

**Expert Group Meeting on  
Measurement Issues in Labour Statistics**

**Measuring Transition from School to Working Life:  
Current practices in the EU and the ESCWA Regions**

**UN-ESCWA**

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## > EU Employment Strategy since 2003

### ❖ Set up Targets and Benchmarks for the:

- Reduction of early school-leaving
- Rise in educational attainment levels
- “New start” for unemployed youth

### ❖ The 2006 Community Strategic Guidelines on Cohesion calls for facilitating access to employment for young people through:

- Career guidance;
- Assistance in completing education;
- Access to appropriate training; and
- Apprenticeships.

## Main features of the EU Labour Force Surveys

- The results of the EU-LFS cover the total population usually residing in Member States, except in collective or institutional households.
- Demographic data are gathered for all age groups, questions relating to labour market status are restricted to 25 years or older.
- Data for all Member States are mostly available from 1998 onwards.
- Results for Candidate Countries date back to 2002.
- Indicators are annual but the data source is a quarterly survey.
- Reference period for education variables and other characteristics is the reference week in each reference quarter.
- Annual results are calculated averaging quarterly data.

## Persons concerned

- **The EU LFS covers the total population usually residing in the Member States, except for persons living in collective or institutional households.**
- **Questions relating to Labour market status are restricted to persons in the age group of 15 years or older.**
- **The Ad-hoc Transition Module concerns persons aged between 15 and 35 who had left continuous education or training in the last 5/10 years (including persons who have left education for at least 1 year and re-entered education subsequently).**

## Sample design

- **The EU LFS is a rotating random sample survey of persons in private households. The sampling units are dwellings, households or individuals depending on the sampling frame.**
- **The sample design and rotation patterns are not fully harmonised. Different schemes are used to sample the units ranging from simple random sampling to complex stratified multi-stage sampling methods of clusters.**
- **Most countries use a variant of a two-stage stratified random sampling of households. All of the Member States apply a rotating pattern so that part of the observations can be directly paired to the observations one survey instance earlier.**
- **Sampling rates vary between 0.3% and 3.3%**

## > The EU-LFS Ad-Hoc Modules

- **2000: Transition from School to Working Life**  
(People aged 15 to 35 years old)
- **2009: Entry of Young People into the Labour Market**  
(People aged 15-34 years old)

## Questionnaire of the 2000 Ad-Hoc Module: Transition from School to Working Life

### **EXPERIENCE OF LEAVING EDUCATION IN THE LAST FIVE/TEN YEARS**

- ✓ *Person has already left education in the last five/ten years (if person is still in education, it means that he/she has re-entered after interruption)*
- ✓ *Person has never left education in the last five/ten years (person is still in education) or Person left education more than five/ten years ago.*

### **SCHOOL COMPLETION**

- ✓ *Year and Month when leaving education for the first time*
- ✓ *Highest level of education or training successfully completed, when leaving education for the first time*
- ✓ *Field of education (when leaving education for the first time)*

*PS: Education' has to be understood as education or training carried on from primary level onwards without interruption of more than one year, except if the interruption is due to special reasons : maternity leave, serious illness, national service, while awaiting a certificate giving access to education at a higher level or temporary stop in the education or training because of travelling for instance*

## Questionnaire of the 2000 Ad-Hoc Module: Transition from School to Working Life (cont'd)

### **FIRST SIGNIFICANT EMPLOYMENT (MINIMUM DURATION OF SIX MONTHS), AFTER LEAVING EDUCATION**

- ✓ *Experience of first significant job (minimum duration of six months)*
- ✓ *Month and Year when starting first significant job*
- ✓ *Month and Year when finishing first significant job*
- ✓ *Occupation of first significant job*

### **CONTINUOUS JOB SEARCH AFTER LEAVING EDUCATION**

- ✓ *Existence of any period of continuous job search of more than one month (not including 'looking for other job')*
- ✓ *Duration of the longest spell of job search*

### **SOCIAL BACKGROUND**

- ✓ *Highest level of education or training successfully completed by father or mother*

## Statistical Output of the 2000 Ad-Hoc Module

- **Youth transitions from education to working life in number of months.**
- **Employed in service sector and occupational status of recent school-leavers.**
- **Young people social origin, educational attainment and labour outcomes.**
- **Parents education level.**
- **Job mismatches and their labour market effects among school-leavers.**

## Evaluation of the 2000 Ad-Hoc Module

- **Data collection**
- **Target population**
  - ✓ Definition
- **Definitions:**
  - ✓ School completion
    - Date of leaving education
    - Highest level of education successfully completed
    - Field of education
  - ✓ First significant job
    - Experience of first significant job
    - Date of starting first significant job
    - Date of ending first significant job
    - Occupation of first significant job
  - ✓ Continuous job search
    - Existence of any period of job search
    - Duration of the longest spell of job search
  - ✓ Social background
    - Highest level of education successfully completed by father or mother

## Substantive issues of the 2000 Ad-Hoc Module

- **Definition of the target population**
- **Definition of the first significant job**
- **Definition of period of job search**
- **Data quality**
- **Data comparability**

## Guidelines for the 2009 Ad-Hoc Module: Entry of Young People into the Labour Market

- ❖ The 2003 European Employment Strategy sets targets and benchmarks for the reduction of early school-leaving, the rise in educational attainment levels and the 'new start' for unemployed youth.
- ❖ These benchmarks should help to monitor the rise in educational attainment levels, lifelong learning and the reduction of number of early school-leavers — policy goals aimed to prepare best the young people to their professional and social life.
- ❖ The European Youth Pact aims at facilitating access to employment for young people, by easing the transition from education to work, including through career guidance, assistance in completing education, access to appropriate training and apprenticeships.

# Questionnaire of the 2009 Ad-Hoc Module: Entry of Young People into the Labour Market

## **SOCIAL BACKGROUND**

- ✓ *Highest level of education or training successfully completed by father or mother*
- ✓ *Country of birth of father or mother*
- ✓ *Nationality at birth of parents (optional)*

## **SCHOOL COMPLETION**

- ✓ *Orientation of the highest level of formal education attained*
- ✓ *Month and Year when leaving education for the last time*
- ✓ *Work during studies in formal education*

## **FIRST SIGNIFICANT JOB**

- ✓ *Month and Year of start of the first job of more than 3 months after leaving formal education for the last time*
- ✓ *Duration of the first job of more than 3 months (after leaving formal education for the last time)*
- ✓ *Method which allowed to find the first job of more than 3 months (after leaving formal education for the last time)*
- ✓ *Occupation of first job of more than 3 months after leaving formal education for the last time*
- ✓ *Type of contract of first job of more than 3 months after leaving formal education for the last time*
- ✓ *Main activity after leaving formal education for the last time and before starting the first job of a duration of at least 3 months*

## Current practice in the ESCWA region Lebanon

- **Household Budget Survey** under preparation by **CAS**
- **TA by the WB**
- **Includes 2 Ad-Hoc modules on Education and Employment**
- **Sample size:** 4000 Households
- **Target group:** Persons of 10 years +
- **Scope:** National Territory including Refugee Camps (by PCBS, ILO, UNRWA)
- **Planned Period:** September 2011 – January 2012
- **Limitation:** Ad-Hoc modules are independent; no Transition approach

## Current practice in the ESCWA region Jordan

- **Job Creation survey:** Carried out by **DOS**
- **Since 2007, bi-annually**
- **Objectives:** Provide data on:
  - ✓ the dynamics (supply and demand) in the labour market: number of new jobs, lost jobs and changes in current job
  - ✓ the demographic and socioeconomic characteristics of persons of 15+ concerned with a change in the job situation
    - ✓ the type of occupation and economic activities of the enterprises that generated these changes
- **Sample:** 80 000 households over the year
- **Target group:** all 15 +, regardless of the rank of job
- **Limitation:** does not measure the transition process per say

## Current practice in the ESCWA region Egypt

- **Labour Force Survey carried out by CAPMAS**
- **Objectives:** Measuring the civilian labour force and its characteristics, the level of employment and unemployment, and the dynamic changes in the labour market
- **Since 2006, Quarterly**
- **Sampling:** two-stage stratified cluster sample and self-weighted; 21352 households for each round
- **Target group:** Persons of 10 years and +
- **Issues addressed:**
  - Questions for the unemployed on whether they are seeking work
    - If Not, the reasons why?
    - If Yes whether they have ever worked, their last occupation and economic activity and the duration of unemployment and the reasons for it.
  - New questions are added to calculate some indicators such as Life-long learning and Early leavers from Education and Training (18-24).
    - In which year did you start working for a continuous period (at least 6 months)?

## Current practice in the ESCWA region Egypt (2)

- **School-to-Work Transition Survey** carried out by ILO and implemented by El-Zanaty & Associates
- **During 2005-2006**
- **Objectives:**
  - ✓ Identify the main youth employment issues.
  - ✓ Identify the factors that facilitate the transition from school to work.
  - ✓ Identify the factors that make the transition difficult for women, young men or both.
  - ✓ Assess the level of empowerment among youth, and their perceptions and aspirations for work and life
- **Target groups:** Persons of 15-29 years: In-school youth, job seekers, young employees, self employed and own account workers, employers and managers who are hiring young workers
- **Sampling :**
  - ✓ 4000 youth respondents from 5520 households in 10 governorates selected randomly (Sampling frame: 2003 EDHS).
  - ✓ Employers: 347 enterprises divided into two samples: 167 enterprises from the formal sector and 180 enterprises from the informal sector. (Sampling frame: Commercial Ahram Guidebook, 2004)
- **3 groups of youth :** “youth transited”, “youth in-transition”, and “youth not transited”
- **3 categories of transition :** Easy, Middling, and Difficult

## Current practice in the ESCWA region Palestine (1)

- **Labour Force Survey** carried out by **PCBS**
- **Since 2006, Quarterly**
- **Target group:** Persons of 15 years and +
- **Objective:** to monitor Labour Market changes but does not focus on the Transition process.

## Current practice in the ESCWA region Palestine (2)

- **Survey on Conditions of Graduates from Higher Education and Vocational Training** carried out by **PCBS**
- **Field work:** from December 14, 2005 to January 19, 2006
- **Target group:** Graduates who finished their education (with a certificate) in 1987 and after
- **Sampling:** 3-stage stratified cluster random sample (1997 Population Census frame); 10783 households, 3668 households have at least 1 graduate
- **Objectives:.** To provide basic information on the
  - ✓ Number of Palestinian graduates by education type, comparing between higher education graduates and vocational training graduates in the labour market
  - ✓ Assess the relevance of the higher education system and vocational training system that is currently available with labour market requirements,
  - ✓ Shed light on the graduates' characteristics in the labour market such as job security, occupation, place of work, wages and work hours, the relevance between speciality and occupation, and the returns from education.
- **Questions on the transition to the labour market:** time lag before first job, reasons for seeking or not seeking job, methods of searching, characteristics of first job...

## Current practice in the ESCWA region Syria

- **Syrian Youth Transition Survey**, carried out by **SCBS** in **2009**
- **TA provided by ETF**, using **Ukraine** and **Serbia** models
- **Period:** 24 November to 31 December 2009
- **Sampling:** Stratified Random Sampling in the 7 Governorates (40% Rural, 60% Urban)
- **Target group:** Persons of 15-30 years who had left education for the first time in the 5 preceding years and having successfully completed the first cycle of education (6 years) at least
- **Nb. of interviews:** 3847 individuals (35% female)
- **Topics covered:**
  - Situation before leaving continuous education for the first time
  - Monthly calendar of activities since leaving education
  - First job and first significant employment after leaving education
  - Current labour market situation
  - Education and training since leaving education
  - Socio-demographic characteristics.