

**Survey on the Transition
from Education/Training to
Labour Market Insertion
(STETLMI-2005)**

Methodological summary

1. Introduction

In the majority of developed countries, the labour market is characterised by the existence of higher unemployment levels among young people than among the adult population. On the other hand, increasingly more investment is made in the education and training of young people by their families, governments and companies, both in terms of time and resources. However, little is known about the methods used by young people to find employment.

Spanish statistical data, reflected in the reports on the Monitoring of EU Objectives on Education and Training for 2010, and in comparison with other countries, indicate that the number of young people finishing post-obligatory studies should increase and the proportion of young people who undertake vocational training against those who undertake post-secondary or university education should improve, as well as the numbers undertaking continuous learning.

Organic Law 5/2002 of 19 June on Qualifications and Vocational Training drives improvements in the population's qualifications and requires the collection of information on the relationship between education, training and employment. The development of this law is carried out via agreements from the education and employment departments with the collaboration of social representatives and Autonomous Communities.

The lack of data provided on the transition from education to training and the methods or networks used to enter the employment market, together with concern over unemployment levels among young people encouraged the Ministries of Education and Science and Work and Social Affairs and the National Statistics Institute (INE) to undertake the first statistical research. The INE was responsible for carrying out the technical project.

STETLMI-2005 is the first statistical research of this magnitude carried out in Spain and one of the first at an international level. There are a number of background research works on the labour market insertion of young people, but much fewer on the paths followed within the education system and the transition from education to employment. This survey has been focused on the non-university sphere and the labour market insertion of university students will be looked at later on.

2. Population under study

The population under study in the survey are people who finished their non-university studies in the 2000-01 academic year or who left obligatory secondary education without getting a qualification in the same academic year and people who finished vocational training programmes in 2000. Only people who weren't 25 on 31-12-2001 are considered.

The research and analysis units are students from the following groups:

1. EOS. Students graduated from Obligatory Secondary Education in the 2000/2001 academic year

2. AESO. Students who left Obligatory Secondary Education during the 2000/2001 academic year without the secondary education qualification. These students can continue to be enrolled on other courses within the education system.
3. GBLO. Students graduated in Post-Secondary Education in the 2000/2001 academic year. Students graduated in the equivalent course to Post-Secondary non-higher education, which was still taught in the 2000-01 academic year, are not included.
4. CFGM. Students graduated in Intermediate Vocational Training and Plastic Arts and Design in the 2000/2001 academic year.
5. CFGS. Students graduated in Advanced Vocational Training and Plastic Arts and Design in the 2000/2001 academic year and students graduated in VT II (GEL 1970) and in Applied Arts and Artistic Professions in the 2000/2001 academic year.
6. TIP Students who finished a course from the TIP PLAN during 2001 with positive assessment and which lasted at least 100 hours. Those students who have a university qualification are excluded in order to make comparisons with the other groups easier.
7. ET-CO. Students who finished an Educational Workshop and Trade School programme during 2001.

Moreover, for the last four groups relating to vocational training, there are 26 vocational families.

3. Survey objectives

1. To monitor the educational paths followed by each of the groups under study from when the corresponding academic qualification is obtained / Obligatory Secondary Education is left or a course (TIP plan) or programme (ET-CO) is undertaken up until the time of the interview.
2. To obtain the labour paths followed by the groups under study during the same period.
3. To analyse in depth the characteristics of jobs found and adaptation to training received.
4. To study periods of unemployment or inactivity experienced by individuals once they have left the education system, paying special attention to training undertaken during these periods.
5. To understand the motivation of students in terms of the studies taken, their expectations in relation to the labour market, their adaptation to the labour market and training received, their professional career and an assessment of work in their essential development as people.

4. Survey design

4.1 Sampling units. Sample size and representation of the results:

- For the students belonging to groups associated with the education system (ESO, AESO, GBLO, CFGM, CFGS), education centres were selected in the first stage; the second stage involved selecting a sample of students from each centre.

-For the students from the TIP or ET-CO groups, a sample of students from each course or programme was selected.

The survey was carried out all over Spain. Information collection was undertaken during the April-July period of 2005.

In accordance with the survey objectives, seven different groups were included and the design was therefore adapted to each group in terms of its size and the information available for each group.

For the ESO, AESO and GBLO groups, the results are significant at an Autonomous Community level, whereas the other groups' results are significant on a vocational family level and results are not published by Autonomous Community.

a) *Size of the sample groups under study*

Group	Sample size
<i>ESO</i>	<i>8.500</i>
<i>GBLO</i>	<i>5.500</i>
<i>AESO</i>	<i>5.100</i>
<i>CFGM</i>	<i>6.350</i>
<i>CFGS</i>	<i>8.650</i>
<i>FIP</i>	<i>7.700</i>
<i>ETCO</i>	<i>3.300</i>
TOTAL	45.100

4.2 Reference periods

The survey was undertaken from April to September 2005. The study has a longitudinal focus based on the retrospective analysis of what the interviewee has been doing since they finished or left their studies (or course or programme) up until the time of the interview. This period comprises the survey's reference period and is around four years, but will be different for each individual.

4.3 Questionnaire

The questionnaire is divided into seven sections, some of which are common and will be answered by all individuals and other more specific sections that will be answered in relation to the group that has been selected and the professional experience that has occurred during the survey's reference period. The sections are as follows

- Section A: Personal and socio-demographic details.
- Section B: Education.
- Section C: Calendar.
- Section D: Activity.
- Section E: Training.
- Section F: Labour values.
- Section G: Opinion on the path taken.

All individuals are asked sections A, C, E, F, and G.

Section B is asked depending on the group in which the individual has been selected in the sample. Therefore there are 7 different modules or questionnaires and only one of these will be asked.

Section D consists of four different modules or questionnaires and these will be asked depending on the individual's professional experience. A number of modules or no modules might be generated.