

**ESRI/DEPARTMENT OF ENTERPRISE AND EMPLOYMENT
SURVEY OF SCHOOL LEAVERS, Spring 2003
School Leavers of School Year 2000/2001**

INSTRUCTIONS TO INTERVIEWERS

Introduction

The survey is being carried out in order to collect data on those who left second level schools during or at the end of the school year which ran from September 2000 to end of August 2001. Most of the respondents left school in June 2001. The information sought relates mainly to employment/unemployment, further education and training, and the impact of youth employment programmes. Background information – examinations sat, parents' occupations, etc., is also included.

The data collected will give a useful picture of the experience of young people in their first two years out of school, and on the educational and other characteristics of those, for instance, who have difficulty in finding work. It will thus be of use in the planning of youth employment and training programmes – the areas where they are most needed and the types of programme best suited to young people.

The Sample

The names and addresses of the people to be surveyed were obtained from the Department of Education. The sample of school leavers was chosen at random from the Department of Education's lists of school leavers for the year in question. The Department wrote to all respondents telling them about the survey and giving them the option of not being included in the sample. The names and addresses of the sample which you have been given contains only those who did not say they wanted to opt out of the survey. Each member of the sample is representative of a large group in the population and this should be made clear to the respondents – it makes a full response from each member of the sample all the more important.

The group of respondents concerned is extremely mobile – particularly those who left school at the Leaving Certificate stage, many of whom will be attending third level courses, or working away from the family home. In all cases a strenuous attempt should be made to interview the young person himself/herself when at home for the weekend. When this proves impossible, the questionnaire can be filled out with the assistance of a parent or other family member. In the case of emigrants, information should be sought from parents or other family members.

YOU MUST COMPLETE EITHER AN INTERVIEW SCHEDULE OR A NON-RESPONSE SHEET IN RESPECT OF EVERY NAME ON YOUR QUOTA SHEET(S).

The Questionnaire: Front Page (Contact Sheet)

Page 1. QA.

Note the format of this page. Begin by transferring the respondent's ID number from the quota sheet to the boxes on the right hand side. The ID number is made up of a four digit SCHOOL number, and a four digit PUPIL number. Your own name and number should also be entered in the appropriate spaces. If no response at all was obtained indicate why.

Page 1 Q.B.

This box is designed to filter out certain people who have got on to our list of respondents in error. **We wish to interview only those who left the official full-time second level education system between September 2000 and August 2001.** The name of the school which the respondent attended, according to the Department of Education's records, is given on the quota sheet. You should verify that the respondent has left this specific school. If he/she is still attending this school, the interview is terminated. If the respondent has left, it is then necessary to record the month and year he/she left (at Q.C). Then check that he/she is not now in attendance in a different *second level* school or college nor has been in attendance at a second level school since leaving the school on the quota sheet. We are not excluding those who transferred to a 'grind school' before they did their Leaving Cert in that grind school. We want to interview all respondents who have left the mainstream second level education system. This would include those who left a mainstream second-level school and who went to a private grind school to sit their Leaving Cert. They are deemed to have left the mainstream second level education system and should have been interviewed. Respondents who have simply moved on to another school/college within the second level system are not to be interviewed. They are then asked (in Q. E) a few questions on the school now being attended or attended since leaving the school on the quota sheet and then the interview is terminated. At that point, only those respondents who have left the school specified on the quota sheet **and** have not since moved to another second level school should have reached this stage in the questionnaire. The final check is to verify that these respondents left school during the relevant period, i.e., between September 2000 and August 2001 inclusive. This final check is in the interviewer check box at the bottom of the page.

Also note that it is the official second level system that is involved. This includes all Post-Leaving Certificate (PLC) or VPT courses in a Secondary, Vocational, Community or Comprehensive school or other state-funded college. PLC courses are mostly of one year's duration, though an increasing number involve two years and some are three year courses. They are designed to provide students with vocational skills to prepare them for a job or career in various areas. Although the majority of PLC courses are held in schools/colleges in Dublin, Dun Laoghaire and Cork, regional PLC colleges such as the Cavan College of Further Studies are expanding. The largest of the PLC colleges is Ballyfermot Senior College in Dublin. No fees are paid by students on PLC courses. They do not, however, receive any maintenance grants or ESF funding.

When you make contact with respondents who are doing secretarial courses, please be particularly clear on what is meant by the official second level education system. For instance, a person who changed to a vocational school in September 1998 to do a PLC secretarial course should not be interviewed (because we will pick him/her or their equivalent up next year). **Remember we want you to interview everyone who has left the official second level system between 1st September 2000 and 31st August 2001.**

Completing the Questionnaire

You should start to complete the body of the questionnaire at the top of page 2 after you have completed the contact sheet on page 1.

You should code the respondent's answers in the body of the questionnaire (usually by circling a code number). Instructions which relate to how the responses to specific questions are to be recorded are printed clearly on the questionnaire.

We collect details on economic status in each month since June 2001 until date – the month of interview (mostly February 2003). In addition, we collect specific information on what the respondent was doing in May 2002, (Last summer – during the World Cup) especially any income they may have been receiving from work at that time. This information on income and work in May 2002, is collected in addition to the details which are recorded on income and work from the week preceding the survey.

P *Q*

Pg 2 Q2(b) Note that what is required is mother's usual residence at time of respondent's birth, not the address of the hospital where he/she was born. Enter the Area Code from the green card provided in your bags.

Pg 2 Q2(d) Note that the school leaver does not necessarily have to be the owner of the accommodation to be coded as '3'. Persons renting flats or bedsits on their own (or with their spouse if married) are also to be included here.

Pg 2 Q3(a, c) Code area from the green card provided in your bags.

Pg 2 Q3 NOTE INSTRUCTIONS AT THE END OF THIS QUESTION. This is often wrongly done by interviewers.

Pg 2 Q4(b) Date person left country must be LATER THAN the date he/she left school (given at Q.5 below).

Pg 3 Q6 The Established Junior Certificate and Junior Certificate School Programme are included as separate categories as are the Established Leaving Certificate, Leaving Certificate Applied Programme (LCAP) and Leaving Certificate/Vocational Programme (LCVP). Try to get the respondent to distinguish which Junior or Leaving Certificate programme he/she sat before leaving school. It is particularly important to distinguish between the Established Leaving Certificate, Leaving Certificate Applied Programme (LCAP) and Leaving Certificate/Vocational Programme (LCVP).

Pg 3 Q7(a);(b) Note that this question asks for grades as well as levels for the last examination. These won't always be remembered but do your best. In the Leaving Certificate all subjects are offered at Higher ("Honours") level and at Ordinary ("Pass") Level. In the Junior Certificate, Irish, English and Maths are offered at *three* levels – Foundation, Ordinary and Higher. All other

subjects are offered at two levels – Ordinary and Higher. If a person left school without doing any exam record subjects he/she took. Some new Leaving Certificate options are now being offered in schools, so try to get the exact title of all subjects mentioned.

The LCVP (Vocational Programme) is basically the same as the Established Leaving Certificate. The LCVP student will take the same subjects as the Established Leaving Certificate Student and will usually take 3 additional work-linked modules.

The LCAP (Applied Programme) may be marked differently on the basis of a merit or distinction in contrast to a subject and grade. If in doubt please record as fully as possible the subjects taken, the levels and grades as well as if they have been awarded a merit or distinction.

- Q7 (c) This question should be asked only if the respondent cannot provide complete details on subject, level and grade at last examination sat in Q7(b). If the information on subject, grade and level has been completed at Q7(b) then you do not have to complete the table at Q7(c). If the information in Q7(b) has not been completed you should record in the table in Q7(c) the number of honours and pass subjects sat. In respect of both types of paper (i.e. honours and pass) how many A, B or Cs did they get; how many D's did they get; and how many E, F or NG's did they get? Try to ensure that the number of A,B,C's; D's and E,F,NG add up to the total number of subjects sat.
- Pg 4 Qf NOTE THAT **ALL** PREVIOUS EXAMINATIONS WHICH THE RESPONDENT SAT SHOULD BE CODED IN OTHER WORDS, CIRCLE ALL THAT ARE RELEVANT.
- Pg 4 Q13a A Broad range of subjects are now taught on Post Leaving Cert (PLC) and Vocational Preparation and Training (VPT) courses. These can also provide training for many different careers. Read out each of the subjects listed in this question and circle any that apply. Note that participants of VPT courses no longer receive a monthly payment as they used to do in the past.
- Pg5 Q16a Tick all that apply – i.e. all who gave advice in the last year of school.
- Pg5 Q16b Tick one only – i.e. the person whose advice was most helpful.
- Pg6 Q17 This is a question designed to find out about respondents' use of the variety of State schemes for unemployed young people. Be aware that the respondent may not know the nature of the scheme he/she is on. If necessary, you can, with his/her permission, check the name of the scheme by 'phone with the institution involved. Apprenticeships which involve FÁS, CERT, BIM or RACE are included in codes 1, 13 or 14. NOTE THAT IF SOMEONE IS ON A PARTICULAR SCHEME, HE/SHE MUST BE CODED IN THE SPECIFIED WAY AT Q.18a.

- Pg 6 Q18a In this question you should record a code (from Card C) in respect of the respondent's main economic status for each month from June 2001 up to the month of the interview (mostly February 2003). This means that we will know exactly what each respondent's main status was in each month from June 2001, July 2001, August 2001 and so on up to the current month of interview. The code which you enter should relate to the respondent's *MAIN* status for the majority of the month in question. For example, if someone was unemployed for 3 weeks in a particular month and employed for 1 week then you should enter a code '2' (i.e. unemployed) for the month in question as they were unemployed for the *majority* (3 weeks out of 4) of the month.
- Pg6 Q18b Please record as fully as possible the type of work or educational course being undertaken at each of the periods in question.
- Pg 7 Q21 Give a complete description covering exact job title and job content. If farmer or relative assisting, state acreage. If relevant, record the rank or grade. For example, if someone is working in the Civil Service, gardai etc. record their rank or grade.
- Pg 7 Q23 Record a complete answer.
- Pg 8 Q25 Round to nearest whole hour.
- Pg 8 Q27 Round to nearest €. Both gross and net pay are required.
- Pg8 Q30/
Q31/
Q32 In Q30 we are asking about the importance of the respondent's education/training in *GETTING* their current job. In other words, when they were applying and going for interview for the job was it important that they had their relevant level of education and/or training to actually secure the job in question.
- In Q31 we are asking about how useful they feel the education and/or training which they had completed *BEFORE* securing the job now is in actually carrying out their present work. For example, an employer may have said that a good Leaving Cert. was essential for getting a job and the respondent would not have secured the job without having the Leaving. The respondent may now feel, however, that the content or substance of the Leaving (or other education and/or training which was deemed necessary to secure the job) is not useful in actually carrying out the job on a day-to-day basis.
- In Q32 we are asking about the respondent's perception of how useful their education/training was in general in the four areas specified. In other words, how useful was their education/training in general in the area of interpersonal communications; in the area of computer skills/ability; how useful was their education/training in the area of work experience which it provided before leaving school and how useful was their education/training in terms of the

specific subjects or disciplines taken as a preparation for life skills.

Pg 9 Q34(b) Record a complete answer.

Pg 9/10 Qs35-40b These questions relate to whether or not the respondent held any kind of job AT THE END OF MAY 2002 – at the time of the World Cup last summer - even if it was only of a temporary and/or part-time nature.

Pg9 Q35 Tick one only to describe the type of the job carried out (if any). If no job was held at the end of May 2000 circle 5 and Go to Q30(a).

Pg9 Q35(b) Record month and year

Pg 9 Q37(a) Give a complete description covering exact job title and job content. If farmer or relative assisting, state acreage. If relevant, record the rank or grade. For example, if someone is working in the Civil Service, gardai etc. record their rank or grade.

Pg 9 Q37(b) Record a complete answer on the exact nature of the business carried out.

Pg 9 Q39(a) Usual number of hours worked. Round to the nearest hour.

Pg 9 Q39(b) Usual income from the job which was held at the end of May 2002. Round to the nearest €.

Pg 10 Q41(b) Here a number of possible ways of seeking work is presented. Each box corresponds to one of the work-search methods listed. If the respondent used more than one of these, the number 1 should be placed in the box corresponding to the principal method used, 2 in the box corresponding to the second most important method used, etc.

Pg 10 Q42 This question, like Q.18, asked about the various State schemes. However, apprentices (code 1 on Card B) are not to be included here. This question focuses on all State schemes (apart from apprenticeships) in which the respondent participated since leaving school. Please write in the name of each scheme participated in together with the *code* of the scheme as shown on Card B, the starting and ending dates. If respondent was offered a place but refused it, write in “offer refused” under starting date. If still participating (i.e., Yes to Q.18), write in “still participating” under ending date.

Pg 11 Q45b Note that the date the course started is required as is its expected total duration, i.e., the number of months from when the respondent started to when he/she would normally expect to finish. Also, record at Q45(d) the qualification or certificate normally awarded on successful completion of the course.

Pg 12 Q52a Record a complete answer, including acreage rank or grade of father's occupation, where appropriate.

Pg 12 Q52b Record a complete answer, including acreage rank or grade of mother's occupation, where appropriate.

General Note

The period of transition from school to work is characterised for many young people by apprenticeship – a mixed employment/training contract. In recent years the situation has been further complicated by the rapid development of FÁS which provides full-time training courses for unemployed people and various programmes. It is important that people undergoing the various types of training be classified correctly. The following guidelines should be followed:

- (i) Apprentices should be classified as “working for payment or profit” at Q.18a and as having a “full-time regular job” at Q.20(a). Details of the job held should be entered at Q.21 to Q.31 in the normal way.
- (ii) Persons taking a FÁS course (other than apprentices) should not be classified as “working”, etc., at Q.11a nor as having a “regular full-time job” at Q.13(a). They will generally be classified as “unemployed” or “looking for first regular job” at Q.11a. Such people will have positive answers to Q.12a and Q.32.
- (iii) Trainee nurses should be classified as having a full-time job and should regard themselves as in “part-time training” in Q.43.

Brochures on the Project

You will find a supply of brochures in your blue bags. Leave one with the respondent on completion of the questionnaire.

YOUR QUOTA MUST BE COMPLETED AND RETURNED TO THE ESRI BY MONDAY 3RD MARCH. IF AT ANY STAGE IT APPEARS THAT YOU ARE NOT GOING TO MEET THIS DEADLINE PLEASE PHONE PAULINE NEEDHAM OR FERGAL RHATIGAN IMMEDIATELY SO THAT WE CAN AT LEAST TRY PROVIDE ASSISTANCE TO YOU.