Entry of young people into the labour market

Labour Force Survey ad hoc module 2009

Interviewer instructions
Background and objectives of the survey

Entry of young people into the labour market is an ad hoc module of the Labour Force Survey conducted in all Member States of the European Union. The topic of the ad hoc module of the survey changes every year and their purpose is to collect internationally comparable data on current and politically interesting issues. The survey topics are determined by the European Commission and the data content of the surveys is defined in a regulation, after a working group consisting of representatives of different countries has agreed on the information to be asked in the survey. The results of the survey are used both in Finland and in the EU to support decision-making relating to working life.

An ad hoc survey about young people’s entry into the labour market was also conducted in 2000, when its title was Transition from education into working life. Although the data content of the survey has changed from 2000, one of its aims is to obtain comparable data that can be used to examine the development that has taken place.

The survey studies young people’s transition into the labour market and the factors that influence it. Specific points of interest are:
- participation in work during studies and its impact on becoming employed later on
- young people’s first job having lasted for more than three months since finishing studies
- connection between parents’ educational background and country of birth with young people’s education and participation in work.

Basic information about the survey

Survey timing and target group

The data collection of the survey continues throughout the year 2009. The target population comprises all persons aged 15 to 34 in the 5th rotation group. However, the target population varies by module, and most of the questions are asked of young people who have not been studying within the formal education system in the past four weeks (KL1=6).

Contact persons at Statistics Finland

The contact persons for inquiries concerning the contents of the survey are Mirja Tiisanoja, mirja.tiisanoja@stat.fi, tel. +358 9 1734 3226 and Laura Hulkko, laura.hulkko@stat.fi, tel. +358 9 1734 2611.

The data content of the survey in brief

The answers each respondent has given in the regular Labour Force Survey will be exploited as much as possible in this ad hoc module. For instance, the questions have been routed according to the respondent’s answer to the Labour Force Survey question KL1 about whether or not he/she has participated in education leading to a qualification in the past four weeks.

The topic of the survey allows us to utilise the Register of Completed Education and Degrees which Statistics Finland maintains so we do not need
to collect all information about education by asking the respondents themselves as has to be done in many EU Member States. At the end of the ad hoc module all respondents between the ages of 15 and 34 are asked whether they have attained a vocational qualification or academic degree in 2008 or 2009. This is because data on qualifications and degrees completed in 2009 will not be available from the Register of Completed Education and Degrees until in the autumn of 2010. Data on qualifications and degrees attained prior to 2008 are available at the time of the survey so they are not asked about in the survey. In addition we verify the time when the respondent has passed matriculation examination or completed comprehensive school. The formulation of the related question depends on the answer given to question R12.

The survey also examines the connection between the parents’ level of education and country of birth (classified as Finland or a foreign country) and a young person’s participation in education and becoming employed. In Finland, these data on the parents are obtained by linking data in registers so they do not need to be asked with the questionnaire.

**General instructions for the interview**

The majority of the questions concern facts, and if necessary the interviewee can be assisted by using the screen instructions and the interview instructions. Thus, the instructions shown on the screen can be read out to the interviewee if necessary.

The objective is to ask all questions. If a proxy respondent has to be used, it may be difficult to obtain an answer to some of the questions. If the respondent or the proxy respondent is not quite sure of the right answer, for instance about the point of time of interruption of education, it is preferable to ask for an estimate and record it rather than to note down a ‘Don’t know’ answer. The terms of educational institutes usually end in May and December, so these can be suggested as finishing months if the respondent is unsure about the month.

Information about current main and secondary job, latest job of non-employed persons and replies to questions about education given by the respondents in the regular part of the Labour Force Survey are utilised in this ad hoc module.

Feedback on the survey and the questions can be given direct to Mirja Tiisanoja (mirja.tiisanoja@stat.fi), especially if you find that there could be a general need for additional instructions for some questions. Unlike in the basic part of the Labour Force Survey, the making of detailed remarks and comments on specific questions is allowed in the ad hoc module. However, these comments are not read until afterwards. The comments are not saved in the same file as the interview answers, and the answers given to the questions cannot be seen when the comments are examined. Therefore, attending to the comments is easier if you include in each comment the number of the alternative that you used when you saved the answer. Example: "KAH01: respondent completed degree of Master of Economics, I coded university degree (or 3)” General comments about the ad hoc module are saved in connection with question KAH01.
Participation in education leading to a qualification (KL1 and TAH01)

Question TAH01 is a pair of question KL1 and in both of them education (leading to a qualification) refers to long-term, mainly full-time education leading to a qualification provided in comprehensive schools, upper secondary general schools, vocational education institutes, polytechnics and universities.

Education not leading to a qualification refers to short training courses organised by educational institutes, and courses organised by enterprises (employers), organisations and associations. Participation in these is studied with questions concerning attendance of courses and seminars and the like in the past four weeks (KR1A, KR1B).

Practical training forming part of education is regarded as studying. Persons having participated in matriculation examination are students up to the end of the term.

Education leading to a vocational qualification comprises education leading to basic, vocational and specialist’s vocational qualification, including apprenticeship training, and labour market training leading to a qualification.

Question TAH01 inquires about the time when the respondent last attended education leading to a qualification or degree. This can be the time when he/she completed a qualification or degree, or the time of interruption if the respondent last interrupted some studies. Note down an estimate if the respondent does not know or cannot remember the exact point in time. The terms of educational institutes usually end in May and December, so these can be suggested as finishing months if the respondent is unsure about the month.

Example: Mary matriculated in May 2008, applied for a place in university to read chemistry but failed. She started polytechnic studies in bioanalysis in autumn 2008, but interrupted them after the autumn term. In spring 2009 she works part-time and studies for university entrance examination. The point of time of finishing studies noted down in question TAH01 is December 2008.

Field of education (KL1ahA, KL1ahB, KAH04A and KAH04B)

For the 2009 ad hoc module field of education is asked about in two places in the Labour Force Survey. First information is asked about the education the respondent has attended in the past four weeks in connection with the questions concerning education in the basic Labour Force Survey (KL1=3-5) and later on in the ad hoc module it is asked of those respondents who have completed some vocational, polytechnic or university qualification or degree in 2008 or 2009.

Different versions have been made of the question for those having studied for a vocational qualification (KL1ahA, KAH04A) and those having studied for a polytechnic or university degree (K1asB, KAH04B) because education is not provided in all fields at the lower level of education.

The survey is more interested in some fields of education than in some others, which is why more detailed questions are asked about, for example, participation in education in natural sciences. In the table on the next page the codes that are used in this survey are shown in bold print, for example
education in the field of technology is coded as 50, regardless of whether it is education in production technology, manufacturing technology or construction technology.

If you are unable to place the field of education of a qualification under the given alternatives, a ‘Don’t know’ answer to question KAH04 is followed by a question asking for the name of a qualification or education and education programme, line or major subject, so that an interrupted field or level of education can be correctly coded in the statistics. The name of the educational institute can also be entered here. This information should be noted down as precisely as possible. This possibility is not available in connection with question KL1ah of the basic part.
## Classification of content of education

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>GENERAL EDUCATION</td>
<td>Comprehensive school and upper secondary general school education</td>
</tr>
<tr>
<td>10</td>
<td>EDUCATIONAL SCIENCE AND TEACHER TRAINING EDUCATION</td>
<td>Teacher training and educational science</td>
</tr>
<tr>
<td>20</td>
<td>HUMANITIES AND ARTS EDUCATION</td>
<td>Arts and skills subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities (excluding foreign languages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign languages</td>
</tr>
<tr>
<td>30</td>
<td>BUSINESS AND SOCIAL SCIENCES EDUCATION</td>
<td>Social and behavioural sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism and informatics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business economics, marketing and office skills (excluding management and working life training)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and working life training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law</td>
</tr>
<tr>
<td>40</td>
<td>NATURAL SCIENCES EDUCATION</td>
<td>Biology, biochemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics (astronomy, physics, chemistry, geology, meteorology, geography)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics and statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information technology</td>
</tr>
<tr>
<td>50</td>
<td>TECHNOLOGICAL EDUCATION</td>
<td>Manufacturing technology (engineering and metal technology, electrical and energy technology, motor vehicle technology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production technology (food technology, textile and clothing technology, materials, e.g. wood, paper, plastics, glass, technology, mining and quarrying technology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Architecture and construction</td>
</tr>
<tr>
<td>60</td>
<td>AGRICULTURAL AND FORESTRY EDUCATION</td>
<td>Agriculture, forestry and fishery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veterinary science</td>
</tr>
<tr>
<td>70</td>
<td>HEALTH AND WELFARE EDUCATION</td>
<td>Health care (medicine, health care services, nursing, dental care)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Welfare (social care, social work)</td>
</tr>
<tr>
<td>80</td>
<td>SERVICES EDUCATION</td>
<td>Services (hotel and tourism, sports and recreation, beauty care, domestic science)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Security (security services, police, fire prevention, armed forces)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health and safety at work</td>
</tr>
</tbody>
</table>
**Time of qualifying KAH05, R12AH**

The year and month in which the respondent obtained a degree or qualifying certificate should be entered as the time of qualifying. This should be done even in cases where the respondent completes the studies required for a degree or certificate in the autumn term but does not receive the certificate until the spring term.

**Gainful work during studying (TAH02, TAH03, TAH04, TAH05)**

Questions TAH02 and TAH03 have been formulated slightly differently for young people who are currently attending education leaving to a qualification or degree (KL1=1-5) and for people who are not studying (KL1=6). The definition of gainful work is the same as in the basic Labour Force Survey, i.e. also freelancers, self-employed persons and assisting family member do gainful work.

The wording of question TAH03B is not the best possible one for young persons who do full-time work alongside studying. ‘Yes’ answer should be recorded for them.

**TAH06 Practical training connected with labour force training or coaching for working life**

Adult training under labour policy (labour force training) is training financed by the labour administration which is free to the students. The primary targets of labour force training are unemployed job seekers or persons over the age of 20 threatened by unemployment. Subject to certain conditions even employed persons and persons outside the labour force can participate in such training. The labour administration buys the labour force training from occupational adult education centres, other occupational education institutes, universities and private education organisers.

The contents of the training usually correspond with the teaching contents of other adult education, such as voluntary adult education. Often the training is aimed at an occupational qualification or part of it. Labour force training aims to provide training which improves employability. Therefore, it is diversified and practice-oriented and often includes learning at work and work practice at workplaces. Training allowance or labour market support as well as subsistence allowance may be paid for the duration of the training. The amount of the paid support equals daily allowance during unemployment.

An unemployed job seeker can participate in work practice or coaching for working life in which the aim is to acquaint the participant with working life, facilitate his/her employability and return to working life, as well as improve his/her professional skills. Financial support is paid for the duration of the work practice and coaching for working life.

The work practice is intended for:

- persons aged under 25 without occupational training who are covered by the labour market support system.

The coaching for working life is intended for:

- persons who are aged over 25 or who have completed occupational education or are entitled to basic or earnings-related daily allowance.
An agreement is made of the work practice or coaching for working life, which is undersigned by the participant in the work practice or coaching for working life, a representative of a labour office or the organiser of the work practice or coaching for working life. It does not constitute an employment contract.

The labour office appoints the place for the work practice or the coaching for working life, but it can also be acquired by the participant him/herself.

The participants in work practice are paid labour market support for the duration of the work practice while the participants in the coaching for working life are paid either labour market support or employment support.

**Interruption of at least 12 months in studies (TAH07)**

The question means a break or interruption of at least one year in active studying. For example, a young person may have a gap of two to three years after the matriculation examination if he/she does not immediately obtain a place for further studies or having received such a place first completes his conscript duty. If there are several reasons, the one the respondent regards as the main one for the break should be chosen.

**First job of over three months’ duration a young person has had since having last studied in education leading to a qualification or degree (PAH question)**

Young persons who have not been studying in education leading to a qualification or degree, i.e. studied for a qualification or degree in comprehensive school, upper secondary general school, vocational education institute, polytechnic or university in the past four weeks are asked about their first gainful job of at least three months’ duration since finishing their studies. The job must have lasted for more than three months since finishing of studies but may have started prior to the ending of studies. When defining the duration and the point of starting of a job in questions PAH01, PAH04 and PAH05, successive periods of fixed-term contracts are added up. For example, if a young person has started at a workplace in a fixed-term summer job and then continued in the same job without interruption, the job started when he/she started the summer job.

The definition of gainful work is the same as in the basic Labour Force Survey, i.e. also freelancers, self-employed persons and assisting family members do gainful work. With self-employed persons, own-account workers in business and free-lance workers the duration and the time of starting the job mean the point in time when he/she became self-employed or started to work to his/her own account, and not an individual work project. What is essential is that the respondent has practised his/her trade or run his/her business for more than three months since finishing studies. An individual work assignment need not have lasted for over three months, for example, a free-lance reporter could have written articles for different papers or a musician performed with different ensembles at events of different organisers.

If the respondent had been working at his/her job already prior to the attainment of a qualification or interruption of studies, his/her occupation or type of employment relationship may have changed. In such cases, you should ascertain what the occupation and situation has been since the finishing of studies. In other words, if a respondent has been working part-time in a fixed-term employment relationship during his/her studies and has
been made a permanent employee and has worked full-time immediately after the attainment of a qualification or degree, the answer to questions PAH06-PAAH09 is that the person has worked full-time in a permanent employment relationship.
Principle activity since finishing studies

PAH10A. The respondent has not worked in any job of over three months’ duration since finishing studies.

PAH10B. The respondent has or has had a job of over three months’ duration but only started working in it three months after finishing studied.

Example: Bill matriculated in May 2008, started working once the matriculation examinations were over in April 2008 and then finished working altogether in September 2008. He began polytechnic studies in August 2008 but was not satisfied with the subject of studies and quit studying in October 2008. During November-December Bill worked as a rush-hour assistant in a shop, in early 2009 he did a back-packing tour of South America and helped in the refurbishment of his family’s home, at the time of the interview in April 2009, Bill is revising for entrance examinations and waiting to start his conscript’s duty at the beginning of July.

Question A. When did Bill last study in education leading to qualification or degree?

Question B. Has Bill been employed in a job that lasted for more than three months since finishing his studies?

Question C. Which best describes Bill’s activity since studying, was Bill:
1. Working in short employment relationships (lasting for under four months)
2. Performing his conscript’s duty
3. Unemployed and actively looking for a job or
4. Mainly doing something else?

Answers: A: October 2008, B: No he has not been, C: 4, Did something else.

Mode of completion of a vocational qualification (KAH02)

A basic vocational qualification can be attained in formal school education or in apprenticeship training. Apprenticeship training is based on an employment contract (apprenticeship contract) between a student and an employer, which is approved by the organiser of the education. In addition to these, a basic vocational qualification can be completed as a skills examination which is approved by an examination board.

Apprenticeship training is vocational training based on a fixed-term employment relationship and learning by working, which is supplemented with theoretic studies at educational institutes.

The job tasks in apprenticeship training must match the basics of the qualification and the required professional skills of the qualification that is sought. Apprenticeship training can be used to study for secondary level basic vocational qualifications, vocational and specialist’s vocational qualifications.

Apprenticeship training leading to a qualification usually lasts from 1 to 3 years. The training is tailored according to the requirements of the student, the workplace and the qualification. The tailoring is done taking into
consideration the student’s previous training and experience, and the special features of the workplace and the student’s particular requirements.

The lower age limit for apprenticeship training is 15 and the mode of studying suits both young people and adults who have a job suited for this type of training. During learning while working the employer pays the employee wages according to the collective agreement. The theoretic education and the examinations are funded by the state. Even self-employed persons can train themselves through apprenticeship training.

The student finds the apprenticeship job him/herself by contacting the employer and the decision about the selection is made by the employer. Apprenticeship can also be completed in an existing employment relationship. Local organisers of apprenticeship training help in the planning and starting of apprenticeship training.

A skills examination is a flexible form of attaining a qualification designed especially for adults. In a skills examination, professional skills can be proven with demonstrations irrespective of whether the examinee has acquired his/her skills and knowledge through working, studying or hobbies. Skills and knowledge are officially proven in approved demonstrations with which professional skills are verified. A basic qualification attained as a skills examination (120 study points) gives a general right to further studies.