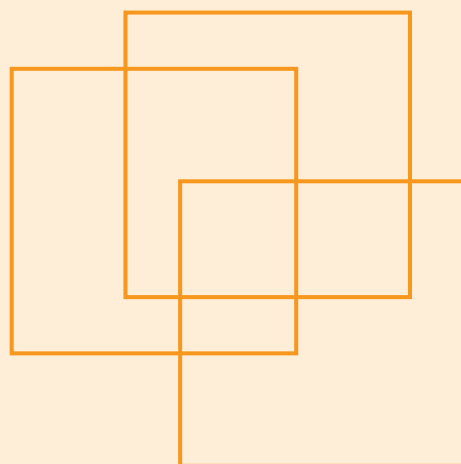




Module 1

Basic concepts, roles and implementation process



ILO school-to-work transition survey:

A methodological guide

Module 1

Basic concepts, roles and
implementation process

Sara Elder

Youth Employment Programme
International Labour Office

Copyright© International Labour Organization 2009

First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; email: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO school-to-work transition survey : A methodological guide

International Labour Office. - Geneva: ILO, 2009.

ISBN 978-92-2-121418-2 (print)

ISBN 978-92-2-121419-9 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org.

Visit our website: www.ilo.org/publns

Photocomposed in Switzerland

SCR

Printed in Switzerland

NOU

Contents

Foreword	v
Acknowledgments	vii
Purpose and organization of the guide	ix
1.1 Introduction	1
1.1.1 Why is more information needed?	1
1.1.2 Objective of the ILO school-to-work transition survey	2
1.1.3 Not just a survey but a framework	3
1.1.4 The history of the survey tool	3
1.1.5 Future hopes for the SWTS	5
1.2 Measuring the transition: Concepts and definitions	7
1.2.1 Framework I: Standard transition concept	8
1.2.2 Framework II: Stricter transition concept	11
1.3 The implementation process	15
1.3.1 Roles	15
1.3.2 Tasks	16
1.3.3 Costs	21
Annexes	
1.1 Summary methodologies of SWTS in ten countries	23
1.2 Sample terms of reference for survey implementation team	29
1.3 Sample terms of reference for report writer	35
Tables	
1.1 Outline of tasks in SWTS implementation	20
1.2 Budget for the SWTS	21
Boxes	
1.1 Lessons learned from past SWTS runs	5
1.2 Determining the need for a SWTS	15
1.3 Using a Steering Committee or an Advisory Group	19

Foreword

The transition into adulthood is an exciting time for many young women and men, bringing with it the prospect of social and economic independence. For some youth, however, the challenge of finding employment, let alone satisfying employment, can be daunting, and the inability to prove oneself as a productive member of society can overshadow all else to create a sense of frustration and negativity during a time that is meant to be full of hope. It is hard to feel positive about one's future prospects when one becomes blocked at the entry level.

But we should not paint too gloomy a portrait. Many transitions to adulthood, from school to work, are successful from the point of view of the young person and from the point of view of society as beneficiary of their productive contribution. Certainly there must be value in defining a “successful” transition and making the distinction between these and “difficult” ones, i.e. situations in which the young person has little option but to take up unproductive, low-paid and insecure work or drop out of the labour force to wait for rosier times. At least such was the assumption behind the creation of the ILO school-to-work transition survey (SWTS) and the analytical framework, as described in the pages of this Guide, which has been developed around it.

The Guide in itself does not answer the big questions: for instance, why are some transitions difficult and some not; are lengthy transitions an inevitable consequence of a national environment characterized by low levels of job creation; and perhaps most importantly, can governments, working with employers', workers' and youth organizations, do anything about it? What it does do, however, is introduce a holistic methodology that can guide countries to find the answers for themselves. It sets the framework for gathering information on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. As stated in Module 1, the data in itself is not unique. What are unique as outcomes from the implementation of the SWTS are the development of indicators that define the stages of transition and the quality of transition and the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The ILO is committed to helping governments and social partners identify main employment issues and design and implement integrated policy responses. This Guide toward implementation of the SWTS is offered to our constituents as a means to enhance the capacity of national and local-level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. There is a sense of urgency in many countries in addressing the challenge of youth employment.

We recognize that large shares of youth in transition have yet to attain decent employment. Unless they succeed yet another generation of productive potential will remain underutilized and a cycle of poverty and decent work deficits will continue. Clearly, there is still substantial room for action to bring about progress toward the goal to “achieve decent work and productive employment for all, including women and young people” (Millennium Development Goal 1B). It is our sincere hope that this Guide can aid the process and help countries to broaden the information base from which they can address the specific challenges associated with enabling their young populations to reach their full potential.

José Manuel Salazar-Xirinachs
Executive Director
Employment Sector

Acknowledgments

The author wishes to thank all those, past and present, who have had a hand in the development and implementation of the ILO school-to-work transition survey. The surveys have always been resolutely supported by the ILO Youth Employment Programme and for this the author is particularly grateful. Special thanks go to Farhad Mehran, who pioneered the basic concepts of the transition, and Makiko Matsumoto, whose feedback based on the applied tabulation of the raw data has greatly improved the relevant sections of this product. Kee Beom Kim and Mariela Buonomo Zabaleta provided thoughtful comments on the draft. All modules were written by the author with the exception of Module 3 on sampling methodologies, which is a product of El Zanaty and Associates, Egypt.

Purpose and structure of the guide

This guide is intended to help anyone interested in running an ILO school-to-work transition survey. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.

The guide is organized as follows:

- Module 1** Basic concepts, roles and implementation process
- Module 2** SWTS questionnaires
- Module 3** Sampling methodology
- Module 4** Key indicators of youth labour markets: Concepts, definitions and tabulations
- Module 5** Disseminating survey results

1.1

Introduction

1.1.1 Why is more information needed?

The attention paid in the global arena to the topic of youth employment in recent years and the subsequent extensive research on the topic¹ has helped to raise awareness of the fact that some young men and women encounter difficulties in entering and remaining in the labour market. It is also increasingly understood that the failure to find decent employment after leaving school tends to have lasting effects on occupational patterns and incomes over the life course of an individual.

Yet policy-makers in many countries remain at a loss when it comes to defining the exact nature of disadvantages facing young people. In particular, there remains a fuzziness surrounding the topic of the school-to-work transition. Policy-makers lack both the evidence and the evidence-based analysis to define: *why* is finding and attaining decent employment proving to be an elusive goal for many of today's youth; *who* is impacted more than others and *where* are the more disadvantaged youth located; *how* are disadvantages manifested; and *what* is the impact on the youth in question and on the long-term economic development of the country.

Undoubtedly, the favoured source of national labour market information is a periodic labour force survey² but, as of yet, few developing countries are able to maintain a large statistical programme due to either the high costs involved or because priorities are placed elsewhere (although progress is made every year in expanding the number of labour force surveys in developing countries, typically through external aid). Even where labour force surveys do exist, they do not ask the questions needed to determine the specific barriers that young people face. The labour force survey allows us to determine the labour force breakdown of young people (i.e. are they employed, unemployed, or outside of the labour force) and allows us to generate some meaningful indicators (length of unemployment, status in employment, employment by sector). It does not typically allow us to examine contract situations, earnings, job satisfaction, labour protection and certainly not the ease or difficulty of the school-to-work transition.

¹ As examples, see ILO: *Global Employment Trends for Youth, October 2008* (Geneva, 2008); ILO: *Global Employment Trends for Youth, October 2006* (Geneva, 2006); www.ilo.org/trends; UN: *United Nations World Youth Report 2007* (New York, 2007), www.un.org/esa/socdev/unyin/wyr07.htm; and World Bank: *World Development Report 2007: Development and the Next Generation* (Washington, DC, 2007).

² Other sources of labour market information such as population censuses, administrative records from government sources and/or employment services, enterprise surveys and livelihood surveys are better than no information, but can have disadvantages in terms of timeliness and/or limited representation.

The ILO is committed to helping governments and social partners in identifying main employment issues and in designing and implementing integrated policy responses. As part of this work, the ILO seeks to enhance the capacity of national and local level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. Given that: 1) current restrictions in labour market information have led to a situation in which the question of why the school-to-work transitions of young people today are a long and difficult process has not yet been satisfactorily answered; 2) significantly improving the transition is among the policy agenda priorities of a growing number of countries; and recognizing that 3) strengthening the information base is one key step toward designing and monitoring more appropriate youth employment responses, the ILO developed the school-to-work transition survey (SWTS).

1.1.2 Objective of the ILO school-to-work transition survey

The objective of the SWTS is to collect in-depth information concerning the labour market situation of young men and women and quantify the relative ease or difficulty of labour market entry of young people as they exit school. The analysis of data should reveal strengths and weaknesses in youth labour markets and address the question of why the labour market transition of youth tends to be difficult. The analysis should point to the main challenges to be addressed by policy-makers and translated into the framework of youth employment/development programmes and policies.

The survey specific to youth is balanced by a second component that aims to measure, to a certain degree, the demand for young labour. This objective is handled through a survey of employers that asks questions concerning their current and future needs as employers and relating to their perspective on the pool of available young jobseekers and workers. By running two surveys simultaneously within the framework of the SWTS, we hope to be able to determine if there are mismatches in the supply and demand of young labour that can be overcome through policy development in order to improve the school-to-work transitions of the young population.

It is important to keep in mind that the survey is not intended to generate indicators that should otherwise be available through labour force surveys (labour force participation rate, employment-to-population ratio, unemployment and underemployment rates, etc.). Although it is possible to calculate such indicators from the SWTS sample, the official national estimates would be those from the labour force survey; therefore, if a labour force survey exists, it would be better to use it as a source for the traditional indicators. The SWTS is intended, rather, to supplement information not currently available from the national statistical programmes by focusing on the specific issue of entry into the labour market of young people as they leave school.

1.1.3 Not just a survey but a framework

The SWTS will generate a large pool of data on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. The data in itself is not unique. What is unique is: 1) the development of indicators that define the stages of transition and the quality of transition and 2) the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The analytical frameworks associated with the SWTS allow the user to first assess the characteristics of youth who are still in school, employed or self-employed, unemployed or outside of the labour force for reasons other than full-time study. Then survey results are used to estimate: 1) the number of young people who have completed their transition into “decent work”; 2) those who are still in transition – that is, either unemployed or employed in a job that is non-decent or non-satisfactory; and 3) the number of young people who have not yet made the transition either because they remain in school or are outside of the labour market with no plans to work in the future. For the youth who have completed their transition, one can analyse the relative ease or difficulty of their transition (easy, middling or difficult) based on their experience before entering their current job: for example, was it a direct transition or did they undergo numerous spells of unemployment and temporary employment; if the latter, how many and how long were they?

These concepts are defined in full below in sub-section 1.2. The mapping for calculating the various SWTS units from data results is presented in Module 4.

1.1.4 The history of the survey tool

The SWTS as an ILO tool was conceptualized in 2003 within the Gender Promotion Programme. The Programme designed a set of generic questionnaires that “provides a useful checklist of questions for conducting structured surveys to collect information on youth”. The surveys were implemented in Indonesia, Sri Lanka and Viet Nam with the intent that the information would serve as vital input in the preparation of national action plans for youth in each country. Reports analysing the results were produced for each country.³

In 2004, the ILO Youth Employment Programme (YEP) consolidated the set of five questionnaire modules into one. At the same time, YEP members collaborated with other units to formulate the concept of transition within an analytical framework. In

³ Reports are available from the website of the ILO Youth Employment Programme (YEP): www.ilo.org/youth/publications.

subsequent years, given the lessons learned from the implementation of the survey in ten countries – Azerbaijan, China, Egypt, Islamic Republic of Iran, Jordan, Kosovo,⁴ Kyrgyzstan, Mongolia, Nepal and Syrian Arab Republic – the questionnaire and methodology were adapted into the version presented within this guide. Annex 1.1 to this module provides a brief description of the survey methodologies applied in each of the countries.

In 2009, a synthesis of survey results from eight of the countries listed above⁵ was undertaken and a report produced with the intent “to demonstrate the depth of data made available with the SWTS tool and to showcase the unique schema for classifying transitions, one which adds greater meaning for policy-makers who note the insufficiency of traditional labour market indicators when attempting to discern youth employment challenges”.⁶ It is a rich report, one that utilizes both simple analytical techniques to demonstrate, for example, the breakdown by current activity status and characteristics of unemployed and employed youth, and more complex techniques for more in-depth analysis on topics such as the job search in relation to characteristics of the potential and actual supply of labour and the relationship between expected and actual earnings of young people and the determinants of the latter. This “synthesis” report will be discussed again, in box 5.1 in Module 5 as a good example of how SWTS results can be analysed and presented.

There were lessons learnt from the implementation of these surveys and in the subsequent synthesis analysis, which have been used to benefit the survey design as prescribed in this guide. For instance, in the process of writing the synthesis report a lot of effort was made to extract detailed information on retrospective career paths from the time of first exit from educational or training institutions, but in the end much of this segment of the data was not presented due to data errors that were difficult to treat and due to missing information. Clearly, the questionnaire design needed to be improved in the area of capturing all labour market episodes of the young respondent from the departure of education through the present. The questionnaire presented in Annex 2.1 (Module 2) should result in more reliable retrospective information that tracks the youths’ career paths. Other lessons learned are described in box 1.1.

⁴ Kosovo is used as a shortened reference for “Kosovo under UN Security Council Resolution 1244”.

⁵ The raw data were not available for Jordan and Kyrgyzstan.

⁶ S. Elder and M. Matsumoto: “Characterizing the school-to-work transitions of young men and women: Evidence from the ILO school-to-work transition surveys”, Employment Working Paper (Geneva, ILO, forthcoming 2009).

Box 1.1 Lessons learned from past SWTS runs

- Using a local team for survey implementation – central statistical office or local research unit – allows for capacity-building at the local level.
- Approach the surveys with a practical end in sight. Remember the intention is that survey results should support youth employment policy-making and unless this connection can be mapped out up front, there is no point in running the survey. What we do not want is survey data and a report that reaches only the research community. Involving stakeholders – appropriate government ministries, trade unions, employers' organizations, youth organizations– from the onset can help to ensure their buy-in. One can do so either through organizing a Steering Committee or organizing a workshop to discuss the SWTS objectives. But most important is the final workshop (see Module 5) where stakeholders are invited, results are presented and a guided discussion results in recommendations for policy-related follow-up action.
- Ensure capacity at the level of the project manager. The process can easily get held up if the project manager is unable to dedicate sufficient time over the course of the project for technical support (organizing terms of references, providing comments on questionnaire design, sampling, report drafting, organizing workshops, etc.).
- Remind the survey implementation team that they must provide the raw data and a final questionnaire in English. Failure to obtain both means that further analysis is not possible and therefore greatly lessens the potential influence of the SWTS for that country.
- When adapting the questionnaire, make sure to apply adjustments to mapping (see Module 4) to ensure output of relevant concepts and indicators for analysis. Before deleting questions as irrelevant, make sure that they are not used to produce any of the concepts listed in Module 4.
- Obtain feedback from the survey implementation team and workshop members on how to improve the SWTS process and impact.

1.1.5 Future hopes for the SWTS

There is one inevitable deficiency of the SWTS that weakens its potency as a youth employment monitoring tool: to date, it has been used as a one-time, stand-alone survey in each of the participating countries. Since undertaking trends analysis of the indicators) – comparing the results on an annual basis against those at the baseline year (i.e. starting year of the project) – is an essential element in measuring progress toward improved access to decent employment for young people (the goal of most youth policies and programmes), there are strong arguments for attempting to “regularize” the SWTS within the framework of the national strategy on statistics.

Consequently, in order to ensure sustainability and continued monitoring of the youth employment situation, the longer-term goal is to work towards the eventual incorporation of SWTS questions either within national labour force surveys or as modules for occasional attachment to the same. Fulfilling the goal would require collaboration with national statistical agencies, thus establishing a connection to governments which should help to facilitate translation of the analysis into actual policy actions.

A successful example now exists: beginning in 2007, the ILO, through a Labour Market Information and Analysis project, worked with the Government of Pakistan to merge the SWTS into the labour force survey framework. The result: a pilot labour force survey with an SWTS module covering 2,544 households in the district of Faisalabad and a successful analytical report that focuses attention on the lengthy school-to-work transition process of Pakistani youth (Ministry of Labour and Manpower, *Pakistan employment trends brief 2009: Labour market situation and school-to-work transition in the district of Faisalabad* (Islamabad, forthcoming.) It is our hope that the youth-targeted module will become a regular feature of the national labour force survey in Pakistan and that other countries will follow their example.

There is another initiative through the ILO Project on Youth Employment Promotion in Serbia to integrate questions from the SWTS into the comprehensive labour force survey planned for 2010. The advantage to this approach, over attaching a separate module, is that the latter approach requires ad hoc funds. The module, on the other hand, would likely allow for more questions and could thus generate more detailed information.

1.2

Measuring the transition: Concepts and definitions

Defining the school-to-work transition is a matter worthy of careful consideration since it is the definition that determines the interpretation. Most studies define the transition as the length of time between the exit from education (either upon graduation or early exit without completion) to the first entry into regular employment. But exactly what is meant by “regular employment”? The definition of the term and the subsequent measurement of the transition vary from study to study and from country to country. Some studies take as the end point the first moment of employment in any job⁷ and others apply qualitative elements such as first regular job (measured by contract type).⁸

The ILO SWTS was designed in a way that applies a stricter definition of “regular employment” than is typically used in the genre. By starting from the premise that a person has not “transited” until settled in a job that meets a very basic criteria of “decency”, namely a permanency that can provide the worker with a sense of security (e.g. a permanent contract), or a job that the worker feels personally satisfied with, the ILO is introducing a new quality element to the standard definition of school-to-work transition. This ILO definition of the transition is further explained and defined as framework I below.

One can take the application of the decent work concept even further and add in elements that extend beyond the nature of the employment contract. A young respondent might have a job with a permanent contract but still earn below-poverty-level wages, work excessively long hours with no social protection and have no voice at work. It can be argued, therefore, that defining the transition in terms of job permanency alone, as outlined in framework I, ignores other worthwhile characteristics of decent work. We propose, therefore, a supplementary, stricter definition of what

⁷ See, for example, L. Guarcello, et al.: “School-to-Work Transition in Sub-Saharan Africa: An overview”, UCW Working Paper (Understanding Children’s Work Project, Florence, 7 November 2005); www.ucw-project.org/pdf/publications/standard_youth_SSA_16dec2005.pdf.

⁸ See the work initiated by the European Training Foundation (ETF) in relation to a Comparative Analysis of Transitions from Education to Work in Europe project and used in reports such as: A. Fetsi, J. Johansen, et al.: *Transition from education to work in EU neighbouring countries* (Torino, ETF, 2008); [www.etf.europa.eu/web.nsf/pages/EmbedPub_EN?OpenDocument&emb=/pubgmt.nsf/\(WebPublications%20by%20yearR\)/883F5593FD5263E4C125736900565960?OpenDocument](http://www.etf.europa.eu/web.nsf/pages/EmbedPub_EN?OpenDocument&emb=/pubgmt.nsf/(WebPublications%20by%20yearR)/883F5593FD5263E4C125736900565960?OpenDocument).

constitutes the transition to decent work in framework II below.⁹ The main difference in the two frameworks rests with the stringency of the applied definition of “decent work”. The first is based on the assumption that holding a permanent contract inherently implies application of other elements of decency (i.e. access to social benefits and a decent income) while the second framework requires adherence to a list of “decent work” variables. The choice of transition definition is left to the survey implementation team to decide.¹⁰

1.2.1 Framework I: Standard transition concept

Basic statistical unit – school-to-work transition

The basic statistical unit that the survey aims to measure is the school-to-work transition of a young person.

The *school-to-work transition* is defined as the passage of a young person (aged 15 to 29 years)¹¹ from the end of schooling to the first *regular or satisfactory job*.

- *Regular employment* is defined in terms of duration of contract or expected length of tenure. The contrary is *temporary employment*, or employment of limited duration.

⁹ The ILO’s Decent Work Agenda aims to promote opportunities for women and men to obtain productive work, in conditions of freedom, equity, security and human dignity. Applying the concept of “decent” to any form of economic activity is a matter for discussion; for example, personal perceptions of what constitutes a decent wage could differ significantly from person to person. That said, there are certain conditions relating to the world of work that are almost universally accepted as “bad” – for instance, working but earning an income that does not lift one above the poverty line or working under conditions where the fundamental principles and rights at work are not respected. In other words, there are some tangible aspects of decent work – namely the decent wage, security and a voice at work – that can be measured and it is these that are built into the design for measuring decent employment within the SWTS framework.

¹⁰ It must be said that the author hesitated in the decision to include an alternative framework for measuring the transition; first, because it adds an additional burden of choice among the survey implementation team; second, because it can blur the ability to compare results across countries; thirdly, because it can open the door to the inexhaustible debate as to what exactly constitutes “decent work”; and finally, because the analysis of survey results already undertaken (for example, in the “synthesis” report mentioned above), which apply the less strict definition of transition (defined in framework I), already show very low shares of youth who have completed the transition. This means that the evidence on hand already result in a fairly strong “call to action”, i.e. the call for remedial efforts to improve the transitions of young people. The author wonders if application of a stricter criterion of transition that would further lower the “success rate”, i.e. the transited share – say from 10 per cent of youth having completed the transition to 5 per cent – adds much to the power of the result as an advocacy statement. Regardless of such reservations, the author has decided to include information concerning the alternative framework mainly because adding greater emphasis on a wider range of qualitative aspects of decent work within the definition of the school-to-work transition has intrinsic value in raising greater awareness of the issue. In addition, there will be interest among researchers (including the author) in data on the share of youth falling within each sub-category of non-decent employment (including the overemployed, the underemployed, those earning less than the average wage, etc.) – defined in full in Module 4.

¹¹ While in most other contexts, a young person is defined as a person aged 15 to 24 years, for the purpose of the SWTS, the end year is extended to 29 years. This is done in recognition of the fact that some young people remain in education beyond the age of 24 years and in the hopes of capturing more information on the post-graduation employment experience of young people.

- *Satisfactory employment* is a subjective concept, based on the self-assessment of the job-holder. It implies a job that the respondent considers to “fit” to his desired employment path at that moment in time. The contrary is termed *non-satisfactory employment*, implying a sense of dissatisfaction about the job.

The ILO choice of “regular” or “satisfactory” employment as its end point adds a twist to traditional measures of transition that focus on the first entry point of employment regardless of qualification. Again, the reason for the ILO addition of a normative value to the type of employment has to do with the Organization’s interest in promoting the concept of decent employment for all. We do not wish to claim that a young person has completed his/her transition to employment when s/he is engaged in work that, by its precarious or non-satisfactory nature, does not benefit the youth on a higher level. In other words, a young person has not completed the transition when the work engaged in does not fulfil his/her potential as a productive actor; does not bring with it a heightened sense of self-worth; does not add value to a desired career path; does not provide an opportunity for social integration; and does not lead to the possibility to bring home a fair income in support of him/her-self and his/her family.

It is not until a young person has attained work that meets a very basic criteria of “decency”, namely a permanency that can provide the worker with a sense of security (regular employment), or a job that the worker feels personally satisfied with (satisfactory employment) that we claim the transition has been completed.

Basic classification of the school-to-work transition – Stages of transition

The sample will be classified according to the following three stages of transition:

1. Transited¹² – A young person who has “transited” is one who is currently employed in:
 - a regular and satisfactory job;
 - a regular but non-satisfactory job;
 - a satisfactory but temporary job;¹³ or
 - in satisfactory self-employment.

¹² In recognition of the fact that the two categories – regular employment and satisfactory employment – are not necessarily mutually exclusively (a young respondent might be satisfied with a job even though it is temporary), the sub-categorization of “transited” youth that is proposed here allows for classification according to three combinations of the two (“regular” and “satisfactory”). Because regular employment implies the existence of a contract and therefore applies to wage & salaried workers only, the fourth category of “persons in satisfactory self-employment” is also included. The sum of the four sub-categories should equal the total number of transited youth without double-counting.

¹³ We do not wish to exclude those in satisfactory but temporary work from the category of transited since to do so would be to make a judgment call on what they might or might not deem a voluntary choice.

2. In transition – A young person is still “in transition” if s/he has one of the following statuses:
 - currently unemployed;
 - currently employed (wage & salaried worker) with no contract;
 - currently employed in a temporary and non-satisfactory job;
 - currently self-employed and unsatisfied; or
 - currently inactive and not in school, with an aim to look for work later.
3. Transition not yet started – A young person who has “not yet transited” is one who is either of the following:
 - still in school; or
 - currently inactive and not in school, with no intention of looking for work.

Classification of the path of transition (for those who have transited)

For a young person who has transited (transition stage 1 above), the important question is did s/he have an easy or difficult time in getting the satisfactory/regular job. The question introduces an element of retrospective analysis, that is, the analysis must look at the period of time between the exit from school to the time of entry to satisfactory/regular employment.

The transition period could have consisted of the following (exclusive) phases:

1. Direct transition – A young person’s first experience after leaving school is being hired at a satisfactory or regular job.
2. Spells of temporary/self-employed and non-satisfactory employment or no contract employment with no spells of unemployment or inactivity.
3. Spells of unemployment with or without spells of employment or inactivity.
4. Other – A young person may fall into the “other” category if after leaving school s/he undertook a period of travel or was engaged in home duties.

Adding time variables to the four possible phases of transition, allows for the classification of the transition into “short”, “middling” and “lengthy”.

A *short transition* is classified as one in which, before obtaining the current satisfactory/regular job, the young person underwent either:

- a direct transition;
- a spell of temporary/self-employed/no contract and non-satisfactory employment of less than one year with no spell of unemployment or inactivity;

- a spell of unemployment of less than three months (with or without spells of employment or inactivity); or
- a spell of inactivity of less than one year.

A *middling transition* is classified as one in which, before obtaining the current satisfactory/regular job, the young person underwent either:

- a spell of temporary/self-employed/no contract and non-satisfactory employment of between one and two years with no spell of unemployment or inactivity;
- a spell of unemployment of between three months and one year (with or without spells of employment or inactivity); or
- a spell of inactivity of one year or longer.

A *lengthy transition* is classified as one in which, before obtaining the current satisfactory/regular job, the young person underwent either:

- a spell of temporary/self-employed/no contract and non-satisfactory employment of two years or over with no spell of unemployment or inactivity; or
- a spell of unemployment of one year or over (with or without spells of employment or inactivity).

Classification of those still “in transition”

For young people identified as still in transition (transition stage 2 above), classification will be made according to the length of time in each of the five sub-categories of the “in transition” stage (unemployed, temporary and non-satisfactory employment, self-employed and non-satisfactory employment, employed with no contract, inactive and intending to look for work in the future). The aspirations of youth in each sub-category will be an important analysis factor as well.

Classification of those “not transited”

For young people identified as not transited (transition stage 3 above), the aspirations of young people in the sub-categories (still in school, inactive and not intending to look for work) will be the most important element of classification.

1.2.2 Framework II: Stricter transition concept

Basic statistical unit – School-to-work transition

The basic statistical unit that the survey aims to measure is the school-to-work transition of a young person.

The *school-to-work transition* is defined as the passage of a young person (aged 15 to 29 years) from the end of schooling to the first *decent* or *satisfactory employment*.

- *Decent employment* is defined as one that meets the following criteria:
 - has contractual arrangements that meet the expectations of the young worker;¹⁴
 - qualifies as neither overemployment nor underemployment (note, both concepts are defined in Module 4);
 - pays at or above the average monthly wage rate of young workers;
 - offers satisfactory job security;¹⁵
 - offers the possibility for worker participation in labour unions or association of employer organizations; and
 - offers entitlements, among which are paid sick and annual leave.¹⁶
- *Satisfactory employment* is a subjective concept, based on the self assessment of the jobholder. It implies a job that the respondent considers to “fit” to his desired employment path at that moment in time. The contrary is termed *non-satisfactory employment*, implying a sense of dissatisfaction about the job.¹⁷

Basic classification of the school-to-work transition – Stages of transition

The sample will be classified according to the following three stages of transition:

¹⁴ This differs from framework I where we put a normative value on the type of employment contract itself – we specify that a successful transition implies the young person is working with a fixed contract of at least one year in length, i.e., has a “fixed-term” job. When judging decent work, however, we felt it is the perception of the youth toward the type of contract, rather than the type of contract itself, that matters. A young person may voluntarily work under a temporary contract or with no contract at all, perhaps to build working experience, so that doing so would not, in and of itself, mean the youth is working under non-decent conditions. What we aim to assess in framework II, therefore, is whether the contract arrangement meets the expectations of the young worker, regardless of status (i.e. the assessment of contractual satisfaction applies to both wage & salaried workers and self-employed workers).

¹⁵ Like with the contractual arrangement, job security is deemed to be a subjective concept – a lack of job stability would bother some but not all youth – and is therefore measured according to the youth’s assessment of the situation.

¹⁶ The final characteristic – provision of benefits – may not be relevant to self-employed youth and is therefore applied only to wage & salaried workers in the classification scheme.

¹⁷ Self-assessed “satisfactory” work should not be automatically equated to “decent” work; some young respondents might claim satisfaction with their employment situation even though s/he may work under poor conditions (defined by low wages, long hours, a lack of social dialogue, among others), with the reason for doing so stemming from a sense of hopelessness concerning the existence of better alternatives.

1. Transited¹⁸ – A young person who has “transited” is one who is currently employed in:
 - a decent and satisfactory job;
 - a decent but non-satisfactory job; or
 - a satisfactory but non-decent job.¹⁹
2. In transition – A young person is still “in transition” if s/he has one of the following statuses:
 - currently unemployed;
 - currently employed in a non-decent and non-satisfactory job; or
 - currently inactive and not in school, with an aim to look for work later.
3. Transition not yet started – A young person who has “not yet transited” is one who is either of the following:
 - still in school; or
 - currently inactive and not in school, with no intention of looking for work.

Classification of the path of transition (for those who have transited)

For a young person who has transited (transition stage 1 above), the important question is did s/he have an easy or difficult time in getting the satisfactory/decent job. The question introduces an element of retrospective analysis, that is, the analysis must look at the period of time between the exit from school to the time of entry to satisfactory/decent employment.

Given the complexity of the measurement of “decent employment”, as defined above, the current SWTS questionnaire does not support the application of the concept to the employment spells that are identified among the respondent’s activity history. In other words, it is not possible to categorize the spells of employment that were undertaken before reaching the final job as decent or non-decent. For this reason, it is not possible to define the transition period of youth who have made the transition in accordance with framework II. Therefore, we recommend that the survey implementation team, who have applied the stricter transition concept to generate the stages of transition, apply the “classification of the path of transition” that is identified with framework I rather than attempt a more ambitious classification framework.

¹⁸ In recognition of the fact that the two categories – decent employment and satisfactory employment – are not necessarily mutually exclusively (a young respondent might be satisfied with a job even though conditions are non-decent or a young respondent whose job qualifies as decent might still find reason to be dissatisfied), the sub-categorization of “transited” youth that is proposed here allows for classification according to three combinations of the two (“decent” and “satisfactory”), whereby the sum of the three sub-categories should equal the total number of transited youth without double-counting.

¹⁹ We do not wish to exclude those in satisfactory but non-decent work from the category of transited since to do so would be to make a judgment call on what they might or might not deem a voluntary choice.

1.3

The implementation process

1.3.1 Roles

The tasks involved in running the SWTS will determine the number of principal actors that need to be involved. Generally, a **project manager**²⁰ from the funding organization initiates the process, locates partners and coordinates the work. The **survey implementation team** is hired to design and run the survey field work – developing sampling frameworks, conducting training of field surveyors, managing field work, data entry and tabulation of results. The survey implementation team may or may not also have experience as analytical **report writer** and this will determine whether or not an additional person needs to be engaged for this purpose. It is expected that the report contain some initial policy recommendations that will be used as the basis for discussion at a national workshop on youth employment. **National workshop participants** should include policy-makers, representatives of labour unions, employers' organizations and youth groups. An output of the national workshop should be more concrete policy recommendations for action on youth employment and a basic strategy for moving forward toward implementation of a national action plan for youth employment.

Box 1.2 Determining the need for a SWTS

When to run a SWTS

Before presenting the prospect of a SWTS at the country level, project managers should first ensure that a survey is the best option for the country in question. The following constitute proper motivations for starting the SWTS:

1. When a country approaches the ILO for assistance in the area of improving employment prospects for young men and women or perhaps for guidance in developing a national action plan (NAP) for youth employment. The recent ILO "Guidelines for the preparation of national action plans on youth employment" suggest that "[t]he first section of a NAP should present the analysis of the youth employment situation in the country within any existing broader policy and institutional frameworks. ... This analysis should include: an overview of provisions for young people in economic and social policy frameworks; an in-depth picture of the youth employment labour market; a review of past and ongoing employment policies and labour market measures affecting youth employment; and the mapping out of both the institutional framework governing the youth labour market and major youth employment initiatives undertaken with the support of bilateral donors and/or the international community."²¹ The SWTS could certainly form the basis for the called-for in-depth picture of the youth labour market.

²⁰ This role may be played by the ILO when invited to engage in such activities on behalf of the country. However, the involvement of the ILO is not required. If a country wishes to undertake a SWTS using the methodology here without ILO involvement or with the assistance of another international organization or NGO, then these instructions are written on their behalf.

2. When it fits within the framework of a broader youth employment/development project that contains an element aiming to improve labour market information, particularly relating to youth – its collection, dissemination and analysis – and statistical capacity at the national level.
3. When a country wants it! This criterion is crucial. Getting the buy-in of constituents at the country level determines whether or not the survey and analytical report are to be tools that really impact on policy design or whether the survey and its report become another item of research without practical ends.
4. When current labour market information is genuinely lacking. If the latest year of information relating to young people is, for example, 1995 and even that is sparse in what it offers, there is a genuine need to generate more up-to-date information. Policy-making needs to be based on current realities, not the realities of 15 years ago.

When not to run a SWTS:

When motivations are along the following lines then it would be wise to stop the process and open up a wider debate among colleagues and constituents about whether the SWTS is something that a country can really make use of for practical ends relating to improving employment prospects for young men and women:

1. We have a lot of money to spend on this project so thought it would be a good idea to run a SWTS. We do not know if it would really be of use to the constituents but the donors will back it so we'll go ahead.
2. The country has plenty of recent labour market information on youth from its annual labour force survey and other sponsor-promoted survey tools, but it is important that we generate data that is sponsored by our own organization.
3. We need to have a survey in an African country so that we can write a research report comparing results across regions.
4. The SWTS offers a packaged methodology and is therefore easy to “sell” to constituents.

¹ G. Rosas and G. Rossignotti: *Guide for the preparation of national action plans on youth employment* (Geneva; ILO, 2008).

1.3.2 Tasks

The steps involved in running a SWTS are described briefly here – with additional details and instructions provided in other modules of this toolkit. As stated in the “Purpose and organization of the guide”, the intended audience for the instructions in this toolkit varies by the task at hand. The survey implementation team that undertakes the field work does not need to be involved in organizing the national workshop, for example; nor does the project manager need to be directly involved in the field work. The practical steps below, therefore, are differentiated by the actors involved.

Project manager

In general, the tasks for the project manager involved in running a SWTS are:

1. Liaise with country government representative(s) and other stakeholders to determine the need for and the objective of a SWTS (see box 1.2). Organize a Steering Committee if needed (see box 1.3).

2. Locate survey implementation team.

As mentioned above, one consultant group might or might not meet all of the needs for survey production. A national statistical office, for example, might be the logical partner for the tasks relating to running the survey (given their expertise on sampling design, likelihood of having pre-trained staff for field work and data entry, etc.); however, they might not have the capacity to undertake analysis and write a final report, in which case a separate contract (or sub-contract) should be written for this task.

The project manager might wish to take bids from different consultancy groups, asking each to provide details on the methodology they would use and the fees expected, before making a choice and coming to agreement on a contract. The following checklist of questions should help in the identification of a good survey implementation partner (note, if the project manager does not have the expertise to judge on some of the more technical elements of proposals (sampling framework, etc.), s/he should make sure to seek the input of other technical experts):

- Does group X have significant survey implementation experience?
- Do they have the expertise to draw up a nationally-representative sample?
- Do they have on-hand (or on-call) field surveyors?
- Do they have the capacity/expertise to co-ordinate training of field surveyors?
- Do they have the facilities (computers and software) to input data and tabulate results? (note that SPSS is the software most often used)
- How many people do they plan to dedicate to the project?
- Is the proposed sample size reasonable?
- Is the time frame proposed reasonable?
- Is their per-unit price reasonable?

If also engaged as report writers:

- Can group X demonstrate an example of a satisfactory analytical report?

3. Design the terms of reference and finalize the agreement with the survey implementation team.

Generic terms of reference for the SWTS are included as Annex 1.2 to this module. Module 5 includes a generic outline for the final report. This should be included with the terms of reference and discussed with the survey implementation team to ensure their capacity for delivery.

4. Technical backstopping.

Additional technical backstopping, beyond what is provided in this toolkit, may be required of the project manager. At the very least, the project manager should be in

a position to put the survey implementation team in touch with an appropriate technical expert based on the nature of a query (for example, for assistance or approval of a sampling framework or for advice on questionnaire design).²¹

5. Provide comments on the draft report.

Comments could be self-generated or passed on from other technical experts.

6. Collect raw data from the survey implementation team and organize inclusion in larger SWTS database.

This task applies if the ILO serves as lead organization since the ILO Youth Employment Programme (YEP) will house a database of SWTS results from all countries involved. Data should be passed on to the YEP representative who will arrange for inclusion in the database and eventual dissemination of data to a wider audience.

7. Arrange for publishing of the final report.

If deemed to be of sufficient quality, the final analytical report should be published. This task could entail arranging for additional editing and formatting of the report. The outlet for publishing depends on the organizing unit. Numerous ILO SWTS reports are currently published under the ILO Employment Papers working paper series²² and this option remains available for future reports if liaised through the YEP. Alternatively, ILO field offices may wish to publish through their own series.

8. Organize a national workshop.

Organizational work for the high-level national workshop where survey results are to be discussed and policy recommendations generated can begin anytime throughout the SWTS process; in fact, the sooner the better. See Module 5 for more information and detailed instructions.

9. Follow-up.

No specific follow-up action is prescribed here since it will vary from country to country. It could be possible that a country wishes to incorporate a module based on the SWTS questionnaire into their labour force survey, in which case follow-up along technical lines will be required. Other follow-up actions might be more political in nature, perhaps broadcasting findings within a consultative process aimed toward the design, implementation or monitoring of a national action plans for youth employment.

²¹ Expertise on the SWTS is currently housed within the ILO Youth Employment Programme (YEP) in Geneva. Project managers are advised to keep YEP informed of on-going survey work and are encouraged to make use of the YEP network of technical experts.

²² See current publication list at: www.ilo.org/employment/Areasofwork/lang-en/facet-LOC.EMP-EMP.YOU-TYP-Publication-2772/WCMS_DOC_EMP_ARE_YOU_EN/index.htm.

Box 1.3 Using a Steering Committee or an Advisory Group

The project manager may wish to organize a Steering Committee or Advisory Group in order to ensure buy-in from all youth employment-related stakeholders. For the SWTS in Nepal, for example, a Steering Committee consisted of members from government agencies, trade unions and the ILO and was chaired by members of the National Planning Commission of Nepal. One might also include members of employers' organizations and youth groups. The Steering Committee could provide the overall guidance to the study, periodically review its progress and appraise its final findings. If one exists, the Chair of the Steering Committee may wish to host the final workshop where survey results are presented and policy recommendations are decided upon (see Module 5).

Note that using a Steering Committee adds more tasks to those of the project manager, including:

- ensuring balanced, tripartite membership in the Steering Committee;
- organizing the meeting of the Committee and the minutes of the meeting; and
- keeping Committee members informed on survey progress and seeking their input where necessary

Survey implementation team

In general, the steps of the survey implementation team contracted by the project manager to run a SWTS involve:

1. Negotiate terms of reference and sign contract.

The terms of reference should provide detail on the sampling methodology proposed and the size of the sample. The survey implementation team and the project manager should negotiate the consultancy fees based on the unit cost of interviews, etc.

2. Finalize sample framework (see Module 3).
3. Finalize questionnaire and translate into working language of the country.
4. Hire field staff and organize training of field surveyors.

The organization of the tasks necessary to undertake field work and follow-up (data entry, etc.) is left to the discretion of the survey implementation team. Some teams may have sufficient staff to handle all of the work entailed in survey implementation and others may need to sub-contract tasks to other persons.²³

5. Hold training of interviewers.
6. Undertake field work.
7. Data entry and tabulation of output tables (see Module 4).
8. Send raw data and final questionnaire (English version) to project manager.
9. If agreed upon in the terms of reference, write draft analysis report and send to the project manager for review (see Module 5).

The report should be in English so translation might need to be arranged if the initial draft is composed in a different language.

10. Finalize analysis report based on comments received from the project manager.

²³ In running the SWTS in Kosovo, the project manager insisted that the field staff to be taken on be young people on temporary hire, thus providing a few lucky youth with an opportunity for training, work experience and a temporary wage.

Table 1.1 Outline of tasks in SWTS implementation			
Task	Project manager	Survey implementation team	National workshop participants
Organization			
Liaise with country government representative(s) to determine need and objective of SWTS			
Organize funding			
Locate survey implementation team			
Finalize terms of reference defining tasks, roles and delivery and payment schedule			
Implementation			
Design sampling framework			
Finalize questionnaire; translate and format			
Organize field staff and host training of interviewers			
Field work (gather data)			
Input data and tabulate output tables			
Report writing*			
Write analytical report			
Follow-up			
Organize national workshop			
Develop policy recommendations on youth employment			
Key			
	Primary responsibility		
	Technical input/backstopping		
* Responsibility for report writing is to be defined during the project planning stage. In some circumstances, the survey implementation team may have the capacity for report writing; otherwise, the project manager should identify and supervise an external report writer.			

1.3.3 Costs

A typical SWTS will cost from US\$ 30,000 to US\$ 50,000. It is not a cheap endeavour. Costs should be based on a detailed breakdown of items and negotiated with the survey implementation team. Two examples of cost breakdowns follow:

Table 1.2 Budget for the SWTS		
(Sample 1)		
#	Item	Cost, US\$
1	DSA (missions of ILO technical expert(s) to the country)	7,000
2	Transportation cost for data collection	11,000
3	Travel and subsistence allowances of working group members for monitoring	8,100
4	Printing cost of questionnaires and manuals	1,800
5	Household remuneration	4,200
6	Honorarium for working group members	900
7	Training for enumerators and supervisors	3,300
8	Data processing	1,900
9	Making brief analysis	1,000
10	Translation cost	1,000
11	Postal cost (communications and luggage cost for sending questionnaires to the provinces)	1,400
12	Sundries (paper, toner for printer and photocopier, stationery, etc.)	900
Total cost		43,000

(Sample 2)	
Item	Cost, US\$
Designing and preparing the questionnaires and samples	3,200
18 enumerators for 30 days	3,600
9 supervisors for 30 days	2,000
3 senior experts for 30 days	1,500
3 data entry operators for 25 days	1,300
1 data entry supervisor for 25 days	1,000
1 coordinator for 30 days	900
Preparing the maps	1,300
Renting 9 cars for 30 days	2,800
Training	1,800
Software for data entry, verifying and editing	2,700
Preparing the final report	3,500
Miscellaneous	2,800
Total cost	28,400

Besides the proposed cost breakdowns shown in the two samples, other costs to consider include:

1. Cost of missions of project manager to get the project going, if necessary, and to attend national workshop.
2. Cost of mission of ILO technical expert(s) to country (to work with survey implementation on adaptation of questionnaire, training on tabulation of results).
3. Cost of national workshop (more details in Module 5).

Annex 1.1

Summary methodologies of SWTS in ten countries

1. Azerbaijan

The SWTS in Azerbaijan was jointly conducted by the State Statistical Committee and the Ministry of Labour and Social Security of the Population of Azerbaijan Republic. The sampling frame of the population aged 15-29 years in Azerbaijan was based on the labour force survey conducted in March 2005 and was undertaken in three stages. The first stage involved the actualization of urban or rural settlements by the number of households. The second stage involved enumeration of household units meeting defined sex and age groups, and the final stage applied random sampling to obtain a final list of households to be surveyed.

Final report: State Statistical Committee of the Republic of Azerbaijan: *The sample statistical survey "On transition of youth of age 15-29 years from education to working activity in Azerbaijan"* (Baku, State Statistical Committee of the Republic of Azerbaijan, 2006).

2. China

The SWTS covering 15-29 year-olds was conducted by the Research Institute of Labour Sciences of the Ministry of Labour and Social Security. They adopted a stratified sampling method in order to make samples more representative. Four cities were selected for the survey and districts, counties and subordinated neighbourhoods or villages in each city to be covered by the survey were then determined. Sampling was done in two of the cities in accordance with the sample composition requirements and based on full knowledge of the youth population in the surveyed communities and villages, while random sampling was used in selected neighbourhoods of the other two cities in accordance with the required sample size.

Final report: Unpublished.²⁴

3. Egypt

The implementation of the SWTS was handled by an experienced research group, El Zanaty and Associates. The sample data was collected for youth aged 15-29 years. The sample was designed to provide estimates for the main regions (Urban Governorates, Lower Egypt and Upper Egypt) and different types of areas (urban/rural). Overall, the sample selected for this survey was national in scope cov-

²⁴ Draft report is available on request.

ering 10 governorates selected randomly; eight of them represented the rural governorates, four from Lower Egypt and four from Upper Egypt, while two of them represented the urban governorates. The number of households to be selected from each governorate was determined in proportion to the population size of the governorate (self-weighted sample). Around 30 households were selected from each primary sampling unit (PSU). In order to have wider coverage of the sample and to guarantee male/female representation, two segments – one male and one female – were selected and interviewed from each PSU. The Interim Egypt Demographic and Health Survey 2003 sample units were used as a frame for the sample selection. Employers were interviewed according to two samples, one for formal sector enterprises (with licences and regular accounts and based on the Commercial Ahram Guidebook as a frame) and the other for informal sector enterprises (based on a list made by the data collection team).

Final report: El Zanaty and Associates: “School-to-work transition: Evidence from Egypt”, Employment Policy Paper No. 2007/2 (ILO, Geneva, 2007); www.ilo.org/emppolicy/what/pubs/lang—en/docName—WCMS_113893/index.htm.

4. Islamic Republic of Iran

The survey was run by the Statistical Research Centre in the Islamic Republic of Iran with oversight from the Ministry of Labour. They applied a two-stage cluster probability sampling for 15-29 year-old youth. The cluster in rural areas was an *abadi* or a group of small *abadis* and in urban areas was a neighbourhood or a group of small neighbourhoods. In the first stage, sample clusters were selected by probability proportionate to size (PPS). In the second stage, in each selected cluster, equal numbers of households were selected at random. Due to financial constraints, the survey was run in three (of 28) districts that cover approximately 27 per cent of the country’s population, with the selection including the districts with the highest and the lowest youth unemployment rates. Unlike in most other countries, the employers’ survey was also implemented on a household basis.

Final report: Unpublished.

5. Jordan

The survey in Jordan was conducted by the Department of Statistics (DOS) between 2004 and 2005 with financial and technical support from the ILO. Using the sample frame of the Employment and Unemployment Housing Survey of 2003, the survey sample (1,739 persons) was selected using a two-stage cluster design for the youth sample in the areas of Amman, Irbid and Karak. A similar method was used to select the employers’ sample. The sample of both youth and employers posed a major challenge to the survey. On the one hand, the sample frame for youth was already six months old, meaning changes in the status of youth that occurred in the meantime had to be dealt with. Similarly, some selected establishments had closed so that alternative units had to be taken. Despite such challenges, the final sample was representative but some of the sub-variables were too small to use for analysis.

Altogether, a team of 30 individuals conducted the survey after receiving technical training on the questionnaires.

Final report: Unpublished.

6. Kosovo

The survey was jointly implemented by the ILO, the Ministry of Labour and Social Welfare, and the Ministry of Culture, Youth and Sport. The sampling frame was drawn from the 2003 labour force survey by the Kosovo Statistical Office, and the sample covered 15-24 year-olds. Relative inexperience on the part of data collectors meant that there are slight reliability issues with some of the data – for instance, it is reasonable to assume some urban bias. Based on population distribution and ethnic origin, the approximate sample size of the survey was 1,450 individuals – young men and women living in urban and rural communities (870 in rural and 580 in urban areas) – and 600 employers in the five administrative regions. In the end, only 261 (of a planned 600) employers were interviewed.

Final report: V. Corbanese and G. Rosas: “Young people’s transition to decent work: Evidence from Kosovo”, Employment Policy Paper No. 2007/4 (ILO, Geneva, 2007);

www.ilo.org/emppolicy/what/pubs/lang—en/docName—WCMS_113895/index.htm.

7. Kyrgyzstan

The overall objective behind the survey was to contribute to a further development and implementation of the National Employment Programme with respect to youth employment. This overall objective had two aspects: 1) to generate more detailed information on the labour market situation facing young people in Kyrgyzstan; and 2) to enhance the capacity of the Ministry of Labour and Social Protection and the social partners in carrying out data collection and processing. Mainly for the latter reason, the design of the survey was purposive and the questionnaires were distributed through the networks of the Ministry of Labour and the social partners. Such a method of data collection had a double impact on the analysis of the survey results. On the one hand, there was some institutional screening of the respondents, which helped to familiarize the institutional partners with questions relevant to youth employment and to strengthen their networks. On the other hand, the method put some serious limitations on the reliability of the information obtained, as well as institutional bias on the sample distribution. A considerable amount of caution was exercised in the ensuing analysis of the survey outcome in order to compensate for the lack of a representative sample. The final sample was 1,869 youths (aged 15-29 years) and 446 employers.

Final report: M. Matsumoto: “Report of the School-to-Work Transition in Kyrgyzstan”, Working Paper No. 2 (ILO, Moscow, 2006);

www.ilo.org/public/english/region/eurpro/moscow/info/publ/kyrgystanreport.pdf.

8. Mongolia

The ILO partnered with the National Statistical Office for the SWTS in Mongolia to collect information on youth aged 15-29 years. They undertook a two-strata (stage) proportional sampling method. In the first stage, the organizers selected administrative units by a proportional probability method and, in the second stage, households were selected by random sampling, requiring a list of current total households, after which 30 households were selected by random sampling. The sample was modified to ensure equal coverage of men and women. Employers surveyed were randomly selected from a database of registered businesses of the National Statistical Office.

Final report: F. Pastore: "School-to-work transitions in Mongolia", Employment Working Paper No. 14 (ILO, Geneva, 2008);

www.ilo.org/employment/Whatwedo/Publications/lang—en/docName—WCMS_105100/index.htm.

9. Nepal

A research institute, New Era, implemented the SWTS in Nepal with guidance from the ILO and a Steering Committee, chaired by members of the National Planning Commission of Nepal. Three geographical areas, covering five districts (rural and urban areas) were selected. From each of the three selected areas, 400 dwellings were chosen from separate lists of municipality (urban) wards and village (rural) wards generated from the population census of 2001. The list of rural wards excluded those rural wards which were considered by the district officials as too insecure at the time of the survey due to continuing civil clashes. From these two separate lists, ten clusters each were selected by method of probability proportionate to size (PPS). Second, in each selected rural and urban cluster, the survey team first listed all dwellings in the cluster and selected 20 dwellings following a systematic random sampling method. The interviewers listed all youth in the 15-29 year age group who were staying in the dwelling selected in the cluster and tried to interview all of them. Employers were selected from a list of private sector enterprise generated with the help of local chapters of the Federation of Nepalese Chambers of Commerce and Industries (FNCCI) and the Federation of Nepalese Cottage and Small Industries (FNCSI).

Final report: New Era: "School-to-work transition: Evidence from Nepal", Employment Working Paper No. 10 (ILO, Geneva, 2008); www.ilo.org/employment/Whatwedo/Publications/lang—en/docName—WCMS_105078/index.htm.

10. Syrian Arab Republic

The survey covered 15-24 year-old youth and five provinces – Aleppo, Hamah, Damascus, rural Damascus and Tartus – with representation of all four geographic regions of the country. It was conducted by the Central Bureau of Statistics using the Population and Housing Census of 2004 as a sample frame. The sample distribution was split with 60 per cent urban coverage and 40 per cent rural. A three-phase cluster sampling was used to select the desired number of youth in each province according to the relative composition of the targeted categories and depending on

the results of the population census of 2004. The counted units used in the 2004 census were adopted to select counting units according to the method of probability – proportional-to-size sampling in the first phase. In the second phase, 15 families were selected from every unit designated in the first phase according to systematic random sampling. Regarding the sample of employers, 200 establishments were randomly selected from the 2004 official listing of registered businesses.

Final report: S. Alissa: “The school-to-work transition of young people in Syria”, Employment Policy Paper No. 2007/3 (ILO, Geneva, 2007);

www.ilo.org/emppolicy/what/pubs/lang—en/docName—WCMS_113894/index.htm.

Annex 1.2

Sample terms of reference for survey implementation team

Note: Explanatory text is italicized and marked in orange.

TERMS OF REFERENCE (TOR)

Service contract
for __ *(survey implementation team)*

School-to-work transition survey in country X

1. Background information

The school-to-work transition survey (SWTS) is a statistical tool that helps countries improve their youth employment policy and programme design through a better understanding of the characteristics and determinants of the youth employment challenge.

The SWTS is conducted through interviews of a sample that reflects the composition of the targeted population. Information is collected through a questionnaire that captures both quantitative and qualitative data relating to a number of aspects (e.g. education and training, perceptions and aspirations in terms of employment and life goals and values, job search process, family's influence in the career choice, barriers to and supports for entry into the labour market, wage versus self-employment preference, working conditions, etc.). A second questionnaire gathers information from employers with an aim toward determining the extent of demand for young workers and the attitude and expectations of employers in hiring young workers.

Provide details specific to the country's youth employment situation, focusing on government concerns, needs for more information and policy intentions (example below from the terms of reference utilized in Mongolia).

Youth employment features high on the agenda of the government of country X. A national tripartite steering committee was formed in 2005 with the task of formulating an action plan to address the youth employment challenge. To date, however, too little is known about the characteristics and determinants of the youth employment challenge as well as the opportunities for and aspirations of young people, their difficulties, working conditions, etc.

Country X has a young population, with 55 per cent below the age of 25 years. Young people account for one-fifth of the labour force and 37 per cent of total unemployment. The youth unemployment rate (23 per cent) is higher than the adult unemployment rate (15 per cent). High rates of youth unemployment among educated youth in urban areas are blamed on the inappropriate education and training at the secondary level and at the university level. Indeed, public and private training institutions are encountering severe difficulties in providing young people with the knowledge, skills and attitudes needed for modern enterprises. Moreover, the mismatch between the training provided by existing training institutions and the skill requirements of the workplace is widening.

Another reason is the changing preferences of young people. Youth moving to complete their education in cities, especially X, are reluctant to return to the countryside. Links with the global economy through information technology make the traditional lifestyle of a livestock herder less attractive. Yet there are not enough jobs in the formal sector of urban areas to absorb the young job-seekers with technical training or university education. Some new entrants to the labour market are attracted to the higher incomes of overseas jobs – often in positions below expectations based on diplomas and degrees.

Issues of youth employment in country X are closely tied to general trends in the labour market. The first decade of the transition from a command economy to a market system witnessed tremendous changes in the rural sector with the dismantling of agricultural collectives and state farms together with cutbacks in public expenditures to support administration, schools, clinics and infrastructure. Privatization of livestock at first provided new opportunities for herders and farmers as well as workers laid off from government jobs and state-owned enterprises in the cities to obtain employment and livelihoods in rural areas. Others found jobs in provincial capitals. However, increases in the numbers of herders and livestock came to an abrupt end with a series of harsh winters and summer droughts that resulted in many families losing their animals during 2000-04. The unemployment and poverty that followed have contributed to a growing stream of migration from rural areas to urban centres.

With the formal sector unable to absorb unemployed workers and new entrants, many persons in country X have found employment in the informal economy. Data from the Labour Force Survey 2002-03 indicate that 27 per cent of non-agricultural employment is in informal activities. Most (71 per cent) informal jobs are in urban areas and 45 per cent are held by women.

There is increasing awareness among policy-makers about the growing problem of youth un(der)employment and the need to systematically address it. There have been some efforts through specific programmes to enable young people's access to the labour market and to provide various incentives for employers to hiring and training young people. Within this context, the survey approach responds to the current needs whereby greater knowledge and information will be vital for effective and long-term policy solutions and appropriate interventions. The school-to-work transition survey will provide country X policy-makers with a firm information-base to formulate a solid youth employment action plan.

2. Objectives of the survey

The overall objective of the survey is to ... *(insert text from section 1.1.2).*

The specific objectives of the survey are to collect and analyse information on the various challenges, attitudes and situations that influence young men and women while they are making the transition from school to work. Attention will be given especially to gender differences in this process. The presentation and dissemination of the information should feed directly into policy-making for youth at the national level. At the regional level, the survey should provide an example and stimulus for other countries in the region to engage in similar approaches towards youth employment.

3. Scope and methodology of the survey

This survey will be conducted by __ *(survey implementation team)*. __ *(organization of the project manager)* will be providing all technical support. The following is the suggested methodology of the SWTS which is largely based on mutual discussions and suggestions between __ *(organization of the project manager)*, __ *(survey implementation team)* and __ *(appropriate government ministries of country X, if involved)*. There will remain room for altering/amending the suggested methodology as the actual work starts.

3.1 Adaptation and translation of generic module questionnaires

The model questionnaires developed by the ILO *(see Module 2)* will be substantially adapted to the context of country X, translated and field tested by __ *(survey implementation team)*.

3.2 Sample size, target groups and sampling methodology

Insert here information on the sample size and methodology agreed upon by the survey implementation team and the project manager for both the youth sample and employers' sample. Total targeted sample size for the youth survey to be broken down by:

- In-school youth
- Employed youth
- Unemployed youth
- Youth not in the labour market

3.3 Geographic coverage

Insert here information specific to the geographic coverage of the sample (national or regional).

4. Roles and responsibilities

The following definition of roles and responsibilities is taken from the terms of reference utilized in Jordan and assumes the existence of a Steering Committee/Advisory Group.

The survey will be developed through a consultative process with several stakeholders in order to ensure that it responds to the needs of the various social partners. As such, an Advisory Group will be formed for the duration of the survey. In terms of practical implementation, the survey will be wholly conducted by __ (survey implementation team). This includes all aspects related to: 1) questionnaire adaptation; 2) sampling; 3) data collection; 4) coding; 5) data entry; and 6) analysis. *Note that, if analysis is contracted to an external collaborator, remove from here and see terms of reference 2, below.*

Further detailed roles and responsibilities are outlined below:

4.1 ILO

The ILO will cover all the costs of the survey. It will also provide all technical back-stopping throughout the different stages of the survey.

4.2 The Ministry of Planning

The Ministry of Planning will provide the overall coordination and support for undertaking this survey.

4.3 The Department of Statistics

The Department of Statistics will be primarily responsible for the implementation of the survey and is expected to play the key role. This includes the following:

- a) Revise and finalize the youth and employer questionnaire and undertake their translation.
- b) Convene and coordinate advisory group meetings and inputs.
- c) Train data collectors and supervisors of the survey.
- d) Organize, coordinate and supervise the data collection process according to the agreed-upon sampling methodology.
- e) Collect all compiled questionnaires and verify their completeness for data processing purposes.
- f) Undertake all data coding and entry.
- g) Organize and supervise the tabulation and cleaning of raw data.
- h) Provide the ILO with all raw data after cleaning.
- i) Tabulate data according to the plan provided by the ILO.
- j) Prepare a draft analysis report based on the outline which will be agreed upon with the ILO (*again, this task is optional and may be contracted elsewhere*).

4.4 The Advisory Group (optional)

An Advisory Group will be convened throughout the duration of this activity in order to ensure that the survey will address the concerns and needs of the social partners through expanded partnerships. This Advisory Group will include the following:

Ministry of Planning, Ministry of Labour, the Vocational Training Corporation, the Ministry of Education, the General Confederation of Trade Unions of country X, the Chamber of Industry and the National Commission for Women. This advisory group will meet at least three times. The expected role will be as follows:

- Collectively agree on survey sample selection, adapted questionnaires and research methodology.
- Provide assistance from their respective positions. This may include possible in-depth interviews with workers and employers.
- Provide comments on the final report as it should reflect their concerns and priorities.
- Provide logistical and administrative assistance to the project manager in the organization and running of a national workshop where survey results are presented and discussed and policy recommendations are produced.

5. Time frame

The activities specific to running the SWTS are expected to start on __ and be completed by __ (*typically a 2-3 month period is required*).

The following is the tentative breakdown of the schedule:

Month 1 – Questionnaire adaptation, translation and training of field researchers

Month 2 – Field survey activities and data entry

Month 3 – Tabulation of results and report writing (*if required*)

6. Language

The final questionnaire, draft report (*if engaged for such*) and other documents produced by the external collaborator will be submitted in English.

7. Submission of outputs

- a) An electronic version of the questionnaires and sampling methodology will be submitted to the ILO for clearance by __ (*insert date*).
- b) An electronic version of the raw data obtained from the questionnaires will be submitted to the ILO for clearance by __ (*insert date*).
- c) An electronic version of all tabulations and reports will be submitted to the ILO for clearance by __ (*insert date*).

8. Budget estimate

The estimated total cost for the survey will be US\$ __. This is based on estimates provided by __ (*survey implementation team*) and discussed with the ILO (*attach detailed budget as an annex to the TOR*). A first payment of US\$ __ will be made upon agreement of the questionnaire and sampling procedure. A second payment of

US\$ __ will be carried out upon receipt of confirmation regarding completion of training of surveyors and field work, data entry and tabulation of raw data and submission of the latter. The final payment of US\$ __ will be carried out after completion of the remaining work and submission of raw data and once the __ *(organization of the project manager)* has expressed total satisfaction.

After the completion of the survey and the report writing, additional cost will be incurred for translation into English, printing in two languages, as well as the possibility for an independent expert to finalize the report. Any of these additional costs will be borne by the __ *(organization of the project manager)*. In addition to these costs, the __ *(survey implementation team)* is expected to provide in-kind support in terms of administrative costs, access to computers, stationary, etc.

Annexes *(not included here)*

1. Detailed budget
2. School-to-work transition survey (SWTS) – Basic concepts *(use concepts and definitions from this module)*
3. Guidelines for tabulation of results *(use Module 4 of this report)* and list of output tables *(from Module 5 of this report)*
4. Template for final report of survey results *(if engaged to do so, use Module 5 of this report)*

Annex 1.3

Sample terms of reference for report writer

Note: Explanatory text is italicized and marked in orange.

TERMS OF REFERENCE (TOR)

Service contract
for __ *(insert name or organization of the report writer)*

Final report of the school-to-work transition survey in country X

1. Background information

(Same as TOR for survey implementation team above)

2. Description of tasks

Under the technical supervision of the __ *(organization of the project manager)*, the External Collaborator will produce a report analysing the results of the school-to-work transition survey in country X based on the suggested outline (see TOR for the survey implementation team). The database and initial tabulations prepared by __ *(survey implementation team)* will be used to prepare the analysis.

3. Language

The report and other documents produced by the External Collaborator will be submitted in English.

4. Submission of outputs

An electronic and paper version of the report will be submitted to the __ *(organization of the project manager)* for clearance by __.

5. Payment

The total fee of US\$ __ *(typical cost would be approximately US\$ 5,000)* will be paid through the consultant's bank account after completion of the work and once the __ *(organization of the project manager)* has expressed total satisfaction.

Annexes *(not included here)*

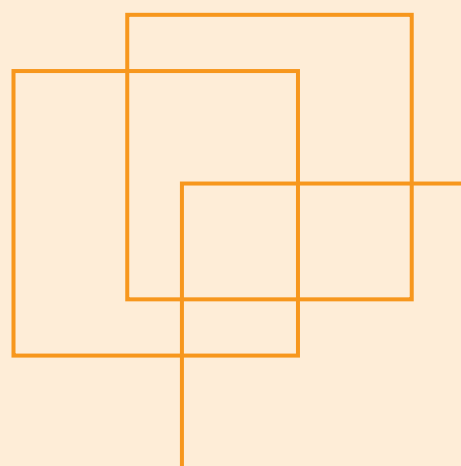
1. School-to-work transition survey (SWTS) – Basic concepts *(use concepts and definitions from this module)*
2. Template for final report of survey results *(use Module 5 of this report)*



International
Labour
Office
Geneva

Module 2

SWTS Questionnaires



ILO school-to-work transition survey:

A methodological guide

Module 2

SWTS Questionnaires

Sara Elder

Youth Employment Programme
International Labour Office

Copyright© International Labour Organization 2009

First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; email: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO school-to-work transition survey : A methodological guide

International Labour Office. - Geneva: ILO, 2009.

ISBN 978-92-2-121418-2 (print)

ISBN 978-92-2-121419-9 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org.

Visit our website: www.ilo.org/publns

Photocomposed in Switzerland

SCR

Printed in Switzerland

NOU

Contents

Foreword	v
Acknowledgments	vii
Purpose and organization of the guide	ix
2.1 Introduction	1
2.2 Structure of the questionnaires	3
2.3 Significance of particular questions for purposes of analysis	5
Annexes	
2.1 Basic questionnaire for youth	15
2.2 Basic questionnaire for employers	43
Tables	
2.1 Structure and length of the questionnaire for youth sample	3
2.2 Structure and length of the questionnaire for employers	3
2.3 Questions relevant to conditions of work	12
Boxes	
2.1 Improving the capturing of employment history	8

Foreword

The transition into adulthood is an exciting time for many young women and men, bringing with it the prospect of social and economic independence. For some youth, however, the challenge of finding employment, let alone satisfying employment, can be daunting, and the inability to prove oneself as a productive member of society can overshadow all else to create a sense of frustration and negativity during a time that is meant to be full of hope. It is hard to feel positive about one's future prospects when one becomes blocked at the entry level.

But we should not paint too gloomy a portrait. Many transitions to adulthood, from school to work, are successful from the point of view of the young person and from the point of view of society as beneficiary of their productive contribution. Certainly there must be value in defining a “successful” transition and making the distinction between these and “difficult” ones, i.e. situations in which the young person has little option but to take up unproductive, low-paid and insecure work or drop out of the labour force to wait for rosier times. At least such was the assumption behind the creation of the ILO school-to-work transition survey (SWTS) and the analytical framework, as described in the pages of this Guide, which has been developed around it.

The Guide in itself does not answer the big questions: for instance, why are some transitions difficult and some not; are lengthy transitions an inevitable consequence of a national environment characterized by low levels of job creation; and perhaps most importantly, can governments, working with employers', workers' and youth organizations, do anything about it? What it does do, however, is introduce a holistic methodology that can guide countries to find the answers for themselves. It sets the framework for gathering information on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. As stated in Module 1, the data in itself is not unique. What are unique as outcomes from the implementation of the SWTS are the development of indicators that define the stages of transition and the quality of transition and the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The ILO is committed to helping governments and social partners identify main employment issues and design and implement integrated policy responses. This Guide toward implementation of the SWTS is offered to our constituents as a means to enhance the capacity of national and local-level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. There is a sense of urgency in many countries in addressing the challenge of youth employment.

We recognize that large shares of youth in transition have yet to attain decent employment. Unless they succeed yet another generation of productive potential will remain underutilized and a cycle of poverty and decent work deficits will continue. Clearly, there is still substantial room for action to bring about progress toward the goal to “achieve decent work and productive employment for all, including women and young people” (Millennium Development Goal 1B). It is our sincere hope that this Guide can aid the process and help countries to broaden the information base from which they can address the specific challenges associated with enabling their young populations to reach their full potential.

José Manuel Salazar-Xirinachs
Executive Director
Employment Sector

Acknowledgments

The author wishes to thank all those, past and present, who have had a hand in the development and implementation of the ILO school-to-work transition survey. The surveys have always been resolutely supported by the ILO Youth Employment Programme and for this the author is particularly grateful. Special thanks go to Farhad Mehran, who pioneered the basic concepts of the transition, and Makiko Matsumoto, whose feedback based on the applied tabulation of the raw data has greatly improved the relevant sections of this product. Kee Beom Kim and Mariela Buonomo Zabaleta provided thoughtful comments on the draft. All modules were written by the author with the exception of Module 3 on sampling methodologies, which is a product of El Zanaty and Associates, Egypt.

Purpose and structure of the guide

This guide is intended to help anyone interested in running an ILO school-to-work transition survey. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.

The guide is organized as follows:

- Module 1** Basic concepts, roles and implementation process
- Module 2** SWTS questionnaires
- Module 3** Sampling methodology
- Module 4** Key indicators of youth labour markets: Concepts, definitions and tabulations
- Module 5** Disseminating survey results

2.1

Introduction

The questionnaires included as annexes to this module are meant to serve as templates. They should be reviewed carefully by the project manager and the survey implementation team (see Module 1 for definition of roles) with a view to making alterations as necessary. Specifically, the questionnaires should be reviewed to make sure that they will generate sufficient information on specific issues of concern and be amended if found lacking. For example, if prejudices exist in a country that lead to particular vulnerabilities among youth of certain ethnic backgrounds, then the ethnicity of respondents should be captured in the personal information section. Or a country may not be concerned about young people's participation in unions and could therefore take out some questions (F26 and F27 in the attached youth questionnaire). The survey implementation team should also make sure that the questionnaires adhere to the standard classification systems used for education levels (e.g. C1), industrial sectors (e.g. C18) and occupational classes (e.g. F8). They are advised to check against existing surveys (labour force surveys, censuses, etc.) and to copy classifications used elsewhere in order to enhance consistency and national understanding of concepts.

Finally, survey implementation teams should make sure to phrase questions in a way that is understandable to the young respondents. Field surveyors should be properly trained to prompt respondents through the range of choices. The selections associated with the generic questionnaire in Annex 2.1 may need to be simplified. The choices of economic activities in question C4a, for example, include the option of "self-employed/own-account worker" – terms that the young respondent will not necessarily be familiar with. The survey implementation team will maintain responsibility for formulating the language of the questionnaire. They might opt to change the language of that particular option to, for example, "working for yourself, freelancing or working for your own business" or could simply make sure that the field surveyor has sufficient materials on hand to adequately define the option ("this means working for yourself, freelancing, or doing contract work, OR working for your own business") if the young respondent needs clarification.

Survey teams are advised to beware of adding too many questions since the length of the questionnaire could already be considered burdensome (the maximum number of questions asked of a respondent would be 92 questions for a self-employed youth; see section 2.2 for more information). Trimming is recommended wherever possible. A final questionnaire should be agreed upon by both the project manager and the survey implementation team, after which the survey implementation team will take responsibility for formatting and translating the document into the national language.

2.2

Structure of the questionnaires

The questionnaire is designed to gather general information – personal, family and household information (section B) and education, activity history and aspirations (section C) – from the respondent and then information relevant to the respondent's current economic activity (whether still in school, unemployed, employed or outside of the labour force and not in school). The structure and flow of the questionnaires are as follows.

Table 2.1 Structure and length of the questionnaire for youth sample			
Section		Number of questions in section	Maximum number of questions asked of the individual
A	Reference details (filled in by surveyors and used for control purposes)	N.A.	N.A.
B	Personal, family and household information	20	20
C	Education, activity history and aspirations Based on response at end of section C, respondent jumps to section D, E, F or G	20	20
D	Youth in education	7	47
E	Unemployed youth	22	62
F	Young employees, employers and own account workers	48 (employees), 52 (self-employed)	88 (employees), 92 (self-employed)
G	Youth not in the labour force	5	45

Table 2.2 Structure and length of the questionnaire for employer		
Section		Number of questions in section
A	Reference details (filled in by surveyors and used for control purposes)	N.A.
B	Characteristics of the enterprise	15
C	Recruitment and employment of young people	13
D	Education and training of workers	7
Total questions		35

2.3

Significance of particular questions for purposes of analysis

This section provides some details regarding the significance of particular questions. As stated above, it is important that the project manager and the survey implementation team sit together to review the questionnaires question by question and make the alterations that ensure that the questions 1) make sense in the national context and 2) are sufficient to cover all areas of concern in the country. To aid such a review, this section highlights how certain questions can be linked to some of the areas likely to be of interest when analysing results. Note that not all themes for analysis are covered here and that some additional guidance to aid the interpretation of results can be found in the discussion of tabulations in Module 4.

General characteristics

There are policy implications to notable gaps in transition experiences by sex, age, geographic location (urban or rural) and level of educational attainment. Therefore, disaggregation of data by at least these four variables, as called for in the majority of output tables (see Module 5), is essential for the final analysis and subsequent policy recommendations. The following questions capture the essential information to allow disaggregation of results according to sex, age, location and level of education:

- B2** Birth date (allows for calculation of age and division into age groups, 15-19, 20-24 and 25-29)
- B3** Sex
- B6** Current residence (rural area, small town in rural area, metropolitan area, large city)
- C3** Highest level of education attained

Ethnic divisions might also be of interest to the country and, in this case, we recommend an additional question be added in section B along the lines of the following that was used in the questionnaire for Kosovo:

What is your ethnic belonging?

- Albanian
- Serbian
- Other, please specify

Other characteristics that might be interesting to tabulate by are:¹

1. income level of the household (B18) – to judge, for instance, if current economic activities or transition results differ among poorer households and wealthier ones;
2. marital status (B10) – to see if young women or men who marry early face different labour market constraints; and
3. education level and/or occupation of parents (B15 and B16, respectively) – for evidence of privileges, as evident by higher education level of parents and/or professional-level occupations of parents, that serve as determinants in the economic activity and transition outcome of youth.

Mobility

- B7** Do you live and/or work in the same area where you grew up? (options: yes; no)
- B8** Describe your original place of residence (or place of registration): (options: rural area; small town; metropolitan area; large city; another country)
- B9** What was the main reason for moving to your current residence? (options: to accompany family; for education/training/apprenticeship; to work/for employment-related reasons; other reason)

The group of questions B7-B9 generates information on the mobility of the young respondent, determining if s/he has changed location for the purpose of education or work. If internal migration of youth from rural to urban areas in search of work is a policy concern, the information can be garnered here. Two additional questions test the youth's attitude toward migration – both internal and external – as a possibility for the future. These are:

- E17** Would you consider moving to find work? (asked of an unemployed youth) and
- F23** Would you consider moving to find other work? (asked of a young worker)

both of which allow multiple selection from among the following options:

- no;
- to a capital city;
- to a town/city (other than capital city);
- to a rural area;
- to another country.

¹ Readers interested to see current analysis along the prescribed lines are reminded to see S. Elder and M. Matsumoto: "Characterizing the school-to-work transitions of young men and women: Evidence from the ILO school-to-work transition surveys", Employment Working Paper (Geneva, ILO, forthcoming 2009), particularly section 3.

Poverty

Whether or not the young respondent lives in poverty can be assessed from questions B18 (total income level of the household per month) and B17 (number of persons in the household). Survey analysts are encouraged to establish a national poverty line and compare the household income per head (i.e. total income of the household divided by the number of persons in the household) to determine if the household, and thus the respondent, lives below the poverty line.

Early school leavers

Early school leavers can be identified by question C1 with the reason for leaving before completion in question C2.

Preferences and perceptions of youth

It is interesting to compare the stated work preferences of the young respondents against the reality of the type of work that is available (as assessed from the results of the transition tabulations and the employers' survey). Youth are asked to state their ideal type of economic activity (start own business, work in the public sector, work in the private sector, do not wish to work, etc.) in C17 and employment sector (agriculture, manufacturing, construction, etc.) in C18.

Young respondents are also asked for their opinion regarding the minimal level of education necessary "to get a decent job" in question C14. This can be compared against the level of education sought by employers in filling vacancies at both the manual and professional levels (question C9 of employers' survey).

Combining school and work

The proposition that gaining work experience while studying leads to an easier school-to-work transition can be tested by capturing the transition experience of those youth who replied "yes" to question C9 ("did you work while you studied?" or "do you work while you study?"). Details on the type of work undertaken are provided with questions C10 (description), C11 (paid or unpaid), C12 (hours worked) and C13 (motivation).

History of economic activities

The survey section relating to the history of economic activities is intended to generate retrospective data – information on the full extent of activities of the youth over his/her productive lifetime to date – and is therefore vital to the interpretation of the "ease of transition", as defined in Module 4. It allows us to see, for example, if the youth entered regular employment immediately upon graduation or if s/he first experienced spells of unemployment or temporary employment. Or the youth may have finished school, spent time looking for work and then re-entered the education system, in which case the further education might be viewed as an escape from a lack of current employment prospects.

Youth who have completed their education or left school before completion are asked to provide details of their activities chronologically from the time of departure from education to the present (question C5) with details provided on length of the activity and details of employment if the activity relates to wage, self- or unpaid employment.

The final activity listed in the grid should be the young person's current activity and should correspond to the activity claimed in question C20 that then "maps" the respondent to the appropriate subsequent section of the questionnaire.

Other backward-looking questions do exist within the questionnaire. For example, the currently employed youth is asked numerous questions relating to the period of job search prior to engagement (see questions F33 to F43); however, these questions are still related only to the current activity and do not capture multiple episodes (prior job search experiences, for example).

Box 2.1 Improving the capturing of employment history

For analytical purposes, it is interesting to know the length of time that passed before a young person settled into the satisfactory/regular job after leaving education, i.e. the length of transition. Of even greater interest, perhaps, is to trace the detailed path of labour market experiences that occurred for the young person throughout the period. Was the youth lucky enough to obtain the satisfactory/regular job on his first attempt or did s/he first experience a period of unemployment and/or spend some time engaged in temporary/non-satisfactory employment? And how does the employment path of the transitioned youth compare to that of the youth still in transition? Are there lessons to be learned in examining how/if the "first step" (first experience in the labour market after leaving school) influenced the final status (transitioned, in transition)?

Accurately capturing the history of the youth's employment experiences after finishing education is crucial to determining the categorization of "ease of transition" described in Module 1 (sections 1.4.1) and to answering questions such as those listed above. In fact, it remains one of the main objectives of the surveys to determine the "relative ease or difficulty of labour market entry of young people as they exit school". This objective can only be met if the survey provides usable retrospective data on employment history. Unfortunately, such was not the case with most of the SWTSs run to date. One of the lessons learned from past SWTS runs and, more importantly, from the process of analysing the raw data for the "synthesis" report¹ was that the employment history element was either missing or unusable due to inconsistencies in the treatment of the time element. Clearly, there was room for improvement in the SWTS questionnaire.

The version of the questionnaire discussed here is based on further research on the topic of capturing retrospective information from respondents. All the usual caveats about retrospective data apply – respondents tend to misreport their past choices in order to appear more consistent with their current choice – but some recall bias can be corrected for and the value added by such information certainly outweighs the potential errors, at least in this case.

Basically, the "old" questionnaire applied a grid design that surveyors were intended to fill in based on what the young respondent reported as their history of economic activities. Respondents were asked: "What activities have you done since you finished your education/training? First list all activities in column 1 beginning with the activity immediately after leaving full-time education and ending with the current activity. Then, when the first column is filled, complete the information for each activity row-by-row (how long each activity lasted, type of business, etc.)." In practice, this did not work out well, possibly because there was not enough guidance for the field surveyors emphasizing the need to ensure that no time gaps existed when entering start/finish dates.

Although it adds length to what is already a long survey, it was decided that the best way forward was to ask a series of recall questions, starting at the first date of departure from education and continuing forward, with each activity clearly identified and dated. The recall question is C5. The respondent who engaged in multiple activities after education would be looped through the question several times with each activity and its end date identified and coded as one spell by the interviewer. The modification to the questionnaire should allow for a straightforward tabulation of the ease of transition (see Module 4, section 4.4.2) and more reliable and consistent calculations of the lengths of transitions.

¹ S. Elder and M. Matsumoto: "Characterizing the school-to-work transitions of young men and women: Evidence from the ILO school-to-work transition surveys", Employment Working Paper (Geneva, ILO, forthcoming 2009).

Unemployment and job reservations

After testing to ensure that the young respondent meets all three criteria for inclusion among the unemployed (without work, actively seeking work and available for work)² (see Module 4 for more information on tabulation), the questions asked of the unemployed relate to the details of the job search (length and means) and the young person's perception of the obstacles s/he faces in finding work. Question E9 through E12 aim to establish whether or not the selectiveness of the young job applicant has an impact on their situation, meaning they are prolonging their unemployment status because they are holding out for a job that suits them rather than take any job offered.

The survey attempts to gauge the relative urgency of the job search among unemployed youth by determining: first, if they have ever refused a job offer and if so, for what reasons (E9-10); second, under what conditions they would accept a job offer (E11); and third, for what wage (E12).

E9 Have you ever refused a job that was offered to you?

E10 Why did you refuse? (select the main reason)

- Wages offered were too low
- Work was not interesting
- Location was not convenient
- Work would not match my level of qualifications
- Work would require too few hours
- Work would require too many hours
- Waiting for a better job offer
- There was no contract length offered or contract length was too short
- Saw no possibilities for advancement
- Other

E11 Would you be more likely to:

- Accept any job, whatever the conditions
- Accept any job, provided it is stable
- Accept any job, provided it is well paid
- Accept any job, provided it is appropriate to my level of qualification
- Accept a job only if it is stable, well paid and appropriate to my level of qualification

E12 Is there a minimum level of wage per month below which you would not accept a job?

² See Resolution concerning statistics of the economically active population, employment, unemployment and underemployment, adopted by the 13th International Conference of Labour Statisticians (ILO, Geneva, October 1982).

Presumably, the more desperate jobseeker (likely for reasons of poverty) would accept a job regardless of conditions. The results of youth's responses to these questions are of great significance to the interpretation of the phenomenon of youth unemployment. There is a great deal of difference between the young jobseeker who is unemployed because he is waiting for a particular kind of job or a job that pays them above a certain amount and the young jobseeker who would take any job offered him but simply cannot find one. The latter is likely to be poor and desperate for any income despite the conditions of work offered, whereas the former must have some sort of financial means – most likely financial support from the family – to sustain him/her while “shopping around” for a comfortable job. The distinction between the two groups would allow for targeting of policy interventions to the more vulnerable unemployed youth.

Note, the questions relating to job refusals are also asked of employed youth to determine whether they had refused other job offers and why.

Job search and recruitment methods

The labour market outcome of initial entry is not an automatic process and is significantly affected by the process of the job search and by the availability of jobs at the time of entry. While youth cannot strongly influence the availability of jobs or enterprising opportunities, the method of search and the effort that goes into it are self-determined. A focus on job search and recruitment methods, examination of which methods dominate, and speculations as to why different methods are used are all informative in shaping labour market policy interventions.

In the attached questionnaire, the method(s) of job search is identified in questions E3 for the unemployed and F46 for young employees. Recruitment methods used by employers are asked in question C8 of the employers' questionnaire.

Discouraged workers

Question E5 (together with questions E2 through E4), which weeds out youth who were not working, expressed a desire to work but did not actively seek work, is where one is able to identify “discouraged” workers. Discouraged workers are not working but not seeking work for reasons implying that they felt that undertaking a job search would be a futile effort. In question E5, the possible reasons for not seeking work that qualify the youth as “discouraged” include: a) believe no suitable work available (in the area or relevant to one's skills, capacities); b) lack employers' requirements (qualifications, training, experience, age, etc.); c) could not find suitable work; and d) do not know how or where to seek work. In keeping with the international standards, such youth are to be counted among those youth not in the labour force and are therefore routed to section G; however, many economists argue for their inclusion among the total unemployed because they remain marginally attached to the labour force and therefore represent an important element of unutilized labour. Keeping track of the discouraged youth in question E5 (and question G1 for those youth who were initially identified as outside of the labour force; see Module 4 for the guide on tabulation) will allow us to produce a “relaxed” unemployment rate that includes both youth who

meet all three criteria of the unemployment measure and youth who are without work but not job-seeking due to discouragement.³

Working conditions

One important tenet of the ILO is that unemployment is but the tip of the iceberg when it comes to unsatisfactory and potentially damaging economic outcomes for a country's population in general, and young population in particular. A more disturbing issue, perhaps, is that, among young people who do manage to find work, working conditions tend to be below standard. Some country-level evidence exists to support this claim,⁴ but more information on the quality of work is still needed to widen our knowledge base so that strategies can be developed for ensuring decent and productive work opportunities for young men and women.

The SWTS does allow us to capture indicators relevant to the qualitative issues of youth employment. At the minimum, the four qualitative indicators listed among the “recommended indicators for designing and monitoring youth employment policies and programmes” in Module 4 could be generated from the survey. These are status in employment, time-related underemployment, excessive hours of work, and wages and earnings by sector and occupation.⁵ The questions aimed to gather information specific to the quality of employment, with the significance of the information generated, are listed in the following table:

³ It is a matter of debate among labour statisticians as to the importance of maintaining the “currently available for work” criteria for the discouraged workers to be included in a relaxed framework of unemployment. The current mapping of the SWTS questionnaire does not allow one to identify discouraged youth who are not working, not actively seeking work but available and ready to work in the forthcoming week; however, the questionnaire could easily be modified to amend this if the stricter criteria for discouraged youth was agreed upon by the survey implementation team.

⁴ ILO: *Global Employment Trends for Youth, October 2006* (Geneva, 2006), p. 20.

⁵ Such indicators could, of course, be more useful if generated from regularly-collected labour force surveys with larger sampling frames; however, labour force surveys continue to be prohibitively expensive in many countries and other countries do not release the necessary information to tabulate such indicators by age. In such cases, the information generated from the SWTS can offer pertinent supplementary information concerning the labour markets of young people and, in particular, can offer a rare glimpse of the working conditions specific to youth.

Table 2.3 Questions relevant to conditions of work		
Question	Indicator	Significance
F9 (existence of employment contract) and F10 (satisfaction with contractual arrangement)	Share of workers (or the population) with temporary contracts, no contract or oral contract only ⁶	Working under a temporary contract, no contract or oral contract only does not in itself equate to non-decent working conditions; it depends on the perception that the young person has toward the type of contract. One youth might be happy to work under temporary conditions if they view doing so as a necessary step for gaining experience, while another youth might regret the lack of security offered and accept such conditions only because an alternative does not exist. The significance of question F10 is therefore to gauge the youth's perception toward the contract situation. When the contract situation is deemed unsatisfactory to the young worker, for whatever reason, employment conditions can be interpreted as poor.
F12 (hours usually worked per week)	Share of workers (or the population) who work "excessive" hours per week	The desired hours of workers will vary with the worker and the employment situation. It is therefore difficult to determine a cut-off number of hours per week after which hours are deemed "excessive", in the sense of being too long. Some persons may view 42 hours of work per week excessive, while some others would not feel overburdened until they work 55 hours per week. As a general guide for the data interpreter, a worker who puts in 45 hours per week or more could be said to work more than a normal work week and therefore work "excessive hours". In order to interpret the voluntary or involuntary nature of the hours engaged in, the SWTS includes the questions necessary to measure overemployment, as seen below.
F14 (preferred trade-off between more income and more hours or less income and fewer hours)	Overemployment or inadequate employment related to excessive hours (i.e. actual hours exceed desired hours)	In order to be deemed overemployed, a respondent should have expressed a willingness to decrease working hours even if it means less income. This situation can be associated with insufficient bargaining power of the worker and/or an ignorance of employers to the long-term consequences of overwork.
F15 (working less than normal hours per week) and F16 (reason)	Time-related underemployment or inadequate employment related to too few hours (i.e. desired hours exceed actual hours)	Underemployment reflects under-utilization of the labour force and has been broadly interpreted to imply any sort of employment that is "inadequate" from the point of view of the worker. General inadequacy, therefore, can stem from insufficient hours (time-related underemployment), insufficient compensation (income-related underemployment) or insufficient use of one's skills (skills-related underemployment). To date, time-related underemployment (also known as visible underemployment) is the only underemployment concept that has been agreed on and properly defined for measurement purposes within the international community of labour statisticians. ⁷

⁶ In our opinion, lack of employment contract does not in itself signify informal employment. We propose a more complex definition – see Module 4 for details – which requires tabulation of data results according to criteria such as access to benefits (F45), employment status (F44) and registration of the enterprise (F6).

⁷ See the Resolution concerning the measurement of underemployment and inadequate employment situations, adopted by the 16th International Conference of Labour Statisticians (ILO, Geneva, October 1998).

Table 2.3 (continued)		
Question	Indicator	Significance
F17 (salary per month)	Average wage of young employees; share of employees earning below the average monthly wage	This question allows us to determine an average wage of young employees and to then compare wages to determine low-income and high-income workers and professions. This question supplements question B18 on total household income (discussed above in the section relating to poverty) and allows us to determine if an individual earns below poverty wages even if s/he might live in a household that collectively earns enough to live above the poverty line. Thus, working poverty can be determined on an individual basis as well as a household basis.
F18 (job satisfaction), F19 (desire to change jobs) and F20 (reason)	Share of workers who express dissatisfaction with their job by desire to change and reason	The ILO classification of transition stages requires the definition of job satisfaction since a young person is not considered to have completed the school-to-work transition unless s/he is in a job felt to be satisfactory (with the exception of non-satisfactory jobs that meet all other criteria of “decency”). The reasons for wishing to change one’s job – including the search for higher pay or better working conditions – offer important clues about the workers’ perceptions of conditions and prospects.
F26 (trade union activity) and F27 (reason)	Share of workers who are actively discouraged by employers from joining labour unions	Freedom of association is an important aspect of decent work. Therefore, pressure from an employer against employees joining such an organization would certainly qualify as non-decent employment conditions.
F44 (status in employment)	Share of workers by status in employment (wage and salaried workers, self-employed workers (with or without employees) and unpaid family workers)	One’s status in employment does not in and of itself define “decent” work; however, certain statuses lend themselves more readily to certain criteria of the concept. For example, wage and salaried workers are more likely to have satisfactory contract arrangements, access to benefits such as social security, and to be privy to above-average monthly wages. The self-employed, on the other hand, especially if engaged in employment in the informal economy, might report excessive hours worked per week and little job security.
F45 (benefit entitlements)	Share of (wage and salaried) workers without access to paid annual leave; share of (wage and salaried) workers without access to social security benefits; share of (wage and salaried) workers without access to pensions; etc.	Social protection is a basic human right that provides income security to help individuals cope with important life risks (inter alia, loss of income due to invalidity, old age or unemployment) and prevent or alleviate poverty. While not all of the benefits listed in question F45 are absolutely essential elements of decent work, many of them – including paid annual leave, old-age benefits and medical insurance – are crucial to the long-term well-being of workers and are therefore symbolic of decent working conditions when made available on behalf of workers.
F21 (likelihood of employment at same place in one year) and F22 (perception of insecurity)	Share of workers who feel insecure in their current job	Like the questions relating to contracts (F9-10), F21 also attempts to gauge the issue of job security by asking young workers if they feel they could remain in the same job over the forthcoming year if they wanted to. Those who select “not likely” or “likely, but not certain” may suffer from the stress of the insecurity of their employment situation; whether or not the uncertainty of the job situation bothers the respondent is measured in the following question, F22.

Outside of the labour force (inactivity)

The main issue of interest when analysing young men and women who are outside of the labour force (neither working nor looking for work) is their reason for being so; are they voluntarily or involuntarily outside of the labour force? Question G1 asks the respondent to identify their main reason for not working and thus allows for distinction between persons who are inactive because they believe a job search would be futile – discouraged workers (see discussion above) – and workers who remain outside of the labour force voluntarily. Reasons for being outside of the labour force other than discouragement include: a) own illness, injury, pregnancy; b) personal family responsibilities; c) [participation in] education leave or training (outside the work place); and d) awaiting busy season, off-season inactivity.⁸ Such reasons are assumed to be voluntary, however, there is no follow-up question to ascertain with certainty whether or not, for instance, a youth stays at home to take care of the household of his/her own free will or because s/he is left with no choice due to family pressure or a lack of day-care facilities. The questionnaire does include a question (G3) relating to the young respondent's intention to work in the future. Those who respond "yes" are assumed to maintain at least a marginal attachment to the labour force.

⁸ Other possible reasons for not working are listed in questions E5 and G1; however, these relate to persons who are not currently working but who have made arrangements to take up paid employment or to undertake self-employment at a date subsequent to the reference period. These so-called "future starters" could have responded that they: a) already found work to start later; b) already made arrangements for self-employment to start later; or c) are awaiting recall to a former job. Statistically, future starters are to be counted among persons who are unemployed because they constitute part of the currently unutilized labour force. Therefore, youth who answered a, b or c to question G1 are routed back to section E for unemployed youth.

Annex 2.1

Basic questionnaire for youth

[Note: The questionnaire has purposefully not been formatted since survey implementation teams would presumably wish to apply their own formatting and coding standards.]

School-to-work transition survey **Questionnaire for youth sample (15-29 years of age)**

Contents

- A** Reference details
- B** Personal, family and household information
- C** Education, activity history and aspirations
- D** Youth in education
- E** Unemployed youth
- F** Young employees, employers and own-account workers
- G** Youth not in the labour force

A Reference details

- A1** ID number of questionnaire
- A2** Full name of interviewer
- A3** Phone number of interviewer
- A4** Date of interview (day/month/year)
- A5** Starting time of interview
- A6** Ending time of interview

- GO TO SECTION B -

B Personal, family and household information

- B1** Full name of respondent
- B2** Birth date (day/month/year)
- B3** Sex
- | | |
|------------------|---|
| Female | 1 |
| Male | 2 |
- B4** Address of respondent
- B5** Phone number of respondent
- B6** Describe your current place of residence:
- | | |
|------------------------------------|---|
| Rural area | 1 |
| Small town in rural area | 2 |
| Metropolitan area | 3 |
| Large city | 4 |
- B7** Do you live and/or work in the same area where you grew up?
- | | | |
|---------------|---|-----------|
| Yes | 1 | GO TO B10 |
| No | 2 | GO TO B10 |

- B8** Describe your original place of residence (or place of registration):
- | | | |
|-----------------------------|---|--|
| Rural area | 1 | |
| Small town | 2 | |
| Metropolitan area | 3 | |
| Large city | 4 | |
| Another country | 5 | |
- B9** What was the main reason for moving to your current residence?
- | | | |
|--|----|--|
| To accompany family | 1 | |
| For education/training/apprenticeship | 2 | |
| To work/for employment-related reasons | 3 | |
| Other reasons | 99 | |
- B10** What is your current marital status?
- | | | |
|---------------------------------|---|-----------|
| Never married | 1 | GO TO B13 |
| Engaged to be married | 2 | GO TO B13 |
| Married | 3 | |
| Separated/divorced | 4 | |
| Widowed | 5 | |
- B11** At what age were you first married?
- B12** What does your spouse currently do? (choose the most relevant activity)
- | | | |
|--|----|--|
| Attend education/training | 1 | |
| Available and actively looking for work | 2 | |
| Work for salary/wage with an employer | 3 | |
| Work as unpaid family member | 4 | |
| Work as self-employed/own-account worker | 5 | |
| Engage in home duties (including child care) | 6 | |
| Unable to work owing to sickness or disability | 7 | |
| NA (in case of separated/divorced/widowed) | 8 | |
| Other.. . . . | 99 | |
- B13** Do you have any children?
- | | | |
|---------------|---|-----------|
| Yes | 1 | |
| No | 2 | GO TO B15 |
- B14** How many children do you have?

B15 What is the highest level of education of your father and mother?

	(A) Father	(B) Mother
No schooling	1	1
Elementary education	2	2
Vocational education	3	3
Secondary school	4	4
University	5	5
Post-graduate studies	6	6
Other	99	99

B16 What are the occupations of your father and mother? (select main occupation of each parent)

	(A) Father	(B) Mother
Professional, technical and related worker	1	1
Administrative, managerial	2	2
Clerical and related worker	3	3
Sales	4	4
Agricultural worker	5	5
Factory/production worker	6	6
Government/public sector worker	7	7
Armed forces	8	8
Home-based worker/subcontractor	9	9
Other service worker	10	10
Unpaid family worker	11	11
Housework	12	12
Student	13	13
Unemployed/looking for work	14	14
Retired	15	15
Disabled	16	16
Parent deceased	17	17
Other	99	99

B17 What is the number of persons in the household where you live? (include yourself)

B18 On average, what is the total income of your household per month? [INSERT APPROPRIATE INCOME RANGES FOR THE COUNTRY CONTEXT. USE INCOME PER YEAR IF IT MAKES BETTER SENSE.]

B19 How many persons in the household work for a salary/wage?

B20 How many persons are in the household who are without work and actively look for work?

- GO TO SECTION C -

C Education, activity history and aspirations

- C1** Most recent educational activity
- | | | |
|---|---|-----------|
| I have never studied | 1 | GO TO C14 |
| I left before graduation | 2 | GO TO C2 |
| I have completed my education | 3 | GO TO C3 |
| I am currently studying | | |
| at elementary level (primary) | 4 | GO TO C9 |
| at vocational school | 5 | GO TO C9 |
| at secondary level | 6 | GO TO C9 |
| at higher education level | 7 | GO TO C9 |
| at post-graduate, post-doctoral level | 8 | GO TO C9 |
- C2** What was the main reason for stopping your education?
- | | |
|---|----|
| Finished course | 1 |
| Failed examinations | 2 |
| Did not enjoy schooling | 3 |
| Wanted to start working | 4 |
| To get married | 5 |
| Parents did not want you to continue schooling | 6 |
| Economic reasons (could not afford/too poor/needed to earn money to support family) | 7 |
| Other | 99 |
- C3** What is your highest level of completed education?
- | | |
|---|---|
| Elementary level (primary) | 1 |
| Vocational school | 2 |
| Secondary level. | 3 |
| Higher education level. | 4 |
| Post-graduate, post-doctoral level. | 5 |
- C4** Please approximate when you finished with your studies:
ENTER DATE: ____ Month ____ Year

INTRO (READ OUT)

I'd like to ask you a few questions now about what you might have been doing since ____ [USE TRANSITION START DATE FROM C4] in the way of paid work, unemployment, or other activities such as time spent at home or looking after your family.

As we need to get as complete a picture as possible, I'd like you to tell me about any spells you may have had in or out of paid employment, even if they were just a few days when you were waiting to take up another job.

I'll start by asking about what you were doing immediately after finishing your education in __ [USE TRANSITION START DATE FROM C4] and then we will continue forward to the present time.

C5a Which of the following activities best corresponds to what you were doing immediately following __ [FIRST TIME ASKED USE TRANSITION START DATE FROM C4; IN FOLLOWING ROUNDS, USE LATEST SPELL DATE FROM C5B]?

- | | |
|---|---|
| Work for wage/salary with an employer
(full- or part-time) | 1 |
| Self-employed/own-account worker | 2 |
| Work as unpaid family member
(work for family gain) | 3 |
| Available and actively looking for work | 4 |
| Engaged in training | 5 |
| Engaged in home duties (including child care) | 6 |
| Did not work or seek work for other reasons
(disability, etc.) | 7 |

C5b And on what date did you stop doing that and start your next job or other activity?

ENTER DATE: ____ Month ____ Year

Not ended, this is current job/status

GO TO C9

[IF DO NOT KNOW MONTH, ENTER 98 AND CODE YEAR. IF DO NOT KNOW YEAR, ENTER 9998.]

[INTERVIEWER CHECK: Is date at C5b after date entered at C4? In subsequent spells, is the date entered after the previously entered date? Is there a large gap (of more than 6 months/1 year) between the dates reported at C5b and C4? ASK RESPONDENT IF UNCLEAR.]

[C5COND1 : IF DATE ENTERED AT C5B AND (C5A = 1 OR 2 OR 3) ASK C6-C8 (EMPLOYMENT DETAILS) THEN RETURN TO C5A.]

[CONTINUE WITH C5A, C5B UNTIL "CURRENT JOB/STATUS" IS REACHED, THEN GO TO C9.]

Spell number (WRITE IN)	TRANSFER DETAILS FOR RELEVANT SPELL WITH DATE ENDED (MONTH/YEAR)	C6 In this job, what kind of employment contract did you have?	C7 To what extent were you satisfied with the job?	C8 Which of the following best describes why you stopped that job?
1	MONTH: — — YEAR: — — — —	I did not have one 1 I had an oral contract of unlimited duration (permanent) 2 I had an oral contract of limited duration between 12 and 36 months (temporary). 3 I had an oral contract of limited duration under 12 months (temporary). 4 I had a written contract of unlimited duration (permanent) 5 I had a written contract between 12 and 36 months (temporary). 6 I had a written contract of limited duration under 12 months (temporary). 7 Do not know 8	Satisfied 1 Unsatisfied . . . 2	Left for better job . . 1 Made redundant . . . 2 Dismissed/let go . . . 3 Temporary job ended 4 Health reasons 5 Left to have baby . . 6 Look after family . . 7 Moved area 8 Started education/ training programme 9 Other reason 99
2	MONTH: — — YEAR: — — — —	I did not have one 1 I had an oral contract of unlimited duration (permanent) 2 I had an oral contract of limited duration between 12 and 36 months (temporary). 3 I had an oral contract of limited duration under 12 months (temporary). 4 I had a written contract of unlimited duration (permanent) 5 I had a written contract between 12 and 36 months (temporary). 6 I had a written contract of limited duration under 12 months (temporary). 7 Do not know 8	Satisfied 1 Unsatisfied . . . 2	Left for better job . . 1 Made redundant . . . 2 Dismissed/let go . . . 3 Temporary job ended 4 Health reasons 5 Left to have baby . . 6 Look after family . . 7 Moved area 8 Started education/ training programme 9 Other reason 99
CONTINUE ADDING ROWS AS NEEDED. GO TO C9 WHEN FINISHED GRID.				

Work/study combination

- C9** Did you work while you studied (or do you work while you study)?
 Yes 1
 No 2 GO TO C14
- C10** Please describe the work experience
 Internship/apprenticeship in private company 1
 Internship/apprenticeship in public sector.. 2
 Internship/apprenticeship in non-profit organization 3
 Work in family business 4
 Work on farm 5
 Work in private company 6
 Work in public sector 7
 Community volunteer work 8
 Work in the informal (“black”) economy 9
 Other. 99
- C11** Was the work
 Paid? 1
 Unpaid? 2
- C12** How many hours per week did (do) you work?
 Less than 1 1
 More than 1 and less than 5 2
 More than 5 and less than 10 3
 More than 10 and less than 20 4
 More than 20 5
- C13** What was (is) your primary motivation in working while studying?
 To earn money 1
 To gain work experience/build up
 a curriculum vitae 2
 To make connections that could lead
 to future employment 3
 Other 99

Opinions and aspirations

- C14** In your opinion, a person needs at least what level of education/
 training to get a decent job these days?
 Elementary education. 1
 Vocational education 2
 Secondary education 3
 University 4
 Post-graduate studies 5
 Other 99

C15 Could you please tell me the most important goal in your life?
(select one)

- | | |
|---|----|
| Being successful in work | 1 |
| Making a contribution to society | 2 |
| Participating in local community affairs | 3 |
| Upholding religious faith | 4 |
| Having lots of money | 5 |
| Having a good family life | 6 |
| Having leisure time | 7 |
| Having a lot of different experiences | 8 |
| Finding purpose and meaning in life | 9 |
| Building self-esteem and confidence,
and finding personal fulfilment | 10 |

C16 Which of the following qualities do you think is the most
useful in finding a good job? (select one)

- | | |
|---|----|
| Information technology skills | 1 |
| Scientific or technical qualifications | 2 |
| Command of languages | 3 |
| Knowledge of the business world | 4 |
| Communication skills | 5 |
| Teamwork skills | 6 |
| Good general education | 7 |
| Good appearance | 8 |
| Ambition | 9 |
| Having completed an apprenticeship or
an appropriate training course | 10 |
| Other | 99 |

C17 Ideally, which of the following type of work would you prefer?

- | | |
|--|----|
| Start your own business | 1 |
| Work for the government/public sector | 2 |
| Work for a multinational corporation | 3 |
| Work for a private company | 4 |
| Work for a non-profit organization | 5 |
| Work for own/family farm | 6 |
| Work for someone else's farm | 7 |
| Work for family business | 8 |
| Not sure | 9 |
| Do not wish to work | 10 |
| Happy with current type of business/
would not change | 11 |
| Other | 99 |

- C18** Ideally, in which sector do you want to work?
- | | | |
|---|----|--|
| Agriculture, hunting, forestry and fishing | 1 | |
| Mining | 2 | |
| Manufacturing | 3 | |
| Electricity, gas and water supply | 4 | |
| Construction | 5 | |
| Wholesale and retail trade, repair | 6 | |
| Hotels and restaurants | 7 | |
| Transport, storage and communications | 8 | |
| Finance/insurance | 9 | |
| Real estate, renting and business activities | 10 | |
| Public administration and defence | 11 | |
| Education | 12 | |
| Health and social work | 13 | |
| Other community, social and personal services | 14 | |
| Private household service | 15 | |
| Happy with current sector/would not change | 16 | |
| Not sure | 17 | |
| Do not wish to work | 18 | |
| Other | 99 | |
- C19** Where do you get most of your money from?
- | | | |
|--|----|--|
| My regular job | 1 | |
| Unemployment or social security benefits | 2 | |
| Training allowance or educational grant | 3 | |
| My parents and/or family | 4 | |
| My partner | 5 | |
| Work in the informal ("black") economy | 6 | |
| Other | 99 | |
- C20** In the last week, what was your main activity?
- | | | |
|---|---|----------|
| Attend education/training | 1 | GO TO D1 |
| Unemployed - without work | 2 | GO TO E1 |
| Work for pay, profit or family gain
for at least one hour | 3 | GO TO F4 |
| Have a job, but temporarily absent from work | 4 | GO TO F1 |
| Engaged in home duties (including child care) | 5 | GO TO G1 |
| Did not work or seek work for other reasons
(than home duties) | 6 | GO TO G1 |
| Recently finished school and plan to look
for work in near future | 7 | GO TO E1 |
| Recently finished school and have plans to start
work in near future | 8 | GO TO F1 |

[IF RESPONDENT IS CONFUSED AS TO WHETHER OR NOT THEY WORKED, YOU CAN ASK THE FOLLOWING: DID YOU ENGAGE IN ANY ECONOMIC ACTIVITY ON THE FOLLOWING LIST DURING THE LAST WEEK? LISTS WILL NEED TO BE LOCATED AND DESIGNED FOR THE CONTEXT OF THE COUNTRY.]

D Youth in education

D1 What do you plan to do after completing your current education/
training programme?

- | | |
|---|----|
| Look for a job | 1 |
| Stay at home | 2 |
| Immediately go for further education/training | 3 |
| Do not know | 4 |
| Other | 99 |

D2 Have you already started looking for a job?

- | | | |
|-----------|---|----------|
| Yes | 1 | |
| No | 2 | GO TO D4 |

D3 How are you looking for a job?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE
MOST USED JOB SEARCH METHOD AND A 2 BY THE SECOND MOST USED]

- | | |
|--|----|
| Through education/training institution | 1 |
| Attending job fairs | 2 |
| Registration at a public employment office | 3 |
| Registration at a private employment office. | 4 |
| Direct application for employers, participation
in a competition | 5 |
| Checking at worksites, farms, factory gates,
markets or other assembly places | 6 |
| Placing newspaper advertisements | 7 |
| Answering advertisements
(newspaper, internet, etc.) | 8 |
| Seeking assistance of friends, relatives,
colleagues, unions, etc. | 9 |
| Looking for land, building, machinery, equipment
to establish own enterprise | 10 |
| Arranging for financial resources | 11 |
| Applying for permits, licences | 12 |
| Other | 99 |

D4 Did you ever stop your education to work or look for work
full-time and then re-enter school at a later date?

- | | | |
|-----------|---|----------|
| Yes | 1 | |
| No | 2 | GO TO D6 |

D5 Why did you choose to re-enter the education system?

- | | |
|------------------------------------|---|
| Could not find suitable work | 1 |
|------------------------------------|---|

Needed different education or training in order to change my career	2
Was not sure what I wanted to do yet	3
Finally had sufficient money to pay for education . . .	4
Not ready to face the “working” world yet	5
Other	99

D6	What is the highest level of education/training you expect to complete?		
	Elementary education	1	END OF INTERVIEW
	Vocational education	2	END OF INTERVIEW
	Secondary education	3	
	University	4	
	Post-graduate studies	5	
	Other	99	END OF INTERVIEW
D7	What special field would you like to study?		
	Science	1	
	Literature/arts	2	
	Commerce/business administration	3	
	Industry/technical	4	
	Education	5	
	Engineering	6	
	Health sciences	7	
	Medicine	8	
	Other	99	

- END OF INTERVIEW -

E Unemployed youth

Desire for work

E1	Are you looking for work or trying to establish your own business?		
	Yes	1	
	No	2	GO TO G1

Seeking work criteria

E2	During the last four weeks, have you taken any steps to find work or to establish your own business?		
	Yes	1	
	No	2	GO TO E4

E3 What steps did you take to seek work during the past four weeks?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST USED JOB SEARCH METHOD AND A 2 BY THE SECOND MOST USED]

Through education/training institution	1	GO TO E6
Attending job fairs	2	GO TO E6
Registration at a public employment office	3	GO TO E6
Registration at a private employment office	4	GO TO E6
Direct application to employers, participation in a competition	5	GO TO E6
Checking at worksites, farms, factory gates, markets or other assembly places	6	GO TO E6
Placing newspaper advertisements	7	GO TO E6
Answering advertisements (newspaper, internet, etc.)	8	GO TO E6
Seeking assistance of friends, relatives, colleagues, unions, etc.	9	GO TO E6
Looking for land, building, machinery, equipment to establish own enterprise	10	GO TO E6
Arranging for financial resources	11	GO TO E6
Applying for permits, licences	12	GO TO E6
Nothing	13	GO TO E4
Other	99	GO TO E6

E4 Did you want to work during the past week?

Yes	1	
No	2	GO TO G2

E5 What is the main reason you did not seek work during the last week?

Already found work to start later	1	
Already made arrangements for self-employment to start later	2	
Awaiting recall to former job (without formal job attachment)	3	
Own illness, injury, pregnancy	4	GO TO G2
Personal family responsibilities	5	GO TO G2
Education leave or training	6	GO TO G2
Awaiting busy season...	7	GO TO G2
Believe no suitable work available (in area of relevance to one's skills, capacities)	8	GO TO G2
Lack employers' requirements (qualifications, training, experience, age, etc.)	9	GO TO G2
Could not find suitable work	10	GO TO G2
Do not know how or where to seek work	11	GO TO G2
Not yet started to seek work	12	GO TO G2
No reason given	13	GO TO G2
Other	99	GO TO G2

Availability criteria

- E6** If opportunity to work had existed (over the last 7 days) would you have been able to start work?
- | | | |
|-----------|---|----------|
| Yes | 1 | |
| No | 2 | GO TO G2 |

Length of job search

- E7** How long have you been available for work and actively looking for a job?
- | | |
|------------------------|---|
| Less than a week | 1 |
| 1-4 weeks | 2 |
| 1-2 months | 3 |
| 3-6 months | 4 |
| 6 months-1 year | 5 |
| More than 1 year | 6 |

Details of job search

- E8** What sort of job are you looking for (occupation)?
- | | |
|--------------------------|----|
| Manual job | 1 |
| Clerical job | 2 |
| Technical job | 3 |
| Administrative job | 4 |
| Managerial job | 5 |
| Professional job | 6 |
| Other | 99 |
- E9** Have you ever refused a job that was offered to you?
- | | | |
|-----------|---|-----------|
| Yes | 1 | |
| No | 2 | GO TO E11 |
- E10** Why did you refuse? (select the main reason)
- | | |
|---|----|
| Wages offered were too low | 1 |
| Work was not interesting | 2 |
| Location was not convenient | 3 |
| Work would not match my level of qualifications ... | 4 |
| Work would require too few hours | 5 |
| Work would require too many hours | 6 |
| Waiting for a better job offer | 7 |
| There was no contract length offered or contract length was too short | 8 |
| Saw no possibilities for advancement | 9 |
| Other | 99 |
- E11** Would you be more likely to...
- | | |
|---|---|
| Accept any job, whatever the conditions | 1 |
| Accept any job, provided it was stable | 2 |
| Accept any job, provided it was well paid | 3 |

	Accept any job, provided it was appropriate to my level of qualification	4
	Accept a job only if it was stable, well paid and if it was appropriate to my level of qualification	5
	Other	99
E12	Is there a minimum level of income per month below which you would not accept a job?	
	Yes	1
	How much?	
	No	2
E13	Have you received any advice/help/assistance from the employment services?	
	None	1
	Advice on how to search for job	2
	Information on vacancies	3
	Guidance on education and training opportunities . .	4
	Placement at education/training programmes	5
	Other	99
E14	What have you mainly been doing while looking for a job?	
	Staying at home and only looking for a job	1
	Staying at home and also responsible for household chores	2
	Helping in family business	3
	Taking additional education/training courses	4
	Spending time with friends	5
	Doing volunteer work (without pay)	6
	Planning to start own business	7
	Other	99
E15	Since you started looking for work, how many jobs have you applied for?	
E16	Since you started looking for work, how many interviews have you been to?	
E17	Would you consider moving to find work? (can mark more than one)	
	No	1
	Moving to capital city	2
	Moving to a town/city (other than capital city)	3
	Moving to a rural area	4
	Moving to another country	5
	No preference	6
E18	What has been the main obstacle in finding a good job?	
	No education	1
	Unsuitable general education	2
	Unsuitable vocational education	3

No suitable training opportunities	4
Mismatch between education requirements and that received	5
No work experience	6
Not enough jobs available	7
Considered too young	8
Being male/female	9
Discriminatory prejudices (for example, disability, religion, race, appearance, etc.)	10
Low wages in available jobs	11
Poor working conditions in available jobs	12
Other	99

E19 Do you feel the education/training you received in the past is useful in getting a job?

Very useful	1
Somewhat useful	2
Not useful	3
Do not know	4

E20 What kind of training do you think would be most helpful in finding a job?

Completion of vocational training	1
Completion of secondary education	2
Completion of university	3
Apprenticeship with an employer	4
Entrepreneurship training to start own business	5
Computer and IT training	6
Foreign language	7
Professional training	8
Other	99

E21 Do you plan to continue your education/training at a later stage?

Yes	1
When? (month, year)	
No	2
Do not know yet	3

E22 What is the highest level of education/training you expect to attain?

Elementary education	1
Vocational education	2
Secondary education	3
University	4
Post-graduate studies	5
Other	99

- END OF INTERVIEW -

F Young employees, employers and own-account workers

Temporarily absent from work

- F1** Even though you were not working, did you have a job, business or a land holding to which you will return to work?
- | | | |
|-----------|---|----------|
| Yes | 1 | GO TO F3 |
| No | 2 | |
- F2** Are you looking for work or trying to establish your own business?
- | | | |
|-----------|---|----------|
| Yes | 1 | GO TO E2 |
| No | 2 | GO TO G1 |
- F3** Why did you not work last week?
- | | | |
|--|----|--|
| Own illness, injury | 1 | |
| Holiday, vacation | 2 | |
| Personal, family responsibilities | 3 | |
| Education leave or training (outside the place of work) | 4 | |
| Starting work in the future | 5 | |
| Strike | 6 | |
| Temporary lay-off (with formal job attachment) | 7 | |
| Lock-out | 8 | |
| Slack period, off season | 9 | |
| Reduction in economic activity | 10 | |
| Temporary disorganization, suspension of work (bad weather, mechanical, electrical breakdown, shortage of raw materials, fuel, etc.) | 11 | |
| Other involuntary (economic) reason | 12 | |

Details of business or place of work

- F4** What is the name of the enterprise/organization that you work for?
- | | |
|---|---|
| Name: | 1 |
| Self-employed or running own business | 2 |
| Working for family gain | 3 |
| Do not know/prefer not to say | 4 |
- F5** Is this enterprise/organization located:
- | | |
|---|---|
| In your own or someone else's home? | 1 |
| In some other fixed place? | 2 |
| In no fixed place? | 3 |

F6	Is this enterprise/organization registered?	
	Yes	1
	No	2
F7	Did you pay taxes last year on your earnings?	
	Yes	1
	No	2
	Prefer not to say	3

Personal work details

F8	Which occupational class best describes your current job?	
	Manual work	1
	Clerical work	2
	Technical work	3
	Administrative work	4
	Managerial work	5
	Professional work	6
	Other	99
F9	What kind of employment contract are you currently working under?	
	I do not have one	1
	I have an oral contract of unlimited duration (permanent)	2
	I have an oral contract of limited duration between 12 and 36 months (temporary)	3
	I have an oral contract of limited duration under 12 months (temporary)	4
	I have a written contract of unlimited duration (permanent)	5
	I have a written contract of unlimited duration between 12 and 36 months (temporary)	6
	I have a written contract of limited duration under 12 months (temporary)	7
	Do not know	8

F10	Please select which of the following best describes your perception of the contract arrangement (select one only):	
	I am satisfied with my contract situation because:	
	It gives me the job security I need	1
	It gives me the flexibility that I need.	2
	The wage is high enough that I do not care about the terms of the contract	3
	Other reason.	4
	I am not satisfied with my contract situation because:	
	It does not give me the job security that I need.	5

- | | | |
|------------|---|-------------|
| | It does not give me the flexibility that I need . . . | 6 |
| | I do not get the same benefits
as other employees | 7 |
| | Other reason. | 8 |
| F11 | In addition to your main job, do you have a second job? | |
| | Yes | 1 |
| | No | 2 |
| F12 | How many hours per week do you usually work at your main job? | |
| F13 | Last week, how many hours did you actually work at your main job (including meal breaks, overtime, travel time, etc.)?
[“0” IF DID NOT WORK LAST WEEK DUE TO TEMPORARY ABSENCE.] | |
| F14 | Given the choice, would you opt for: | |
| | More income and more hours | 1 |
| | Less income and fewer hours | 2 |
| | The same income and hours | 3 |
| F15 | Were your hours worked last week less than the normal hours worked per week? | |
| | Yes | 1 |
| | No | 2 GO TO F17 |

Voluntary or involuntary nature of hours worked

- | | | |
|------------|--|----|
| F16 | What was the reason for working less than the normal hours last week? | |
| | Own illness, injury | 1 |
| | Holiday, vacation | 2 |
| | Personal, family responsibilities | 3 |
| | Education leave or training (outside
the place of work) | 4 |
| | Did not want more hours | 5 |
| | Job start/ended within the reference period | 6 |
| | Strike | 7 |
| | Other voluntary (non-economic) reason | 8 |
| | Lock-out | 9 |
| | Slack period, off season | 10 |
| | Reduction in economic activity (no work available,
lack of raw materials, clients, orders, etc.) | 11 |
| | Temporary disorganization, suspension of work
(bad weather, mechanical, electrical breakdown,
shortage of raw materials, fuel, etc.) | 12 |
| | Could not find more work or full-time work | 13 |
| | Other involuntary (economic) reason | 14 |

- F17** On average, what is your total income from work per month?
- F18** To what extent are you satisfied with your main job?
 Mostly satisfied 1
 Mostly unsatisfied 2
- F19** Do you hope to change your main job in the future?
 Yes 1
 No 2 GO TO F21
 Not sure 3 GO TO F21
- F20** What is the most important reason for wanting to change your job?
 To get higher pay 1
 To have better working conditions 2
 To have better career prospects 3
 To be able to better combine work with family responsibilities 4
 Other 99
- F21** Thinking about the next 12 months, how likely do you believe it is that you will be able to keep your main job if you want to?
 Very likely 1 GO TO F23
 Likely, but not certain 2
 Not likely 3
 Do not know 4
- F22** Does the uncertainty of the situation bother you?
 Yes 1
 No 2
- F23** Would you consider moving to find other work?
 No 1
 Would move to capital city 2
 Would move to a town/city (other than capital city) 3
 Would move to a rural area 4
 Would move to another country 5
 No opinion 6
- F24** Do you plan to continue your education/training in the future?
 Yes 1
 When? (month, year)
 No 2 GO TO F26
 Do not know yet 3 GO TO F26

- F25** What is the highest level of education/training you expect to attain?
- | | |
|---------------------------------|----|
| Elementary education | 1 |
| Vocational education | 2 |
| Secondary education | 3 |
| University | 4 |
| Post-graduate studies | 5 |
| Other | 99 |
- F26** Are you a member of a trade union or association of workers?
- | | | |
|---------------|---|-----------|
| Yes | 1 | GO TO F28 |
| No | 2 | |
- F27** Why not?
- | | |
|---|----|
| Have a negative view of trade unionism | 1 |
| Not aware of any unions to join in my workplace | 2 |
| It is discouraged by my employer | 3 |
| Not sure what a union can do to help me | 4 |
| Never been approached to join | 5 |
| Never considered joining | 6 |
| Do not have time | 7 |
| Not interested in public affairs | 8 |
| Too expensive | 9 |
| Other | 99 |
- F28** Did you receive any training for your current activity?
- | | | |
|---------------|---|-----------|
| Yes | 1 | |
| No | 2 | GO TO F33 |
- F29** What was the main type of training? (choose the main one)
- | | |
|--|----|
| Apprenticeship training | 1 |
| Mentoring (on-the-job training with other staff) | 2 |
| Training in new technologies | 3 |
| Business development/entrepreneurship training | 4 |
| Foreign language training | 5 |
| Accounting/book-keeping | 6 |
| Other | 99 |
- F30** Who provided the training?
- | | |
|---|----|
| Your employer | 1 |
| A private sector training institution | 2 |
| A government training institution | 3 |
| Private contractor | 4 |
| Other | 99 |

F31	How long was the training?	
	Less than a week	1
	1-4 weeks	2
	1-3 months	3
	3-6 months	4
	6 months-1 year	5
	More than 1 year	6

F32	Who paid for the training?	
	Yourself/your family	1
	Your employer	2
	Government	3
	International organization	4
	Other	99

The job search

F33	Did you register as a jobseeker with the employment services?	
	Yes	1
	No	2

F34	Did you receive any advice/help/assistance from the employment services?	
	None	1
	Advice on how to search for a job	2
	Information on vacancies	3
	Guidance on education and training opportunities	4
	Placement in education or training programmes	5
	Other	99

F35 How many jobs did you apply for before starting work?

F36 How many interviews did you go to before starting this work?

F37	Have you ever refused a job that was offered to you?	
	Yes	1
	No	2 GO TO F39

F38	Why did you refuse? (select the main reason)	
	Wages offered were too low	1
	Work was not interesting	2
	Location was not convenient	3
	Work would not match my level of qualifications	4
	Work would require too few hours	5
	Work would require too many hours	6
	Waiting for a better job offer	7
	There was no contract length offered or contract length was too short	8

	Saw no possibilities for advancement	9
	Other	99
F39	In your job-search period, were you more likely to...	
	Accept any job, whatever the conditions	1
	Accept any job, provided it was stable	2
	Accept any job, provided it was well paid	3
	Accept any job, provided it was appropriate to my level of education	4
	Accept a job only if it was stable, well paid and if it was appropriate to my level of qualification	5
	Other	99
F40	Was there a minimum level of income per month below which you would not accept a job?	
	Yes	1
	How much?	
	No	2
F41	How long were you available and actively looking for work before finding your current job (or establishing your current business)?	
	Less than a week	1
	1-4 weeks	2
	1-2 months	3
	3-6 months	4
	6 months-1 year...	5
	More than 1 year	6
F42	What would you say was the main obstacle in finding a job?	
	No education	1
	Unsuitable general education	2
	Unsuitable vocational education	3
	No suitable training opportunities	4
	Requirements for job higher than education/ training received	5
	No work experience	6
	Not enough jobs available	7
	Considered too young	8
	Being male/female	9
	Discriminatory prejudices	10
	Low wages in available jobs	11
	Poor working conditions in available jobs	12
	Other	99

F43 Do you feel the education/training you received in the past was useful in getting your present job (or establishing your current business)?

Very useful	1
Somewhat useful	2
Not useful	3
Do not know	4

Employment status

F44 In your job, business or farm, do you usually work:

For someone else with pay?	1	
For someone else without pay?	2	
For family gain?	3	
In own business with or without employees?	4	GO TO F49
In own land-holding with or without employees?	5	GO TO F49
As a member of a cooperative?	6	GO TO F49
Other	99	

Wage & salaried workers (employees)

F45 In your current job, are you entitled to the following benefits?

	Yes	No	Do not know
A Transport or transport allowance	1	2	3
B Meals or meal allowance	1	2	3
C Annual paid leave (holiday time)	1	2	3
D Paid sick leave	1	2	3
E Pension/old age insurance	1	2	3
F Severance/end of service payment	1	2	3
G Medical insurance coverage	1	2	3
H Bonus/reward for good performance	1	2	3
I Social security contribution	1	2	3
J Educational or training courses	1	2	3
K Occupational safety/protective equipment or clothing	1	2	3
L Childcare facilities	1	2	3
M Maternity/paternity leave	1	2	3

F46 How did you get your present job?

Through education/training institution...	1
Directly recruited by employer	2
Through public employment service	3
Through job fairs	4
Through advertisement (radio, TV, newspaper, etc.)	5
Through friends and relatives	6
Through labour contractor	7
Other	99

- F47** How many workers are employed in your enterprise/organization?
- | | | |
|-------------------------------------|---|--|
| Less than 5 workers | 1 | |
| Between 5 and 9 workers | 2 | |
| Between 10 and 19 workers | 3 | |
| 20 or more workers | 4 | |
| Do not know | 5 | |
- F48** In your current job, do you feel that a woman has equal opportunities to a man for being promoted or being successful?
- | | | |
|---|---|------------------|
| Equal opportunities for women and men | 1 | END OF INTERVIEW |
| Greater opportunities for men | 2 | END OF INTERVIEW |
| Greater opportunities for women | 3 | END OF INTERVIEW |
| Do not know | 4 | END OF INTERVIEW |

Self-employed workers

- F49** Why did you choose to be self-employed or an own-account worker rather than to work for someone else (as a wage & salaried worker)?
- | | |
|--|----|
| Could not find a wage or salary job | 1 |
| Greater independence as self-employed/
own-account worker | 2 |
| More flexible hours of work | 3 |
| Higher income level | 4 |
| Other | 99 |
- F50** Please describe as fully as possible your current business/economic activity.
- F51** Do you have anyone helping you in your business/economic activity?
- | | |
|-----------------------------------|---|
| Paid employees | 1 |
| How many? | |
| Family members | 2 |
| How many? | |
| No help, working alone... | 3 |
- F52** From where did you get the money to start your current business?
- [INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT FUNDING SOURCES AND A 2 BY THE SECOND MOST IMPORTANT]
- | | |
|--|---|
| No money needed | 1 |
| Own savings | 2 |
| Savings of other family members | 3 |
| Loan from family or friends | 4 |
| Loan from bank or commercial institution | 5 |

Loan from private money lender	6
Loan/assistance from government institution	7
Loan/assistance from NGO, donor project, etc.	8
Funds from savings and credit/group	9
Credit from customer/middleman/agent/supplier	10
Other sources	99

F53 Please describe as fully as possible your main outputs/services.

F54 Who do you mainly sell the goods or services of your business to?

Private individuals or households	1
Small businesses, trade, farmers	2
Middlemen, agents, contractors	3
Large shops or enterprises in domestic market	4
International market, export products	5
Government agencies/public enterprises	6
Other	99

F55 Is your business/economic activity making a profit, a loss or breaking even?

Making a profit	1
Making a loss	2
Breaking even	3

F56 What are the two most important problems you face in running your business?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT PROBLEM AND A 2 BY THE SECOND MOST IMPORTANT]

Business information	1
Marketing services	2
Financial services...	3
Accounting	4
Legal services	5
Counselling/advice	6
Business training	7
Language training	8
Skills training	9
Internet services	10
Access to technology	11
Product development	12
Other	99

- END OF INTERVIEW -

G Youth not in the labour force

- G1** What is your main reason for not working or looking for work?
- | | | |
|---|----|----------|
| Own illness, injury, pregnancy | 1 | |
| Personal family responsibilities | 2 | |
| Education leave or training | 3 | |
| Already found work to start later | 4 | GO TO E6 |
| Already made arrangements for self-employment to start later | 5 | GO TO E6 |
| Awaiting recall to former job (without formal job attachment) | 6 | GO TO E6 |
| Awaiting busy season | 7 | |
| Believe no suitable work available (in area of relevance to one's skills, capacities) | 8 | |
| Lack employers' requirements (qualifications, training, experience, age, etc.) | 9 | |
| Could not find suitable work | 10 | |
| Do not know how or where to seek work | 11 | |
| Not yet started to seek work | 12 | |
| No reason given | 13 | |
| Other | 99 | |
- G2** Did you ever work?
- | | | |
|-----------|---|--|
| Yes | 1 | |
| No | 2 | |
- G3** Do you want to work in the future?
- | | | |
|-----------|---|--|
| Yes | 1 | |
| No | 2 | |
- G4** Do you want to continue your education/training in the future?
- | | | |
|-----------------------|---|------------------|
| Yes | 1 | |
| No | 2 | END OF INTERVIEW |
| Do not know yet | 3 | END OF INTERVIEW |
- G5** What is the highest level of education/training you expect to attain?
- | | | |
|-----------------------------|----|--|
| Elementary education | 1 | |
| Vocational education | 2 | |
| Secondary education | 3 | |
| University | 4 | |
| Post-graduate studies | 5 | |
| Other | 99 | |

- END OF INTERVIEW -

Annex 2.2

Basic questionnaire for employers

[Note: The questionnaire has purposefully not been formatted since survey implementation teams would presumably wish to apply their own formatting and coding standards.]

School-to-work transition survey **Questionnaire for employers**

Contents

- A** Reference details
- B** Characteristics of the enterprise
- C** Recruitment and employment of young people
- D** Education and training of workers

A Reference details

- A1 ID number of questionnaire
- A2 Full name of interviewer
- A3 Phone number of interviewer
- A4 Date of interview (day/month/year)
- A5 Starting time of interview
- A6 Ending time of interview

B Characteristics of the enterprise

- B1 Full name of respondent
- B2 Age of respondent
- B3 Sex of respondent
 - Female 1
 - Male 2
- B4 Job title of respondent
- B5 Name of the enterprise
- B6 Address of the enterprise
- B7 Phone number of respondent
- B8 How long has the enterprise/business been in existence?
- B9 What would best describe the enterprise/business?
 - Family business 1
 - Government/public sector enterprise 2
 - Branch of a foreign enterprise/company 3
 - Private company 4
 - Joint venture 5

Non-profit organization	6
Other	99

B10 In which industry does this enterprise/organization operate?

Agriculture, hunting, forestry and fishing	1
Mining	2
Manufacturing	3
Electricity, gas and water supply	4
Construction	5
Wholesale and retail trade, repair	6
Hotels and restaurants	7
Transport, storage and communications	8
Finance/insurance	9
Real estate, renting and business activities	10
Public administration and defence	11
Education...	12
Health and social work	13
Other community, social and personal services	14
Other	99

B11 Who does the enterprise/business normally sell its goods or services to?

Private individuals or households	1
Small businesses, trade, farmers	2
Middlemen, agents, contractors	3
Large shops or enterprises in domestic market	4
International market, export products	5
Government agencies/public enterprises	6
Other	99

B12 What are the two most important problems the management faces in running this enterprise?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT PROBLEM AND A 2 BY THE SECOND MOST IMPORTANT]

Business information	1
Marketing services	2
Financial services	3
Legal regulations	4
Competition in domestic market	5
Competition in export market	6
Quality of labour force	7
Labour shortages	8
Political uncertainties	9
Productivity	10
Access to technology	11
Product development	12

Labour costs	13
Costs of production material, energy	14
Other	99

B13 Do you belong to a trade association or employers' group?

Yes	1
No	2

B14 Do the workers in your enterprise/business belong to a trade union?

Yes	1
No	2 GO TO C1

B15 If yes, does your enterprise practice collective bargaining with the union?

Yes	1
No	2

- GO TO SECTION C -

C Recruitment and employment of young people

C1 How many persons in total do you employ (are working with you)?

		Men	Women
Partner(s)	1	_____	_____
Paid employees	2	_____	_____
Paid family members	3	_____	_____
Unpaid family members	4	_____	_____

C2 That means altogether there are _____ persons working with you.

C3 How many persons in total did you employ (were working with you) one year ago at this time?

C4 Out of the total number of persons employed in your workplace, roughly what percentages are:

- Above 29 years
- Between 15-29 years
- Below 15 years

C5 Out of the total number of persons employed in your workplace, roughly what percentages are in:

- Supervisory/managerial workers
- Administrative/professional workers
- Manual/production workers
- Other

- C6** Have you faced problems recruiting the kinds of workers you require for your enterprise or business?
- Yes... 1
- No 2

- C7** How many vacancies do you presently have IF 0, GO TO C10

- C8** Please list the current job vacancies (title, position):

- C9** How are vacancies being filled?

[INTERVIEWER – ASK THE RESPONDANT TO SELECT THE MOST FREQUENTLY USED METHOD FOR BOTH ADMINISTRATION/PROFESSIONAL JOBS AND MANUAL/PRODUCTION JOBS]

	(A) Administration/professional worker	(B) Manual/production worker
Advertisements	1	1
From education/training institutions	2	2
From public employment services	3	3
Through relatives or friends	4	4
Promoting from within (employees already in the enterprise)	5	5
Other	99	99

- C10** For your kind of business/enterprise, if you had to hire someone, would you prefer to hire:

[INTERVIEWER – ASK RESPONDENT TO APPLY EACH CRITERION FOR BOTH ADMINISTRATION/PROFESSIONAL POSTS AND MANUAL/PRODUCTION POSTS]

	(A) Administration/professional worker	(B) Manual/production worker
Age		
Workers < 15 years of age	a1	a1
Workers between 15 and 29 years	a2	a2
Workers > 29 years of age	a3	a3
No preference	a4	a4
Sex		
Female workers	s1	s1
Male workers	s2	s2
No preference	s3	s3
Marital status		
Unmarried workers	m1	m1
Married workers	m2	m2
No preference	m3	m3

	(A) Administration/professional worker	(B) Manual/production worker
Education		
Completed elementary education	e1	e1
Completed vocational training	e2	e2
Completed secondary education	e3	e3
Completed university	e4	e4
Completed post-graduate studies	e5	e5
No preference	e6	e6

- C11** In your opinion, what are the two most important aspects that young people look for when applying for a job?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO PLACE A 1 BY THE MOST IMPORTANT ASPECT AND A 2 BY THE SECOND MOST IMPORTANT]

Interesting job to do	1
Job that people regard highly/status of the job	2
Earn a lot of money	3
Good promotion prospects/clear career path	4
Job that uses skills and abilities...	5
Steady job/job security	6
Having a role in decision-making	7
Having lots of vacation time	8
Having an easy pace of work	9
Being able to work independently, without supervision	10
Job that is family-friendly...	11
Opportunities for travel	12
Other	99

- C12** Based on your experience interviewing young job applicants, please rate the general aptitude level of job applicants in the following skills on a scale of 1 to 5, 1 being “excellent” and 5 being “very poor”.

	Excellent	Good	Adequate	Poor	Very poor
A Writing skills	1	2	3	4	5
B Technical skills	1	2	3	4	5
C Oral communication skills	1	2	3	4	5
D Breadth of educational training	1	2	3	4	5
E Ability to apply knowledge learned in school to work environment	1	2	3	4	5
F Commitment and discipline	1	2	3	4	5
G Realistic expectations about the world of work	1	2	3	4	5
H Overall	1	2	3	4	5

C13 In hiring administrative/professional workers and manual/production workers, what is the most important characteristic you look for in the worker?

[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO SELECT ONE ANSWER FOR BOTH ADMINISTRATION/PROFESSIONAL JOBS AND MANUAL/PRODUCTION JOBS.]

	(A) Administration/professional worker	(B) Manual/production worker
Sex	1	1
Age	2	2
Education	3	3
Marital status	4	4
Past training	5	5
Job experience	6	6
Ethnic belonging	7	7
Other	99	99

- GO TO SECTION D -

D Education and training of workers

D1 During the last 12 months, how many young workers were provided training by the enterprise? IF 0, GO TO D7

D2 What was the main type of education/training?

Job-related education/training	1
Non-job-related education/training	2

D3 Where did the education/training take place?

On-the-job, informal	1
Classroom, on premises	2
Classroom, off premises	3
Other	99

D4 Who provided the training?

Your enterprise	1
A private sector training institution	2
A government training institution	3
Other	99

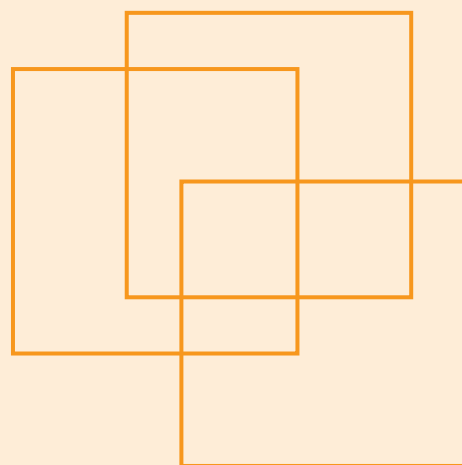
- D5** How long did the training last?
- | | |
|------------------------------|---|
| Less than a week | 1 |
| 1 week to 1 month | 2 |
| 1 to 3 months. | 3 |
| 3 to 6 months. | 4 |
| 6 months to 1 year | 5 |
| More than 1 year. | 6 |
- D6** For the most part, who paid for the training?
- | | |
|--------------------------------------|----|
| The enterprise | 1 |
| Workers | 2 |
| Government | 3 |
| International organization | 4 |
| Other | 99 |
- D7** Has your enterprise participated in any work experience/internship programme with an educational or training institution?
- | | |
|---------------|---|
| Yes | 1 |
| No. | 2 |

- END OF INTERVIEW -



Module 3

Sampling methodology



ILO school-to-work transition survey:

A methodological guide

Module 3

Sampling methodology

Sara Elder

Youth Employment Programme
International Labour Office

Copyright© International Labour Organization 2009

First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; email: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO school-to-work transition survey : A methodological guide

International Labour Office. - Geneva: ILO, 2009.

ISBN 978-92-2-121418-2 (print)

ISBN 978-92-2-121419-9 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org.

Visit our website: www.ilo.org/publns

Photocomposed in Switzerland

SCR

Printed in Switzerland

NOU

Contents

Foreword	v
Acknowledgments	vii
Purpose and organization of the guide	ix
3.1 Introduction	1
3.2 General introduction to sampling	3
3.2.1 SWTS target population and sampling frame	3
3.2.2 SWTS sample	3
3.2.2.1 Probability samples	4
3.2.2.2 Quota samples	5
3.2.2.3 Purposive samples	6
3.2.2.4 Snowball samples	7
3.2.2.5 Volunteer samples	8
3.2.2.6 Stratification	9
3.2.2.7 Combined sampling methods: Multi-stage sampling	10
3.3 SWTS sample design and implementation	11
3.3.1 Youth sample	11
3.3.1.1 Youth sample design	14
3.3.1.2 Choosing the youth sample size	16
3.3.2 Employers sample	18
3.4 Weighting of sample data	21
3.4.1 Reasons for weighting	21
3.4.2 Advantages of weighting	22
3.4.3 Effects of weighting on variance and bias	22
3.5 Data quality and sampling errors	23
3.5.1 Data quality	23
3.5.2 Sampling errors	23
3.5.2.1 Practical calculation of sampling errors	24

3.6	A country example: Egypt SWTS (2005)	29
3.6.1	Youth sample	29
3.6.2	Employers sample	32
3.6.3	Example for calculating the sampling errors	32

Tables

3.1	Kish grid	14
3.2	Illustrative examples of governorates selection	31

Foreword

The transition into adulthood is an exciting time for many young women and men, bringing with it the prospect of social and economic independence. For some youth, however, the challenge of finding employment, let alone satisfying employment, can be daunting, and the inability to prove oneself as a productive member of society can overshadow all else to create a sense of frustration and negativity during a time that is meant to be full of hope. It is hard to feel positive about one's future prospects when one becomes blocked at the entry level.

But we should not paint too gloomy a portrait. Many transitions to adulthood, from school to work, are successful from the point of view of the young person and from the point of view of society as beneficiary of their productive contribution. Certainly there must be value in defining a “successful” transition and making the distinction between these and “difficult” ones, i.e. situations in which the young person has little option but to take up unproductive, low-paid and insecure work or drop out of the labour force to wait for rosier times. At least such was the assumption behind the creation of the ILO school-to-work transition survey (SWTS) and the analytical framework, as described in the pages of this Guide, which has been developed around it.

The Guide in itself does not answer the big questions: for instance, why are some transitions difficult and some not; are lengthy transitions an inevitable consequence of a national environment characterized by low levels of job creation; and perhaps most importantly, can governments, working with employers', workers' and youth organizations, do anything about it? What it does do, however, is introduce a holistic methodology that can guide countries to find the answers for themselves. It sets the framework for gathering information on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. As stated in Module 1, the data in itself is not unique. What are unique as outcomes from the implementation of the SWTS are the development of indicators that define the stages of transition and the quality of transition and the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The ILO is committed to helping governments and social partners identify main employment issues and design and implement integrated policy responses. This Guide toward implementation of the SWTS is offered to our constituents as a means to enhance the capacity of national and local-level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. There is a sense of urgency in many countries in addressing the challenge of youth employment.

We recognize that large shares of youth in transition have yet to attain decent employment. Unless they succeed yet another generation of productive potential will remain underutilized and a cycle of poverty and decent work deficits will continue. Clearly, there is still substantial room for action to bring about progress toward the goal to “achieve decent work and productive employment for all, including women and young people” (Millennium Development Goal 1B). It is our sincere hope that this Guide can aid the process and help countries to broaden the information base from which they can address the specific challenges associated with enabling their young populations to reach their full potential.

José Manuel Salazar-Xirinachs
Executive Director
Employment Sector

Acknowledgments

The author wishes to thank all those, past and present, who have had a hand in the development and implementation of the ILO school-to-work transition survey. The surveys have always been resolutely supported by the ILO Youth Employment Programme and for this the author is particularly grateful. Special thanks go to Farhad Mehran, who pioneered the basic concepts of the transition, and Makiko Matsumoto, whose feedback based on the applied tabulation of the raw data has greatly improved the relevant sections of this product. Kee Beom Kim and Mariela Buonomo Zabaleta provided thoughtful comments on the draft. All modules were written by the author with the exception of Module 3 on sampling methodologies, which is a product of El Zanaty and Associates, Egypt.

Purpose and structure of the guide

This guide is intended to help anyone interested in running an ILO school-to-work transition survey. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.

The guide is organized as follows:

- Module 1** Basic concepts, roles and implementation process
- Module 2** SWTS questionnaires
- Module 3** Sampling methodology
- Module 4** Key indicators of youth labour markets: Concepts, definitions and tabulations
- Module 5** Disseminating survey results

3.1

Introduction

This module is concerned with sampling issues in the design and implementation of the SWTS. The importance of this module comes from the fact that no matter how well a study is done in other ways, if the sample has not been properly found, the survey results cannot be regarded as correct. Though this module may be more difficult than the others, it is perhaps the most important module in this toolkit. The module is intended to guide a survey team that has existing knowledge on the subject matter of sampling methodology and does not, therefore, spend too much time on basic concepts. The focus here is on specific sampling issues of the SWTS comprising sample design, implementation and measuring sampling errors. This module also explores and provides detailed guidelines for sampling frameworks when they are readily available from other surveys. It also presents different scenarios and methods of dealing with limitations in countries where the SWTS will be implemented, including cases when sampling frameworks from which to build on do not exist. Finally, the module offers guidelines for a standardized sampling framework. The general objectives of the module are to:

- Assist countries in conducting SWTS surveys through following the sampling designs presented herein so as to ensure accuracy and integrity of the sample.
- Provide guidance on sampling methodology that results in unified measurement across countries, thus allowing for both local and cross-country comparisons.
- Transfer knowledge and expertise related to sampling to the local implementing organization.

The rest of this module is organized as follows. Section 3.2 describes technical features of the most commonly used sampling designs that could be adapted and used in the SWTS. Section 3.3 goes into greater detail on the overall framework for generating an SWTS sample, combining several of the methods introduced in section 3.2. Section 3.4 discusses reasons for weighting and how to weight the sample data, while section 3.5 presents methods for computation and analysis of information on sampling errors and data quality. Finally, section 3.6 introduces in brief the methodological techniques applied to obtain a SWTS sample in Egypt as an illustrative example.

3.2

General introduction to sampling

The following definitions and technical terms are relevant to the design and selection of the SWTS sample (as outlined in section 3.3):

3.2.1 SWTS target population and sampling frame

Based on the objectives of the SWTS, the target population of the survey is all young people in the country aged from 15-29.

The sampling frame for the SWTS can be one of two types. The first type is a list of all members of the target population, while the second type is a method of selecting any member of this population. Sampling frames for the general population can be electoral rolls, street directories, telephone directories and customer lists from utilities which are used by almost all households, such as water, electricity, sewerage, and so on. It is preferable to use a list that is the most accurate, complete and up to date. The nature of this list is expected to differ from country to country. Some countries use a list of households, while other countries use a list of people. For the SWTS, a list of households is more useful than a list of people. This list allows the analysis to link transition to household characteristics, such as household income, for example.

National statistical offices are typically the best source of the information needed for a sampling frame since they collect socio-economic and demographic data through periodic household-based sample surveys, such as labour force surveys, living standards measurement surveys, household budget and expenditure surveys, and demographic and health surveys. These surveys may not produce specific data on youth employment, but they do yield information that is useful for obtaining a reliable sampling frame. Working with the statistical agencies is therefore the easiest route for obtaining the sampling frame for use in the SWTS. Other possible sources for obtaining the SWTS sampling frame are labour ministries and public and private research institutions who conduct related researches.

3.2.2 SWTS sample

The SWTS is based on a sample, as opposed to collecting data from the entire target population. This sample is selected according to established principles. These are:

1. the sample must be representative of the entire population; and
2. one must be able to extrapolate inferences, within known and acceptable margins of error, from the sample to the wider population.

The success of the SWTS depends on how the sample is selected and how the different population components are represented in the sample. The SWTS sample can be drawn in several different ways, such as probability sample, quota sample, purposive sample, and volunteer sample, but is most likely to be designed using a combination of methods as the entire population is whittled down to the ultimate units (i.e. youth aged 15-29) in a step-by-step approach (see “multi-stage sampling” and the staged approach outlined in section 3.3). This subsection introduces the most widely-used sample selection methods that can be used in the SWTS. One method may be appropriate for one stage and a different method for the next.

3.2.2.1 Probability samples

Probability samples are sometimes known as random samples. They are the most accurate of the sample selection methods. Any survey aimed at generalizing results drawn from a sample to the whole population of interest must be based on probability sampling. When using a probability sample, each element in the population has a known and non-zero chance of being selected into the sample. Usually, each member of the population has the same chance of being included in the probability sample. With a probability sample, the first step is usually to try to find a sampling frame. Using this frame, individuals or households are numbered, and some numbers are chosen at random to determine who is surveyed. If no frame is available, other methods are used to ensure that every population member has an equal, or known, chance of inclusion in the survey.

To show how random samples based on a sampling frame can be selected, consider the following example. Imagine a list of N households in a certain geographical area, numbered from 1 up to N . Assume further that you want to survey n of them. To draw a *simple random sample*, choose n different random numbers, between 1 and N . Any household whose number is chosen will be surveyed. If the same number comes up twice, the second occurrence is ignored. If there is a chance of repeated numbers equal to r , about $n(1+r)$ selections should be made to get n households. *Systematic sampling* is another type of random sampling that is commonly used in surveys. This type of sampling ensures that no sampling unit will come up twice. In this sampling procedure, no matter how many households or individual you will interview, you need only one random number to draw a systematic sample. The procedure for selecting a sample systematically from a list can be described as follows. Suppose that an equal probability sample of n units is required from a population of N units. From the list of units numbered sequentially from 1 to N , one unit is selected from every $l = N/n$ units in the list. If l happens to be an integer and a random number r between 1 and l is chosen, then, starting with r , every l -th unit is selected. In other words, the sequence numbers selected are $r, r + l, r + 2l, \dots, r + (n-1)l$. The general case when $l = N/n$ is not an integer can be dealt with as follows. Select a real (not necessarily an integer) random number r in the range $0 < r \leq l$. Then the sequence as defined above is constructed. Each term of this sequence, rounded up to the nearest integer, identifies a selected unit.

Probability sampling is the basic methodology of household-based SWTS, which aims to generalize from the sample characteristics to the population or area covered. The types of non-probability sampling (such as quota and purposive sampling) described later in this section are applicable more when the current sample frame is not available (which in the case in many developing countries that have weak or no national statistical offices).

Conditions for using this type of sampling:	Recent and reliable sampling frame of households exists.
Advantage:	Sample is representative of population of interest and results drawn from the sample can be generalized to the entire population.
Disadvantage:	Developed (and recent) list of household presumes a developed statistical agency and tools; often not possible in developing countries for this reason.

3.2.2.2 Quota samples

Quota sampling refers to selection with controls, ensuring that specified numbers (quotas) are obtained from each specified population subgroup (e.g. households or persons classified by relevant characteristics), but with essentially no randomization of unit selection within the subgroups. No population list is used, but a quota, usually based on census data, is drawn up. For example, suppose that in the youth population aged 15-29 years, 50 per cent are known to be males and half of each sex in this target group is in the age group 22-29. If each interviewer had to obtain 20 interviews, this interviewer would be assigned to interview ten males and ten females, five of each aged 15-21, and five of each aged 22-29. It is usually the interviewers who decide how and where they find the respondents. In this case, age and sex are referred to as control variables. This method is usually justified in terms of its convenience, speed and economy. It assumes that the main variability lies across, rather than within, the chosen subgroups, so that, once sufficiently small and homogeneous groups have been defined and properly represented, it is not important which particular individual units within any groups is interviewed.

One of the problems with quota samples is the difficulty to include some respondents rather than others. For instance, in the previous example, the interviewer may quickly find ten females, and five males in the age group 15-21, but it may take a lot of time finding males in the age group 22-29. Another problem is, if too many control variables are used, interviewers will waste a lot of time trying to find respondents to fit particular categories. For example, the interviews may be specified not only based on sex and age, but also based on occupation and household size. Thus, it is very important with quota sampling to use appropriate control variables.

Even when using a probability sampling, sometimes partial quota sampling can be useful. A common example is when choosing one respondent from a household. The probability method begins by finding out how many eligible individuals there are in the household, then selecting an interviewee purely at random. There are practical problems with this approach. For example, appropriate inclusion of males in the sample might not be attainable due to practical considerations. Thus when a household has been randomly selected, it might be beneficial to use quota sampling to choose the person to be interviewed.

Another potential application of quota sampling is that in many (more developed) countries the majority of youth in the age group 15-29 will be in school and there might be only a small percentage that are working, especially among young women. For research purposes, however, it is very important to have a sizable number of working respondents since a main concern of the SWTS is to study the working conditions of youth within the country. A solution to this problem is attainable if the available sampling frame includes detailed information on the youth in the age group 15-29, such as whether they are working or still in school. In this case, a quota sample may be selected and the control variable is whether or not the youth is working.

Conditions for using this type of sampling:	Statistics of subgroups of the population are already known (control variables) and are used to determine interviewees; only a few appropriate control variables are used in the selection of the sample.
Advantage:	Quicker and cheaper than starting from full population lists; no sampling frame is required.
Disadvantage:	Difficulty to locate sufficient respondents of particular characteristics; extreme care to be taken in use of control variables.

3.2.2.3 Purposive samples

A purposive sample refers to selection of units based on personal judgement rather than randomization. This judgemental sampling is in some way “representative” of the population of interest without sampling at random. One of the commonest uses of purposive sampling is in studies based on very small numbers of areas or sites. In these studies, variability with random selection is expected to be excessively large and, hence, potentially more damaging than the bias inherent in selection by judgement. The areas included may be determined on the basis of judgement although, within each area included, the selection of ultimate units may be randomized. Generally speaking, if the budget is small and only a small number of towns and cities can be included, you may choose these in a purposive way, perhaps ensuring that different types of town were included.

A *maximum variation sample*, which is sometimes called a maximum diversity sample, is a special type of purposive sample. The main objective of a maximum variation sampling technique is to select a sample that, in most cases, is more representative than a random sample. Note that a random sample is not always the most representative, especially when the sample size is small. The basic idea of a maximum variation sampling technique can be described as follow. Instead of seeking representativeness through randomness, including a wide range of extremes would guarantee to a large extent representativeness. The usefulness of this procedure is very clear when one is selecting a multi-stage sample, which is explained in more detail later. The first stage is usually to draw a sample of districts or governorates in the whole country. If the number of governorates is very small (for example, less than 30), it is likely that a random sample will be unrepresentative in some ways.

When using maximum variation sampling, you should try to include all the extremes in the population. This method is usually used to choose no more than 30 units. For example, you might decide to select eight governorates in your sample. Then you may select: 1) a rural governorate located in the west; 2) an urban governorate located in the west; 3) a rural governorate located in the east; 4) an urban governorate located in the east; 5) a rural governorate located in the north; 6) an urban governorate located in the north; 7) a rural governorate located in the south; 8) an urban governorate located in the south.

The logic behind this procedure is that if you deliberately select very different areas, the aggregate answers obtained from respondents in these areas will be close to the average.

Conditions for using this type of sampling:	Only a small number of towns or cities can be included in the first stage of sampling as described later in the multi-stage sampling technique.
Advantage:	More representativeness than would be produced by a random sampling type when very small numbers of areas or sites are to be selected.
Disadvantage:	Based on personal judgement rather than randomization and therefore includes a bias in the sample selection.

3.2.2.4 Snowball samples

In some communities (especially those in developing countries), the only feasible way to find its members is by asking other members. The first step in this procedure is to find a few members of the population using any method. This step is denoted as the first round. Then you ask each of these first-round members if they know of any others. The names given will form the second round. Then you go to each of those second-round people, and ask them for more names. This process is repeated for several more rounds. The process is stopped when you start hearing about the same people over and over again. The methodology used to stop the procedure can be

described as follow. For each round, count the number of names you get and the number of new names obtained in this round. Then calculate the percentage of new names to the total number of names. For example, if the second round gives you 100 names, but 30 of them are for people who were mentioned in the first round, then the percentage of new names for that round is 70 per cent. This percentage of new names is high at first, but then drops sharply. When the percentage of new names drops to around 10 per cent, then stop. This often happens at the fourth or fifth round. After performing this, something close to a list of the whole population is available, and many of the population members will know that you are planning some research. Using that list, you can draw a random sample. Snowball sampling works well when members of a population know each other. The problem with snowball sampling is that isolated people will not be included in the study.

Conditions for using this type of sampling:	Not very large population and no population list is available; members of the population knows each other.
Advantage:	Easiest way to produce something close to a list of the whole population when no existing list is available.
Disadvantage:	Requires a lot of work when the population is large; isolated people will not be included in the study, which introduces some bias.

3.2.2.5 Volunteer samples

A volunteer sampling procedure might be used when the above procedures are not possible. In general, samples of volunteers should be treated with caution. However, since all survey research involves some degree of volunteering, there is no fixed line between a volunteer sample and a probability sample. The main difference between a pure volunteer sample and a probability sample of volunteers is that, in the former case, volunteers make all the effort; no sampling frame is used.

Conditions for using this type of sampling:	A volunteer sample can produce accurate results only if a high proportion of the population voluntarily returns questionnaires.
Advantage:	No sampling frame is required; less effort in distributing questionnaires to particular individuals and convincing them that participation is worthwhile.
Disadvantage:	With volunteer samples, the proportion who volunteer is the main source of problems. If too few of the population volunteer for the survey, then the research team should investigate what was so special about them. There is usually no way of finding out how those who volunteered are different from those who did not. On the other hand, if the whole population volunteer to take part in the survey, there is no problem.

3.2.2.6 Stratification

A more representative sample can be selected using the stratification procedure. The basic idea here is to divide the target population into strata (groups) based on characteristics that you think are important. Stratification leads to reduced sampling error because it can ensure that all relevant portions of the population are included in the sample. Stratification is easy to do, and it should be used whenever possible for optimal coverage purposes. But for it to be possible, you need to have a) census data about smaller parts of the whole survey area, and b) some way of selecting the sample within each small area. The principle of stratification is simply that, if an area has X per cent of the population, it should also have X per cent of the interviews. The following example shows how stratification can be done and how many respondents should be selected from each cluster. Suppose that a certain area consists of k zones (e.g. localities, cities, etc.). Suppose further that each zone includes n_i households ($i = 1, 2, \dots, k$) and the total number of households in this $n = \sum_{i=1}^k n_i$. Also assume that you need to select S strata from this area. Then the number of strata that should be selected from each zone, S_i , can be calculated using the following:

$$S_i = \frac{n_i}{n} S.$$

The number of strata for each zone should be rounded to the nearest whole number. Sometimes, because of rounding, the designated total number of strata is one more or less than the total you planned for. One of the proposed solutions to fix this is to change the final number of strata, adding or subtracting one.

Generally speaking, the strata represent relatively homogeneous groupings of units. Therefore, the resulting sample is made more efficient by ensuring that units from each population group are appropriately represented in a controlled way.

Conditions for using this type of sampling:	Census data about smaller parts of the whole survey area must be available.
Advantage:	Reduced sampling error; permits separate control over design and selection of the sample within each stratum; more representativeness of the population characteristics; reduced travel and other costs of data collection.
Disadvantage:	Requires subjective choices in determining the defining criteria, number and boundaries of strata.

3.2.2.7 Combined sampling methods: Multi-stage sampling

In national-based surveys such as the SWTS, sampling is done in several steps (as outlined in the following section). The first step is usually to choose a purposive sample of governorates (provinces or administrative regions) from the total number of governorates in the country. In the second stage, a stratified sample of districts (or localities) within each governorate is selected. This procedure continues until the sample of targeted individuals is determined. The multi-stage sampling adapted in SWTS presents several advantages:

- By concentrating on the units to be enumerated into “clusters”, it reduces travel and other costs of data collection.
- For the same reason, it can improve the coverage, supervision, control, follow-up and other aspects that have a bearing on the quality of data collected.
- Administrative convenience of survey implementation increases.
- Selecting the sample in several stages reduces the work and cost involved in the preparation and maintenance of the sampling frame.

The effort involved in sample selection can also be reduced, since more information is usually available for classifying and stratifying larger units.

3.3

SWTS sample design and implementation

In order to fully capture the transitions of different target groups of youth, the SWTS survey addresses the supply and demand factors. As such, the SWTS comprises two surveys – one addressed at youth themselves and another targeted at the employers of youth. The respondents in the SWTS are composed of in-school youth, job-seekers, young employees, self-employed and own-account workers, employers and managers who hire young workers. Thus, the sample of the SWTS includes two main samples: the youth sample and the employers sample.

The following subsections describe in detail the design for both samples.

3.3.1. Youth sample

The youth sample is a sample of eligible persons that is selected in a series of sampling stages, i.e. multi-stage sample:

First stage: In the first stage, the whole country may be divided into administrative regions, such as governorates or provinces. Then a sample of these regions is selected, preferably using a purposive sampling technique to guarantee representativeness. A maximum variation technique, which is described earlier, can be used in the sample selection. Financial, accessibility and time constraints should be taken into consideration in the selection of the first-stage sample.

Second stage: In this stage, each administrative region selected in the first stage may be divided into localities or census enumeration areas (EAs), and a sample of these areas is selected using a stratified technique. The units selected at this stage are usually called primary sampling units (PSUs). At this stage, a frame of PSUs is needed which a) lists the units covering the entire population in each selected administrative region exhaustively and without overlaps, and b) provides information for the selection of units efficiently, such as maps and good household listings. This frame is usually called the primary sampling frame (PSF). A self-weighted stratified systematic sampling technique is recommended in the selection of the PSUs. *Self-weighted* means that the number of PSUs selected from each administrative region should be proportionate to the population size in this region. In this stage, good maps and descriptions for identification and demarcation for each PSU are needed, together with up-to-date information on their size and characteristics. The PSUs should cover the entire governorates selected in the first stage exhaustively and without overlaps. Appropriate size should be selected for each PSU, which conforms to the organization and cost struc-

ture of the survey data collection operation. The units serving as PSUs should not be too large or too small. The number of PSUs should be kept limited to control travel and supervision costs.

Third stage: The third stage may consist of dividing each of the PSUs selected in the second stage into smaller areas such as blocks, and then selecting one or more of these third-stage units (TSUs) from each selected PSU. This process may continue until a sample of sufficiently small ultimate area units (UAUs) is obtained. Again, self-weighted stratified systematic sampling techniques are recommended in the selection of the UAUs. The choice of the type of area units to be used in the survey, and the number of such units to be selected for the sample, are very important issues since the type of units chosen to serve as the PSUs and other higher-stage units can greatly affect survey quality, cost and operation. Here we present some general advice in the choice of such units. Firstly, it is not necessary to use units of the same type or size as PSUs in all governorates. Secondly, the survey team should not confuse the formal administrative label with the actual type of units involved.

It should be noted that the appropriate type and size of units depend upon survey circumstances and objectives. Generally speaking, the appropriate size for units serving as the PSUs and higher-stage units depends on survey circumstances and objectives. It is worth noting that many surveys in developing countries use census EAs as PSUs, which typically consist of 100-300 households. The range of the number of selected households per ultimate area in most SWTS conducted so far is 10-50 households. The choice of such a number may reflect differing national circumstances and differences in the type of units involved. However, it is likely that much of this variation is not based on real statistical or cost differences.

Fourth stage: At this stage, which is the last stage, in each selected sample area (or UAU) individual households may be listed and a sample selected with households as the ultimate sampling units (USUs). In the survey, information are collected and analysed for the USUs themselves including youth in the target age group, or just individual youth within sample households. A systematic sampling technique is recommended in the selection of the households in this stage if a list of all households in the UAU is available. If the list of households is not available, one can proceed as follows:

1. Using a quota sampling technique, as described earlier, the interviewer selects a sample of households from the UAU to which s/he is assigned. The control variables that should be used in the selection of the sample are different from one country to another, based on the youth characteristics in the country. However, in most cases, sex and age are important in this selection. Another characteristic of possible interest is ethnic grouping especially if ethnic discrimination is a common problem. It is advised that not too many control variables are used, since too many of them would make the selection process very difficult.

2. Another solution is to prepare a list of households in the UAU using a snow-ball technique, as described earlier. After preparing the list, a systematic random sample may be chosen.
3. If the above two procedures are not feasible, then a sample of volunteers from the UAU may be considered.

Two different approaches may be applied in the selection of the youth to be enumerated. **The first approach** is to enumerate all youth in the target age group within a selected household. This approach is usually preferable when convenience, speed and economy are of interest. In this approach, the sample size of households is expected to be less than the ultimate number of youth in the required sample, especially in developed countries.

The second approach is to select randomly one youth in the target age group from a selected household. In this approach, to guarantee wider coverage of the sample and male/female representation, each UAU may be divided into two segments – one for males and one for females. Then from each selected household in the male segment, a male youth is selected randomly and interviewed and, from each household in the female segment, a female youth is selected randomly and interviewed. The selection of this approach is usually justified in terms of representativeness and wider coverage. To select a youth randomly from the household using this approach, the Kish grid methodology may be applied. This grid is a table of numbers, named after the statistician who invented it. The first step in the Kish grid selection method is to find out how many people living in the household are eligible to be interviewed, including people who reside there, but are not there when you visit. The youngest youth in the household is listed as number 1, the second youngest is number 2, and so on. The last digit in the number of the household where you do an interview is then recorded. In the Kish grid, circle the row containing the last digit in the household number, and the column for the number of eligible youth.

The number in the cell where the column and row meet is the person to interview. For example, if the last digit in the household number is 2 and there are 3 eligible youth in the household, then interview the first youngest youth. If that person is not there when you call, arrange to come back later. See table 3.1 for an illustration.

Table 3.1 Kish grid								
Last digit in the HH questionnaire number	Number of eligible youth in household							
	1	2	3	4	5	6	7	8
1	1	1	1	1	1	1	1	1
2	1	2	1	2	1	2	1	2
3	1	2	3	1	2	3	1	2
4	1	2	3	4	1	2	3	4
5	1	2	3	4	5	3	4	5
6	1	2	3	4	5	6	3	6
7	1	2	3	4	5	6	7	4
8	1	2	3	4	5	6	7	8
9	1	2	3	4	5	6	7	8

3.3.1.1 Youth sample design

The youth sample design requires deciding on the number of stages to use and, at each stage, the type of units, method of selection and number of units to be selected. For simplicity, and without loss of generality, we will assume that the PSU = UAU. The ideas described here can be extended to the general case when each PSU is divided into smaller areas.

Suppose that g administrative regions (governorates) are selected from the country in the first stage and suppose further that the population size in each of these governorates is π_i (this is the number of households, or the number of youth in the age group 15-29), $i = 1, 2, \dots, g$. Suppose further that the total number of UAU to be selected is θ . Then the number of UAUs to be selected from each of the selected governorates is $a_i = \theta \frac{\pi_i}{\sum_{i=1}^g \pi_i}$.

To select the UAUs from each governorate with probability proportional to the size of its population, suppose that p_j is the population size of unit j (number of households, or number of youth in the age group 15-29), P_j the accumulation of these sizes for all units 1 to j , ordered in some meaningful way, P this sum over all units in the governorate (i.e. the overall population size in the governorate), then a systematic probability proportional to size sample can be selected as follows. First, the sampling interval to be applied to the cumulative population size of the governorate is $l = P/a_i$. Then, a number r in the range $0 < r \leq l$ is chosen randomly. The first unit in the list of all units in the governorate whose size equals or exceeds r , i.e. the unit sequence number j satisfying the relationship $P_{j-1} < r \leq P_j$, is to be selected as the first unit. Then, starting with r , the selection point is increased each time by l , giving a sequence such as $r' = r + l, r + 2l, \dots, r + (a_i - 1)l$, and the unit with cumulative population size satisfying the relationship $P_{j-1} < r' \leq P_j$ is selected at each stage.

After selecting the UAUs, a sample of b ultimate units (e.g. households) from each UAU is selected using the systematic sampling technique described in the previous section if a list of households exists, where b is a constant. If this list is not available, then the other techniques described above may be used in the selection of b ultimate units. The overall sample size of households is $n = b * \theta$. It can be shown that the overall selection probability of an ultimate unit using this procedure is equal to

$$f = \frac{n}{\sum_{i=1}^g \pi_i}, \text{ which is a constant.}$$

In the ideal situation, the above design leads to control over sample size, fixed workload b per sample area, and a uniform overall sampling probability f for each ultimate unit (e.g. household, youth). In practice, however, it is unlikely that all of the conditions required for this design are satisfied exactly. Some common variants of this basic design might take place. For example, the UAU size (p_j) determining selection probabilities of area units is usually based on past information collected at the time the area frame is compiled. These may differ from the actual sizes (p'_j) at the survey time. Inaccuracy of the population size is a common and, hence, important problem. In this case, a self-weighting design of ultimate units is preferable over a fixed-take design. In the self-weighting design, the ultimate units all receive the same overall probability of selection, and the number of these units selected is allowed to vary to the extent the population sizes used in the selection of the UAUs differ from their actual sizes. To avoid extreme variations both in the overall selection probabilities and in the sample-takes per UAU, one can use the following equation to determine the number of units to be selected from each UAU:

$$b_j = b * \sqrt{\frac{p'_j}{p_j}}$$

In this case, the overall sample size is $n = \sum b_j$, where the summation here is over all the UAUs in the country.

In the above design, if very large or very small areas exist, one can use the following suggestions. A very large UAU means that the size of the area p_j is greater than the sampling interval I , so that the probability of selecting this area is greater than 1, which is not possible. One suggestion in this case is to divide large units in the sampling frame into smaller segments (divided into smaller areas) such that no segment exceeds I in size. The segments then form the appropriate sampling units. On the other hand, a very small UAU means that the size of the area p_j is smaller than b , so that the sampling rate in this area is greater than one, which is not possible. In this situation it is recommended that small units in the sampling frame be grouped together (merged to form larger areas) such that no group is smaller than b . The groups then form the appropriate sampling units.

3.3.1.2 Choosing the youth sample size

In the SWTS survey, the choice of the youth sample size is the most basic and important issue in sampling design. This issue, however, remains a difficult one that eludes any purely scientific answer. Generally speaking, the choice of the youth sample size must incorporate several factors, including practical considerations in conducting the survey (i.e. availability of trained personnel, deadlines for completion, computing facilities), the desired precision of the estimates and survey costs. This subsection presents some guidelines on choosing a sample size that balances some of these factors.

Suppose that a simple random sample of size n is to be selected from the entire youth population in the age group 15-29 to estimate the proportion of transited youth. Suppose further that the actual proportion of transited youth in the population is P . To determine a suitable value for n , several important questions need to be addressed. The first question is how many youth are in the population that the sample is supposed to represent. Statistically, this only becomes an issue if the population size is limited (for example, below 10,000 individuals). But if the population of youth is large (10,000 or more), then the sample size does not depend at all on the size of the population to be sampled. Here, we assume that the population size is large (at least 10,000 youth). The second question is how much potential margin of error and confidence level you want in the survey. It is well known that the sampling error in estimating the proportion of transited youth when conducting the SWTS survey is:

$SE = \sqrt{\frac{P(1-P)}{n}}$. To be $100*(1-\alpha)$ per cent confident that the true proportion of the transited youth will be within $\pm Z_{\alpha/2} SE$ points from the sample estimate of this proportion, you need to sample:

$$n = \frac{Z_{\alpha/2}^2 P(1-p)}{SE^2} \quad (1)$$

where $Z_{\alpha/2}$ represents the equivalent value corresponding the a $(1-\alpha)$ per cent confidence level from the standard normal table. Usually $(1-\alpha)$ per cent is chosen as 95 per cent and, in this case, $Z_{\alpha/2} = 1.96$. This means that if the same survey was done 100 times, then 95 of those times the interval $\hat{P} \pm Z_{\alpha/2} SE$ would contain the actual proportion of transited youth in the population, where \hat{P} is the sample estimate of this proportion. For example, you guess that maybe a quarter of all youth in the country are transited, so P is 25 per cent. You want the figure to be correct within ± 3 per cent with confidence level 95 per cent, so the required sample size is $n = 1.96 \times 25 \times 75 / (3 \times 3) = 408$.

Equation (1) requires knowing roughly how many youth are transited, and also how large a standard error you can tolerate and the confidence level you feel comfortable with. As noted above, most surveys use a confidence level of 95 per cent and a tolerance sampling error of approximately 1 to 3 per cent. The value of P in equation (1) is usually determined based on personal beliefs and experience. Scientifically, one might perform a pilot study (a pre-study) to get a rough estimate for P . On the other

hand, if the value of P cannot be roughly determined prior to the survey, usually it is assumed that $P = 0.5$. It can be shown that the maximum value of the sample size n is satisfied when $P = 0.5$. Thus, using this value guarantees greater precision (smaller standard error) of the sample estimates.

You would calculate the sample size for a survey as shown above if you use a simple random sampling methodology design, and cost is not taken into account. However, the SWTS survey is done using a multi-stage sampling design and is limited by a budget. Thus, your starting point in applying the SWTS may not be how much error you can tolerate, but rather how little error you can get for a given cost and a different design methodology.

In general, sampling precision is not only determined by the size of the sample but also by its design, i.e. its efficiency or “design effect”. The design effect is a comprehensive summary measure of the effect on sampling error of various design complexities. It is the ratio of actual to simple random sample standard error. The design effect measure removes the effect of factors common to both, such as size of the estimate and scale of measurement, population variance and overall sample size. Suppose that D is a measure of design effect, then the youth sample size n_y is calculated using: $n_y = nD^2$ where n is as defined in equation (1). The value of D is usually estimated by information obtained from related surveys, such as the labour force survey. However, roughly, a value between 1.5 and 2 is usually used in surveys based on multi-stage sampling designs. In the above example, if a value of 2 is used as a rough estimate for D , then the youth sample is $n_y = 1633$. On the other hand, if information from previous surveys is available, the design effect measure can be calculated using the following equation:

$$D^2 = 1 + (\bar{b} - 1)\rho$$

where $\bar{b} = \frac{\sum b_j}{\theta}$ and ρ is a measure of the intra-cluster correlation (the correlation between areas).

Other considerations that might be taken into account when selecting a sample size are expected response rate and cost of data collection. If it is expected that only R per cent of the selected youth would respond, then the sample selected has to be larger by the factor $\frac{1}{R}$. Also, suppose that C is the cost of covering an area, and c is the cost of collecting data per ultimate unit in the sample. Then the sample selected has to be larger by the factor $F_c = 1 + \frac{C}{b * c}$. Briefly, the youth sample size required for performing the SWTS survey may be calculated using:

$$n_y = \frac{nD^2 F_c}{R}$$

For instance, in the above example, suppose that $R = 90$ per cent, $C = \text{US\$ } 50$, $c = \text{US\$ } 5$ and $b = 30$, then the required youth sample size is $n_y = 2,420$.

The number of households to be interviewed (n_h) depends on both n_y and the approach that will be applied in the selection of the youth to be enumerated. As mentioned previously, two approaches may be used. In the second approach, which is interviewing one youth per household, the number of households $n_h = \frac{n_y}{K}$, where K is the percentage of households in the country with at least one youth in the age group 15-29. In the above example, if $K = 70$ per cent, then the number of households to be visited is $n_h = 3,456$.

In the first approach, which is based on interviewing all the youth in the household, the number of households to be visited is approximately $n_h = \frac{n_y}{K\bar{y}}$, where \bar{y} is the average number of youth in the age group 15-29 per household in the country. Assume that $\bar{y} = 2$, then using the first approach you need to visit $n_h = 1,728$ households.

Apart from this, the SWTS conducted in several countries suggested a target youth sample size in the range 1,300 to 4,000. A target sample below 1,300 is useful only if you have a very low budget, and little or no information on what proportion of the population engages in work activity, or if the entire population is not much larger than that. A target sample size over 4,000 is most probably a waste of time and money, unless there are subgroups of the population that must be studied in detail. If you do not really need a large sample size, and have more funds than you need, do not spend it on increasing the sample size beyond the normal level. Instead, it is better to spend it on improving the quality of the survey, e.g. getting more interviewer training, more detailed supervision, more verification and more pre-testing.

3.3.2 Employers sample

It is recommended that the employers sample size be based on the youth sample size n_y . If it is known that the average youth in the age group 15-29 hired by employers (within the formal and informal economy) in the country is v , then it is recommended that the target sample of employers be with size $n_E = \frac{n_y}{v}$ enterprises. If this average is unknown, then roughly use an employer sample $n_E = \frac{n_y}{10}$ size of enterprises. The employer sample should be divided into two samples; a sample from formal enterprises and a sample from informal enterprises. The distinction between the formal and informal enterprises usually depends on the compliance of the enterprise to certain rules that imply formality. These rules are different from one country to another, even from one area to another within the same country. However, the majority of developed countries use the availability of a licence, the commercial or industrial register, if required, and keeping regular accounts as indications of formality. So, if these conditions are all satisfied, the enterprise is of a formal nature, while if at least one of

them is not satisfied, the enterprise is considered to be informal. The size of the formal and informal samples may be based on the percentage of youth in the age group 15-29 hired by each type of enterprises. If, for example, the percentage of youth in the age group 15-29 hired in the formal economy is 70 per cent, then the target sample of formal enterprises may be equal to $0.7 * n_E$ and, consequently, the target sample of informal enterprises be equal to $0.3 * n_E$. If this percentage is unknown, then the employer sample may be split equally between formal and informal enterprises.

The formal enterprises should be selected from the same governorates selected for the youth sample unless it is known that enterprises that hire youth are located in other governorates. For example, in Egypt, the majority of enterprises hiring youth in the Cairo governorate are located in the Giza governorate. Thus, enterprises in the Giza governorate should be targeted in the employer sample if Cairo governorate is considered for the youth sample, regardless of whether or not the Giza governorate is considered for the youth sample.

To select the formal employers' sample, a complete frame is needed. Usually, an updated list of formal enterprises is available in most countries. A systematic sampling methodology may be applied to select the formal enterprises' sample if this list is available. If not, a quota or maximum variation sampling technique may be applied. The enterprises may be classified by type of industry in the different governorates to estimate the number of enterprises needed to be selected from each governorate and each type.

The informal enterprises' sample may be chosen from lists of enterprises prepared by the data collection teams during fieldwork procedures. Each team may be assigned to list all the enterprises doing business in the same area unit visited by the team, and then an enterprise may be chosen randomly from the list.

3.4

Weighting of sample data

There is a variety of reasons for weighting the sample data, including adjustment for probability of selection, non-response, stratification, etc. Weighting is a reasonable way of approximation to adjust an existing sample for known biases. In this section, we discuss in some detail the reasons for weighting and how to weight the sample data.

3.4.1 Reasons for weighting

Weighting for non-response: No matter how hard we try, we cannot control who decides to participate in our survey and who decides not to. In some situations, it is possible to compare respondents and non-respondents on the basis of some attributes, such as gender. For instance, if census data give a good estimate of the true proportion of males and females, and after collecting the data we find that the observed distribution of gender does not conform to the true population, one may wish to weight responses to adjust accordingly. For example, suppose that too few women have responded, then it is better to weight their responses more than the male responses. If the true proportion by gender is 50-50, and if one got 20 females and 80 males, then one could weight each female response by 4. This, in effect, gives 80 females and 80 males. However, to avoid artificially increasing sample size from 100 to 160, one needs further weighting to scale back to 100. This could be achieved by further weighting both females and males by five-eighths.

Weighting for post-stratification adjustment: The same logic and same weighting strategy discussed above for non-response applies if the under-representation of a given stratum (e.g. urban males aged 20-25) is due to non-response or due to disproportionate stratified sampling. The objective here is to weight the existing cases in a way which increases the representation in the adjusted sample of the strata that are under-represented in the raw data.

Weighting to account for the probability of selection: The selection procedure described in the previous section assumes that each household has an equal chance of being selected. However, individuals within households with more people have a lower chance of being selected. This means they are under-represented and should be weighted more. Assuming one survey per household and the average number of eligible individuals per household is y , the weight for any surveyed individual in the sample is then the number of eligible people in that household divided by this average. For instance, if a given household had six eligible individuals and the average is $y = 2$, the weight for that case would be $6/2 = 3$.

The final weight of each respondent is the product of all weights calculated for this individual to account for imbalances in sampling rates.

3.4.2 Advantages of weighting

By weighting data to compensate for imbalances between the proportions of targeted participants among subgroups in the population and the proportions in those subgroups who choose to respond, we ensure that the estimates are adjusted to provide a better fit to what we believe to be the true characteristics of the target group. Generally speaking, weighting provides us with more accurate population estimates. When the sample data are to be weighted, it is highly recommended to attach to each individual case or record its weight as a variable in the data file. Most of the required population estimates, such as proportions, means, ratios and rates, can then be produced easily, without the need to refer to the structure of the sample.

3.4.3 Effects of weighting on variance and bias

The effect of weighting is generally to increase the variance over that in a corresponding self-weighting sample. A close approximation to the factor by which variance is increased is the following:

$$E_w = \frac{n \sum w_i^2}{(\sum w_i)^2}$$

where w_i is the weight of the i -th individual. This factor can be then used to calculate the sampling error and confidence intervals of the population parameters. The importance of this equation is that it gives the magnitude of the effect by which all variances for different survey estimates are inflated more or less uniformly as a result of weighting. The bias resulting from ignoring weights depends on the difference in both the mean values and sizes of the groups with different weights, and is not the same for different types of statistics. Hence, its relative magnitude in relation to the effect of weighting on variance can vary depending on the type of statistic considered.

3.5

Data quality and sampling errors

The quality of any survey is questionable, and needs to be guaranteed and measured. In order to control the quality of data collected, two issues need to be emphasized. First, the quality of the collected data has to be evaluated, and then the error in the calculated indicators has to be measured. Accordingly, two important topics need to be discussed in the following sections: data quality and sampling errors.

3.5.1 Data quality

In any survey, some tables could be produced to look at the quality of the collected data. Those tables are usually calculated for variables that could be compared with existing data from different sources (such as census data); for example, distribution of age by single years for the household members (in the case of selecting a household sample) or for interviewed youth. This distribution table will show the heaping of the age data. If the distribution of members over the different single years is similar to the census data, this means that the survey data quality is good. Also, Mayer's index could be measured to look at the accuracy of age data.

3.5.2 Sampling errors

The estimates from a sample survey are affected by two types of errors: 1) non-sampling errors, and 2) sampling errors. Non-sampling errors are the results of mistakes made in implementing data collection and data processing, such as failure to locate and interview the correct household, misunderstanding of the questions on the part of either the interviewer or the respondent, and data entry errors. To minimize this type of error, numerous efforts have to be made during the implementation of the survey. These efforts include high quality and intensive training, good field supervision, double entry of the data to minimize data entry errors. However, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors, on the other hand, can be evaluated statistically. The sample of respondents selected in the SWTS survey is one of many samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differ somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

A sampling error is usually measured in terms of the *standard error* for a particular statistic (mean, percentage, etc.), which is the square root of the variance. The standard error can be used to calculate confidence intervals within which the true value for the population can reasonably be assumed to fall. For example, for any given statistic calculated from a sample survey, the value of that statistic will fall within a range of plus or minus two times the standard error of that statistic in 95 per cent of all possible samples of identical size and design.

If the sample of youth had been selected as a simple random sample, it would have been possible to use straightforward equations for calculating sampling errors. However, a multi-stage stratified design needs to use more complex equations. To calculate sampling errors for the SWTS, if it is a multi-stage sample, one has to use the Taylor linearization method of variance estimation for survey estimates that are means or proportions.

3.5.2.1 Practical calculation of sampling errors

Practical procedures for estimating sampling errors must consider the actual sample design, but need to be flexible enough to apply to diverse designs.

Two methods are commonly used in practice for surveys based on complex multi-stage designs:

1. Computation from comparisons among certain aggregates for “primary selections” within each stratum of the sample.
2. Computation from comparisons among estimates for “replications” of the sample. The term “primary selection” refers to the set of ultimate units obtained by applying a certain specified sub-sampling procedure to each selection of a primary sampling unit. The term “replications” refers to parts of the sample, each of which reflects the structure (e.g. clustering, stratification, allocation) of the full sample, and differs from it only in size.

Method 1 (estimating variance from comparison among primary selections)

This method is based on the comparison among estimates for independent primary selections within each stratum of a multi-stage design.

This is perhaps the simplest approach for computing sampling errors of common statistics such as proportions, means, rates and other ratios, and the method can be easily extended to more complex functions of ratios such as differences or ratios, double ratios and indices. The basic equations are as follows.

Consider a population total Y obtained by summing up individual values Y_{hij} for elements j over PSU i , and then over all PSUs and strata h in the population:

$$Y = \sum_h Y_h = \sum_h \sum_i Y_{hi} = \sum_h \sum_i \sum_j Y_{hij}$$

The above is estimated by summing appropriately weighted values over the units in the sample:

$$y = \sum_h y_h = \sum_h \sum_i y_{hi} = \sum_h \sum_i \sum_j w_{hij} y_{hij}$$

For the combined ratio estimator of two aggregates y and x :

$$r = \frac{y}{x} = \frac{\sum_h y_h}{\sum_h x_h} = \frac{\sum_h \sum_i y_{hi}}{\sum_h \sum_i x_{hi}} = \frac{\sum_h \sum_i \sum_j w_{hij} y_{hij}}{\sum_h \sum_i \sum_j w_{hij} x_{hij}}$$

the general expression for variance is:

$$Var(r) = \sum_h \left[(1 - f_h) \frac{a_h}{a_h - 1} \sum (z_{hi} - \frac{z_h}{a_h})^2 \right]$$

where a_h is the number of primary selections in stratum h , f_h the sampling rate in it, and the computational variable Z defined as:

This approach is based on the following assumptions about the sample design:

1. The sample selection is independent between strata.
2. Two or more primary selections are drawn from each stratum ($a_h > 1$).
3. These primary selections are drawn at random, independently and with replacement.
4. The number of primary selections is large enough for valid use of the ratio estimator and the approximation involved in the expression for its variance.
5. The quantities x_{hi} in the denominator (which often correspond to sample sizes per PSU) are reasonably uniform in size within strata.

The above variance estimation equations are simple, despite the complexity of the design, being based only on weighted aggregations for the primary selections, and identification of the strata. The complexity of sampling within PSUs does not appear to complicate the estimation procedure. No separate computation of variance components is required. This provides great flexibility in handling diverse sampling designs, which is one of the major strengths of this method, and the reason for its widespread use in survey work.

Method 2 (comparison among replications of the full sample)

These procedures are more complex and computer intensive, but can be applied to statistics of any complexity. The basic idea is that of “repeated re-sampling”. This approach refers to the class of procedures for computing sampling errors for complex designs and statistics in which the replications to be compared are generated through repeated re-sampling of the same parent sample.

Each replication is designed to reflect the full complexity of the parent sample. The replications in themselves are not independent replications (in fact they overlap), and special procedures are needed to control the bias in the variance estimates generated from comparison among such replications.

Compared to method 1, repeated re-sampling methods have the disadvantage of greater complexity and more computational work. They also tend to be less flexible in the sample designs handled.

They have the advantage, however, of not requiring an explicit expression for the variance of each particular statistic. They are also more encompassing: by repeating the entire estimation procedure independently for each replication, the effect of various complexities – such as each step of a complex weighting procedure – can be incorporated into the variance estimates produced.

The various re-sampling procedures available differ in the manner in which replications are generated from the parent sample and the corresponding variance estimation equations evoked. We examine here three general procedures: the “jack-knife repeated replication” (JRR), the “balanced repeated replication” (BRR), and the “bootstrap exit”, though the last mentioned is not yet established for general use in complex designs. The JRR generally provides the most versatile and convenient method.

Jack-knife repeated replication (JRR):

With JRR, a replication is formed by dropping a small part of the total sample, such as a single PSU in one stratum. Consequently, each replication measures the contribution of a small part such as a single stratum.

The basis of this method is as follows. Consider a replication formed by dropping a particular PSU i in stratum h and, to compensate for the missing PSU, appropriately increasing the weight of the remaining $(a_h - 1)$ PSUs in that stratum. The estimate for a simple aggregate (total) for this replication is:

$$y_{(hi)} = \sum_{k \neq h} y_k + \frac{a_h}{a_h - 1} (y_h - y_{hi}) = y - \frac{a_h}{a_h - 1} (y_{hi} - \frac{y_h}{a_h})$$

with the average of estimates over the stratum,

$$y_{(h)} = \frac{\sum_i y_{(hi)}}{a_h}$$

and the average over all $a = \sum_h a_h$ replications,

$$\tilde{y} = \frac{\sum_h \sum_i y_{(hi)}}{\sum_h a_h}$$

the expression for variance of any statistic can be written in various statistically equivalent forms:

$$Var_1(y) = \sum_h \left[(1 - f_h) \frac{a_h - 1}{a_h} \sum_i (y_{(hi)} - y_{(h)})^2 \right]$$

$$Var_2(y) = \sum_h \left[(1 - f_h) \frac{a_h - 1}{a_h} \sum_i (y_{(hi)} - \tilde{y})^2 \right]$$

$$Var_3(y) = \sum_h \left[(1 - f_h) \frac{a_h - 1}{a_h} \sum_i (y_{(hi)} - y)^2 \right]$$

In the JRR method, the standard variance form for simple aggregate y :

$$Var(y) = \sum_h \left[(1 - f_h) \frac{a_h}{a_h - 1} \sum_i (y_{hi} - \frac{y_h}{a_h})^2 \right]$$

is replaced by one of the above three expressions (usually the last of the three, as it is more conservative). Based, as they are, on nearly the full sample, estimates such as $y_{(h\bar{i})}$, $y_{(h)}$ and even more so, their overall average \tilde{y} are expected to be close to the full sample estimate y , even for complex statistics. Hence their variance, expressed by any of the three forms, provides a measure of variance of y as well. This applies to statistic y of any complexity, not only to a simple aggregate.

In many cases the basic assumptions regarding the structure of the sample are not met exactly. Accordingly, a practical solution can be found in most situations. For example, in some cases, the minimum of two primary sampling units per stratum could not be achieved. The practical solution in this case is to pair adjacent units as one stratum.

3.6

A country example: Egypt SWTS (2005)

This section presents descriptions of the 2005 SWTS sample in Egypt to illustrate some of the features and principles of sample design that are highlighted in this module.

3.6.1 Youth sample

The first thing that was needed for the survey was a nationally representative sample frame. The CAPMAS, which is the state body governed as the official source for data and statistics did not have a comprehensive sample frame (i.e. no household listing from which to draw the sample). In addition, the CAPMAS divides the country into enumeration areas (EAs) which is based on the number of dwelling units. However, EAs were not defined in terms of easily identifiable boundaries, and also sketch maps of these areas were not available. Consequently, a decision was made to use the Interim Egypt Demographic and Health Survey 2003 (EIDHS, 2003) which is a master sample that was developed based on the CAPMAS frame of PSUs. This sample guaranteed an updated frame and it also used *shiakhas* and villages as the basic sampling units. In each governorate, the list of *shiakhas* and *medinas* constituted the initial sample frame for the urban area and, similarly, the list of villages for the rural area.

The following are the steps taken in order to select the youth sample:

1. A target sample of around 4,000 youth was needed for the analysis. Taking into consideration that there was no youth listing from which to draw the youth sample immediately, the proportion of youth in households was calculated from the EIDHS 2003. Analysis showed that there is, on average, 0.80 youth (aged 15-29 years) per household. Thus, it was expected to find 4,000 youth in around 5,000 households ($4,000/0.80$). Taking into consideration 10 per cent non-response rate, a total of 5,520 households were needed to be selected.
2. *Selection of ten governorates:* Ten governorates were selected for the survey. Those governorates were randomly selected; four from lower Egypt and four from upper Egypt, while two of them represent the urban governorates (i.e. half the governorates within each region).

For drawing the governorates within each region: interval = the total number of governorates / the targeted number of governorates; then, using a spreadsheet, a random number-generating function was used to develop the first governorate to be selected. Then the interval was added to get the second one, and so on. See results in table 3.2.

The sample was designed to be self-weighted, since there was no need to have governorate-level estimates. This made the analysis easier. So, we needed to allocate the 5,520 households to be selected from each selected governorate depending on the size of the governorate relative to the total population. The census estimates of the governorate population were used to get the proportions (i.e. population size was available from the census data or calculated based on projections of it).

3. *Selection of the PSUs:* A random systematic sample was used. Two set of calculations were needed:
 - a) Number of PSUs within each governorate: Looking at the EIDHS sample design, to have a wide representation on average 30 households should be drawn from each PSU. Thus, for the SWTS, the same design was implemented (i.e. an average of 30 completed interviews of households per PSU). So, for each governorate, the number of PSUs was calculated (i.e. governorate targeted households/30).
 - b) Procedure of PSU selection: The same procedure for governorate selection was applied. We calculated the interval as follows: PSUs in the frame/targeted PSUs. Thereafter, using a spreadsheet, a random number-generating function was used to get the initial PSU to start from and then follow on with the interval. It is also worth noting that rounding was used (rounding or truncation could be used, but the same rules should be applied for both the PSU and household selection).
4. *Selection of households:* A random systematic sample selection was implemented. The interval was calculated: Total number of households in PSU/targeted households for PSU. Thereafter, using a spreadsheet, a random number-generating function was used to create the first household to start with.

Table 3.2		Illustrative examples of governorates selection					
			Urban	Rural	Total	Selection	
Urban governorates	1	Cairo	7629909		7629909	*	Total of U.G. 4
	2	Alexandria	3755902		3755902		# of selected G. 2
	3	Port Said	529661		529661	*	Interval 2
	4	Suez	478554		478554		RAND. 2.4334 VALUE 1.1432 TRUNC. 1
Lower Egypt	1	Damietta	312642	718316	1030958		
	2	Dakahlia	1368027	3471262	4839289	*	Total of L. Egy. 9
	3	El Sharkia	1143538	3866111	5009649		# of selected G. 4
	4	Kalubia	1553828	2250336	3804164	*	Interval 2.25
	5	Kafr El-Sheikh	592033	1949130	2541163		RAND. 2.1097
	6	Gharbia	1211887	2647421	3859308	*	VALUE 2.3563
	7	Menoufia	645269	2525754	3171023		TRUNC. 2
	8	Behera	925496	3677178	4602674		No.2
	9	Ismailia	422049	422039	844088	*	
Upper Egypt	1	Giza	3290929	2247920	5538849		
	2	Beni Suef	518078	1690376	2208454	*	Total of U. Egy. 8
	3	Fayoum	528901	1842877	2371778		# of selected G. 4
	4	El Minia	758499	3202126	3960625	*	Interval 2
	5	Assuit	905059	2445982	3351041		RAND. 1.3177
	6	Souhag	800317	2930547	3730864	*	VALUE 2.8564
	7	Qena	801239	2487552	3288791		TRUNC. 2
	8	Aswan	465377	637198	1102575	*	

3.6.2 Employers sample

The target sample of employers was 300 enterprises. The employer sample was divided into two samples; one sample from formal enterprises and one sample from informal enterprises. The distinction between the formal and informal enterprises in Egypt usually depends on the compliance of the enterprise to certain rules that imply formality. These rules are the availability of a licence, the commercial or industrial register, if required, and keeping regular accounts. So, if these conditions were all satisfied, the enterprise would be of formal nature, while if at least one of them was not satisfied the enterprise would be considered to be informal. To find the list of all enterprises (frame) was not easy. Also, no informal enterprise frame was available.

To select the employer sample, a complete frame was needed. After reviewing the databases available in Egypt about enterprises, including Kompas, GOFI and the Commercial Ahram Guidebook, 2004, a decision was made to use the latter as it is the most recent and reliable source of economic activities conducted in Egypt as a frame of employers. The enlisted enterprises were classified by type of industry in the different governorates to estimate the number of enterprises needed to be selected from each governorate and each type. The number of enterprises selected from the guidebook was 171, and 167 interviews were completed.

The informal enterprise sample was chosen from lists of enterprises prepared by the data collection teams. Each team was assigned to list all the enterprises doing business in the same sample unit visited by the team, and then an enterprise was chosen randomly from the list. A total of 184 were selected from the informal sector. The number of employer interviews completed was 347.

3.6.3 Example for calculating the sampling errors

A question in the questionnaire asks if the interviewee “Ever worked while attending school”. This was a yes/no question. The sample statistic rate of individuals who answered yes to this question was 5.8 per cent. We need to estimate the 95 per cent confidence interval for the population parameter corresponding to the above sample statistic.

The required data for the analysis is the following four variables:

1. Cluster identification variable (the PSU/segment number: HPSU).
2. The strata number (stratum).
3. Sample weight (if the sample is self-weighted, we create a weight variable with the value 1 for all cases).
4. The variable corresponding to a question, for example, question 207 (variable is Y207).

Data preparation: The variable Y207 is recorded such that the answer “yes” is coded “1”, and the answer “no” is coded “0”. This makes the mean of the variable Y207 equal to the probability of answer “yes”.

Software: There are many software packages that are capable of calculating the sampling errors. The most common ones are SPSS, SAS, Stata and R.

If using SPSS (at least version 12) is required, with the complex samples module installed. The first step to calculate sampling error is to run the analysis preparation wizard. The syntax is given below:

```
CSPLAN ANALYSIS
/PLAN FILE= 'C:\Surveys\Sampling errors\Samperr.csaplan'
/PLANVARS ANALYSISWEIGHT=weight
/PRINT PLAN
/DESIGN STRATA= stratum CLUSTER= HPSU
/ESTIMATOR TYPE=WR.
```

The second step is to run the complex samples description command. The syntax is given below:

```
CSDSCRIPTIVES
/PLAN FILE = 'C:\Surveys\Sampling errors\Samperr.csaplan'
/SUMMARY VARIABLES =Y207
/MEAN
/STATISTICS SE COUNT CIN (95)
/MISSING SCOPE = ANALYSIS CLASSMISSING = EXCLUDE.
```

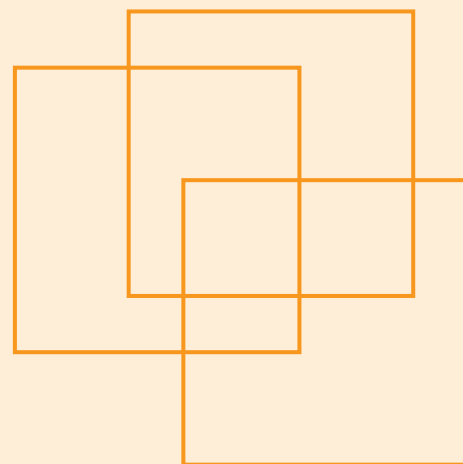
Results: The sampling error of the sample statistic rate of question Y207 is given in the table below. This means that the variable estimates range from 4.627 to 6.953 per cent with a 95 per cent confidence interval.

Univariate statistics

		Estimate	Standard error	95% Confidence interval		Unweighted count
				Lower	Upper	
Mean	Y207 Ever worked during school	.05790	.00590	.04627	.06953	3057



International
Labour
Office
Geneva



Module 4

**Key indicators of youth labour markets:
Concepts, definitions and tabulations**

ILO school-to-work transition survey:

A methodological guide

Module 4

Key indicators of youth labour
markets: Concepts, definitions
and tabulations

Sara Elder

Youth Employment Programme
International Labour Office

Copyright© International Labour Organization 2009

First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; email: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO school-to-work transition survey : A methodological guide

International Labour Office. - Geneva: ILO, 2009.

ISBN 978-92-2-121418-2 (print)

ISBN 978-92-2-121419-9 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org.

Visit our website: www.ilo.org/publns

Photocomposed in Switzerland

SCR

Printed in Switzerland

NOU

Contents

Foreword	v
Acknowledgments	vii
Purpose and organization of the guide	ix
4.1 Introduction	1
4.2 Recommended indicators for monitoring youth employment	1
4.2.1 Demand side	2
4.2.2 Supply side	6
4.3 A more detailed introduction to “key” concepts of labour market statistics and how to tabulate them in the SWTS	7
4.3.1 Employment	7
4.3.2 Unemployment	8
4.3.3 Discouraged workers and relaxed unemployment	9
4.3.4 Underemployment and overemployment	10
4.3.5 Informal employment	12
4.4 Tabulation of SWTS concepts	15
4.4.1 Stages of transition	15
4.4.1.1 Framework I	15
4.4.1.2 Framework II	17
4.4.2 Tabulation of the path of transition (for “transited” youth)	19
4.4.3 Length of transition	21
Tables	
4.1 Coding stages of transition (framework I)	16
4.2 Coding stages of transition (framework II)	17
4.3 Coding paths of transition	21
Box	
4.1 Treatment of students	3

Foreword

The transition into adulthood is an exciting time for many young women and men, bringing with it the prospect of social and economic independence. For some youth, however, the challenge of finding employment, let alone satisfying employment, can be daunting, and the inability to prove oneself as a productive member of society can overshadow all else to create a sense of frustration and negativity during a time that is meant to be full of hope. It is hard to feel positive about one's future prospects when one becomes blocked at the entry level.

But we should not paint too gloomy a portrait. Many transitions to adulthood, from school to work, are successful from the point of view of the young person and from the point of view of society as beneficiary of their productive contribution. Certainly there must be value in defining a “successful” transition and making the distinction between these and “difficult” ones, i.e. situations in which the young person has little option but to take up unproductive, low-paid and insecure work or drop out of the labour force to wait for rosier times. At least such was the assumption behind the creation of the ILO school-to-work transition survey (SWTS) and the analytical framework, as described in the pages of this Guide, which has been developed around it.

The Guide in itself does not answer the big questions: for instance, why are some transitions difficult and some not; are lengthy transitions an inevitable consequence of a national environment characterized by low levels of job creation; and perhaps most importantly, can governments, working with employers', workers' and youth organizations, do anything about it? What it does do, however, is introduce a holistic methodology that can guide countries to find the answers for themselves. It sets the framework for gathering information on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. As stated in Module 1, the data in itself is not unique. What are unique as outcomes from the implementation of the SWTS are the development of indicators that define the stages of transition and the quality of transition and the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The ILO is committed to helping governments and social partners identify main employment issues and design and implement integrated policy responses. This Guide toward implementation of the SWTS is offered to our constituents as a means to enhance the capacity of national and local-level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. There is a sense of urgency in many countries in addressing the challenge of youth employment.

We recognize that large shares of youth in transition have yet to attain decent employment. Unless they succeed yet another generation of productive potential will remain underutilized and a cycle of poverty and decent work deficits will continue. Clearly, there is still substantial room for action to bring about progress toward the goal to “achieve decent work and productive employment for all, including women and young people” (Millennium Development Goal 1B). It is our sincere hope that this Guide can aid the process and help countries to broaden the information base from which they can address the specific challenges associated with enabling their young populations to reach their full potential.

José Manuel Salazar-Xirinachs
Executive Director
Employment Sector

Acknowledgments

The author wishes to thank all those, past and present, who have had a hand in the development and implementation of the ILO school-to-work transition survey. The surveys have always been resolutely supported by the ILO Youth Employment Programme and for this the author is particularly grateful. Special thanks go to Farhad Mehran, who pioneered the basic concepts of the transition, and Makiko Matsumoto, whose feedback based on the applied tabulation of the raw data has greatly improved the relevant sections of this product. Kee Beom Kim and Mariela Buonomo Zabaleta provided thoughtful comments on the draft. All modules were written by the author with the exception of Module 3 on sampling methodologies, which is a product of El Zanaty and Associates, Egypt.

Purpose and structure of the guide

This guide is intended to help anyone interested in running an ILO school-to-work transition survey. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.

The guide is organized as follows:

- Module 1** Basic concepts, roles and implementation process
- Module 2** SWTS questionnaires
- Module 3** Sampling methodology
- Module 4** Key indicators of youth labour markets: Concepts, definitions and tabulations
- Module 5** Disseminating survey results

4.1

Introduction

This module covers two items. First, it identifies a list of recommended indicators that can serve as the basis for interpretation of the country's situation vis-à-vis young people's transitions to the labour market that will feed the analysis in the final SWTS report. Second, the module guides the tabulation of the basic elements that make up the indicators. The tabulations are mapped according to the numbering system used in the generic questionnaire provided as Annex 2.1 in Module 2. Users should be aware that in revising the questionnaire to fit the national context, the tabulations outlined below will need to be changed as well.

4.2

Recommended indicators for monitoring youth employment

The indicators below, organized by key areas of labour market performance/outcomes, are the standard ones proposed for monitoring youth employment as input to both the design and monitoring of policies and programmes on youth employment at the country level. These indicators are generally tabulated from national labour force surveys (LFSs) (or other household-based survey), if one exists in the country. If a regular LFS does not exist in the country then the indicators can be derived from the SWTS. If both exist – the SWTS and the LFS – then priority should go to the LFS-generated indicator for official purposes (official reports, etc.) since these are produced by a national statistical office and generally represent the official estimates of the country. The LFS also has the strong advantage of occurring on at least an annual basis (usually), thus allowing for production of time-series data. Until the time when an SWTS can be “regularized” by integrating it with an LFS (see section 1.1.5 in Module 1), it is likely to be run one time only and to therefore add value as an in-depth cross-sectional portrait of the youth population at one point in time.

Policy design can benefit greatly from such occasional surveys which capture details that are unattainable from an LFS; however, monitoring of policies' impact over time requires a periodicity of survey runs.

In complementing the traditional labour market indicators listed in this section with the indicators that can come from the SWTS, one begins to see a broader framework for monitoring progress toward youth employment goals.

Before listing the recommended indicators, it is important to remember the following points:

- It is recommended that all indicators be disaggregated by sex, youth cohorts (15-19, 20-24 and 25-29 years old), educational level and rural/urban, if possible.
- Most of the indicators suggested should be discussed in the SWTS report when "setting the scene" for the in-depth analysis of survey results (see Module 5 for suggested report outline), i.e. outlining the national context facing youth vis-à-vis labour market entry.

4.2.1 Demand side

(i) Quantitative measures

- *Youth unemployment rate*

Definition and rationale: Unemployment (number of persons who, during the specified short reference period, were: a) without work; b) currently available for work; and c) seeking work as a percentage of the total labour force (employment + unemployment) (see tabulation section below for more information on the definition). The indicator is widely used as a measure of unutilized labour supply.

Where available, a breakdown by duration of the job search should be given. Of particular interest is the concept of long-term unemployment (unemployment for a period of one year or longer), since prolonged periods of unemployment bring with them many undesirable effects, particularly loss of income and diminishing employability of the jobseeker. Another useful disaggregation is youth unemployment by educational attainment, since this can serve to indicate supply- and demand-side mismatches.

- *Ratio of youth-to-adult unemployment rates*

Definition and rationale: Share of youth unemployment rate to adult unemployment rate. The ratio allows one to assess the lack of employment among youth compared with older jobseekers and thus hints at whether the economy is characterized more by demand deficiencies particular to first-time jobseekers (i.e. an inability to absorb labour market entrants) or to turnover and retrenchment of persons with jobs.

- *Youth employment-to-population ratio*

Definition and rationale: The number of young employed persons as a percentage of the youth population (see tabulation section below for more information on the definition). This indicator shows the share of young people that *do* work out of the full youth population that *could* work, and as such provides some information on the efficacy of the economy to create jobs.

- *Inactivity rate of youth*

Definitions and rationale: The sum of all young persons who are neither employed nor unemployed as a percentage of the youth population (see box 4.1 regarding the exclusion of students from the labour force regardless of status). As an inverse to the labour force participation rate, the inactivity rate serves as a measure of the relative size of the population who do *not* supply labour for the production of goods and services.

Box 4.1 Treatment of students

The tabulation framework for the transition stages varies from that recommended in the international standard in its treatment of students. The international standard calls for the same application of the criteria of economic activity to students as to all other groups of the population. In other words, a student who worked for at least one hour in the reference period is to be counted among the employed and a student who actively sought work is to be counted among the unemployed according to the international standard. For the purposes of this survey, however, we choose to exclude working students, unemployed students or inactive students from the overall numbers of employed, unemployed and outside of the labour force, respectively. The rationalization for doing so has to do with the premise that the main activity of the young person is studying and that working or looking for work is likely to be a secondary activity; the consequences of working or looking for work, therefore, impact the young student differently than the young person engaged in employment or unemployment on a full-time basis. This does not preclude, however, further analysis of working students and/or unemployed students since both can be identified from the questionnaire (questions C9 and D2).

- *Discouraged worker rate of youth*

Definitions and rationale: The sum of all young persons who are without work and available for work but did not seek work (and therefore could not be classified as unemployed) because they felt that no work would be available to them, as a percentage of the youth labour force (employment + unemployment) (see tabulation section below for more information on the definition). According to the standard classification system, the discouraged worker is counted among the inactive, although many analysts would like to see the number of discouraged workers added to the unemployed to give a broader measure of the unutilized supply of labour. Discouraged implies a sense of “giving up”, meaning the discouraged worker has simply given up any hope of finding work for reasons such as s/he feels s/he lacks the proper qualifications, s/he does not know where or how to look for work, or s/he feels that no suitable work is available. The discouraged worker, therefore, could be said to be “involuntarily” inactive.

- *Distribution of youth employment by 1-digit ISIC sector*

Definition and rationale: Distribution of young employed persons by economic sector measured according to the International Standard Industrial Classification of Economic Activities (ISIC). Shifts in the number of persons employed in detailed sectors can serve as an indication of where jobs are being created or shed and can guide policy-makers as to where to attempt to balance employment growth with human resource development policies.

(ii) Quantitative measures with qualitative value¹

- *Distribution of youth employment by status*

Definition and rationale: Distribution of young employed persons by the following employment statuses measured according to the International Classification of Status in Employment (ICSE): a) wage and salaried workers (employees); b) self-employed with employees (employers); c) self-employed without employees (own-account workers); d) contributing family worker; e) not classifiable by status (see tabulation section below for more information on the definition). The basic criteria used to define the status groups are the types of economic risk that they face in their work, an element of which is the strength of institutional attachment between the person and the job, and the type of authority over establishments and other workers that the jobholders have as an explicit or implicit result of the employment contract.

- *Vulnerable employment rate of youth*

Definition and rationale: The share of young own-account workers and contributing family workers in total youth employment. Vulnerable employment is a measure of persons who are employed under relatively precarious circumstances as indicated by the status in employment. Because contributing family workers and own-account workers are less likely to have formal work arrangements, access to benefits or social protection programmes and are more “at risk” to economic cycles, these are the statuses categorized as “vulnerable”. There is a strong connection between vulnerable employment and poverty: if the proportion of vulnerable workers is sizeable, it may be an indication of widespread poverty. The connection arises because workers in the vulnerable statuses lack the social protection and safety nets to guard against times of low economic demand and often are incapable of generating sufficient savings for themselves and their families to offset these times. It is important to bear in mind that the indicator is not without its limitations; some wage and salaried workers might also carry high economic risk and some own-account workers might be quite well-off and not vulnerable at all.

¹ It is recognized that qualitative indicators are less often available from national statistics. However, the list is proposed to encourage regular data collection and dissemination in order to better monitor progress towards the achievement of decent work.

- *Share of time-related underemployed in total youth employment*

Definition and rationale: All young persons who, during a short reference period, were: a) willing to work additional hours; b) available to work additional hours; and c) had worked less than a threshold relating to working time (see tabulation section below for more information on the definition, which tends to vary from country to country) as a percentage of youth employment. Underemployment reflects underutilization of the productive capacity of the labour force and thus enriches an analysis of the ability of the country to provide full employment for all who want it.

- *Share of young workers engaged in “excessive” hours of work*

Definition and rationale: Proportion of employed young persons whose hours usually worked per week exceeds 50 per week. The upper hours limit can vary from country to country. As a measure of the quality of employment, long hours of work can imply an element of non-decency, if involuntary (unfortunately, the willingness of the worker is not generally measured), and has the potential to negatively impact the health and social development of a young person.

- *Wages or earnings of young workers*

Definition and rationale: Wages represent the income employees receive from paid employment. Earnings are a broader concept than wages since they represent the income earned before deduction of income tax, social insurance contributions, and so on. Both concepts are mentioned here because a country tends to report on either one or the other using sources such as censuses and surveys of establishments and industries. Information on wages and earnings are important from the workers' point of view and represent a measure of the level and trend of their purchasing power and an approximation of their standard of living. Where available, a breakdown by sector and occupation adds significantly to the interpretive value.

For most workers, wages represent the main part of their total income. From an analytical perspective, data on wages or earnings are crucial to determining whether or not youth are able to economically support themselves from their labour or whether they continue to live in poverty despite their wages (“working poor”). That paid employment alone is covered in most surveys represents a significant shortcoming since we are also interested to know about the income generated from informal sector activities, especially since the majority of the working poor will work outside the formal system (note that a labour force survey could generate wage data for all statuses in employment (employees, self-employed, etc.), it is only data from establishment surveys where coverage is of employees only). Wages and earnings also give an indication of equity, although not a perfect one.

4.2.2 Supply side

- *Net enrolment rate at secondary and tertiary levels*

Definition and rationale: The ratio over time of the total persons enrolled in education by level, regardless of age (since this is rarely available), to the population of the age group that officially corresponds to the level of education in the country. The enrolment rate indicates the general level of participation in education and gives indications of progress in providing youth with at least the minimal levels of education considered to be necessary in order to function in today's global economy.

- *Distribution of youth labour force by level of educational attainment*

Definition and rationale: The distribution of the youth labour force by completion of less than primary, primary, secondary and tertiary education level. While level of education is not a perfect proxy for the general skills potential of the population group, it is a factor that influences the population's predisposition to acquire such skills and can therefore serve as an important determinant of a country's capacity to compete successfully and sustainably in world markets and to make efficient use of rapid technological advances.

4.3

A more detailed introduction to “key” concepts of labour market statistics and how to tabulate them in the SWTS

There are international standards for most of the measures associated with the economically active population that guide the tabulation of labour statistics. Without going in to too much detail, this section offers a more technical discussion of some of the key concepts of labour market statistics. It is intended to guide the work of the survey implementation team in the tabulation of data so that the statistics generated from the SWTS abide, to the best degree possible, with the international standards. Tabulation is based on the generic SWTS questionnaire in Annex 2.1 (Module 2).

4.3.1 Employment²

The “employed” comprise all persons who worked for pay, profit or family gain for at least one hour in the reference week plus the number of persons who are temporarily absent from their jobs. Three different employment statuses are captured by the terminology: “for pay” captures any person who performed some work for wage or salary, in cash or in kind (wage and salaried workers); “for profit” aims to include workers who are self-employed; and “for family gain” allows for inclusion of contributing family workers who worked in a family establishment or land-holding. In this survey, a young person is classified as employed if he selects “*work for pay, profit or family gain for at least one hour*” (code 3) as their main current activity of the week in question C20.

Another group that *might* be considered employed are those who are temporarily without work, i.e. those who respond “*have a job, but temporarily absent from work*” (code 4) to question C20. To merit classification as employed, however, the worker should demonstrate some degree of formal job attachment. To assess the

² Based on the Resolution concerning statistics of the economically active population, employment, unemployment and underemployment, adopted by the 13th International Conference of Labour Statisticians, October 1982; [www.ilo.org/global/What we do/Statistics/standards/resolutions/lang=en/docName=WCMS_087481/index.htm](http://www.ilo.org/global/What_we_do/Statistics/standards/resolutions/lang=en/docName=WCMS_087481/index.htm). An excellent source for explaining the concepts of the Resolution and the methodology for measurement of the standard economically active concepts is R. Hussmanns, F. Mehran and V. Verma: *Surveys of economically active population, employment, unemployment and underemployment: An ILO manual on concepts and methods* (ILO, Geneva, 1990).

degree of attachment, a follow-up question is necessitated: *“even though you were not working, did you have a job, business or a holding to which you will return to work?”* (F1).³ Those who respond “yes” are to be counted among the employed and those who respond “no” are routed to either “unemployed” or “outside of the labour market” based on their response to the next question F2 *“are you looking for work or trying to establish your own business?”* (“yes” – routed to additional questions to determine status of the unemployed, “no” – routed to “outside of the labour force”).

The coding for total youth employment is as follows:

C20(3) [worked at least one hour in the week] + [C20(4) AND F1(1)] [temporarily absent from work]

4.3.2 Unemployment⁴

Unemployment is slightly more complex because, according to the standard definition as set out in the Resolution, an unemployed person has to meet all of three criteria; the “unemployed” comprise persons who are simultaneously “without work”, “currently available for work” and “seeking work” during the reference period. In this survey, the unemployed youth is determined first in the question relating to main current activity (question C20). If the youth selects *“unemployed - without work”* (code 2), s/he is then guided through a series of questions aimed to determine whether the “seeking work” and “available for work” criteria are met.

The seeking work criterion is determined first via the question *“are you looking for work or trying to establish your own business?”* (E1), followed by a filter question to determine if the job search methodology can adequately be claimed as qualifying for an “active job search”. Persons are excluded from the count if they answer negatively to *“during the last four weeks, have you taken any steps to find work or to establish your own business?”* (E2). The first question, therefore, serves to assess the desire to work of the respondent and leads the way to the more precise second question. The steps that qualify as an active search are listed with question E3. Respondents who do not select any of the active job search options listed and express no desire to work in question E4 are re-routed to the category of youth not in the labour force.

There are exceptions to the actively seeking work rule; persons who are not actively seeking work because they have found work that they will take up at a later date

³ There exist other potential criteria for establishing job attachment, including continued receipt of wage or salary; however, for the purpose of this survey, only an implicit assurance of a return to work following the end of an agreed-upon period is required. See Hussmanns, op cit., p. 72, for more information on the treatment of temporary absence from work.

⁴ See footnote 2.

(E5/1), because they have made arrangements for self-employment to take up later (E5/2) or because they are temporarily laid-off and awaiting recall to the former job (E5/3) are to be considered among the unemployed (relaxing the search criteria) *if* they meet the additional criteria of being available to take up work. Respondents might initially select their main activity as *“did not work or seek work for other reasons (than home duties)”* (C20/6) and then be identified as so-called “future starters” when asked their main reason for not working in G1. These respondents (G1/4-6) are then routed back to the query of their availability to work (in E6) so that they too can be counted as unemployed based on their response.

The “availability” criterion, which must be met by both those without work who actively seek it and those without work who do not actively seek it for the reasons listed above (the future starters) is captured with the question *“if opportunity to work had existed (over the last 7 days) would you have been able to start work?”* (E6).

As mentioned above, follow-up questions can lead to rerouting that eventually places respondents in their proper classification group. This occurs, for example, with persons who initially responded that they *“have a job, but temporarily absent from work”* (C20/4) but, upon further probing, admitted to the fact that they did not have a job or business to return to (F1/2) and that they were looking for work or trying to establish their own business (F2/1). Such persons are rerouted into the count of unemployed.

The coding for the standard definition of unemployment is as follows:

E2(1) [without work and looking for work] – E4(2) [no desire to work] – E5(4-13,99) [did not actively seek work] – E6(2) [not available to take up work]

4.3.3 Discouraged workers and relaxed unemployment⁵

Those in favour of relaxing the active search criteria to generate a “relaxed unemployment rate” can do so by reintroducing those youth who are “without work”, “currently available for work” but not actively “seeking work”. The relaxation of the standard definition of unemployment makes sense in circumstances where the conventional means of seeking work are of limited relevance, where the labour market is largely unorganized, where labour absorption is inadequate or where the labour force is largely self-employed.

⁵ Based on Hussmanns, op. cit., pp. 105-107.

The coding for the relaxed definition of unemployment is as follows:

E2(1) [without work and looking for work] – E4(2) [no desire to work] – E6(2) [not available to take up work]

The category of persons to be reintroduced into the relaxed measure of unemployment will be made up mostly (but not exclusively) by “discouraged workers”. Discouraged workers are defined as those who are not working, expressed a desire to work but did not seek work for reasons implying that s/he felt that undertaking a job search would be a futile effort.⁶ In question E5, the possible reasons for not seeking work that qualify the youth as discouraged include “believe no suitable work available (in the area of relevance to one’s skills, capacities)” (code 8); “lack employers’ requirements (qualifications, training, experience, age, etc.)” (code 9); “could not find suitable work” (code 10); and “do not know how or where to seek work” (code 11). The desire to work is captured in question E4. Persons who initially consider themselves outside of the labour force and give similar reasons for being so are also discouraged workers (question G1/8-11).

The coding for the number of discouraged workers is as follows:

E4(1) [desire to work] AND E5(8-11) [reason for not seeking work (for without work) implies discouragement] + G1(8-11) [reason for not seeking work (for outside the labour force) implies discouragement]

4.3.4 Underemployment and overemployment

Underemployment exists when a person’s employment is inadequate in relation to specified norms or alternative employment.⁷ The concept, therefore, reflects underutilization of the labour force and has been broadly interpreted to imply any sort of employment that is “inadequate” from the point of view of the worker. General inadequacy can stem from insufficient hours (time-related underemployment), insufficient compensation (income-related underemployment) or insufficient use of one’s skills (skills-related underemployment).

To date, time-related underemployment (also known as visible underemployment) is the only underemployment concept that has been agreed on and properly defined for measurement purposes within the international community of labour statisticians. According to the international definition, “persons visibly underemployed comprise all persons in paid or self-employment, whether at work or not at work,

⁶ It is a matter of debate among labour statisticians as to the importance of maintaining the “currently available for work” criteria for measurement of discouraged workers. The current mapping of the SWTS questionnaire does not allow for the addition of the “available” criteria to the definition of discouraged youth; however, the questionnaire could easily be modified to amend this if the stricter criteria for discouraged youth were agreed upon by the survey implementation partner.

⁷ Hussmanns, op cit., p. 121.

involuntarily working less than the normal duration of work determined for the activity, who were seeking or available for additional work during the reference period.”⁸ Three measurement criteria exist, therefore: (1) working less than normal duration; (2) doing so involuntarily; and (3) seeking or being available for additional work. In the SWTS, criteria (1), working less than normal duration, is captured in the question “*were your hours worked last week less than the normal hours worked per week?*” (F15). The reason for doing so, if the response is positive, is determined in question F16 with the following responses qualifying as involuntary: (9) lock-out; (10) slack period, off season; (11) reduction in economic activity (no work available, lack of raw materials, clients, orders, etc.); (12) temporary disorganization, suspension of work (bad weather, mechanical, electrical breakdown, shortage of raw materials, fuel, etc.); (13) could not find more work or full-time work; and (14) other involuntary (economic reason). For the purposes of this survey, the “seeking” and “available” criteria are relaxed.

Those who select reasons 9 through 14 on question F16 qualify as time-related underemployed. But these respondents are either paid or self-employed workers, while the phenomenon is also relevant to workers who are temporarily absent from work. Hence, persons identified as temporarily absent from work for involuntary reasons (with a list of involuntary reasons identical to that of question F16) should also be included in the count of time-related underemployed. Double-counting within the classification of underemployment is avoided because those classified as such because of temporary absence from work due to involuntary reasons are mapped to avoid responding to questions relating to hours of work.

The coding for the time-related underemployment is as follows:

F16(9-14) [reasons for working less than normal hours is involuntary in nature] + F3(7-12) [did not work in the last week, involuntarily]

Overemployment is another type of inadequate employment, this time due to a situation in which a person’s actual hours worked exceed the desired hours of work.⁹ In order to be deemed overemployed, a respondent should have expressed a willingness to decrease working hours even if it means less income. This situation can be associated with insufficient bargaining power of the worker and/or an ignorance of employers of the long-term consequences of overwork. For this survey, overemployment is captured in question F14, “*given the choice, would you opt for: (1) more income and more hours; (2) less income and fewer hours; (3) the same income and hours*”. Option 2 is that which qualifies as overemployment.

⁸ See the Resolution concerning the measurement of underemployment and inadequate employment situations, adopted by the 16th International Conference of Labour Statisticians (Geneva, 1998).

⁹ *ibid.*

The coding for overemployment is as follows:

F14(2) [given the choice, respondent would work fewer hours despite earning less income]

4.3.5 Informal employment

Informal employment is difficult to capture statistically, in part due to the ambiguity of the concept and to the difficulty in application of the international standard definition. According to the definition agreed upon by the 15th International Conference of Labour Statisticians (ICLS), “employment in the informal sector” is dependent on the nature of the production unit, i.e. a person is counted as employed in the informal sector if s/he is employed in what constitutes as an informal sector enterprise, regardless of employment status (self-employment, etc.).¹⁰ In the 17th ICLS, guidelines were issued on the measurement of informal employment, as a complement to the measurement of employment in the informal sector. The difference between the two concepts derives from the observation unit used. Informal sector enterprises and employment in the informal sector remain as defined in the 15th ICLS with the production unit (informal enterprise) as the basis for measurement. “Informal employment” is based on the observation unit of the job and is thus defined as the total number of informal jobs, whether carried out in formal sector enterprises, informal sector enterprises or households.

In general, countries and/or researchers are already basing definitions of informality around the characteristics of the job so that, in practice, a broad array of definitions is currently applied in accordance with the purpose of the study. As examples, some studies define informal employment as employment in the absence of a contract; others say all self-employed persons are informally employed; and others still look at the size-class of the enterprise and include as informally employed those who work in enterprises with fewer than, for example, five employees. None of these definitions, in themselves, are completely accurate.

The 17th ICLS recommends for inclusion in informal employment:

- i. Own-account workers (self-employed with no employees) in their own informal sector enterprises.
- ii. Employers (self-employed with employees) in their own informal sector enterprises.

¹⁰For full details regarding the history of the informal economy as a statistical concept, specifically as concerns the path from measurement of employment in the informal sector to informal employment, readers are encouraged to review R. Hussmanns; “Measuring the informal economy: From employment in the informal sector to informal employment”, Working Paper No. 53 (Geneva, ILO, 2005); www.ilo.org/public/libdoc/ilo/2005/105B09_37_engl.pdf.

- iii. Contributing family workers, irrespective of type of enterprise.
- iv. Members of informal producers' cooperatives (not established as legal entities).
- v. Employees holding informal jobs as defined according to the employment relationship (in law or in practice, jobs not subject to national labour legislation, income taxation, social protection or entitlement to certain employment benefits (paid annual or sick leave, etc.)).
- vi. Own-account workers engaged in production of goods exclusively for final use by their household.

In accordance with this framework, the coding guidelines for deriving informal employment from the SWTS data take into consideration the nature of the employment relationship (item v above), the nature of the enterprise (items i and ii) and employment status (i-iv, vi). We attempt to approximate each element of the list as well as possible according to the following framework:

- i. Own-account workers (self-employed with no employees) in their own informal sector enterprises: F51(2+3) AND [F6(2) AND F7(2+3)], meaning own-account workers who assert that their enterprise is not registered and that they did not pay taxes on their earnings.
- ii. Employers (self-employed with employees) in their own informal sector enterprises: F51(1) AND [F6(2) AND F7(2+3)], meaning employers who assert that their enterprise is not registered and that they did not pay taxes on their earnings.
- iii. Contributing family workers, irrespective of type of enterprise: F44(2).
- iv. Members of informal producers' cooperatives (not established as legal entities): F44(6) AND F6(2), meaning members of non-registered cooperatives.
- v. Employees holding informal jobs: F44(1) AND F45(A-M=2) AND F7(2+3), meaning an employee who did not receive any benefits (paid leave, etc.) and did not pay taxes on earnings.
- vi. Own-account workers engaged in production of goods exclusively for own final use by their household: F44(3), meaning persons working for family gain.

The coding for informal employment is as follows:

[F51(1-3) AND (F6(2) AND F7(2+3))	self-employed (own-account + employers) in informal enterprises
+ F44(2+3)	contributing family workers and workers for family gain
+ F44(6) AND F6(2)	members of informal producers' cooperatives
+ F44(1) AND F45(A-M=2) AND F7(2+3)]	employees in informal jobs

4.4

Tabulation of SWTS concepts

4.4.1 Stages of transition

The transition stages are defined in Module 1 (section 1.2) according to two frameworks: framework I defines the transition according to attainment of a regular or satisfactory job while framework II defines the transition according to attainment of a pre-defined “decent” or satisfactory job. Tabulation of the three transition stages – transited, in transition and transition not yet started – are presented here according to both frameworks.

4.4.1.1 Framework I

1. Transited – A young person who has “transited” is one who is currently employed in:
 - a) a regular and satisfactory job;
 - b) a regular but non-satisfactory job;
 - c) a satisfactory but temporary job; or
 - d) in satisfactory self-employment.
2. In transition – A young person is still “in transition” if s/he has one of the following statuses:
 - a) currently unemployed;
 - b) currently employed (wage & salaried worker) with no contract;
 - c) currently employed in a temporary and non-satisfactory job;
 - d) currently self-employed and unsatisfied; or
 - e) currently inactive and not in school, with an aim to look for work later.
3. Transition not yet started – A young person who has “not yet transited” is one who is either of the following:
 - a) still in school; or
 - b) currently inactive and not in school, with no intention of looking for work.

The following table identifies each element of the stages of transition as defined in framework I, with instructions on how the element should be tabulated according to the generic questionnaire. Combined tabulations are then proposed for coding the surveyed youth according to the aggregated concepts of stages of transition (transited, in transition and transition not yet started.)

Table 4.1 Coding stages of transition (framework I)

Base category		Coding
1	regular job	F9 [employment contract] is 2, 3, 5 or 6 [unlimited or 12-36 months]
2	temporary job	F9 [employment contract] is 4, 7 or 8 [temporary, less than 12 months]
3	satisfactory job	F18 [satisfaction] is 1 [mostly satisfied]
4	non-satisfactory job	F18 [satisfaction] is 2 [mostly unsatisfied]
5	self-employed	F44 [status in employment] is 4-6 [self-employed]
6	unemployed	E2(1) [without work and looking for work] – E4(2) [no desire to work] – E5(4-13,99) [did not actively seek work] – E6(2) [not available to take up work] (see explanation above)
7	wage & salaried worker with no contract	F44 [status in employment] is 1 [wage & salaried worker] AND F9 [employment contract] is 1 [none]
8	inactive, non-student with future work aspirations	G3 [desire for future work] is 1 [yes]
9	inactive, non-student with no future work aspirations	G3 [desire for future work] is 2 [no]
10	student	C20 [current activity] is 1 [in education/training]
Aggregate category		Coding
1a	youth in a regular (1) and satisfactory (3) job	F9(2,3,5,6) AND F18(1)
1b	youth in a regular (1) and non-satisfactory (4) job	F9(2,3,5,6) AND F18(2)
1c	youth in a temporary (2) and satisfactory (3) job	F9(4,7,8) AND F18(1)
1d	self-employed (5) youth who expressed satisfaction (3)	F44(4-6) AND F18(1)
2a	unemployed youth (6)	E2(1) – E4(2) – E5(4-13,99) – E6(2)
2b	wage & salaried youth with no contract (7)	F44(1) AND F9(1)
2c	youth in a temporary (2) and non-satisfactory (4) job	F9(4,7,8) AND F18(2)
2d	self-employed (5) youth who expressed dissatisfaction (4)	F44(4-6) AND F18(2)
2e	inactive, non-student youth with future work aspirations (8)	G3(1)
3a	young student (10)	C20(1)
3b	inactive, non-student with no future work aspirations (9)	G3(2)
Stages of transition	Aggregate elements	Combined coding
Transited	1a + 1b + 1c + 1d	[C20(3) – F9(1) – [F9(4,7,8) AND F18(2)]] + [F44(4-6) AND F18(1)]
In transition	2a + 2b + 2c + 2d + 2e	[E2(1) – E4(2) – E5(4-13,99) – E6(2)] + [F44(1) AND F9(1)] + [F9(4,7,8) AND F18(2)] + [F44(4-6) AND F18(2)] + G3(1)
Transition not yet started	3a + 3b	C20(1) + G3(2)
[Test = does the sum of the three stages of transition equal the total number of respondents?]		

4.4.1.2 Framework II

1. Transited – A young person who has “transited” is one who is currently employed in either:
 - a) a decent and satisfactory job;
 - b) a decent but non-satisfactory job; or
 - c) a satisfactory but non-decent job.
2. In transition – A young person is still “in transition” if s/he has either of the following statuses:
 - a) currently unemployed;
 - b) currently employed in a non-decent and non-satisfactory job; or
 - c) currently inactive and not in school, with an aim to look for work later.
3. Transition not yet started – A young person who has “not yet transited” is one who is either of the following:
 - a) still in school; or
 - b) currently inactive and not in school, with no intention of looking for work.

Because of the complexity of the measurement of a “decent” job, the coding of each qualifying element is addressed separately in the following table and then the explanation for combining elements follows.

Table 4.2 Coding stages of transition (framework II)		
	Characteristic of a decent job	Coding
1	has contractual arrangements that meet the expectations of the young worker	F10 [opinion of contract arrangement] = 1-4 [expressing satisfaction]
2	does not qualify as underemployed	F15 [less than normal hours worked] = 2 [no] AND F3 [reason for not working during the week] = 1-6 [voluntary in nature]
3	does not qualify as overemployed	F14 ≠ 2 [would not choose to work less hours for less income]
4	pays at or above the average monthly wage rate of young workers	F17 [average pay/wage per month] ≥ calculated average of all responses to F17
5	offers satisfactory job security	F21 [likelihood of keeping job if desired] = 1 [very likely] OR F21 [likelihood of keeping job if desired] = 2-4 [uncertain to not likely] AND F22 = 2 [the uncertainty of the situation is not found bothersome]
6	offers the possibility for worker participation in labour unions or association of workers	F26(1) OR F27 [reason for not joining union or association of workers] ≠ 3 [discouraged by employer]
7	offers basic employment benefits, among which are paid sick and annual leave (characteristic not applied to self-employed youth)	If F44(1-3,99) [wage and salaried worker]: F45C [annual paid leave] AND F45D [paid sick leave] = 1 [yes]

Table 4.2 (continued)	
Characteristic of a non-decent job	Coding
8 has contractual arrangements that do not meet the expectations of the young worker	F10 [opinion of contract arrangement] = 5-8 [expressing dissatisfaction]
9 qualifies as underemployed	F16 [reason for working less than normal hours last week] = 9-14 [involuntary in nature] OR F3 [reason for not working during the week] = 7-12 [involuntary in nature]
10 qualifies as overemployed	F14(2) [would choose to work less hours for less income]
11 pays below the average monthly wage rate of young workers	F17 [average pay/wage per month] < calculated average of all responses to F17
12 does not offer satisfactory job security	F21 [likelihood of keeping job if desired] = 2-4 [uncertain to not likely] AND F22 = 1 [the uncertainty of the situation is found bothersome]
13 does not offer the possibility for worker participation in labour unions or association of workers	F27 [reason for not joining union or association of workers] = 3 [discouraged by employer]
14 does not offer basic employment benefits, among which are paid sick and annual leave (characteristic not applied to self-employed youth)	If F44(1-3,99) [wage and salaried worker]: F45C [annual paid leave] AND F45D [paid sick leave] = 2 [no]
Base category	Coding
1 decent job	F10(1-4) AND [F15(2) AND F3(1-6)] AND F14(1,3) AND F17 ≥ calculated average of all F17 respondents AND [F21(1) OR [F21(2-4) AND F22(2)]] AND [F26(1) OR F27(1,2,4-9,99)] AND [if F44(1-3,99): F45C(1) AND F45D(1)]
2 non-decent job	F10(5-8) OR F16(9-14) OR F3(7-12) OR F14(2) OR F17 < calculated average of all F17 respondents OR [F21(2-4) AND F22(1)] OR F27(3) OR [if F44(1-3,99): F45C(2) AND F45D(2)]
3 satisfactory job	F18 [satisfaction] is 1 [mostly satisfied]
4 non-satisfactory job	F18 [satisfaction] is 2 [mostly unsatisfied]
5 unemployed	E2(1) [without work and looking for work] – E4(2) [no desire to work] – E5(4-13,99) [did not actively seek work] – E6(2) [not available to take up work] (see explanation above)
6 inactive, non-student with future work aspirations	G3 [desire for future work] is 1 [yes]
7 inactive, non-student with no future work aspirations	G3 [desire for future work] is 2 [no]
8 student	C20 [current activity] is 1 [in education/training]
Aggregate category	Coding
1a youth in a decent (1) and satisfactory (3) job	decent (see coding 1 above) AND F18(1)
1b youth in a decent (1) and non-satisfactory (4) job	decent (see coding 1 above) AND F18(2)
1c youth in a non-decent (2) and satisfactory (3) job	non-decent (see coding 2 above) AND F18(1)
2a unemployed youth (5)	E2(1) – E4(2) – E5(4-13,99) – E6(2)

Table 4.2 (continued)		
Aggregate category		Coding
2b	youth in a non-decent (2) and non-satisfactory (4) job	non-decent (see coding 2 above) AND F18(2)
2c	inactive, non-student youth with future work aspirations (6)	G3(1)
3a	young student (8)	C20(1)
3b	inactive, non-student with no future work aspirations (7)	G3(2)
Stages of transition	Aggregate elements	Combined coding
Transited	1a + 1b + 1c	decent (see coding 1 above) + [non-decent (see coding 2 above) AND F18(1)]
In transition	2a + 2b + 2c	[E2(1) – E4(2) – E5(4-13,99) – E6(2)] + [non-decent (see coding 2 above) AND F18(2)] + G3(1)]
Transition not yet started	3a + 3b	C20(1) + G3(2)

4.4.2 Tabulation of the path of transition (for “transited” youth)

For a young person who has completed the transition, the important question is did s/he have an easy or difficult time in getting the satisfactory/regular job. The question introduces an element of retrospective analysis, that is, the analysis must look at the period of time between the exit from school to the time of entry to satisfactory/regular employment. For coding purposes, therefore, the history of economic activities provided in question C5 is vital to determining the path of transition.

The paths of transition are defined according to the following four (exclusive) possibilities:

1. Direct transition – a young person’s first experience after leaving school is being hired at a satisfactory or regular job.
2. Spells of employment with no spells of unemployment or inactivity:
 - a) Regular or satisfactory employment.
 - b) Temporary/self-employment and non-satisfactory employment or no contract employment.
3. Spells of unemployment with or without spells of employment and inactivity.
4. Other – undertook no economic activity before current post, for example, was engaged in home duties or travelling.

The qualification of each job held according to its contract type and rating of job satisfaction will determine its placement in the following mapping of possible paths of transition. The history of transition is classified as “short”, “middling” or “lengthy”.

A *short transition* is classified as one in which, before obtaining the current satisfactory/regular (decent) job, the young person underwent either:

- a direct transition (1);
- a spell (or cumulative spells) of employment of less than or equal to one year with no spell of unemployment or inactivity where the job(s) held is classified as:
 - regular or satisfactory (2a); or
 - temporary/self-employed/no contract and non-satisfactory employment (2b);
- a spell of unemployment with or without spells of employment or inactivity (3) of less than or equal to three months; or
- a spell of inactivity (4) of less than or equal to one year.

A *middling transition* is classified as one in which, before obtaining the current satisfactory (decent)/regular job, the young person underwent either:

- a spell (or cumulative spells) of temporary/self-employed/no contract and non-satisfactory employment (2b) of between one and two years with no spell of unemployment or inactivity;
- a spell of unemployment with or without spells of employment or inactivity (3) of between three months and one year; or
- a spell of inactivity (4) longer than one year.

A *lengthy transition* is classified as one in which, before obtaining the current satisfactory (decent)/regular job, the young person underwent either:

- a spell (or cumulative spells) of temporary/self-employed/no contract and non-satisfactory employment (2b) of two years or over with no spell of unemployment or inactivity; or
- a spell of unemployment with or without spells of employment or inactivity (3) of one year or over.

Table 4.3 Coding paths of transition		
Base category	Coding	Time element
1 Direct transition	No response in C5b [current job was first experience]	Spell 1 = C5b(1) – C4 Spell 2 = C5b(2) – C5b(1) Spell 3 = C5b(3) – C5b(2) ...
2a Spells of regular or satisfactory employment and no spells of unemployment or inactivity	History contains no spell in which C5a = 4-7 AND no spell in which [C6(4,7,8) AND C7(2)]	
2b Spells of temporary/self-employed/no contract and non-satisfactory employment and no spells of unemployment or inactivity	History contains no spell in which C5a = 4-7 AND at least one spell in which [C6(1,4,7,8) AND C7(2)]	
3 Spells of unemployment with or without spells of employment or inactivity	History at least one spell in which C5a = 4	
4 Spell of inactivity	History contains only C5a = 5-7	
Aggregate category	Coding	
Short transition	1 + 2a + [2b where cumulative C5b – C4 ≤ 1 year] + [3 where cumulative C5b – C4 ≤ 3 months] + [4 where C5b – C4 ≤ 1 year]	
Middling transition	[2b where cumulative C5b – C4 between 1 and 2 years] + [3 where cumulative C5b – C4 between 3 months and 1 year] + [4 where C5b – C4 > 1 year]	
Lengthy transition	[2b where cumulative C5b – C4 ≥ 2 year] + [3 where cumulative C5b – C4 ≥ 1 years]	

4.4.3 Length of transition

For young people identified as still in transition, classification will be made according to the length of time in each of the three sub-categories of the “in transition” stage (unemployed, employed in temporary (non-decent)/non-satisfactory job, inactive and intending to look for work in the future). Calculation of the length of time in transition can be done using question C5 (activity history), taking the starting date of the first activity entered (after leaving school) in C4 and subtracting from the current date. In other words:

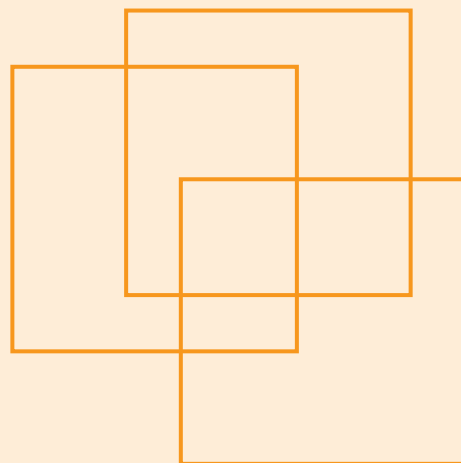
Length of transition (for those “in transition”) = Survey date – C4 [start date of first activity entered in the C4 grid]

The total length of transition for those youth who completed the transition can be calculated as follows:

Length of transition (for “transited” youth) = C5b [final date entered, marking the beginning of the current regular or satisfactory job] – C4 [start date of first activity entered in the C4 grid]



International
Labour
Office
Geneva



Module 5

Disseminating survey results

ILO school-to-work transition survey:

A methodological guide

Module 5

Disseminating survey results

Sara Elder

Youth Employment Programme
International Labour Office

Copyright© International Labour Organization 2009

First published 2009

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; email: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO school-to-work transition survey : A methodological guide

International Labour Office. - Geneva: ILO, 2009.

ISBN 978-92-2-121418-2 (print)

ISBN 978-92-2-121419-9 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org.

Visit our website: www.ilo.org/publns

Photocomposed in Switzerland

SCR

Printed in Switzerland

NOU

Contents

Foreword	v
Acknowledgments	vii
Purpose and organization of the guide	ix
5.1 Introduction	1
5.2 Organizing a report for disseminating SWTS findings	3
5.2.1 Generic table of contents	3
5.2.2 Output tables	6
5.3 Organizing a post-survey workshop	11
Box	
5.1 Following the example of the synthesis analysis of eight SWTs	4

Foreword

The transition into adulthood is an exciting time for many young women and men, bringing with it the prospect of social and economic independence. For some youth, however, the challenge of finding employment, let alone satisfying employment, can be daunting, and the inability to prove oneself as a productive member of society can overshadow all else to create a sense of frustration and negativity during a time that is meant to be full of hope. It is hard to feel positive about one's future prospects when one becomes blocked at the entry level.

But we should not paint too gloomy a portrait. Many transitions to adulthood, from school to work, are successful from the point of view of the young person and from the point of view of society as beneficiary of their productive contribution. Certainly there must be value in defining a “successful” transition and making the distinction between these and “difficult” ones, i.e. situations in which the young person has little option but to take up unproductive, low-paid and insecure work or drop out of the labour force to wait for rosier times. At least such was the assumption behind the creation of the ILO school-to-work transition survey (SWTS) and the analytical framework, as described in the pages of this Guide, which has been developed around it.

The Guide in itself does not answer the big questions: for instance, why are some transitions difficult and some not; are lengthy transitions an inevitable consequence of a national environment characterized by low levels of job creation; and perhaps most importantly, can governments, working with employers', workers' and youth organizations, do anything about it? What it does do, however, is introduce a holistic methodology that can guide countries to find the answers for themselves. It sets the framework for gathering information on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. As stated in Module 1, the data in itself is not unique. What are unique as outcomes from the implementation of the SWTS are the development of indicators that define the stages of transition and the quality of transition and the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The ILO is committed to helping governments and social partners identify main employment issues and design and implement integrated policy responses. This Guide toward implementation of the SWTS is offered to our constituents as a means to enhance the capacity of national and local-level institutions to undertake evidence-based analysis that feeds social dialogue and the policy-making process. There is a sense of urgency in many countries in addressing the challenge of youth employment.

We recognize that large shares of youth in transition have yet to attain decent employment. Unless they succeed yet another generation of productive potential will remain underutilized and a cycle of poverty and decent work deficits will continue. Clearly, there is still substantial room for action to bring about progress toward the goal to “achieve decent work and productive employment for all, including women and young people” (Millennium Development Goal 1B). It is our sincere hope that this Guide can aid the process and help countries to broaden the information base from which they can address the specific challenges associated with enabling their young populations to reach their full potential.

José Manuel Salazar-Xirinachs
Executive Director
Employment Sector

Acknowledgments

The author wishes to thank all those, past and present, who have had a hand in the development and implementation of the ILO school-to-work transition survey. The surveys have always been resolutely supported by the ILO Youth Employment Programme and for this the author is particularly grateful. Special thanks go to Farhad Mehran, who pioneered the basic concepts of the transition, and Makiko Matsumoto, whose feedback based on the applied tabulation of the raw data has greatly improved the relevant sections of this product. Kee Beom Kim and Mariela Buonomo Zabaleta provided thoughtful comments on the draft. All modules were written by the author with the exception of Module 3 on sampling methodologies, which is a product of El Zanaty and Associates, Egypt.

Purpose and structure of the guide

This guide is intended to help anyone interested in running an ILO school-to-work transition survey. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.

The guide is organized as follows:

- Module 1** Basic concepts, roles and implementation process
- Module 2** SWTS questionnaires
- Module 3** Sampling methodology
- Module 4** Key indicators of youth labour markets: Concepts, definitions and tabulations
- Module 5** Disseminating survey results

5.1

Introduction

As stated in Module 1, the objective of the SWTS is to collect in-depth information concerning the labour market situation of young men and women and to quantify the relative ease or difficulty of labour market entry of young people as they exit school. The analysis of data should reveal strengths and weaknesses in the youth labour market and point to the main challenges to be addressed by policy-makers through the formulation of youth employment/development policies and programmes. The latter is key. If the survey results do not reach policy-makers to offer at least the possibility of influencing youth employment policy decisions, then the overall effort has not achieved its goal. The SWTS is not intended to be research for its own sake. It is the sincere hope of the ILO that this guide can help to ensure that it is information that is being gathered with a practical end: that of improving the transition of young men and women as they enter adulthood as productive members of society.

The purpose of this module is: first, to offer guidance on disseminating SWTS findings in an analytical report (section 5.2); and second, to reiterate the importance of disseminating survey findings among national stakeholders as a means to provoke an evidence-based discussion of youth employment in the country that is geared toward consensus-building policy-making. To the latter end, section 5.3 offers some advice on organizing a national post-survey workshop where the objective is to present and discuss survey results and provoke policy recommendations.

5.2

Organizing a report for disseminating SWTS findings

The following section contains an outline for what an SWTS report could look like. It is purposefully left vague in the hope that report writers will be flexible and creative in their outlines and contents. The outline for the report should be agreed upon by the project manager and the report writer (and members of a Steering Committee or Advisory Group if one exists) before the work is begun in order to ensure that the general direction is one that suits all parties.

5.2.1 Generic table of contents

Executive summary and main findings

Introduction

Chapter 1: Overview of the labour market and survey methodology

- 1.1 *The socio-economic context*
- 1.2 *The labour market in __*
- 1.3 *Youth in the national labour force in __*
- 1.4 *Survey objectives and methodology*

This chapter sets the scene by placing the youth employment situation in a broader national context. It should draw evidence from the latest available national labour market statistics (population, labour force, labour force participation rates, unemployment rates, etc.), first at the national level (in section 1.2) and then for youth specifically (in section 1.3). The section should identify policies and programmes that impact the employment situation and explain the institutional arrangement for youth employment issues at the national level (the division of labour among ministries, etc.). Finally, section 1.4 explains the objectives of the SWTS and the methodology applied, including the questionnaire development and design of the sampling frame.

Chapter 2: Characteristics of youth in the sample survey

- 2.1 Individual characteristics of youth
- 2.2 Household characteristics of youth
- 2.3 Aspirations and life goals
- 2.4 Educational achievement
- 2.5 Preparation for school-to-work transition (characteristics of youth still in school)
- 2.6 Characteristics of employed youth
 - 2.6.1 Wage employment
 - 2.6.2 Self-employment
- 2.7 Unemployment
- 2.8 Outside of the labour force (inactive youth)

This chapter presents the most important background characteristics of the youth surveyed in order to set the conceptual framework for the subsequent analysis of the transition from school to work.

Box 5.1 Following the example of the synthesis analysis of eight SWTSs

Module 1 mentions the synthesis of survey results from eight countries that was completed in 2009. (S. Elder and M. Matsumoto, “Characterizing the school-to-work transitions of young men and women: Evidence from the ILO school-to-work transition surveys”, Employment Working Paper (Geneva, ILO, 2009)). The intent of the report was “to demonstrate the depth of data made available with the SWTS tool and to showcase the unique schema for classifying transitions, one which adds greater meaning for policy-makers who note the insufficiency of traditional labour market indicators when attempting to discern youth employment challenges”. It is a rich report and one that demonstrates both simple analytical techniques to show, for example, the breakdown by current activity status and characteristics of unemployed and employed youth, and more complex techniques for more in-depth analysis on topics such as the job search in relation to characteristics of the potential and actual supply of labour and the relationship between expected and actual earnings of young people and the determinants of the latter.

The synthesis report can be used as a model for the type of analyses and presentation of analysis that can follow from the SWTS results. For this reason, writers of future SWTS reports are encouraged to review it to gain ideas to shape their own analytical efforts.

The following is an excerpt (non-inclusive) of the main findings of the report:

Long and never-ending transitions become a common occurrence.

... The review of the survey results points to some harsh realities facing youth in developing countries, namely that a substantial number of youth in developing countries may never complete the transition, at least not until adulthood. The large shares of youth in transition will become adults in transition and yet another generation of productive potential will remain underutilized as the cycle of poverty and decent work deficits continues.

Successful transitions are often correlated with gender.

There are serious gaps in participation rates and transition outcomes between young women and men. ... Many young women are not free to pursue the possibility of working outside of the home and, for others, the lack of outside demand for productive work by women, due to social or cultural reasons, is enough to discourage them from engaging in the job search. Most young women who do enter the labour market face a lengthy job search before finally settling into an unsatisfactory job where they will be paid less than men.

Better education does not mean easier/faster transition.

Contrary to popular belief, attainment of higher education levels among youth is evidently not enough to improve their chances for an easier and more successful transition. In most of the surveyed countries, the largest share of successfully transitioned youth had finished their education at the secondary level only. Assuming that the scope of formal job creation in these countries continues to be limited in forthcoming years (or possibly becomes even more limited given the current global financial crisis), young people who want (or need) to work will continue to take up whatever work is made available to them, work characterized by informality, low productivity and low wages.

Social networks are the dominant labour market institutions used to match the supply and demand for labour, but they do not generate better labour market outcomes.

The survey results clearly showed that informal social ties constituted the predominant labour market intermediation mechanism in all the countries covered. ... In spite of being predominant labour market channels, informal social ties did not perform well in terms of getting youth satisfactory jobs or jobs with some contractual security. The only positive pay-off seems to be that youth get jobs faster through social networks. ... Also, returns to work were poorer if the young person got the job through social ties. This provides good justifications for either directing much more public resources into expanding formal labour market institutions and/or revising the existing public institutions.

Determinants of higher earnings varied from country to country.

In the end, was there any conclusive evidence about what characteristics or actions brought about higher earnings? Yes. Being male, having a university degree and having engaged in on-the-job training were all associated with higher earnings. The size of the establishment at which the young person worked was also positively related to earnings.

The grey zone of inactivity and discouragement.

In relation to inactivity and discouragement, young men were less likely to be inactive and less likely to be discouraged than young women in all three countries presented (Azerbaijan, Mongolia and Nepal). ... Having a university degree unambiguously and significantly lowered the probability of becoming discouraged. At the same time, higher estimated income per household member was positively associated with inactivity and discouragement, which supports the premise that only youth who can rely on the financial support of the household can afford to be inactive.

Chapter 3: Stages of transition

- 3.1 Youth who have not yet started the transition
- 3.2 Youth in transition
- 3.3 Characteristics of a successful transition
- 3.4 Length of transition for those who have transitioned and those still in transition

This chapter begins the analysis of sampled youth by stage of transition and attempts to identify the main determinants of each transition stage.

Chapter 4: Creating jobs for young people: The employers' perspective

4.1 *Characteristics of enterprises*

4.2 *Recruitment of young people*

4.3 *Matching expectations*

4.4 *Education and training*

4.5 *Work experience requirement*

The importance of this chapter is to analyse results of the employers' survey in order to determine the demand characteristics for young labour.

Chapter 5: Summary, conclusions and recommendations

5.1 *Summary and conclusions*

5.2 *Policy recommendations*

This chapter attempts to summarize findings and draw lessons on: 1) where blockages exist that prevent young people from finding decent employment; 2) where supply and demand do not match, and why; and 3) who are the most disadvantaged youth, meaning those likely to face the most difficult transitions. This chapter should attempt to identify and analyse the factors that are behind the youth employment problem based on the survey results. Some of the important factors to look at include: a) demographic factors; b) macroeconomic factors; c) labour market institutions; d) labour market reservations; and e) organization and voice. Policy recommendations should cover both supply- and demand-side measures that aim to ensure more and better jobs for young people. These recommendations do not have to be concrete; rather, they can serve as the basis for discussion by tripartite participants at the workshop which will follow the dissemination of the SWTS results.

Statistical annexes (either additional information on survey methodology or additional result tables)

5.2.2 Output tables

Note that these table lists are not meant to be comprehensive or mandatory; report writers may wish to use alternative tables. In addition, report writers should select among these which to place within the text and which to include in an annex.

Chapter 1

- Characteristics of the sample by sex, age group, geographic location, marital situation, education level and current activity status
- Key economic indicators
- Labour force, employment, unemployment (numbers and rates; total working-age with national coverage)

- Population by education status and sex
- Employed population by economic sector (national)
- Employed population by occupation (national)

Chapter 2

These tables begin the analysis of the sample; tables should provide percentage distributions but also raw numbers. Disaggregation according to the characteristics discussed in Module 2 (namely, sex, age group, urban/rural and educational attainment) is recommended wherever possible:

- Distribution of youth by activity status
- Distribution of out-of-school youth by activity status
- Household characteristics: average size of household and number of siblings
- Educational attainment of youth by activity status
- Educational attainment of youth's mothers and fathers (distribution of education levels of mothers/fathers as % of total)
- Level of education of respondent in comparison to parents'
- Share of early school leavers and reason for leaving school
- Primary life goals of young respondents by current activity status
- Employed by sector
- Employed by status
- Employed by occupation
- Share of employed in informal employment
- Employed by type of contract and average hours usually worked per week
- Access to benefits/entitlements (share of wage & salaried working youth)
- Self-employed by reason for self-employment
- Unemployed by job search activity
- Unemployed by duration of job search
- Unemployed by type of job sought (grouped according to general skills level required)
- Unemployed by main obstacle to finding work
- Share of unemployed youth who had refused a job and reason for refusal
- Share of employed youth who had refused a job and reason for refusal
- Inactive youth by reason for inactivity
- Inactive youth by plans to work in the future

Chapter 3

- Distribution of youth population by stage of transition
- Stage of transition by educational level
- Stage of transition by household average monthly income
- Youth who have not yet started their transition by sub-category (“in-school” or “inactive with no future plans to work”)
- Youth in transition by sub-category (employed in a temporary and non-satisfactory job, wage & salaried worker with no contract, self-employed and unsatisfied, unemployed, inactive with an aim to work later)
- Stage of transition of youth who had started the transition (transited and in-transition)
- Transited youth by sub-category (in regular and satisfactory job, in regular but non-satisfactory job, in temporary but satisfactory job, self-employed and satisfied)
- In-transition youth by sub-category and job search method
- In-transition youth in temporary or non-satisfactory employment with plans to change jobs and reason
- Distribution of transited youth by path of transition (tables by education level, by occupation, by sector, by status, by formal/informal employment, by job search method)
- Average length of transition for transited youth
- Average current length of transition for youth still in transition

Chapter 4

- Employer by sector and number of employees
- Employer by type of enterprise and number of employees
- Recruitment methods
- Average number of vacancies
- Preferred hiring age by industry and occupation
- Preferred hiring sex by industry and occupation
- Preferred level of education by occupation
- Assessment of skills required by young employees or young job applicants
- Most important factor in hiring worker

Other possible tables for inclusion:

Youth characteristics

1. Distribution of youth by marital status
2. Distribution of youth who are married by average age at first marriage
3. Share of youth who moved from original residence by area of previous residence and reason
4. Share of unemployed youth who would consider moving for employment purposes
5. Distribution of non-student, female youth population by current activity status
6. Job search method by employed, unemployed and in-school youth
7. Share of employed youth by union membership
8. Distribution of employed youth by company size
9. Distribution of employed youth by monthly income and background characteristics
10. Distribution of employed youth by duration of current occupation
11. Distribution of employed youth by job application rate and interview rate
12. Distribution of employed youth registered with public employment services (PES) by kind of assistance received
13. Distribution of employed youth who have a contract by type of contract
14. Distribution of employed youth by satisfaction with current job
15. Distribution of employed youth by receipt of job-oriented training
16. Distribution of self-employed youth by background characteristics
17. Distribution of self-employed youth by duration of business operation
18. Distribution of self-employed youth by problems in running the business
19. Distribution of unemployed youth by duration of unemployment and background characteristics
20. Distribution of unemployed registered youth with the PES by kind of assistance received
21. Distribution of unemployed youth by job application rate and interview rate
22. Distribution of unemployed youth by main obstacle to find a job
23. Distribution of unemployed youth by rating of education relevance
24. Distribution of in-school youth by highest educational attainment expected and preferred educational field
25. Distribution of in-school youth who started searching for a job by method of job search

Employer's characteristics

1. Distribution of employers by formal or informal sector
2. Distribution of employers according to most important constraint in enterprise operations
3. Distribution of employers according to their opinion about young workers' expectations

5.3

Organizing a post-survey workshop

In order to link survey findings to policy design, it is crucial to run a post-survey workshop involving all stakeholders with the goal of promoting youth employment. This is the venue for bringing together policy-makers, employers, trade unions and youth representatives in order to discuss survey results and generate practical steps on how to move forward on revised or new youth employment policies and programmes which aim to overcome specific challenges facing young people as identified in the SWTS.

The workshop may be stand-alone – organized around the SWTS only – or may be part of a forum on a broader topic of a youth employment agenda. If a Steering Committee exists, its members should be involved in shaping the list of participants and the agenda of the workshop. An organization involved in the Steering Committee may even step up to host the meeting and cover its costs.

Possible participants

- Members of relevant government institutions
- Project manager and other relevant members of his/her institution
- Representatives of trade unions, employers' organizations, youth organizations
- SWTS report writer or member of survey implementation team responsible for analysis
- Members of survey implementation team responsible for methodology and implementation
- Members of other NGOs, etc., interested in the topic of youth employment
- Members of the research community

Sample agenda

A tentative agenda for a one-day meeting is as follows:

9.00 – 9.15	Opening remarks
9.15 – 10.30	Introduction to the school-to-work transition survey – objectives, key concepts, and methodology (survey implementation team)
10.30 – 11.00	Coffee break
11.00 – 12.30	Presentation of SWTS main findings and general conclusions (report writer)
12.30 – 14.00	Lunch
14.00 – 15.15	Panel discussion on policy recommendations

The composition of the panel will differ with each workshop but could consist of a representative of the leading government agency, the project manager, report writer or member of the survey implementation team, and another stakeholder (a political figure, respected researcher or member of a youth group, for example). Panel members are intended to take the generic recommendations of the SWTS final report, discuss their feasibility, make alternations to existing recommendations or propose others. These “new” recommendations should then form the basis for a broader debate with other participants in the subsequent session. *By the end of the evening, time permitting, policy recommendations on youth employment policies and programmes (with specifics on who, how, etc.) should be adopted by the group.* If there is no time for adopting policy recommendations, the project manager should resume responsibility for piecing together draft recommendations for circulation to participants at a later date, receiving comments, making amendments, etc., until final recommendations are agreed by all stakeholders (or Steering Committee members, if applicable).

15.15 – 15.30	Coffee break
15.30 – 16.30	Open debate on policy recommendations
16.30 – 17.00	Approval of policy recommendations and closing remarks

This example is a sample meeting agenda only. It should be amended to fit the situation at hand. If the meeting is longer than one day, discussions and presentations around specific youth challenges/themes can be added. It is likely that the country at hand would prefer to fit the presentation and discussion of SWTS results and recommendations into a workshop/meeting on a broader theme. In Mongolia, for example, the SWTS was discussed at the National Employment Forum. If a meeting surrounding the design of a National Action Plan for Youth Employment is envisioned, the discussion of the SWTS could easily fit in there. The danger with the

latter approach, however – discussing the SWTS in a meeting where objectives are numerous – is that it is possible that not enough time would be devoted to ensuring the understanding of results and their impact on policy design. The objective to produce practical policy recommendations for youth employment, arrived at through a tripartite debate of participants, could easily get lost. On the other hand, if the SWTS is used as input into the process of building a national action plan for youth employment (in a workshop/meeting) then the necessary linkage between the SWTS and policy-making would also be made, albeit less overtly.

