

Evaluation and Analyses of the LFS 2000 Ad Hoc Module Data on School-to-Work Transitions: Recommendations on the Replication of the Module

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Introduction

The transition from education into working life is among the key topics within current social research and policy discussion as it touches upon the core issue of youth labour market integration in different European countries, countries which exhibit a wide range of institutional structures and macroeconomic conditions. It has also been one of the most challenging areas of study because of the data constraints and particularly the effective lack of adequate, accessible and comparative longitudinal data. This situation has been improved by the European Union Labour Force Survey (EULFS) 2000 ad hoc module on transitions from school-to-work, which combines the virtues of large-scale Labour Force Surveys with specific up-to-date information on school-to-work transitions. That is, by providing an add-on to the regular LFS surveys, the ad hoc module allows for the generation of more specific and in part even longitudinal information on transition processes in about 20 European countries, information otherwise unavailable at the European level. The current report aims at identifying the strengths and weaknesses of the module's current implementation, both in terms of comparability and content, and in terms of the use of the module data for different research purposes.

The report starts by identifying the ideal data requirements for the analysis of young people's transitions and the criteria by which any data-collection arrangement should be judged. It then discusses the relative advantages and disadvantages of trying to meet these requirements using the ad hoc Transition Module (TM) compared with other possible approaches. It draws attention to the need to prioritise among the criteria, and suggests that one principle for doing so is the need to complement existing data sources. Further the EULFS ad hoc module is evaluated on the basis of the set of requirements for the successful survey of young people's transitions from two perspectives. First, we discuss the data quality and cross-national comparability of information collected in the module in order to identify particular advantages and shortcomings of the module design and administration both in specific national settings and from the perspective of cross-national comparability. Second, drawing on our actual research experiences with the EULFS 2000 ad hoc module data, we assess the analytic potential and the strength of the module in its present form while at the same time acknowledging shortcomings in the questionnaire content and the weakness of the module's current implementation. Further conclusions are drawn in both respects and specific recommendations for potential future replications of the module are offered.

Requirements for data on young people's transitions

What are the criteria by which the EULFS ad hoc module on school-to-work transitions should be evaluated? Below we list a set of requirements or characteristics which a cross-national survey of young people's transitions to the labour market would ideally possess.

Sample definition. A transition survey should cover a representative sample of all young people making the transition. A survey that was restricted, say, to young people leaving the education system at a given level could not compare the labour-market outcomes of leavers at different levels; nor could it explore issues of equity and social justice across the whole age cohort. The samples for most transition surveys are either age cohorts or event cohorts. Either of these sample designs would be possible for a module attached to the LFS; the Transition Module uses an event cohort, based on all young people (aged 15-35) who left initial education (the 'event') during the 5 or 10 years prior to the survey. In a survey of the transition from education to work, the main requirement of an event cohort design is that the chosen event corresponds to a significant and relatively standard stage in the transition process, so that statuses and other events defined relative to this event represent equivalent points in the causal and chronological sequence for all sample members. A key issue for the transition module is whether the point of leaving initial education/training (defined to include part-time study and training) is such an event.

The alternative to an event-cohort design is an age at survey design in which the sample is drawn from all individuals whose age is within an appropriate age range at the point of the survey. Various events in the transition process can then be collected in a calendar format (see discussion below) and recorded with the point in time in which the event occurs. However, such a design would require a fairly broad observation window (i.e. ages 15-35 at least) in order to cover all potential educational careers plus the initial years in the labour market. This might be impractical in the context of the Transition Module, because of the larger volume of data that would be required and the poor reliability of the information collected retrospectively over such a long period.

No bias in sampling and response. The survey should not only cover all categories of young people making the transition, but it should also ensure that the achieved sample is representative. It should not only minimise non-response bias; it should also ensure that the choice of sampling frames, or the use of particular data sources, does not exclude particular categories of young people or bias the sample against full representation.

Inclusion of key variables. The survey should collect data on key variables, including

- Individual characteristics which influence the transition, such as age, gender, family background and ethnicity or nationality.
- Educational measures, including level of study/qualification, field of study, completion, mode of study (full-time, apprenticeship, etc).
- Key demographic transitions, such as getting married, becoming a parent or geographical mobility. Statuses outside education and the labour market, such as military service, long-term sickness and 'housewife', should be recorded.

- Contextual variables, e.g. on local-labour-market conditions. The survey may not need to collect these data directly if they can be matched in, for example using geographical or institutional identifiers.
- Labour market outcomes such as (un)employment, occupation and earnings, ideally with details of the enterprise such as sector and size. The transition from education to work has no precise end point and the time at which these outcomes should be recorded is a matter of debate. Ideally all labour-market statuses should be plotted over a number of years, but at a minimum there should be more than one observation (for example to include first job and a later job, and un/employment at different time points) so that some analysis of transitions and mobility within the labour market can be undertaken.

Other data requirements may be of lower priority or less appropriate in a cross-national survey. Ideally, a transition survey would collect subjective measures such as aspirations and job preferences, and direct measures of ‘basic skills’ and other skills, but these are harder to collect and probably of lower priority. To the extent that there is policy interest in labour-market programmes, innovative curricula, information and guidance, or other interventions, then it is desirable for a transition survey to collect information about them so that it can record their incidence and impact. However these interventions may vary too much across countries to be appropriate for a cross-national survey.

Longitudinal data. The survey should collect longitudinal data, ideally in the form of calendar data that records the full sequence of educational and labour-market statuses. It should record time-ordered data to support causal modelling, for example of the effects of educational attainment or of training interventions on (un)employment or occupational level. The transition from initial education to work is usually understood as a sequence of transitions, which start at the point when educational pathways first diverge and end at the point (not clearly defined) when people’s positions in the labour market become relatively stable. The survey should cover the whole of this period, with dates and details of each transition in the sequence. It should record ‘non-linear’ transitions such as moves from the labour market into education and other transitions which do not follow the ‘normal’ sequence, and it should record dual statuses which combine work and education.

Comparability across countries, while respecting national specificity. The data collected - the variables and their measurement, classifications, the timing of observations, and so on - should be comparable across countries. This is not an easy condition to meet and it may conflict with a further requirement, that the survey data should be equally valid for each country: in other words that they should take account of the processes and institutions of transition in each country. The task of defining common educational measures, for example, is complicated not only by institutional differences but also by the fact that different features of education (such as type of institution, or subject of study) may carry a different significance in each country. The need for comparability also applies to the design of the sample. If this is an

event cohort such as the LFS module the ‘event’ in question – leaving initial education – must be defined consistently across countries, and have the same sociological significance in each country. In practice no single transition is likely to be of equivalent significance in all countries, as the definition, sequence and relative importance of different transition events vary across countries. The best strategy is to collect longitudinal data in sufficient detail to record and analyse these different national transition patterns, while making it possible to compare countries on the basis of specific transition events.

Consistency over time. Regular surveys should provide consistent measures over time, in order to measure social, educational and labour-market change, and to provide opportunities for assessing the impact of policy initiatives.

Access and documentation of data. Finally, the data need to be made accessible to researchers or analysts, and they must be accompanied by documentation not only on the formal definitions or template provided for each country, but also on the operational decisions made within each country in implementing these definitions.

These conditions are a counsel of perfection. It would be impossible to achieve them all in a single survey, especially in a module added on to an existing survey (the LFS) with a large set of existing requirements.

The EULFS ad hoc module among other data sources used to study young people’s transitions

The LFS 2000 ad hoc module can be considered a step forward in the collection of comparative data on school-to-work transitions. This data collection is the result of a coordinated effort at European level to produce a certain amount of specific and in part longitudinal information on transition processes within the context of a well-established survey. First of all, the ad hoc module has the advantage of gathering data on a relatively large and nationally representative sample of young people, in a harmonised way and for a large number of countries, e.g. 20 countries-participants (including 6 Eastern European countries) in the EULFS ad hoc module 2000. A particular merit of the ad hoc module on school-to-work transitions is its integration into a large scale labour force survey with a lot of information on more senior workers to whom school-leavers can be compared relatively easily and in a consistent way. Moreover, the ad hoc module data collection can benefit from the experience gained while collecting comparative LFS data across Europe since many variables in the transition module are measured similarly and based on the well-established classifications used in the core questionnaire. In addition, the potential of the EULFS itself might be improved by including additional variables after their successful implementation in the ad hoc module (e.g. social background). Of extreme importance are the relatively limited costs of implementation of the transition module since it represents a supplement to the existing LFS. No doubt, launching a separate survey on youth transitions in Europe might be more expensive and would not necessarily ensure better data quality and comparability.

What are the alternatives to the ad hoc module on school-to-work transitions? At the moment, the two main existing data sources for comparative research at European level - the European Labour Force Survey (EULFS) and the European Household Panel (ECHP) - do not represent ideal databases for transition research. Due to its cross-sectional design, the EULFS does not allow us to investigate patterns of transition from education to the labour market from a dynamic perspective, which would involve studying young people over a period of time until they reach a more stable and secure employment position. On the other hand, small sample sizes limit the possibility of conducting analyses on youth transitions using the ECHP data.

In a number of European countries, national transition surveys have been the main source of information on the early labour market experiences of young people to date. These nationally based surveys have a number of advantages in exploring the transition from education to the labour market. Firstly, they tend to collect detailed information on educational background and history, incorporating dimensions which are considered important in the particular institutional context. The sensitivity of transition surveys to the national context is an advantage in providing a more complete view of national variations in the transition process. Secondly, they allow us to directly relate young people's educational background to their experiences in the labour market at an individual level. Thirdly, the fact that they are (for the most part) leavers' surveys means that we are looking at young people who enter the labour market at the same point in time, thus encountering the same institutional and labour market conditions. Fourthly, these surveys tend to provide rich data on a range of transition outcomes among young people, including labour market integration, type of job, participation in further education/training and, in some instances, household formation. Finally, these surveys tend to be regular, thus allowing us to explore the impact of changes in the socio-economic and institutional context on early labour market integration.

There are, however, a number of limitations to the use of national surveys in exploring cross-national variation in transition processes. Firstly, they have to date been carried out in a relatively small number of countries and these countries do not necessarily encompass all of the variation in institutional arrangements we would like to study. Secondly, in spite of having a common concern, the surveys often differ in their sample design and content. Combining existing national surveys into a harmonised database can, therefore, be a difficult process, as the experience of the CATEWE project bears out. Thirdly, because of the absence of (comparable) information on older age-groups, it can be difficult to distinguish whether cross-national differences in the employment experiences of young people reflect differences between countries in their labour market structures as a whole or in the relative position of young workers vis-à-vis the adult population.

What then are the relative merits of the ad hoc module and existing national transition surveys? In theory, the ad hoc module's coverage of a considerable number of countries and the collection of comparable information represents a significant advantage. However, in practice some difficulties emerged regarding the actual comparability of the data collected (for more detail see report on data quality and cross-country comparability). Furthermore, the collection of information on older age-groups represents a significant advantage. Compared to existing national transition surveys, however, the ad hoc module (perhaps by necessity) does not capture the full complexity of the transition process. In particular, the collection of employment information relating to only two points in time may mean that underlying cross-national variation in the transition process is overlooked. National surveys would also appear to be better able to capture more 'complex' transitions, such as dual statuses, participation in State training schemes and so on. The target group selected for the ad hoc module (that is, those who had left education in the previous ten years) means that young people who have experienced very different labour market contexts on leaving education are included in the same survey; this can be partially compensated for by including time since leaving education as a control variable. Finally, the fact that the ad hoc module was a 'once-off' means that we cannot explore changes over time in cross-national contexts. On the basis of the experience of national transition surveys, it would appear that the advantages of the ad hoc module could be enhanced by ensuring its regular implementation and the collection of more detailed information on educational and labour market history. National transition surveys will continue to have a role to play in the study of transitions, particularly in capturing the full complexity of labour market statuses among young people and the impact of institutional reform on young people's life-chances, broadly defined.

After comparing the merits of the EULFS ad hoc transition module with those of alternative data sources which can potentially be used to study young people's transition processes, the general conclusion is that the ad-hoc module is a valuable solution that can work, that provides basic information on youth transitions, and that is so far clearly a low investment choice. The evaluation of the implementation, quality and comparability of the data collected in the ad-hoc module has shown that the module can indeed be implemented. However, implementation of the EULFS 2000 ad hoc module had some serious weaknesses (described in the report on data quality and cross-country comparability and partly summarized below), suggesting that the EULFS transition module definitely needs improvement both in its implementation and design. Despite the data deficiencies in some countries, the indicator report produced within the framework of the project shows, that the ad-hoc module can in principle be used to produce informative and valuable indicators concerning important aspects of the transition from school to work, on the differences in this process for various social groups and on differences in this process in different Member States. Further, the analytic papers demonstrate that the ad-hoc module has the potential to be used to answer more detailed research questions about the social processes and mechanisms that shape the observed transition outcomes.

EULFS ad hoc module: assessment of the current implementation and recommendations for future replication

As stated above, the EULFS ad hoc module is a viable and valuable source of homogenized and comparative data for the study of school-to-work transition processes in Europe. The ad hoc module is indeed feasible: several countries have proved that the module proposed by Eurostat can be implemented and that the data collected reveal important and valuable information on school to work transitions.

In this section we summarize various aspects of the EULFS 2000 ad hoc module which turned out to be problematic and suggest potential improvements to the module. In the following we discuss the main elements of the module's design, critically assess the variables used in the module by briefly referring to their practical implementation and consistency with the core questionnaire, by more extensively dealing with their potential for analysis and finally by offering recommendations for further replications of the module.

Sample design

In future replications of the model we suggest continuing to base the sample on a school-leaver group, rather than apply an age group design. The target group should be standardised across countries, both in terms of the age range (15-34) and the period of time since leaving education (5 years). We recommend including 15-34 year olds in the target group since the upper limit is consistent with conventional age breaks in the majority of aggregate statistics. As long as there are some countries where people leave education at age 15, 15-year-olds should be included in the target sample. Restricting the target group to those who have left education and training within the last 5 years only would help to minimise variation in the impact of recall bias on the recording of initial labour market history. This time span should cover the most important stage of entering the labour market, while the restricted data should still yield a significant historical database once the data are supplemented by regular replication of the module every five years, for example. However, including only those who left education in the last 5 years would reduce the target sample to a considerable extent, which would noticeably diminish the module's potential for empirical research. Therefore, we suggest restricting the target group to those who have left education and training within the last 5 years only if ways are found to maintain the sample size or even enlarge it as recommended below. If this cannot be guaranteed, one should stay with a 10-year period since leaving education for the target group.

In the current implementation the selection of the target group has not always been made uniformly and in strict accordance with the Eurostat guidelines. The major divergence is in the restriction of the sample to young people who have left the formal education system or have been in full-time education. Apart from the cases in which a conscious choice of a different target population has been made, some problems of comparability may have emerged in

relation to difficulties in identifying the target population since the current definition of 'leaving continuous education' seems to be too extensive. For example, in some countries (e.g. Sweden, Finland, and the UK) it is difficult to distinguish training from working, and therefore, the inclusion of part-time education and all types of training in the definition has been problematic. Consequently, the calculation of the average age at which young people left continuous education/training, based on the date of leaving education for the first time, has shown that in Sweden (and to a lesser extent in Denmark) the average age of leaving education from lower-secondary education (but also for leavers from the other stages of education) is particularly high. From the national evaluation it indeed emerged that in these countries there have been some difficulties in defining the time at which young people left continuous education: respondents who have attended various short-term training courses after leaving the school system were likely to have been considered as continuing their education. The same difficulty seemed to have arisen in other countries (such as Finland) where young people were likely to combine education/training and working for a certain period of time before entering the labour market on a more stable footing. Our recommendation is, however, to keep the current definition of 'continuous education or training' since restricting it to full-time education will in turn result in an underestimation of the age of those who left education and erroneously include young people on apprenticeship and those combining education with working within the group of leavers from continuous education. We recommend, however, including a question allowing us to distinguish between types of education and/or training at the time of leaving continuous education – general or vocational, part-time or full-time, 'dual system', apprenticeship, 'sandwich courses' or similar programmes.

In addition, the data from the ad hoc module do not distinguish between young people who left education without completing a certain level or type and people who left after having succeeded in completing their course of study. We would recommend including a question to distinguish between school graduates and drop-outs from the education system. Such information would, among other things, be very useful for measuring, in a comparable way, drop-out rates from the education system.

Another crucial limitation of the 2000 ad hoc module implementation results from the fact, that in several countries the samples are too small both for constructing detailed indicators and for substantive analyses. Seven out of 20 countries have fewer than 2000 cases. Such a small number of cases considerably limits the descriptive and analytic potential of the module. The experience of constructing indicators and of using the module data for analytic papers suggests that in each country the target sample should constitute at least 3000 cases. The number indicated is a minimum size and larger samples would certainly not be a drawback. Countries, which in the 2000 module did not reach this size of the sample, should invest in larger samples.

Data collection method

Though in the absolute majority of countries the transition module was launched as a supplement to the existing LFS, some countries resorted to alternative methods of data collection, namely proxy interviews and register data. In the following we speculate on the use of these two methods of data collection. A wider spectrum of problems which emerged with respect to data collection in the EULFS 2000 ad hoc module is extensively discussed in the report on data quality and cross-country comparability.

Proxy interviews have been used in the majority of countries and may have reduced the accuracy of the information collected and produced a high percentage of missing information for certain items (such as recording of dates and field of education). At the same time the use of proxy interviews may have ensured the overall low level of non-response observed in the EULFS ad hoc module. There is a trade off here and we believe that it is better not to leave gaps and to collect the information even if the use of proxy interviews is necessary. At the same time we recommend the introduction of an identifier for proxy-information, as is done in the labour force surveys. This will give researchers the opportunity to assess the quality of the data collected by proxy-interviews.

In 2000 Denmark was the only country which fully substituted data collection with the ad hoc module questionnaire by using register data. In fact, the data collected in Denmark appeared to contain a high percentage of missing and inconsistent (with the core questionnaire) information and this is in addition to the low sample size of the target group (1673 persons). Such an experience indicates that a reliance on register data alone should be avoided but, if official register data are to be used at all, they should be combined with information from the ad hoc module questionnaire, a practice which has been more or less successfully implemented in Finland and Sweden.

An additional point to note is the need for a specific weighting system able to correct for the problems of sample representativeness, especially if the non-response rate is high. Moreover, documentation on the weighting procedure (if it is different from the one used in the core questionnaire) should be provided with the ad hoc module in a similar way as is done with the labour force surveys.

Key variables in the EULFS 2000 ad hoc module: assessment and suggested changes

Education

Highest level of education or training successfully completed when leaving education for the first time

Respondents' education in the ad hoc module has been codified using the ISCED-97 classification, which is inconsistent with the classification used in the core questionnaire. Moreover, the classification produced unreliable findings with regard to the distinction

between types of programme (general and vocational). Thus, the data on education have been used in a more aggregate way, only to distinguish between levels of education (lower-secondary, upper-secondary and tertiary). This has been unfortunate because it has not been possible to study country differences in the distribution of young people according to different educational types and, for instance, to analyse the relationship between parental education and children's attendance on different types of programme. Our recommendation is to harmonize ISCED classifications for both the LFS and the ad hoc module.

It has also emerged that it is difficult to construct a measure of educational upgrading (i.e. comparing respondents' education level at the time of first leaving with their education level at the time of the interview). In some countries the number of young people who have upgraded their educational level turns out to be very small (according to the data, in Greece nobody has done so). It is very difficult to judge whether this corresponds to reality or whether the data are unreliable. It seems that in many countries "leaving education for the first time" has either been inadequately defined or has been misinterpreted by respondents. This may lead to other consequences in the data such as an over-representation in the sample of people with a high level of education since some respondents may have understood 'leaving education' as referring to the last time, instead of the first time. Clear guidelines should be given for the implementation of this question, a central one within the module, in the future. In addition, a careful crosschecking of the information collected in the core questionnaire and in the ad hoc module should be required.

Field of education

There needs to be greater transparency in the way in which field of education has been interpreted at the national level. It would perhaps be useful to issue guidelines to national statistical offices on how different subject areas should be assigned to the different fields of education. In particular, the treatment of 'combined' courses (for example, courses in business and languages, or in business and engineering) needs to be clarified.

Additional variables related to the educational attainment of young school-leavers

Below we discuss a number of variables related to educational attainment, which emerged as information gaps when constructing the indicators and/or working on particular research questions and which might be useful to include in future replications of the ad hoc module in order to complement the picture of school-to-work transitions among young people.

In chapter 5 of the indicator report and the analytic paper dealing with 'job mismatches', it was in principle possible to construct a measure for job mismatches with regard to field of education by comparing fields of education with job titles based on ISCO-88, but such a measure would be more precise and easier to construct if an additional question had been included in the module. Such a question could be phrased as follows:

For your current job, which field of education has been required by your employer?

1. *exclusively my own field of education*

2. *my own or a related field of education*
3. *a (completely) different field of education*
4. *no specific field of education*

In the project we referred to job mismatches as a degree of correspondence between the field of education studied and the type of occupation acquired. It is no less important to measure job mismatches with regard to the level of education or in other words the extent of potential 'over-education' among young school-leavers. This, however, cannot be achieved by merely comparing a rather broad measure for educational level of respondents (as defined in ISCED-97) and occupation either of the first or the current job (as defined by ISCO-88). A reliable measure for over-education may be the one that is used in the Dutch school-leaver surveys, which asks the following question:

For your current/first job, what was the minimum level of education required by your employer?

The answer categories are simply the levels of education that are required. It is evident that the answer categories for the required level of education should be identical with the categories for the attained level of education.

It has been proved that level of education is one of the most important variables explaining immigrant disadvantage in the labour market. Often education (especially tertiary education) obtained abroad by non-EU immigrants seems to be disregarded in the host country resulting in low returns with respect to both occupational status and earnings. Hence for the analysis of ethnic inequalities it is crucial to have information on whether a respondent attained formal education/training in the host country and whether s/he successfully completed such education (i.e. whether a formal certificate was obtained). Because of the lack of a direct question concerning the educational experience of immigrants in the host country in our analysis, we had to construct a proxy measure using time since leaving education and year since migration to the host country, which might be rather imprecise.

First significant job

The definition of first significant job

In the present dataset, a first key problem is that individuals' first significant job is not consistently identified across all countries. A case in point is the Netherlands, where the data include only first significant jobs having lasted at least 12 months, but also those in the military or national service. In order to allow for valid country comparisons, the definition of the first significant job should be applied rigorously. The original Eurostat proposal seems sensible for a number of reasons, and it should be made even more specific so as to include only non-compulsory jobs (i.e. exclude compulsory military or national service common to young men in a number of countries).

Secondly, appreciating Eurostat's concept of first significant job which combines requirements on hours of work and job stability (minimum duration of six months) as a substantive and policy-relevant yardstick for observing the initial 'settling down' in the labour market, the current definition of the first significant job might ignore the labour market integration of school-leavers who have a succession of temporary contracts, albeit with different employers. This has a differential impact on the patterns depending on the prevalence of temporary contacts within certain national systems (Spain is an obvious example here). In order to obtain information on the experience of first short fixed-term jobs we suggest the inclusion of an additional variable (see below) while preserving the criterion of 'significant' job as one lasting at least 6 months.

Eurostat's definition of a first significant job as one which starts after leaving continuous education led to numerous misinterpretations and resulted in implementation problems in the vast majority of countries-participants in the module. In fact, only two countries, namely Belgium and Lithuania, strictly interpreted Eurostat's definition of first significant job as one which starts after leaving education. We suggest that the definition of first significant job should be adjusted to include significant jobs that have started before leaving education for the first time, but are held for at least six months after the date of leaving initial education. At any rate, the treatment of the potential overlap between education and employment periods needs to be standardised across countries. This could provide very rich information across different countries on the prevalence of dual statuses and the impact of combining work and study on the initial labour market career.

Dates of starting and finishing first significant job

A peculiarity of the ad hoc module is that it adds a *longitudinal perspective on individual employment careers* by providing measures of the incidence of job search periods, job search duration, duration of first job, and occupation of first job, which allows researchers to analyse some features of labour market dynamics at the early career stages. The duration data potential of the ad hoc module and particularly information on *the time individuals have already spent on the labour market* have been utilized in Chapter 1 of the Indicator report to create a set of core indicators describing general transition patterns in Europe applying a dynamic perspective to labour market outcomes among young people. Comparative longitudinal information on the duration of job search available in the EULFS 2000 ad hoc module has also been drawn on in the analytic paper dealing with ethnic inequalities at labour market entry in Belgium and Spain.

However, the duration data generated from the ad hoc module turned out to be of relatively limited use at the present stage, mostly because of the high proportion of missing information on the precise *month* of leaving education and training, but also on the starting and finishing month of individuals' first significant job. To some extent the high level of missing information does reflect countries' deliberate decision to ask for precise months only among more recent

leaver cohorts, but it seems that in many cases, there is still a high level of missing data even where the information should have been collected. In addition, the recording of dates has to be done in a harmonised way both in the core questionnaire and in the ad hoc module. It seems that interviewer guidelines and/or questionnaires need to be improved if the ad hoc module is to generate such duration data. In case of missing information, it might be possible for countries to supply reasonable proxy months of leaving education (by level and type of training) that could be used to substitute for missing information on the time of leaving education and training.

Furthermore, it would be preferable that the actual date of leaving education is recorded even if the first significant job started before leaving continuous education especially if the definition of first significant job is expanded to jobs started before leaving education. A researcher, if necessary, can always decide to postpone the starting date of the first significant job to the date of leaving education. Otherwise, inaccurate recording, postponing of the actual date of starting the first significant job and imputations might result in unrealistic figures for the age at leaving education or starting the first job and negative durations for the period of job search (i.e. time between starting the first significant job and leaving education) and of the first significant job itself.

Occupation of first significant job

The quality of the data on occupation of the first significant job needs to be improved in a number of countries. For different reasons, and also for reasons that did not become clear during the project, missing data levels are at about 50 per cent in the French data, and even well above that for Denmark, while the Austrian data exactly replicate the occupation of individuals' *current* job.

Additional information on first significant job

At a more conceptual level then, the questionnaire implemented in the ad hoc module leaves a certain leeway in how to correctly read and assess the first significant job data collected. Currently, the first significant job data are collected on their own, and researchers have no information about employment experiences either before first significant jobs or between first significant jobs and current jobs. The lack of the former is perhaps more crucial in terms of transition analyses: currently, there is no way to decide whether first significant jobs measured in the data were obtained as individuals' actual first jobs after an extended period of unemployment, or whether individuals experienced prolonged periods of job hopping until they found a first significant job that provided greater stability – i.e. the nature of individuals' transition to their first significant job remains unclear. It might be useful to add a question to any future surveys on whether respondents, including those who never had a first significant job, have had any experience of paid employment since leaving education. Of course, the same argument applies to individual labour market experiences between first significant job and current job, so that actual mobility processes between those jobs are unobserved in the data.

A priority in replicating the module should be to extend the available information on first job characteristics in addition to occupation and job duration. Ideally, the module should also include industry, earnings or wages, hours, or type of contract (fixed-term / temporary) in the first significant job in order to have a more complete assessment of both first job conditions and subsequent job mobility across different dimensions, which will provide greater insight into cross-national differences in the nature of youth labour markets. It might also be interesting at some stage to include information on whether the first significant job was linked to on-the-job training, or about motivational factors such as reasons for leaving the first significant job. Given problems of recall and the fact that the module will remain a one-shot cross-sectional survey without the opportunity of providing additional cues to aid recall, there are obvious natural limits to further extensions along these lines.

In the medium to longer run, it might then also be worthwhile to strengthen the retrospective collection of event data. As stated before, improvement on the duration data (retrospectively collected information on dates) is essential even at the present stage. Over and above that, it might be interesting to collect additional information on educational and labour market events before and after individuals' first significant jobs. Ideally, this could lead to the collection of educational, job or status calendar data that would generate information on the number and duration of jobs or, in the latter case, unemployment spells or periods of non-participation. Examples of such calendars, as implemented in the Swiss Household Panel and the US Survey of Income and Program Participation, are enclosed in the appendix.

Continuous job search after leaving education

In its current form the module data on unemployment/job search experience are very hard to interpret; in particular, these questions should be made more precise in order to refer to unemployment/job search either before or after individuals had held a first significant job (or both in separate questions, of course).

In addition, the criteria for a continuous period of job search need to be standardised across countries. At present, the data conflate variation in the criteria used at national level with cross-national variation in the prevalence and structure of unemployment. Information on method(s) of job search could usefully be added to any future survey in order to explore cross-national variation in the use of informal rather than formal methods of obtaining a job.

Social background

It has been necessary to omit some countries from the analyses on the effect of parental education because the information was missing (i.e. in the Netherlands, Portugal and the UK) and in the case of Denmark because the distribution of parents' education seemed incorrect (73 per cent of parents with only lower-secondary education or less, 1 per cent with upper-secondary education and 26 per cent with tertiary education; probably due to a codification

error). Moreover, the percentages of parents whose highest educational attainment is tertiary education seem to be extremely high in Austria, Sweden and Finland. From what is known from other data sources, parents with tertiary qualification are over-represented in these countries. This may have consequences for the construction of some indicators. For example, in these countries there may be an overestimation of the percentage of young people who have experienced downward mobility in educational attainment compared to the educational attainment of their parents. Since the variable pertaining to the social background of respondents is a crucial one for understanding the processes of social reproduction, improving its collection is recommended.

To date information on social background includes only the highest level of education obtained by parent(s). The picture would be far more complete if information on parental occupation as well as ethnic origin of respondents was collected. The latter is especially important since immigrant presence, the problems connected with immigrant integration and persistence of ethnic inequalities are at the top of the policy agenda in the majority of European countries. The LFS data contain two variables related to ethnicity and migration: first, 'nationality' allows us to distinguish between nationals and non-nationals, and second, 'country of birth' allows us to distinguish between (first generation) immigrants and native-born. However the LFS and the ad hoc module in their present form do not allow for an adequate assessment of assimilation processes among *naturalized second-generation immigrants*, who are invisible in these data sources. Inclusion of a single variable pertaining to the country of birth of parent(s) is necessary since it would allow us to trace the assimilation patterns of second generation immigrants, and adequately assess claims about the emergence of an underclass in Western European countries.

Implementation and cross-country comparability

In order to exploit the module (or a revision of it) to its full potential, it is absolutely essential that all countries follow the agreed design, definition and measurement of variables. The most important drawbacks and limitations of the 2000 ad hoc module for valuable comparative knowledge result from the fact that it has not been implemented in the same way in all participating countries. Experience shows that for the kind of data collected in the ad hoc module the most sensible and promising way to achieve comparable data is to adopt standard procedures defined in advance. All variables agreed should be collected in all countries and measured by all participating countries exactly as defined.

As transition from school to work is a complex issue and difficult to measure, intensive monitoring and piloting is needed at the stage of questionnaire preparation in participating countries in order to ensure comparability. Such careful and extended pre-testing is all the more important, as educational systems and labour market institutions vary considerably between countries which makes it difficult to obtain equivalent measures in all countries. Because of these very differences in educational and labour market systems, countries-

participants in the module should be required to provide documentation showing how common variables have been operationalised and how classifications have been adopted in relation to particular national systems.

Major priorities for replication of the module

In the preceding sections we have discussed the ideal design for a dataset on school-to-work transitions and compared the EULFS 2000 ad hoc module to other data sources used to study youth transitions. We have also made suggestions for including additional measures and variables that would substantially enrich knowledge about school to work transitions in the various EU member states. In this last section we assume, however, that future replications will largely follow the design of the 2000 ad hoc module and that there are limits to the collection of additional information. In which ways could the transition ad hoc module be further developed to improve its implementation and to move towards the ideal of the collection of school to work transition data which are comparable across Europe? With this aim in mind we suggest the following:

1. Replication of the module should be a priority in itself. This applies in particular after the ECHP has been discontinued, which leaves European social science research without a major longitudinal database on European labour markets.
2. It is clear that the implementation of the module in 2000 was not easy. The definitions proposed by Eurostat were found to be complicated to implement and the guidelines sometimes not comprehensive of all possible “exceptions”. The FAQ have been particularly welcomed as a way to solve those “exceptional cases”. Moreover, some national experts have suggested for the replication of the module, that Eurostat provides an example questionnaire, together with the rest of the documentation.
3. Countries-participants in the module should invest in larger samples and in the quality of the data collected. This means that all variables agreed should be collected and measured by all participating countries exactly as defined.
4. Reconsideration of the target group might be useful. This should ideally include young people aged 15-34 who left continuous education in the last 5 years. The latter requirement should be implemented only if sample sizes for meaningful analyses are ensured.
5. ISCED classification should be harmonized for both the LFS and the ad hoc module.
6. Collection of comparable information on field of education should be improved.
7. Reconsideration of the definition of first significant job might be useful. It is suggested that the definition of first significant job is adjusted by including significant jobs that

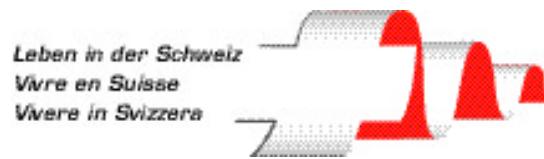
have started before leaving education for the first time, but lasted for at least six months after the date of leaving initial education.

8. Longitudinal data (year and month of leaving education, starting and finishing first significant job) should be collected carefully and exactly. The month when an event occurs should not be considered optional either in the module or in the relevant variables within the core questionnaire.
9. The extension of the module would be very valuable and it should be a priority to enrich information on the first significant job, including information on industry of the first significant job and form of the contract (fixed/permanent, full-/short-time).
10. The existing question on the existence of job search and duration of its longest spell should be specified in terms of job search before the first significant job. If possible, a separate question referring to job search after the first significant job should be included.
11. A question pertaining to the existence of any paid employment experience prior to the first significant job should be included.
12. Information on social origin might be extended by asking questions on the occupation of parents (e.g. when the respondent was 15 years old) and ethnic background of the family (e.g. country of birth of parent/s).
13. The extension of the module by collecting more information in order to implement a 'non-linear' concept of transition from education to work would be very valuable. The best way to implement this would be to collect education and labour market status data in a calendar form. However, if this does not seem feasible, it would be necessary to add questions on the existence of periods of dual statuses, and on the instances of return to education or training after a period of labour market activity.
14. In many countries there has not been a careful crosschecking of the information collected in the core questionnaire and in the ad hoc module (with, for example, numerous inconsistencies between the information on current highest educational attainment and educational attainment at the time of first leaving education). Thus, a more careful crosschecking should be demanded.

In conclusion, the LFS 2000 ad hoc module on Transition from School to Working Life has represented a significant step towards better comparative data on this topic. Combining the information in the ad hoc module and in the core questionnaire of the EULFS has, without any doubt, great potential (as shown in the indicator report and analytical papers produced within the framework of the project). The replication of the module (planned for 2006) will be another opportunity to improve upon the experience accumulated in this first collection of the data and from the results of the project.

Appendix

NICHT ABTRENNEN



BIOGRAFISCHER FRAGEBOGEN*

Haben Sie Fragen?

Rufen Sie uns bei M.I.S. Trend an: 0800 800 246

Kontrolle und Abtrennung bei M.I.S. Trend

+

Bitte Adresse und Telefonnummer kontrollieren und berichtigen!

NICHT ABTRENNEN

Bitte den ausgefüllten Fragebogen zurückschicken bis:

* Diese schriftliche Umfrage wird von M.I.S. Trend im Auftrag des Schweizer Haushalt-Panels der Universität Neuchâtel unter der Wahrung Ihrer Anonymität durchgeführt

Sehr geehrte Dame
Sehr geehrter Herr

Wir möchten Sie bitten, den vorliegenden «biografischen» Fragebogen auszufüllen. Diese Fragen sind für unsere Forschungsarbeit sehr wichtig: Einerseits sind wir anhand Ihrer Antworten in der Lage, Ihre heutige Situation im Zusammenhang mit der Vergangenheit besser zu verstehen, und andererseits können wir auf Grund dieser Angaben die Lebensumstände der verschiedenen Generationen in unserem Land untersuchen. Selbstverständlich werden alle Ihre Antworten anonymisiert und vertraulich behandelt.

Wir danken Ihnen im Voraus für Ihre wertvolle Mitarbeit.

Schweizer Haushalt-Panel

Zum Beginn eine kleine Anleitung, wie Sie den Fragebogen ausfüllen sollten:

Wenn bei den Antworten Kästchen stehen,
so kreuzen Sie bitte das zutreffende Kästchen an.

ja nein

ja nein

Steht bei der Antwort ein rechteckiges Feld,
so tragen Sie bitte eine Zahl ein.

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Wird nach einem Zeitraum gefragt (von ... bis) und der Zustand dauert immer noch an, so tragen Sie als Abschlussjahr jeweils das Jahr 2002 ein. Bitte befolgen Sie immer eine strikt chronologische Reihenfolge ihrer Antworten, beginnend mit der Situation, die am ältesten ist und Schritt für Schritt fortschreitend bis zur heutigen Situation.

Ist für die Antwort eine Linie vorgesehen,

so schreiben Sie bitte Ihre Antwort
möglichst leserlich auf diese Linie.

Automechaniker

FRAGEN:

Frage 1: Wohn- und Lebensformen

Mit welchen Person(en) haben Sie im Laufe Ihres Lebens zusammen gewohnt?

Bitte beginnen Sie mit Ihrer Geburt und machen Sie die Angaben in chronologischer Reihenfolge.

Falls im gleichen Zeitraum mehrere Personen zusammenwohnen, kreuzen Sie auch mehrere Kästchen auf der gleichen Linie an. Bei jeder Änderung der Situation beginnen Sie bitte eine neue Linie.

Beispiel:

mit Ihrem Vater

mit Ihrer Mutter

mit dem Lebenspartner/in eines Elternteiles, bzw. Stiefvater oder Stiefmutter

mit Geschwister(n) oder Halbgeschwister(n)

mit Ehepartner/in

mit Lebenspartner/in

mit eigenen/m Kind(ern)

mit adoptierten/m Kind(ern)

mit Kind(ern) Ihres Lebenspartners/-partnerin

mit Freund(en) oder Wohnpartner(n)

alleine

andere Situation

Zeitraum
von **Geburt** bis **1991**

1992 bis **1996**

1996 bis **2002**

mit Ihrem Vater

mit Ihrer Mutter

mit dem Lebenspartner/in eines Elternteiles, bzw. Stiefvater oder Stiefmutter

mit Geschwister(n) oder Halbgeschwister(n)

mit Ehepartner/in

mit Lebenspartner/in

mit eigenen/m Kind(ern)

mit adoptierten/m Kind(ern)

mit Kind(ern) Ihres Lebenspartners

mit Freund(en) oder Wohnpartner(n)

alleine

andere Situation

Zeitraum

FRAGEN:

Frage 2: Leben ausserhalb der Schweiz:

Bitte geben Sie an, ob Sie jemals während mindestens sechs Monaten ausserhalb der Schweiz gelebt haben und wenn ja, in welchen Jahren. Falls dies nie der Fall war, kreuzen Sie das entsprechende Feld an.

Beispiel:

1. Zeitraum von **1980** bis **1981**

Frage 3: Änderung des Zivilstandes

Bitte notieren Sie alle Änderungen des Zivilstandes im Laufe Ihres Lebens. Falls Sie ledig sind, kreuzen Sie das entsprechende Feld an.

Beispiel:	Heirat	Trennung	Scheidung	Tod des Ehepartners
erste	1958	1965	1969	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
zweite	1980	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1984
dritte	1986	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Frage 4: Erlernte Berufe

Geben Sie bitte möglichst präzise an, welche Berufe Sie während Ihrer beruflichen Ausbildung oder während Ihres Studiums erlernt haben. Beginnen Sie mit dem zuerst erlernten Beruf.

Beispiel:

- Automobilmechaniker
- Röntgenschwester
- Buchhalterin
- Rechtsanwalt

ANTWORTEN:

– 5 –

kein Zeitraum von mehr als 6 Monaten ausserhalb der Schweiz

1

1. Zeitraum von bis 5. Zeitraum von bis

17

2. Zeitraum von bis 6. Zeitraum von bis

33

3. Zeitraum von bis 7. Zeitraum von bis

49

4. Zeitraum von bis 8. Zeitraum von bis

65

Ich bin ledig

66

Heirat

Trennung

Scheidung

Tod des
Ehepartnerserste

82

zweite

98

dritte

114

vierte

130

fünfte

146

Keinen Beruf erlernt

Abschlussjahr

147

Erster erlernter Beruf: _____

159

Zweiter erlernter Beruf: _____

171

Dritter erlernter Beruf: _____

183

Vierter erlernter Beruf: _____

195

FRAGEN:

Frage 6: Grundausbildung

Bitte kreuzen Sie alle Schul- und Berufsbildungsgänge an, die Sie absolviert oder begonnen haben. Geben Sie für jeden Ausbildungsgang das Jahr des Beginns und des Abschlusses an. Lassen sie Weiterbildungen ausser Acht und falls Sie in Ausbildung sind, kreuzen Sie bitte das entsprechende Feld an.

Beispiel:

Ausbildung	Beginn	Abschluss (Diplom)	in Aus- bildung						
Obligatorische Schulzeit	1983	1992	<input type="checkbox"/>						
Anlehre (in Betrieb und Schule)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>
Berufslehre (BMS)									
erste Berufslehre	1992	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>			
zweite Berufslehre	1994	1997	<input type="checkbox"/>						
dritte Berufslehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>
Vollzeitberufsschule (Handelsschule, Lehrwerkstätte)	2001	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input checked="" type="checkbox"/>			

Ausbildung	Beginn	Abschluss (Diplom)	in Aus- bildung							
Obligatorische Schulzeit	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	9
Anlehre (in Betrieb und Schule)										
erste Anlehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	18
zweite Anlehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	27
Berufslehre (BMS)										
erste Berufslehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	36
zweite Berufslehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	45
dritte Berufslehre	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	54
Vollzeitberufsschule (Handelsschule, Lehrwerkstätte)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	63
Allgemeinbildende Schule (Diplommittelschule, Verkehrsschule)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	72
Maturitätsschule, Gymnasium, Lehrerseminar, Schule für Unterrichtsberufe	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	81
Höhere Berufsausbildung (Meisterdiplom, Eidg. Fachausweis)										
erste Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	90
zweite Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	99
Höhere Fachschule (Technikum, Ingenieurschule etc.)										
erste Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	108
zweite Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	117
Universität, Hochschule, Fachhochschule										
erste Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	126
zweite Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	135
dritte Ausbildung	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	144
andere	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td></td><td></td><td></td></tr></table>				<input type="checkbox"/>	153

FRAGEN / ANTWORTEN:**Frage 6: Etappen des Berufslebens und Phasen ohne berufliche Aktivitäten**

Geben Sie bitte alle Etappen Ihrer beruflichen Laufbahn an, sowie auch jene Phasen, in denen Sie nicht beruflich aktiv waren (z.B. als Hausfrau/Hausmann, wegen längerer Krankheit oder Arbeitslosigkeit). Lassen Sie kurzfristige oder unregelmäßige Arbeiten z.B. während der Ausbildungszeit weg.

Beginnen Sie bei Ihrer ersten Aktivität nach Abschluss der Ausbildung und folgen Sie dann einem chronologischen Ablauf. Bitte benutzen Sie für jede Veränderung eine neue Linie.

Zeitraum von ... bis	Arbeitgeber oder Situation als Selbständigerwerbende(r)	ausgeübter Beruf
---------------------------------	--	-------------------------

1982	1992	—	Hausfrau
1992	1997	Nestlé	Sekretärin
1997	2000	Swisscom	Sekretärin
2000	2002	Swisscom	Sekretärin

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<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		36
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		54
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		72
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		90
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		108
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>		126

<i>Perioden mit beruflichen Aktivitäten</i>				<i>Perioden ohne berufliche Aktivitäten</i>			
Angestellte(r)							
selbständig ohne Angestellte	selbständig mit Angestellten	andere Situation					
				<i>Beschäftigung</i>			
vollzeit		90 - 100%		teilzeit		50 - 89%	
						unter 50 %	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ANTWORTEN:

Fortsetzung der vorangegangenen Seite.

<i>Zeitraum von ... bis</i>	<i>Arbeitgeber oder Situation als Selbständigerwerbende(r)</i>	<i>ausgeübter Beruf</i>
		18
		36
		54
		72
		90
		108
		126
		144
		162
		180
		198
		216

FRAGEN / ANTWORTEN:**Frage 7: Familienereignisse**

Welche der folgenden Ereignisse haben Sie persönlich erlebt und wenn ja, in welchem Jahr?

	<i>ja</i>	<i>nein</i>	<i>Jahr</i>					
Die Heirat meiner Eltern	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>					6
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Die (Wieder-)Heirat meiner Mutter	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>					24
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Frage 8: Pensionierung

Falls Sie bereits pensioniert sind, bitte notieren Sie das Datum ihrer Pensionierung.

Ich wurde am

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(Monat)

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(Jahr) pensioniert.

Frage 9: Geschlecht und Geburtsdatum

Würden Sie bitte Ihr Geschlecht und Ihr Geburtsdatum angeben.

weiblich

männlich

Geburtsdatum:

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(Tag)

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(Monat)

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(Jahr)

SURVEY OF INCOME AND PROGRAM PARTICIPATION (SIPP)

1992 PANEL

WAVE 2 TOPICAL MODULE MICRODATA FILE

Technical Documentation

Washington, D.C.

1994



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David J. Barram, Deputy Secretary

Economic and Statistics Administration

**Paul A. London, Acting Under Secretary
Economic Affairs**

**Bureau Of The Census
Harry A. Scarr, Acting Director**



BUREAU OF THE CENSUS

Harry A. Scarr, Acting Director

DATA USER SERVICES DIVISION

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* * * * *

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[machine-readable data file] / prepared by the Bureau of the Census. -Washington: The Bureau [producer and distributor], 1994.

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-Washington: The Bureau, 1994.

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For additional information concerning the technical documentation, contact Data User Services Division, Data Access and Use Branch, Bureau of the Census, Washington, D.C. 20233. Phone: (301) 763-2074.

For additional information concerning the questionnaire content, contact Enrique Lamas (763-8578) in Housing and Household Economics Statistics Division, Bureau of the Census, Washington, D.C. 20233.

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* * * * *

Name of File: Survey of Income and Program Participation (SIPP) 1992 Wave 2 Topical Module Microdata File

Please send me any information that becomes available later concerning the file listed.

Name:

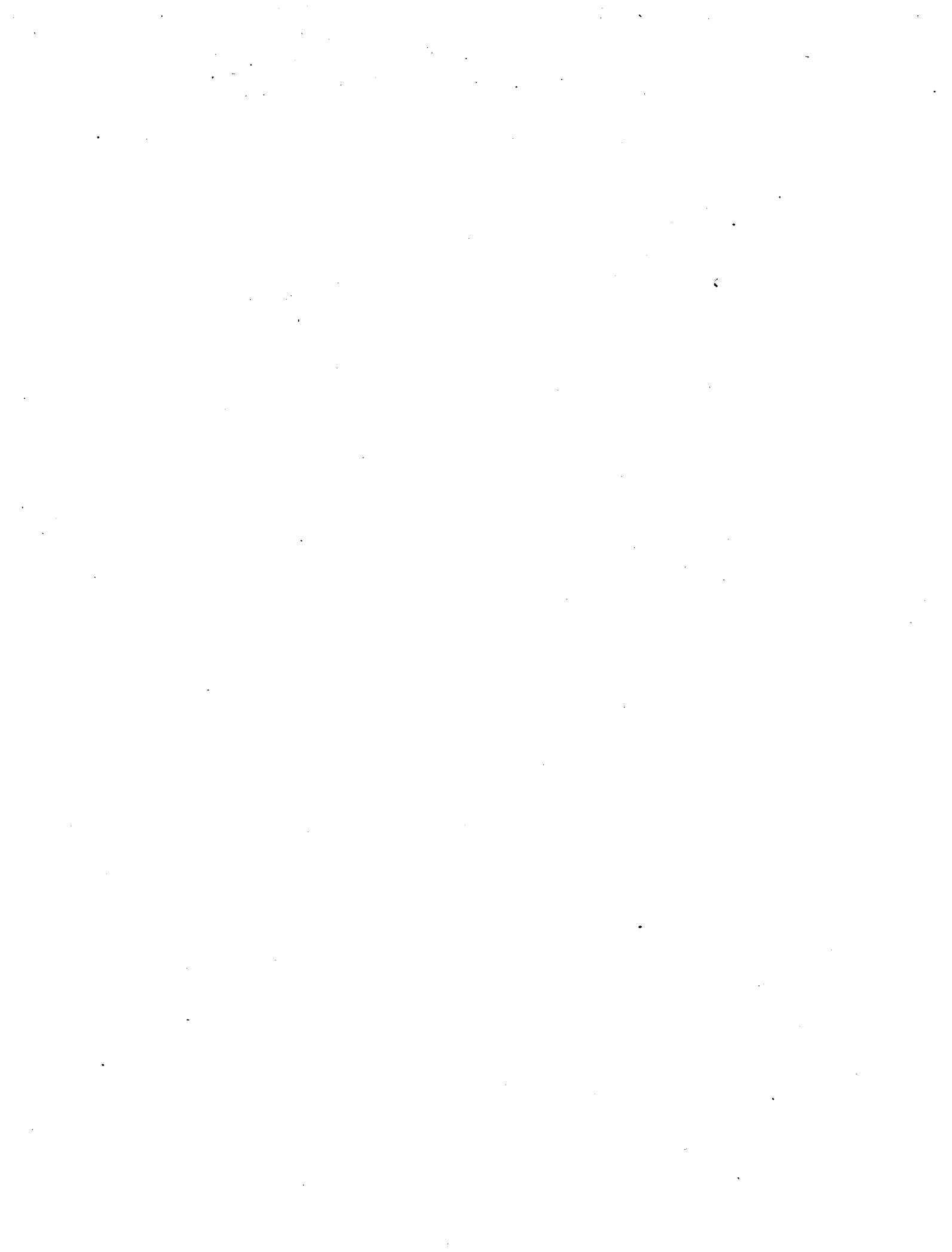
Address:

Phone:

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SURVEY OF INCOME AND PROGRAM PARTICIPATION (SIPP) 1992 PANEL WAVE 2 TOPICAL MODULE MICRODATA FILE

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ALPHABETICAL VARIABLE LISTING TO 1992 WAVE 2 TOPICAL MODULE

<u>Mnemonic</u>	<u>Item</u>	<u>Position</u>
ADDID	Address Identification.....	20
AGE	Age As Of Last Birthday - Edited And Imputed.....	48
ALTM932:9716	Imputation Flags for Household Relationships.....	604
ENTRY	Address Identification - Edited Entry	30
ETHNICTY	Ethnic Origin.....	63
FINALWGT	Weight, Second Stage Factor.....	35
GRD-CMPL	Grade Attended Was Completed, Highest.....	62
HIGRADE	Grade Or Year Of School Attended, Highest.....	60
ID	Identifier, Sample Unit	6
IMP8306:8346	Imputation For 'TM8306 - TM8346'	737
IMP8414:8496	Imputation For 'TM8414' - 'TM8496'	848
IMP8500:8512	Imputation For 'TM8500' - 'TM8512'	861
IMP8602:8626	Imputation for 'TM8602' - 'TM8626'	929
IMP8700:8736	Imputation For 'TM8700' - 'TM8736'	981
IMP8754:8798	Imputation For 'TM8754' - 'TM8798'	1045
INTVW	Interview Status, Person's.....	24
ITEM36B	Interview Status Code	22
MS	Marital Status	53
PINX	Index From Core, Person.....	18
PNPT	Person Number Of Parent.....	57
PNSP	Person Number Of Spouse.....	54
PNUM	Person Number, Edited.....	32
PP-MIS1	Person's Monthly Interview Status: Reference Month 1	25
PP-MIS2	Person's Monthly Interview Status: Reference Month 2	26
PP-MIS3	Person's Monthly Interview Status: Reference Month 3	27
PP-MIS4	Person's Monthly Interview Status: Reference Month 4	28
PP-MIS5	Person's Monthly Interview Status: Reference Month 5	29
RACE	Race - Edited And Imputed.....	52
ROTATION	Rotation Group	15
RRP	Relationship To Reference Person, Edited.....	47
SEX	Sex - Edited And Imputed	51
STATE	State Code, FIPS	16
SUSEQNUM	Sequence Number Of Sample Unit	1
TM8300	Age Of Respondent - Check Item T1	697
TM8302	Disabled Marked On ISS - Check Item T2.....	698
TM8304	Disabled Marked On CC - Check Item T3	699
TM8306	Work Limitations Caused By Health Or Condition.....	700
TM8308	Work Limitations Caused By Physical, Mental Or Other Health.....	701
TM8310	Work Limitation Began, Month In Which.....	702
TM8312	Work Limitation Began, Year In Which.....	704
TM8314	Work Limitation Began Before Working Age Or After Retirement.....	708
TM8316	Work Limitation Began When Employed.....	710
TM8318	Work Limitation Began, Month Worked Before.....	711
TM8320	Work Limitation Began, Year Worked Before.....	713
TM8322	Work Limitation Began, Last Time Worked Before	717
TM8324	Work Limitation Caused By What Health Condition	719
TM8326	Work Limitation Caused By Accident Or Injury.....	721
TM8328	Work Limitation Occurred Where	722
TM8330	Worked Marked On ISS - Check Item T4	723
TM8332	Work Prevented By Health Or Condition.....	724
TM8334	Work Disability Began In What Month.....	725
TM8336	Work Disability Began In What Year	727
TM8338	Work Disabilitiy Date Not Applicable.....	731

<u>Mnemonic</u>	<u>Item</u>	<u>Position</u>
TM8340	Work 35 Or More Hours Per Week During Reference Period	733
TM8342	Work Full Or Part Time	734
TM8344	Work Regularly, Occasionally, Or Irregularly	735
TM8346	Work Same As Before Work Limitation Began.....	736
TM8400	Grade Attended, Highest - Check Item T6	755
TM8402	School Attendance - Last Month Attended Elementary Or HS	756
TM8404	School Attendance - Last Year Attended Elementary Or HS	758
TM8406	School, When Last Attended	762
TM8408	High School Diploma, Receipt Of.....	763
TM8410	High School Diploma Received In Which Month.....	764
TM8412	High School Diploma Received In Which Year.....	766
TM8414	High School Attended, Type Of.....	770
TM8416	College Attendance at Least One Year - Check Item T7	772
TM8418	College Attendance Began In Which Month	773
TM8420	College Attendance Began In Which Year	775
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TM8424	Degree Earned In Which Month.....	781
TM8426	Degree Earned In Which Year	783
TM8428	Degree Received In Which Field Of Study	787
TM8430	Degree Higher Than Bachelor's.....	789
TM8432	Bachelor's Degree Received In Which Month.....	790
TM8434	Bachelor's Degree Received In Which Year.....	792
TM8436	College Courses Taken In Which Field Of Study	796
TM8438	College Attendance, Last Month Of.....	798
TM8440	College Attendance, Last Year Of.....	800
TM8442	College Attendance, Last Date Of	804
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TM8452	Job Training Sponsored By Work Incentive Program	810
TM8454	Job Training Sponsored By Trade Adjustment Assistance	811
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TM8460	Job Training Was Classroom Training - Job Skills	814
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TM8478	Job Training In 4-Year College Or Graduate School	823
TM8480	Job Training In High School Vocation Program	824
TM8482	Job Training Program at Work.....	825
TM8484	Job Training In Military.....	826
TM8486	Job Training Through Correspondence Course.....	827
TM8488	Job Training Received On Previous Job	828
TM8490	Job Training Through Sheltered Workshop	829
TM8492	Job Training Through Vocational Rehabilitation Centers	830
TM8494	Job Training Through Other Sources.....	831
TM8496	Job Training Used On Most Recent Job	832
TM8498	Job Training Started In Which Month.....	833

<u>Mnemonic</u>	<u>Item</u>	<u>Position</u>
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TM8610	Marriage Ended In Widowhood Or Divorce In Which Month.....	874
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TM8614	Marriage Ended In Widowhood - Check Item T11.....	880
TM8616	Marital Cohabitation Ended In Which Month	881
TM8618	Marital Cohabitation Ended In Which Year	883
TM8620	Married, Number Of Times.....	887
TM8622	Married In Which Month The Second Time.....	888
TM8624	Married In Which Year The Second Time.....	890
TM8626	Marriage End In Widowhood Or Divorce, Second.....	894
TM8628	Marriage Ended In Which Month, Second	895
TM8630	Marriage Ended In Which Year, Second	897
TM8632	Widowhood Marked - Check Item T13	901
TM8634	Marital Cohabitation Ended In Which Month, Second.....	902
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TM8640	Married In Which Month, Most Recently	909
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TM8646	Marriage Ended In Which Month, Most Recent	916
TM8648	Marriage Ended In Which Year, Most Recent	918
TM8650	Widowed Marked - Check Item T16	922
TM8652	Marital Cohabitation Stopped In Which Month, Most Recent	923
TM8654	Marital Cohabitation Stopped In Which Year, Most Recent	925
TM8700	Moved In Which Month	933
TM8702	Moved In Which Year	935
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TM8706	Previous Residence In Different State	940
TM8708	Previous Residence In Different Country.....	942
TM8709	Resided In Residence During What Period Of Time	944
TM8710	Resided In Previous Residence From What Month	946
TM8712	Resided In Previous Residence From What Year	948
TM8714	Resided In Previous Residence To What Month	952
TM8716	Resided In Previous Residence To What Year	954
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TM8720	Resided In Which State Or Foreign Country	959
TM8722	Resided In Another State Or Foreign Country From What Month	961
TM8724	Resided In Another State Or Foreign Country From What Year	963
TM8726	Resided In Another State Or Foreign Country To What Month	967
TM8728	Resided In Another State Or Foreign Country To What Year	969
TM8730	Born In Which State Or Foreign Country	973
TM8732	Born In Which Foreign Country - Check Item T19.....	975
TM8734	Naturalized Citizen Of United States	976
TM8736	Naturalized Citizens' Arrival Date In United States	977
TM8750	Age And Sex - Check Item T18	995
TM8752	Children Fathered, Number Of	996
TM8754	Children Born, Number Of	998

SIPP 1992 WAVE 2 TOPICAL MODULE

<u>Mnemonic</u>	<u>Item</u>	<u>Position</u>
TM8756	Age 65 Years Or Over	1000
TM8758	Children Currently Living In Household.....	1001
TM8760	Birth Month Of First Child.....	1002
TM8762	Birth Year Of First Child.....	1004
TM8764	Person Number Of First Child.....	1008
TM8766	Birth Month Of Second Child	1011
TM8768	Birth Year Of Second Child	1013
TM8770	Person Number Of Second Child	1017
TM8778	Children Ever Had - Check Item T21	1020
TM8780	Birth Month Of Last Child Currently Living In Household.....	1021
TM8782	Birth Year Of Last Child Currently Living In Household.....	1023
TM8784	Born On Or After January 1, 1960 - Check Item T22	1027
TM8786	Residence Of Last Child	1028
TM8788	Person Number Of Last Child - Check Item T23.....	1030
TM8792	Birth Month Of Second Child with 3+ Siblings	1033
TM8794	Birth Year Of Second Child with 3+ Siblings	1035
TM8796	Second Child Born On Or After Jan. 1, 1960 - Check Item T24	1039
TM8798	Residence Of Second Child with 3+ Siblings	1040
TM8800	Person Number Of Second Child with 3+ Siblings	1042
TM9266	Household Composition - Check Item T26	69
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U-TM9272:98	Person Number A-N Unedited	338
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Section 5 — TOPICAL MODULES (Continued)

Part B — EDUCATION AND TRAINING HISTORY

STATEMENT D

Now I would like to ask you a few questions about . . . 's education and any work training . . . may have received.

**CHECK
ITEM T6**

Refer to cc items 31b and 31c.

Has . . . completed the 12th grade?

- | | |
|------|--|
| 8400 | <input type="checkbox"/> No, has not completed 12th grade
<input checked="" type="checkbox"/> Yes, has completed 12th grade — SKIP to item 3a |
|------|--|

1. When did . . . last attend elementary or high school?

8402	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8404	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know
------	-----------------------------------	--

8406	<input type="checkbox"/> Currently attending — SKIP to Check Item T10, page 59 <input type="checkbox"/> Never attended
------	---

2. Has . . . received a high school diploma? (Include GED's.)

8408	<input type="checkbox"/> Yes <input type="checkbox"/> No — SKIP to Check Item T9
------	---

3a. When did . . . receive a high school diploma?

8410	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8412	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know
------	-----------------------------------	--

b. Was the high school that . . . attended public; private, church-related; or private, not church-related?

- | | |
|------|--|
| 8414 | <input type="checkbox"/> Public
<input type="checkbox"/> Private, church-related
<input type="checkbox"/> Private, not church-related
<input type="checkbox"/> Did not attend high school

x1 <input type="checkbox"/> DK |
|------|--|

**CHECK
ITEM T7**

Refer to cc item 31b.

Was . . . 's highest grade attended at least one year of college? (Codes 21—26 in cc item 31b)

8416	<input type="checkbox"/> Yes <input type="checkbox"/> No — SKIP to Check Item T9
------	---

4a. When did . . . first attend college, a university, or a technical, business, or vocational school beyond high school?

8418	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8420	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know
------	-----------------------------------	--

b. What is the highest degree beyond a high school diploma that . . . has earned?

- | | |
|------|--|
| 8422 | <input type="checkbox"/> PhD or equivalent
<input type="checkbox"/> Professional degree such as Dentistry, Medicine, Law, or Theology
<input type="checkbox"/> Master's degree
<input type="checkbox"/> Bachelor's degree
<input type="checkbox"/> Associate degree
<input type="checkbox"/> Vocational, technical, or business certificate or diploma

7 <input type="checkbox"/> Has not earned a degree } SKIP to 4f
x1 <input type="checkbox"/> DK |
|------|--|

c. When did . . . receive that degree?

8424	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8426	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know
------	-----------------------------------	--

(SHOW FLASHCARD FF)

d. In what field of study did . . . receive that degree?

Code Field of study

8428	<input type="text"/>
------	----------------------

x1 Don't know

**CHECK
ITEM T8**

Refer to item 4b above.

Did . . . receive a degree higher than a Bachelor's degree? (Box 1, 2, or 3 marked in item 4b.)

- | | |
|------|---|
| 8430 | <input type="checkbox"/> Yes
<input type="checkbox"/> No — SKIP to Check Item T9 |
|------|---|

4e. When did . . . receive his/her Bachelor's degree?

8432	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8434	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know } SKIP to Check Item T9
------	-----------------------------------	--

(SHOW FLASHCARD FF)

f. In what field of study were the courses that . . . took at college or university?

Code Field of study

8436	<input type="text"/>
------	----------------------

x1 Don't know

g. When was the last time that . . . was a student at a college or university?

8438	<input type="text"/> Month	x1 <input type="checkbox"/> Don't know
------	----------------------------	--

8440	<input type="text"/> 1 9 Year	x1 <input type="checkbox"/> Don't know
------	-----------------------------------	--

OR

8442	<input type="checkbox"/> Is still a student
------	---

Section 5 – TOPICAL MODULES (Continued)

Part B – EDUCATION AND TRAINING HISTORY (Continued)

CHECK ITEM T9	Refer to cc item 24. Is . . . 65 years of age or older?	8444 1 <input type="checkbox"/> Yes — SKIP to Check Item T10, page 59 2 <input type="checkbox"/> No x1 <input type="checkbox"/> DK } SKIP to Check Item T10, page 59						
5a. Has . . . ever received training designed to help find a job, improve job skills or learn a new job?		8446 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No x1 <input type="checkbox"/> DK } SKIP to Check Item T10, page 59						
b. Was any of this training sponsored by any of the following programs (Read categories)? Mark (X) all that apply.		8448 1 <input type="checkbox"/> Job Training Partnership Act (JTPA) or Comprehensive Employment Training Act (CETA) 8450 2 <input type="checkbox"/> Job Opportunities and Basic Skills (JOBS) or Work Incentive Program (WIN) 8452 3 <input type="checkbox"/> Food Stamps Work Program 8454 4 <input type="checkbox"/> Other program sponsored by the Welfare Program or AFDC 8456 5 <input type="checkbox"/> Veterans' Training Programs 8458 6 <input type="checkbox"/> No						
c. What type of training program is (was) this? Mark (X) all that apply.		8460 1 <input type="checkbox"/> Classroom training—job skills 8462 2 <input type="checkbox"/> Classroom training—basic education 8464 3 <input type="checkbox"/> On-the-job training 8466 4 <input type="checkbox"/> Job search assistance 8468 5 <input type="checkbox"/> Work experience 8470 6 <input type="checkbox"/> Other						
d. Where did . . . receive this training? Mark (X) all that apply.		8472 1 <input type="checkbox"/> Apprenticeship program 8474 2 <input type="checkbox"/> Business, commercial, or vocational school 8476 3 <input type="checkbox"/> Junior or community college 8478 4 <input type="checkbox"/> Program completed at a 4 year college or graduate school 8480 5 <input type="checkbox"/> High school vocational program 8482 6 <input type="checkbox"/> Training program at work 8484 7 <input type="checkbox"/> Military (exclude basic training) 8486 8 <input type="checkbox"/> Correspondence course 8488 9 <input type="checkbox"/> Training or experience received on previous job 8490 10 <input type="checkbox"/> Sheltered workshop 8492 11 <input type="checkbox"/> Vocational rehabilitation centers 8494 12 <input type="checkbox"/> Other						
e. Does . . . use this training on . . .'s (most recent) job?		8496 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No						
f. When did . . . start this (most recent) training? (If more than one training occurred, ask about the most recent one.)		8498 <table border="1"><tr><td></td><td></td><td>Month</td></tr></table> x1 <input type="checkbox"/> Don't know 8500 <table border="1"><tr><td>1</td><td>9</td><td>Year</td></tr></table> x1 <input type="checkbox"/> Don't know			Month	1	9	Year
		Month						
1	9	Year						
g. For how many weeks did . . . attend this (most recent) training program?		8502 <table border="1"><tr><td></td><td></td><td>Weeks</td></tr></table> 8504 x3 <input type="checkbox"/> Currently attending x4 <input type="checkbox"/> Less than 1 week x1 <input type="checkbox"/> Don't know			Weeks			
		Weeks						
h. Who paid for this (most recent) program? Mark (X) all that apply.		8506 1 <input type="checkbox"/> Self or family 8508 2 <input type="checkbox"/> Employer 8510 3 <input type="checkbox"/> Federal, State, or local government 8512 4 <input type="checkbox"/> Someone else						