

Appendix I

Instructions to answer the module's ques- tions

Module on the entry of young people into the labour market (Labour Force Survey - EPA 2009)

A INTRODUCTION

Until 2005, in the second quarter of every year a series of questions was introduced into the labour force survey (Spanish EPA) on specific matters relating to the labour market. From 2006 these questions are put throughout the whole year but only to a sixth of the sample, specifically to the dwellings included in the sixth interview. These questions are included in what is referred to as the ad hoc module, which is carried out in coordination with the Labour Force Surveys of other European Union countries, as specified in Council Regulation 577/98 of 9 March 1998 on the organization of a labour force sample survey in the Community (Official Journal of the European Communities L-77, of 14 March).

European Commission Regulation 384/2005 of 7 March 2005 (OJ L-61, of 8 March 2005) adopting the programme of ad hoc modules, covering the years 2007 to 2009, for the labour force sample survey provided for by Council Regulation (EC) No 577/98 includes an ad hoc module on the entry of young people into the labour market for the reference period 2009.

European employment directives include a range of relevant measures for the employment of young people, highlighting the fact that they need to step up efforts to ease young people's access to the labour market and decrease unemployment. These directives have referred to the objectives and the group of key points in the European Employment Strategy since 2003 to cut down on the number of people dropping out of education at a young age, the increase in the education level attained, and the entry of young unemployed people into the labour market.

The key points of education are set down in the Education and Training 2010 Work Programme implemented by member states and the European Commission. These keys should help encourage an increase in education levels attained and in ongoing training and the fall in the number of people who dropped out of education at a young age. These key points will lead to young people who are better qualified for the development of their professional and personal lives.

Council Decision 2006/702/EC of 6 October 2006 on Community strategic guidelines on cohesion urges member states to pay special attention to the European Youth Pact, widening access to employment for young people, fostering the transition from education to work, including career monitoring, assistance in completing education, access to suitable training and apprenticeships.

In the Communication from the European Commission to the European Council, the European Parliament, the European Economic and Social Committee, and the Committee of the Regions on 5 September 2007 called "Promoting young people's full participation in education, employment and society" the Commission highlighted the need for greater investment at a younger age to further the participation of young Europeans in society.

The framework established with the 2005 European Youth Pact is not enough to help tackle the issues faced by young people. This Communication insists on the importance

that should be given to young people in social inclusion policies and in policies related to the relaunched Lisbon strategy for growth and jobs.

The Commission proposes a cross-sectional strategy based on cooperation between politicians and stakeholders at European, national, regional and local level. This strategy is based on a series of initiatives directed at member states promoting the full participation of young people in society by building bridges between education and the job market.

The transition of young people towards the labour market largely depends on the education system. Nevertheless, one out of every six young people in the EU leave school early. There are still large gaps in students' basic skills (reading and maths) and the divergence between educational achievements and the labour market hinder this transition.

In the EU one out of every three young people aged 15-24 are still out of work one year after leaving the education system. The unemployment rate for young people remains very high and constitutes a significant loss of resources. The probability of young people finding themselves unemployed is more than twice as high as young adults aged 25-29. Young women are over represented in this category.

A set of comprehensive and comparable data is required on the situation of young people as regards the labour market in order to drive through the common goals of the European Employment Strategy and the Social Inclusion Process.

The main objectives of the 2009 AHM are:

To collect the most complete information possible on young people aged 16 to 34 years so as to have the maximum flexibility available in the analysis phase.

To collect data on the employment situation of young people, which can be compared to data of other groups and which, furthermore, promotes the development of studies on adaptation and integration in the labour market.

To analyse the factors which affect young people's integration and adaptation to the labour market, such as education completed.

B MODULE TARGET POPULATION

The module is aimed at **everyone aged 16 to 34 years** (both 16 and 34 year olds included).

C QUESTIONNAIRE RESPONSE INSTRUCTIONS

Appendix I contains the questionnaire. The instructions for completing it are set out below in this section.

In appendix II various examples are put forward to clarify the content of some questions. For any queries, please refer them to the INE unit in charge of handling the survey.

Code 0 (don't know) applies only if the person is unable to select any other response code. The interviewer **should not read** this option out loud. **This rule applies to all questions which admit a 'don't know' response.**

People aged 16 to 34 years are to **complete the questionnaire**.

Besides this general filter, the additional specific filters for each question are set out alongside it.

The main goal of the first four questions in the questionnaire is to collect information on young people's social setting so as to conduct a more in-depth analysis on how a family's social standing affects a young person's education and his/ her transition to the labour market.

If the person interviewed was adopted and cannot answer the following questions on his/her biological or adoptive parents, the interviewer should explain that the questions refer to the people who raised him/her.

These questions may also refer to other people with whom the person spent most of his/ her childhood, such as, for example, grandparents.

In case of doubts, parents may be defined as those living with the respondent when they were roughly 15 years old (information on the level of parents' education should correspond to the highest level attained and not the level attained by them at the time the person was 15 years old).

Individuals raised in institutions should be coded "Don't know" for these first four questions.

1. What is the highest level of education completed by your father?

(Interviewer mark code corresponding to respondent's response. If necessary, read out the codes plus the explanations in brackets if respondent is unsure)

- | | |
|---|----------------------------|
| - Pre-primary and primary education | 1 <input type="checkbox"/> |
| - Compulsory-lower secondary education or equivalent (<i>with or without graduate's certificate in lower secondary studies</i>) | 2 <input type="checkbox"/> |
| - General upper secondary education (Baccalaureate, Upper baccalaureate BUP, COU, etc.) | 3 <input type="checkbox"/> |
| - Vocational training (Specific vocational training intermediate level, Technician, Auxiliary technician, music studies – intermediate level, etc.) | 4 <input type="checkbox"/> |
| - University education | 5 <input type="checkbox"/> |
| - Specific vocational training advanced level (Specific vocational training advanced level, Higher technical qualification, etc.) | 6 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> |

Individuals whose father does not belong to the household should answer this question. For those for which the father does live in the household, he will have already answered to this question in the labour force -EPA survey.

The reply to this question should be spontaneous but, if the respondent is unsure, the interviewer may read the codes and the clarifications too, if he/she considers it necessary.

Code 1 of this question includes codes 11 (incomplete primary education) and 12 (completed primary education) of the CNED 2000 (National Classification of Education).

Code 2 includes codes: 21 (studies for training and job placement not requiring the high-school certificate at age 16 [more than 300 hours], 22 and 23 (education up to age 16 with or without the high-school certificate) of the CNED 2000.

Code 3 includes code 32 (higher certificate studies) of the CNED 2000.

Code 4 includes codes: 31 (learning for training and integration in the labour force requiring a high-school certificate at age 16 (over 300 hours); 33 (specific vocational training, plastic art and design and sports); 34 (studies in music and dance); 36 (foundation course/vocational preparation); and 41 (learning for training and integration in the labour force requiring the higher education certificate at age 18 (over 300 hours)) of the CNED 2000.

Code 5 includes codes 52 (university-specific qualifications and other studies require a baccalaureate certificate (2 or more years); 54 (first stage university studies first cycle or equivalent or people successfully completing 3 full years of a degree course or equivalent credits); 55 (first and second stage university studies, of second stage only and equivalent); 56 (formal specialisation studies) of the CNED 2000; and 61 (university doctorate) of the CNED 2000.

Code 6 includes codes 51 (higher vocational training and equivalent, plastic art and design and sports) and 53 (learning for training and integration in the labour force requiring higher vocational training (over 300 hours).

2. What is your father's country of birth?

(If he was born in Spain, select code 150,

If he was born abroad, but the respondent does not know in which country or dependent territory, note 000.

If the respondent does not know whether his or her father was born in Spain or abroad, note 99)

- Specify country or dependent territory: _____

Individuals whose father does not belong to the household should answer this question. For those for which the father does live in the household, he will have already answered to this question in the labour force -EPA survey.

Current borders should be taken into account and not those at the time of birth.

If the father was born in Spain, code 150 will be selected.

If he was born outside Spain, the code corresponding to country of origin will be selected, unless the respondent is uncertain as to which foreign country he comes from. In this case, code 000 will be selected.

If the respondent does not know whether his country of origin is Spain or a foreign country, code 99 will be selected.

3. What is the highest level of education completed by your mother?

(Interviewer mark code corresponding to respondent's response. If necessary, read out the codes plus the explanations in brackets if respondent is unsure)

- Pre-primary and primary education 1
- Compulsory-lower secondary education or equivalent (with or without graduate's certificate in lower secondary studies) 2

- General upper secondary education (Baccalaureate, Upper baccalaureate BUP, COU, etc.)	3 <input type="checkbox"/>
- Vocational training (Specific vocational training intermediate level, Technician, Auxiliary technician, music studies – intermediate level, etc.)	4 <input type="checkbox"/>
- University education	5 <input type="checkbox"/>
- Specific vocational training advanced level (Specific vocational training advanced level, Higher technical qualification, etc.)	6 <input type="checkbox"/>
- Don't know	0 <input type="checkbox"/>

Individuals whose mother does not belong to the household should answer this question. For those for which the mother does live in the household, she will have already answered to this question in the labour force -EPA survey.

The reply to this question should be spontaneous but, if the respondent is unsure, the interviewer may read the codes and the clarifications too, if he/she considers it necessary.

As for question 1:

Code 1 of question 3 includes codes 11 (incomplete primary education) and 12 (completed primary education) of the CNED 2000.

Code 2 includes codes: 21 (studies for training and job placement not requiring the high-school certificate at age 16 [more than 300 hours], 22 and 23 (education up to age 16 with or without the high-school certificate) of the CNED 2000.

Code 3 includes code 32 (higher certificate studies) of the CNED 2000.

Code 4 includes codes: 31 (learning for training and integration in the labour force requiring a high-school certificate at age 16 (over 300 hours); 33 (specific vocational training, plastic art and design and sports); 34 (studies in music and dance); 36 (foundation course/vocational preparation); and 41 (learning for training and integration in the labour force requiring the higher education certificate at age 18 (over 300 hours)) of the CNED 2000.

Code 5 includes codes 52 (university-specific qualifications and other studies requiring a baccalaureate certificate (2 or more years); 54 (first stage university studies first cycle or equivalent or people successfully completing 3 full years of a degree course or equivalent credits); 55 (first and second stage university studies, of second stage only and equivalent); 56 (formal specialisation studies) of the CNED 2000; and 61 (university doctorate) of the CNED 2000.

Code 6 includes codes 51 (higher vocational training and equivalent, plastic art and design and sports) and 53 (learning for training and integration in the labour force requiring higher vocational training (over 300 hours).

4. What is your mother's country of birth?

(If she was born in Spain, select code 150.

If she was born abroad, but the respondent does not know in which country or dependent territory, note 000.

If the respondent does not know whether his or her mother was born in Spain or abroad, note 99)

- Specify country or dependent territory: _____

Individuals whose mother does not belong to the household should answer this question. For those for which the mother does live in the household, she will have already answered to this question in the labour force -EPA survey.

Current borders should be taken into account and not those at the time of birth.

If the mother was born in Spain, code 150 will be selected.

If she was born outside Spain, the code corresponding to country of origin will be selected, unless the respondent is uncertain as to which foreign country she comes from. In this case 000 will be selected.

If the respondent does not know whether her country of origin is Spain or a foreign country, code 99 will be selected.

The questionnaire of labour force - EPA survey already includes questions that gather information on the highest level of education completed (level of education and the year completed). The ad hoc module 2009 should specify the type of education received by young people (general or vocational) and a more detailed field of study.

The aim is to analyse the relationship between education received and employment.

The date of leaving formal education for the last time is considered as the reference point for the transition from education to the labour market.

Five questions are also included regarding work experience while studying. This information will be useful to analyse the impact of any previous employment on the transition of young people from education to the labour market. It will also be useful to pinpoint breaks in education (meaning education is completed at a later date).

According to the CLA (Classification of Learning Activities):

Formal Education is defined as education covered by an official curriculum, such as education or training with the following features, as is the case in Spain:

- The purpose and format is predetermined
- They are included in the education systems of schools, colleges, universities, and other educational institutions
- They generally lead to better education
- They are structured in terms of learning goals, learning time and learning support
- They usually lead to a certificate recognized by the national authorities qualifying the individual obtaining it as having successfully completed specific education/courses.
- It corresponds to the programmes collected by UOE questionnaires (UNESCO/OECD/Eurostat).

Subsequently, two questions are asked about the education received by the person, so that, as previously explained, a more detailed analysis can be made regarding the relationship between education received and the entry of young people in the labour market.

More specifically, whether studies are general or vocational is examined as a factor that makes young people's transition from education to the labour market easier or harder.

Based on question 5 of the module, which appears below, people who are not illiterate, that is, people whose highest level of education completed is not 80 (NFORM≠ 80), will continue to answer the module questionnaire as the module is primarily designed for people who have completed formal education.

In addition to this general condition, that of NFORM≠ 80, the particular conditions that people answering each question need to meet are specified below.

5. What kind of education was it?

- | | |
|-----------------------|--------------------------------------|
| - General Education | 1 <input type="checkbox"/> Go to M18 |
| - Vocational Training | 6 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> Go to M18 |

This question aims to finding out what kind of formal education the respondent has completed for people with training levels (NFORM) from 21 to 41.

For people with the educational levels mentioned above, this question does not need to be asked again as it will be clear whether the type of formal education completed corresponds to general education or vocational training without having to ask the respondent again thereby decreasing the respondent's burden.

Namely, for people with NFORM=22,23,32 it is clear from their educational level that the highest formal education they have completed is general education.

For people with NFORM=33,34,36 it is clear from their educational level that the highest formal education they have completed is vocational training.

People with NFORM=31, although NFORM=31 does not correspond to formal education, must have completed secondary education up to age 16. This means the type of formal education would be general education.

So this question should be answered by people with educational level NFORM=41 (education of over 300 hours for training and integration in the labour force requiring the higher education certificate at age 18). Their response to the question, as specified in the table above, should refer to formal education completed and not that which enabled them to reach level 41 (as in this case, it would not be formal education). People who do not know which educational level they have completed will also be asked, i.e., people with NFORM=00.

Vocational training, corresponding to code 6 of this question, covers all education within the education system that qualifies a person to carry out a number of occupations.

6. Where did you undertake your formal vocational training?

- | | |
|--|--------------------------------------|
| - Primarily at a specific vocational college | 1 <input type="checkbox"/> Go to M18 |
| - Primarily in a company | 2 <input type="checkbox"/> Go to M18 |
| - At a vocational college and in a company | 3 <input type="checkbox"/> Go to M18 |
| - Don't know | 0 <input type="checkbox"/> Go to M18 |

This question should be answered by people whose formal educational level corresponds to vocational training, that is, for people for whom code 6 was selected in the previous question or if the previous question was not answered, people who have completed a level of vocational training, plastic arts and design and sports (NFORM=33), music and dance (NFORM=34) or foundation course/vocational preparation (NFORM=36).

7. Have you previously undertaken any kind of formal education?

- Yes 1
- No 6 End of Module
- Don't know 0 End of Module

This question should be answered by people who have completed an educational level corresponding training and integration in the labour force that does not require the high school certificate at age 16 (over 300 hours), that is, people with NFORM=21, or people for whom the level of education completed cannot be determined (NFORM=00 and M5=0) by way of the NFORM variable. In neither case do we know whether they have completed formal education or not.

If the person answers 'No' (code '6') or 'Don't know' (code '0') for this question, he/she will not answer any further questions in this module questionnaire as the following questions are for those who have completed formal education.

For those with a training level of '21' who answer 'Yes' to this question, it reveals that the score for question 5 is '1'. This means that all the training levels required (from '21' to '41') have a score assigned for question 5.

Subsequently, there are five questions to find out whether the respondent worked while in formal education and whether or not this education was suspended.

The goals of these questions are the following:

- Identify the person's first experience of the labour market (jobseeking, schedules, income, etc.) that could have a positive effect on entry to the labour market once education has been completed.
- Specify the job undertaken as part of the education programmes.

Only breaks in education of at least one year should be taken into account.

8. Did you stop formal education for at least one year?

- Yes 1
- No 6 Go to M10
- Don't know 0 Go to M10

This question should be answered by people who have completed formal education.

9. Did you do any paid work during this time?

Consider only those jobs that lasted longer than one month throughout one year

(They could be 4 weeks full-time, 8 weeks part-time or 150 hours throughout one year)

- Yes 1 Go to M11
- No 6
- Don't know 0

This question should be answered by people who, having completed formal education, have taken a break from their studies for at least one year, provided that they did not state in the general labour force - EPA survey that they had never worked before.

In this case (if they had never worked before), questions 9, 10, 14 and 15 will be skipped. Their value will be coded afterwards by Head Office.

10. Did you do any paid work while in formal education?

Consider only those jobs that lasted longer than one month throughout one year

(They could be 4 weeks full-time, 8 weeks part-time or 150 hours throughout one year)

- | | |
|--------------|--|
| - Yes | 1 <input type="checkbox"/> Go to M12 |
| - No | 6 <input type="checkbox"/> Go to the box above
M13. |
| - Don't know | 0 <input type="checkbox"/> Go to the box above
M13. |

This question should be answered by people who have not had at least a one year break from studying (M8=6 or M8=0), or who took a break yet have not carried out any paid work during the break (M8=1 and (M9=6 or M9=0), provided they had not stated that they had not previously worked in the general labour force – EPA survey.

11. Did the work you do only last during the break from your studies or also while you were studying?

- | | |
|---------------------------------------|--|
| - Only during the break | 1 <input type="checkbox"/> Go to the box above
M13. |
| - During the break and while studying | 6 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> Go to the box above
M13. |

This question should be answered by people who have taken a break during formal education (M8=1) and have carried out paid work during the break (M9=1).

12. Did this work form part of the curriculum of formal education?

- | | |
|------------------------|----------------------------|
| - Yes, in its entirety | 1 <input type="checkbox"/> |
| - Yes, partly | 2 <input type="checkbox"/> |
| - No | 3 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> |

This question should be answered by people who carried out paid work while completing formal education or during a study break. In this case, the job should have lasted over the time taken to complete his/her education.

Code '1' refers to training to be carried out in the workplace as requisite for its successful completion and qualification. This activity can be carried out at the same time as academic

training or in the holiday period of this training. In both cases the same code will be used because the curriculum the question refers to must be considered as a whole, regardless of whether it was during the holiday period or not.

Code '2' will be used when the person worked over the school holidays and during his/her studies, provided in the former (during the holiday) he/she carried out a different job that was not related to the official curriculum.

In general, code 2 will be selected when the person held **several jobs**, one or more of which related to the official curriculum.

In general, code '3' will be used when the person worked during the holiday period of his/her training as jobs carried out in this period are not normally related to the curriculum. However, if the job held during the holidays formed part of the curriculum, this question will be coded '1'.

Code '3', will also be used, in general, when the person worked during a break and in the holiday period of studies and whenever the job(s) did not form part of the curriculum. However, if only one job is involved and it forms part of the curriculum, this will be coded '1'. On the other hand, if several jobs are involved and one or more form part of the curriculum and other(s) do not, this will be coded '2' as previously explained.

Subsequently, people who have completed formal education, but not in the last four weeks, will continue to be asked questions of the module.

The additional conditions that people must meet for each of the following questions will be described in the text accompanying each question.

13. On what date did you complete or leave formal education?

(If the respondent does not know, mark 0000 in year and/or 00 in month)

Year: _____ Month: _____

The date when he/she last ended formal education is considered the reference point for the transition from education to work.

Therefore, the aim of this question is to explore this transition in a greater detail.

As this question is a reference point and a filter for questions referring to the first job, it is very important to collect this information in order to minimise non-response. However, if the person does not know, mark 000 in year and 00 in month)

The following questions aim to study the first job lasting over 3 months (first significant job) that the respondent held after completing formal education for a more in-depth analysis of young people's entry into the labour market.

Whether the respondent began working in that job before he/she last completed these studies will be determined. If not, he/she will be asked whether they held a job after finishing their education.

To reduce the respondent's burden, people whose first job of more than three months' duration is the same as their present one will not be asked questions 17, 18 and 19, as this information can be obtained from questions in the labour force – EPA survey.

Studying the first proper job enables an analysis to be made of the precariousness of first jobs (short-term, part-time). An examination over time of the characteristics of the first job could be done. This would enable the situation of people who are now employed their first job (information available in the labour force - EPA survey) to be compared with those that entered the labour market 5, 10 or 15 years ago.

The first job of more than three months' duration may be:

- Self-employed
- Family business
- Employee: the duration of the job must be considered as duration under the same employer, not considering whether any change in duties or characteristics of the job occurred or not.

14. Were you working when you last completed your formal education?

- | | |
|--|---|
| <ul style="list-style-type: none"> - Yes, in a job lasting more than 3 months - Yes, in a job lasting 3 months or less - No - Don't know | 1 <input type="checkbox"/> Go to the box above M16.
2 <input type="checkbox"/>
3 <input type="checkbox"/>
0 <input type="checkbox"/> |
|--|---|

People who, in the general labour force - EPA survey, said that they had not previously worked, can skip this question.

15. And since you last completed this education, have you had any paid work lasting more than three months?

- | | |
|---|--|
| <ul style="list-style-type: none"> - Yes - No - Don't know | 1 <input type="checkbox"/>
6 <input type="checkbox"/> Go to the box above M26.
0 <input type="checkbox"/> Go to the box above M26. |
|---|--|

This question should be answered by people who, at the time they last completed formal education, were not working in a job of more than three months' duration, providing that they had not said in the general labour force - EPA survey that they had not previously worked.

16.

If M14=1 **And is this job the paid work you are currently in?**

If M15=1 **Is the first job that lasted 3 months the paid work you are currently in?**

- | | |
|---|---|
| <ul style="list-style-type: none"> - Yes - No - Don't know | 1 <input type="checkbox"/> Go to M20.
6 <input type="checkbox"/>
0 <input type="checkbox"/> |
|---|---|

This question will be answered by people who, in the reference week, have worked for at least one hour and who, at the time they last completed formal education, were performing a job of more than three months' duration, or who have held a job of more than three months' duration at some point after completing these studies.

17.

If M14=1 **On which date did you start a paid job of more than three months' duration that you had at the time you last completed or stopped your studies?**

If M15=1 **On the date did you start your first paid work of more than three months' duration after completing or stopping your studies?**

(If the respondent does not know, note 0000 in year and/or 00 in month)

Year: _____ Month: _____

This question should be answered by people who, at the time they last left formal education, were carrying out a job of more than three months' duration, or they have carried out a job of more than three months' duration at some period after leaving these studies, and who, during the reference week, worked for at least one hour in another job or who have not worked during the reference week.

18. On what date did this job end?

(If the respondent does not know, note 0000 in year and/or 00 in month)

Year: _____ Month: _____

This question should be answered by the same people who answered the previous question.

19. Could you tell us approximately how long this job lasted from the following periods?

- | | |
|--------------------------------------|----------------------------|
| - From 3 to less than 6 months | 1 <input type="checkbox"/> |
| - From 6 to less than 9 months | 2 <input type="checkbox"/> |
| - From 9 to less than 12 months | 3 <input type="checkbox"/> |
| - From 1 year to less than 2 | 4 <input type="checkbox"/> |
| - From 2 years to less than 3 years | 5 <input type="checkbox"/> |
| - From 3 years to less than 5 years | 6 <input type="checkbox"/> |
| - From 5 years to less than 10 years | 7 <input type="checkbox"/> |
| - 10 years or more | 8 <input type="checkbox"/> |
| - Don't know, but 1 year or more | 9 <input type="checkbox"/> |
| - Don't know, but less than 1 year | 0 <input type="checkbox"/> |

This question should be answered by people who cannot give a specific date in one of the two previous questions, M17 or M18, regarding the start or end of their first paid job of that type, after leaving formal education.

20. How did you look for a job until you found that one?

If the respondent used several methods to find that job, mark the one that was most helpful in finding it

- | | |
|---|----------------------------|
| - Through an educational institute | 1 <input type="checkbox"/> |
| - Through the employment service, directly or through its website | 2 <input type="checkbox"/> |

- Through vacancies advertised in the press or online	3 <input type="checkbox"/>
- Sending a CV directly to a company (spontaneous)	4 <input type="checkbox"/>
- Through family or friends	5 <input type="checkbox"/>
- From having completed work experience in the same company (summer job/apprenticeship/training)	6 <input type="checkbox"/>
- Starting his or her own business	7 <input type="checkbox"/>
- Other	8 <input type="checkbox"/>
- Don't know	0 <input type="checkbox"/>

This question should be answered by people who, at the time they last left formal education, were carrying out a job of more than three months' duration, or who carried out a job of more than three months' duration at some period after leaving these studies.

21. What was the occupation or what type of work did the job involved?

(If the respondent is unsure what this question means, suggest a few examples such as: bus driver, building site labourer, university lecturer, etc)
 (If the respondent does not know, note 000)

This question should be answered by people who, at the time they last left formal education, were carrying out a job of more than three months' duration, or who carried out a job of more than three months' duration at some period after leaving these studies and who are not currently engaged in another employment.

22. In this job were you self-employed or an employee?

- | | |
|-----------------|---|
| - Employee | 1 <input type="checkbox"/> Go to
M24 |
| - Self-employed | 6 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> Go to
M24 |

This question should be answered by people who:

- at the time they last left formal education were carrying out a job of more than three months' duration and are not currently employed in this job;
- or else
- have carried out a job of more than three months' duration at some period after leaving these studies and, now, are not employed in this job.

That is, the same people who answered the previous question.

23. Did this self-employed job involve helping the business of a family member you live with?

- | | |
|-------|--|
| - Yes | 1 <input type="checkbox"/> Go to the box above
M26. |
|-------|--|

- No 6 Go to the box above M26.
 - Don't know 0 Go to the box above M26.

This question should be answered by people who in the previous question declared that in the job of more than three months' duration that they had at the time when they last left formal education or after last leaving these studies, they were self-employed, that is, for people who answered code '6' in the previous question, in question M22.

24. What was the employment relationship or contract type - permanent or temporary - of this job?

- Permanent 1
 - Temporary 6
 - Don't know 0

This question should be answered by people who, in question 22 declared that in the job of more than three months' duration that they had at the time they last left formal education or after last leaving these studies, they were self-employed, or who do not know whether they were self-employed or employed, that is, people who replied '1' or '0' in question 22.

25. What were the working hours of this job - full time or part time?

- Full time 1
 - Part time 6
 - Don't know 0

This question should be answered by people for whom the main activity that they undertook after leaving formal education and before working in a job of more than three months' duration, was as an employee, or who do not know whether they were self-employed or employed (M22=0 or 1).

26.

If M8<>b and (M14={(2,3,0,b}) and M15={6,0,b})

After completing or leaving these studies, in which the following situations did you find yourself?

Holidays taken after leaving education are not considered.

(Read out possible responses)

If M8<>b and

- ((M14=1 or M15=1) and
(MONTH(M17)<>00 and YEAR(M17)<>0000 and MONTH(M13)<>00
and YEAR(M13)<>0000 and (MONTH(M17) - MONTH(M13) +
(YEAR(M17) - YEAR(M13))* 12) > 3)) or
- ((M14=1 or M15=1) and
((MONTH(M17)=00 or MONTH(M13)=00) and YEAR(M17)<>0000 and
YEAR(M13)<>0000 and (YEAR(M17) - YEAR(M13))* 12) > 3))

After completing or leaving education and before starting this job, which of the following circumstances were you in?

Holidays taken after leaving education are not considered.

(Read out possible responses)

- In employment (short-term; 3 months or less) (*this option only appears if M14=1.2 or M15=1*) 1 End of Module
- Unemployed 2
- Doing military service 3 End of Module
- Don't know 0 End of Module

This question should be answered by people who, having completed formal education:

- have not had a job of more than three months' duration since they stopped studying;
or else
- having had one, did not start it until 3 months after dropping out of school.

27. Were you actively jobseeking during this time?

- Yes 1 End of Module
- No 6
- Don't know 0 End of Module

This question should be answered by people who have completed formal education and:

- have not had a job of at least three months' duration since they stopped studying;
or else
- having had one, did not start it until 3 months after dropping out of school.
and who were out of work after leaving their studies and before starting this job.

28. What was the main reason you weren't actively jobseeking during this time?

(If the respondent did not actively look for a job as they were carrying out unpaid work, check code 5 other reasons)

- | | |
|-----------------------------|----------------------------|
| - Family commitments | 1 <input type="checkbox"/> |
| - In non-official education | 2 <input type="checkbox"/> |
| - Engaged in voluntary work | 3 <input type="checkbox"/> |
| - Health issues | 4 <input type="checkbox"/> |
| - Other reasons | 5 <input type="checkbox"/> |
| - Don't know | 0 <input type="checkbox"/> |

Lastly, this question should be answered by people who have completed formal education and:

- have not had a job of at least three months' duration since they stopped studying; or else
- having had one, did not start it until 3 months after dropping out of school.

and who, after leaving formal education and before starting this job, were out of work and not actively job seeking in that period.

