what their marital status is. "Married" should only be marked if the marriage with the separately living spouse is still valid (not yet divorced).

Purpose of the question:

Marital status is, next to gender and age, a further basic characteristic of the population that is needed for a differentiation of the results (e.g. employed wives, married students) and for projections. The marital status breakdown was subjected to severe changes through the decrease in marriages and increase in divorces.

The date of marriage enables the break down and updating of existing marriages according to duration of marriage. From the comparison of length of marriage and number of children, certain regularities can be derived which make it easier to pre assess the development of the number of births.

## Age at marriage (AT1991A\_0489)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 17-99

Valid cases: 0  
Invalid: 0

### Description

This variable indicates the age at which the person got married.

### Universe

Currently married persons

### Literal question

3. Marital status

Single  
 Married

Date of marriage (of the present marriage)

Day \_\_  
Month \_\_  
Year \_\_\_\_

Divorced  
 Widowed

### Interviewer instructions

3, Marital status:

Possible answers: "single," "married," "divorced," "widowed"

For married persons: three writing fields (2-digit) for the date of marriage (day, month, year).

Your legal marital status should be marked.

Single should be marked by all persons who have never been married.

Married should be marked by persons who are living in valid (not divorced) marriage, even if they are separated from their spouse.

Divorced should be marked by those persons who have not remarried, regardless of whether the former spouse is still alive or not.

Widowed should be marked if the marriage was ended due to the death of a spouse.

Persons living in a consensual union should mark "single," "widowed," or "divorced" depending on what their marital status is. "Married" should only be marked if the marriage with the separately living spouse is still valid (not yet divorced).

Purpose of the question:

Marital status is, next to gender and age, a further basic characteristic of the population that is needed for a differentiation of the results (e.g. employed wives, married students) and for projections. The marital status breakdown was subjected to severe changes through the decrease in marriages and increase in divorces.

The date of marriage enables the break down and updating of existing marriages according to duration of marriage. From the comparison of length of marriage and number of children, certain regularities can be derived which make it easier to pre assess the development of the number of births.

## Person weight (PERWT)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 2

Valid cases: 0  
Invalid: 0

### Description

PERWT indicates the number of persons in the actual population represented by the person in the sample.

For the samples that are truly weighted (see the comparability discussion), PERWT must be used to yield accurate statistics for the population.

NOTE: PERWT has 2 implied decimal places. That is, the last two digits of the eight-digit variable are decimal digits, but there is no actual decimal in the data.

## Educational attainment, international recode [general version] (EDATTAIN)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 0  
Invalid: 0

### Description

EDATTAIN records the person's educational attainment in terms of the level of schooling completed (degree or other milestone). The emphasis on level completed is critical: a person attending the final year of secondary education receives the code for having completed lower secondary only -- and in some samples only primary.

EDATTAIN does not necessarily reflect any particular country's definition of the various levels of schooling in terms of terminology or the number of years of schooling. EDATTAIN is an attempt to merge -- into a single, roughly comparable variable -- samples that provide degrees, ones that provide actual years of schooling, and those that have some of both. In addition to EDATTAIN, a country-specific education classification is provided which loses no information and reflects the particular educational system of that country (for example EDUCBR for Brazil, EDUCCL for Chile, and EDUCUS for the United States). As always, users can refer to the original education source variables for each sample, if they wish.

Many samples also give single years of schooling completed, recorded in YRSCHOOL. Some samples provide educational information in a form that could not be incorporated into EDATTAIN.

## Educational attainment, international recode [detailed version] (EDATTAIND)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-999

Valid cases: 0  
Invalid: 0

### Description

EDATTAIN records the person's educational attainment in terms of the level of schooling completed (degree or other milestone). The emphasis on level completed is critical: a person attending the final year of secondary education receives the code for having completed lower secondary only -- and in some samples only primary.

EDATTAIN does not necessarily reflect any particular country's definition of the various levels of schooling in terms of terminology or the number of years of schooling. EDATTAIN is an attempt to merge -- into a single, roughly comparable variable -- samples that provide degrees, ones that provide actual years of schooling, and those that have some of both. In addition to EDATTAIN, a country-specific education classification is provided which loses no information and reflects the particular educational system of that country (for example EDUCBR for Brazil, EDUCCL for Chile, and EDUCUS for the United States). As always, users can refer to the original education source variables for each sample, if they wish.

Many samples also give single years of schooling completed, recorded in YRSCHOOL. Some samples provide educational information in a form that could not be incorporated into EDATTAIN.

## Religion [general version] (RELIGION)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 0  
Invalid: 0

### Description

RELIGION indicates the person's religion, including "none."

## Religion [detailed version] (RELIGIOND)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 0  
 Invalid: 0

### Description

RELIGION indicates the person's religion, including "none."

## Educational attainment, Europe (EEDATTAIN)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 0  
 Invalid: 0

### Description

EEDATTAIN records the person's educational attainment in terms of the level of schooling completed (degree or other milestone) for the European samples. The emphasis on level completed is critical: a person attending the final year of secondary education receives the code for having completed lower secondary only -- and in some samples only primary. All education that was relevant to the completion of a level should be taken into account even if it was provided outside of schools and universities.

EEDATTAIN does not necessarily reflect any particular country's definition of the various levels of schooling in terms of terminology or the number of years of schooling. EEDATTAIN is an attempt to merge -- into a single, roughly comparable variable -- samples that provide degrees, ones that provide actual years of schooling, and those that have some of both. In addition to EEDATTAIN, a country-specific education classification is provided which loses no information and reflects the particular educational system of that country.

Hungary 1980 and 1990 also give single years of schooling completed, recorded in YRSCHOOL.

EEDATTAIN has been classified according to the recommendations of the Conference of European Statisticians for the 2010 Population and Housing Censuses. EEDATTAIN presents a less detailed version of EDATTAIN for the European Samples.

## Activity status (employment status), Europe (EEMPSTAT)

File: AUT1991-P-H

### Overview

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0  
 Invalid: 0

### Description

EEMPSTAT indicates for the European samples whether or not the respondent was part of the labor force -- working or seeking work -- over a specified period of time. Depending on the sample, EEMPSTAT can also convey further information.

EEMPSTAT has been classified according to the recommendations given by the Conference of European Statisticians for the 2010 Population and Housing Censuses. "Employment Status" is referred to as "Activity Status" in the CES recommendations, but the former term is used to maintain consistency with IPUMS practices.

The economically active population constitutes the total labor force: employed and unemployed persons.

## Status in employment (class of worker), Europe (ECLASSWK)

File: AUT1991-P-H

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 0  
 Invalid: 0

**Description**

ECLASSWK refers in European Samples to the status of an economically active person with respect to his or her employment -- that is, the type of explicit or implicit contract of employment with other persons or organizations that the person has in his/her job. In general, the variable indicates whether a person was self-employed, or worked for someone else, either for pay or as an unpaid family worker.

ECLASSWK is related to EEMPSTAT (employment status), which is used to define the universe for the variable in many samples.

ECLASSWK has been classified according to the recommendations given by the Conference of European Statisticians for the 2010 Population and Housing Censuses. "Class of worker" is referred to as "Status in Employment" in the CES recommendations. The former term is used to maintain concordance with IPUMS practice.

## Year [person version] (YEARP)

File: AUT1991-P-H

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

**Description**

[This file is just a placeholder. See the household version of the variable.]

## IPUMS sample identifier [person version] (SAMPLEP)

File: AUT1991-P-H

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

**Description**

[This file is just a placeholder. See the household version of the variable.]

## Household serial number [person version] (SERIAL)

File: AUT1991-P-H

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 10  
 Decimals: 0

Valid cases: 0  
 Invalid: 0

**Description**

[This file is just a placeholder. See the household version of the variable.]

## Country [person version] (COUNTRYP)

File: AUT1991-P-H

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0

Valid cases: 0  
Invalid: 0

### Description

[This file is just a placeholder. See the household version of the variable.]

## Record type [person version] (RECTYPEP)

File: AUT1991-P-H

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Description

[This file is just a placeholder. See the household version of the variable.]