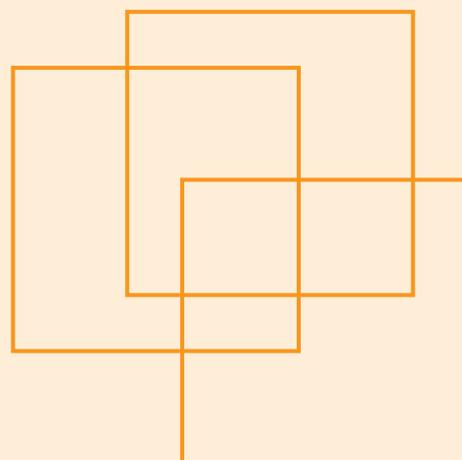




# Module 2

## SWTS Questionnaires



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# **ILO school-to-work transition survey:**

## **A methodological guide**

### **Module 2**

#### SWTS Questionnaires

*Sara Elder*

Youth Employment Programme  
International Labour Office

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## 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.

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*Executive Director*  
*Employment Sector*

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## 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.

| 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<br>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),<br>52 (self-employed) | 88 (employees),<br>92 (self-employed)               |
| G       | Youth not in the labour force  | 5                                     | 45  |

| 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:<sup>1</sup>

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.

<sup>1</sup> 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" report<sup>1</sup> 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.

<sup>1</sup> 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)<sup>2</sup> (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?

<sup>2</sup> 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.<sup>3</sup>

### 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,<sup>4</sup> 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.<sup>5</sup> 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:

---

<sup>3</sup> 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.

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

<sup>5</sup> 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.

| <b>Question</b>   | <b>Indicator</b>  | <b>Significance</b>  |
|---|---|--|
| 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 <sup>6</sup>           | 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. <sup>7</sup>   |

<sup>6</sup> 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).

<sup>7</sup> 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).

| <b>Question</b>   | <b>Indicator</b>   | <b>Significance</b>  |
|---|--|--|
| 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.<sup>8</sup> 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.

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<sup>8</sup> 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<br>In this job, what kind of employment contract did you have?   | C7<br>To what extent were you satisfied with the job? | C8<br>Which of the following best describes why you stopped that job?   |
|--|--|---|---|---|
| 1  | <b>MONTH:</b><br>---<br><br><b>YEAR:</b><br>----                 | I did not have one . . . . . 1<br>I had an oral contract of unlimited duration (permanent) . . . . . 2<br>I had an oral contract of limited duration between 12 and 36 months (temporary) . . . . . 3<br>I had an oral contract of limited duration under 12 months (temporary) . . . . . 4<br>I had a written contract of unlimited duration (permanent) . . . . . 5<br>I had a written contract between 12 and 36 months (temporary) . . . . . 6<br>I had a written contract of limited duration under 12 months (temporary) . . . . . 7<br>Do not know . . . . . 8 | Satisfied . . . . . 1<br>Unsatisfied . . . . . 2      | Left for better job . . . 1<br>Made redundant . . . . 2<br>Dismissed/let go . . . . 3<br>Temporary job ended . . . . . 4<br>Health reasons . . . . . 5<br>Left to have baby . . . . 6<br>Look after family . . . . 7<br>Moved area . . . . . 8<br>Started education/training programme . . . . . 9<br>Other reason . . . . . 99 |
| 2  | <b>MONTH:</b><br>---<br><br><b>YEAR:</b><br>----                 | I did not have one . . . . . 1<br>I had an oral contract of unlimited duration (permanent) . . . . . 2<br>I had an oral contract of limited duration between 12 and 36 months (temporary) . . . . . 3<br>I had an oral contract of limited duration under 12 months (temporary) . . . . . 4<br>I had a written contract of unlimited duration (permanent) . . . . . 5<br>I had a written contract between 12 and 36 months (temporary) . . . . . 6<br>I had a written contract of limited duration under 12 months (temporary) . . . . . 7<br>Do not know . . . . . 8 | Satisfied . . . . . 1<br>Unsatisfied . . . . . 2      | Left for better job . . . 1<br>Made redundant . . . . 2<br>Dismissed/let go . . . . 3<br>Temporary job ended . . . . . 4<br>Health reasons . . . . . 5<br>Left to have baby . . . . 6<br>Look after family . . . . 7<br>Moved area . . . . . 8<br>Started education/training programme . . . . . 9<br>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

|            |   |    |          |
|------------|---|----|----------|
| <b>C18</b> | 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 |          |
| <br>       |   |    |          |
| <b>C19</b> | 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 |          |
| <br>       |   |    |          |
| <b>C20</b> | 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<br>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<br>(than home duties) . . . . .       | 6  | GO TO G1 |
|            | Recently finished school and plan to look<br>for work in near future . . . . .    | 7  | GO TO E1 |
|            | Recently finished school and have plans to start<br>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 |

|   |    |                  |
|---|----|------------------|
| <b>D6</b> 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 |

|   |    |
|---|----|
| <b>D7</b> 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**

|  |   |          |
|--|---|----------|
| <b>E1</b> Are you looking for work or trying to establish your own business? |   |          |
| Yes . . . . .  | 1 |          |
| No . . . . .   | 2 | GO TO G1 |

### **Seeking work criteria**

|  |   |          |
|--|---|----------|
| <b>E2</b> 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<br>in a competition . . . . .               | 5  | GO TO E6 |
| Checking at worksites, farms, factory gates,<br>markets or other assembly places . . . . . | 6  | GO TO E6 |
| Placing newspaper advertisements . . . . .   | 7  | GO TO E6 |
| Answering advertisements<br>(newspaper, internet, etc.) . . . . .                          | 8  | GO TO E6 |
| Seeking assistance of friends, relatives, colleagues,<br>unions, etc. . . . .              | 9  | GO TO E6 |
| Looking for land, building, machinery, equipment<br>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<br>to start later . . . . .                          | 2  |          |
| Awaiting recall to former job (without formal<br>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<br>relevance to one's skills, capacities) . . . . . | 8  | GO TO G2 |
| Lack employers' requirements (qualifications,<br>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 |
| <b>E12</b> | Is there a minimum level of income per month below which you would not accept a job?                           |    |
|            | Yes . . . . .  | 1  |
|            | How much?  |    |
|            | No . . . . .   | 2  |
| <b>E13</b> | 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 |
| <b>E14</b> | 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 |
| <b>E15</b> | Since you started looking for work, how many jobs have you applied for?  |    |
| <b>E16</b> | Since you started looking for work, how many interviews have you been to?                                      |    |
| <b>E17</b> | 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  |
| <b>E18</b> | 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<br>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,<br>religion, race, appearance, etc.) . . . . . | 10 |
|            | Low wages in available jobs . . . . .  | 11 |
|            | Poor working conditions in available jobs . . . . .  | 12 |
|            | Other . . . . .  | 99 |
| <b>E19</b> | Do you feel the education/training you received in the past is useful<br>in getting a job?         |    |
|            | Very useful . . . . .  | 1  |
|            | Somewhat useful . . . . .  | 2  |
|            | Not useful . . . . .   | 3  |
|            | Do not know . . . . .  | 4  |
| <b>E20</b> | 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 |
| <b>E21</b> | Do you plan to continue your education/training at a later stage?                                  |    |
|            | Yes . . . . .  | 1  |
|            | When? (month, year)  |    |
|            | No . . . . .   | 2  |
|            | Do not know yet . . . . .  | 3  |
| <b>E22</b> | 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

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### 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 |  |

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

**Personal work details**

|           |   |    |
|-----------|---|----|
| <b>F8</b> | 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 |
| <b>F9</b> | What kind of employment contract are you currently working under?                                 |    |
|           | I do not have one . . . . .   | 1  |
|           | I have an oral contract of unlimited duration<br>(permanent) . . . . .                            | 2  |
|           | I have an oral contract of limited duration between<br>12 and 36 months (temporary) . . . . .     | 3  |
|           | I have an oral contract of limited duration under<br>12 months (temporary) . . . . .              | 4  |
|           | I have a written contract of unlimited duration<br>(permanent) . . . . .                          | 5  |
|           | I have a written contract of unlimited duration<br>between 12 and 36 months (temporary) . . . . . | 6  |
|           | I have a written contract of limited duration<br>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<br>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<br>security that I need. . . . .                            | 5 |

|            |   |   |           |
|------------|---|---|-----------|
|            | It does not give me the flexibility that I need . . .   | 6 |           |
|            | I do not get the same benefits<br>as other employees . . . . .  | 7 |           |
|            | Other reason. . . . .   | 8 |           |
| <b>F11</b> | In addition to your main job, do you have a second job?   |   |           |
|            | Yes . . . . .   | 1 |           |
|            | No . . . . .  | 2 |           |
| <b>F12</b> | How many hours per week do you usually work at your main job?   |   |           |
| <b>F13</b> | Last week, how many hours did you actually work at your main job (including meal breaks, overtime, travel time, etc.)?<br>[“0” IF DID NOT WORK LAST WEEK DUE TO TEMPORARY ABSENCE.] |   |           |
| <b>F14</b> | 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 |           |
| <b>F15</b> | 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**

|            |  |    |
|------------|--|----|
| <b>F16</b> | 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

|            |   |    |           |
|------------|---|----|-----------|
| <b>F25</b> | 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 |           |
| <b>F26</b> | Are you a member of a trade union or association of workers?          |    |           |
|            | Yes . . . . .   | 1  | GO TO F28 |
|            | No . . . . .  | 2  |           |
| <b>F27</b> | 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 |           |
| <b>F28</b> | Did you receive any training for your current activity?               |    |           |
|            | Yes . . . . .   | 1  |           |
|            | No . . . . .  | 2  | GO TO F33 |
| <b>F29</b> | 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 |           |
| <b>F30</b> | 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?

|    |   |
|----|---|
| Ye | 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<br>or contract length was too short | 8 |

|            |   |    |
|------------|---|----|
|            | Saw no possibilities for advancement . . . . .  | 9  |
|            | Other . . . . .   | 99 |
| <b>F39</b> | 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<br>to my level of education . . . . .   | 4  |
|            | Accept a job only if it was stable, well paid and if it was<br>appropriate to my level of qualification . . . . .                     | 5  |
|            | Other . . . . .   | 99 |
| <b>F40</b> | Was there a minimum level of income per month below<br>which you would not accept a job?  |    |
|            | Yes . . . . .   | 1  |
|            | How much?   |    |
|            | No . . . . .  | 2  |
| <b>F41</b> | How long were you available and actively looking for work before<br>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  |
| <b>F42</b> | 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/<br>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/<br>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<br>to start later . . . . .                          | 5  | GO TO E6 |
| Awaiting recall to former job (without formal<br>job attachment) . . . . .                         | 6  | GO TO E6 |
| Awaiting busy season . . . . .   | 7  |          |
| Believe no suitable work available (in area<br>of relevance to one's skills, capacities) . . . . . | 8  |          |
| Lack employers' requirements (qualifications,<br>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<br>INTERVIEW |
| Do not know yet . . . . . | 3 | END OF<br>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)<br>Administration/professional<br>worker | (B)<br>Manual/production<br>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)<br>Administration/professional<br>worker | (B)<br>Manual/production<br>worker |
|---------------------------------|--|------------------------------------|
| <b>Age</b>                      |  |                                    |
| 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                                 |
| <b>Sex</b>                      |  |                                    |
| Female workers                  | s1   | s1                                 |
| Male workers                    | s2   | s2                                 |
| No preference                   | s3   | s3                                 |
| <b>Marital status</b>           |  |                                    |
| Unmarried workers               | m1   | m1                                 |
| Married workers                 | m2   | m2                                 |
| No preference                   | m3   | m3                                 |

|                                 | (A)<br>Administration/professional<br>worker | (B)<br>Manual/production<br>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,<br>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<br>training                                     | 1         | 2    | 3        | 4    | 5         |
| E Ability to apply knowledge<br>learned in school to work<br>environment | 1         | 2    | 3        | 4    | 5         |
| F Commitment and discipline  | 1         | 2    | 3        | 4    | 5         |
| G Realistic expectations<br>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)<br>Administration/professional<br>worker | (B)<br>Manual/production<br>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 |

|           |   |    |
|-----------|---|----|
| <b>D5</b> | 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  |
| <b>D6</b> | For the most part, who paid for the training?   |    |
|           | The enterprise . . . . .  | 1  |
|           | Workers . . . . .   | 2  |
|           | Government . . . . .  | 3  |
|           | International organization . . . . .  | 4  |
|           | Other . . . . .   | 99 |
| <b>D7</b> | Has your enterprise participated in any work experience/internship programme with an educational or training institution? |    |
|           | Yes . . . . .   | 1  |
|           | No. . . . .   | 2  |

**- END OF INTERVIEW -**

