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WOLIWEB

The socio-economic determinants of citizens' work life attitudes, preferences and perceptions, using data from the continuous web-based European Wage Indicator Survey

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1. INTRODUCTION

Tusalario is the Spanish name of the Spanish Woliweb-sites.[1] This report is based on the observations of Spanish data from 01.01.2005 to 31.12.2006. In this two year period 15.921 surveys have been completed.

The aim of this report is to present a preliminary description of the data and deeper information of the education, qualification and training of our sample.

The Spanish team of Tusalario made a wide diffussion among media around the launch date, and obtain a good presence in other websites and in newspapers. It resulted in numerous visits in the firsts two months of our website's creation.

As we can notice reading Table 1, diffusion among media caused a strong impact in explaining differences between 2005 and 2006, with 3000 questionaires made in January 2005 alone. An excellent result followed in February 2005 with 1,500 answers. It represents half (exactly 48,41%) of all the answers filled out in 2005.

The excellent launch offers an explaination for the difference between total answers recorded in 2005 and 2006. Following the launch, the montlly visits were stabilized for the next two years.

In total we have 9,253 observations for the first year and 6,668 for the second year, nearly 2500 observations less. Analysing in depth statistics month by month we can notice that this drop in observations can be explained by launch's media impact at the beginning of 2005. After this, statistics decreased progressively from 1,000 surveys in March 2005 to 250 in July. On the contrary, not considering the average of the first two months in 2005, we can assert that 2006's average has been higher (555 surveys per month).

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[1] Note that the Italian partner was not able to write a report based on the Italian data, because the number of respondents in Italy are too low. Therefore, they have choosen to write a report based on the Spanish data, in addition to the report written by the Spanish partner.

Table 1 – Tusalario observations by month.

	2005		2006	
Month	**N**	**%**	**N**	**%**
Jan	2,951	31.89	552	8.29
Feb	1,528	16.51	547	8.22
Mar	983	10.62	495	7.44
Apr	712	7.69	475	7.14
May	461	4.98	520	7.81
Jun	387	4.18	673	10.11
Jul	253	2.73	760	11.42
Aug	339	3.66	600	9.02
Sep	318	3.44	744	11.18
Oct	562	6.07	626	9.41
Nov	391	4.23	497	7.47
Dec	368	3.98	166	2.49
Total	9,253	100.00	6,655	100.00

Looking at Table 1 we can notice the good performance recorded after May 2006. In the following 5 months, questionaires completed averaged 681 per month.

An interesting explaination issue can be derived from labour market's reform signed in May 2006; after a year of long negotiations, the social partners had reached agreement on a reform of the Spanish labour market. The agreement has been approved in the form of new legislation which came into force in July 2006.

Basic points of the reform were as follows:

- to limit the repeated renewal of employment contracts within the same company by obliging companies to offer a permanent contract to any worker who has had two or more fixed-term contracts and has worked in the same job for over two years within a period of 30 months;

- to offer incentives to companies to provide permanent employment contracts and establish fixed quotas (instead of the current percentage of contributions) for the target groups for these incentives, namely women, young workers, disabled workers and persons on job training contracts;

The debates that followed the reform increased the interest of Spanish employers, who have, as is happenning in Italy for the recent reform of Tfr, developed more interest and searched for more information, finding the web as a good instrument to become involved in. In fact, we have to keep in mind that Tusalario is an online questionnaire requiring self completion, implying that the respondant is probably interested (or curious) in Tusalario issues.

A final point needs to be remarked: in 2006 the average time to complete questionnaires decreased from 36 minutes in 2005 from 28 minutes, a sign of an efficacy improvement of the website.

2. SKEWNESS

For 2006 we have a total of 6,655 observations. Male responses are slightly higher than females, 56,47% against 43,53% of the total. These percentages can be considered representative of the Spanish composition of the active population provided by the Spanish National Statistics Institute (Instituto National de Estadistica - INE) where the active population is divided into 58.07% of male and 41.93% of female (Table 2).

Table 2: Male, female and total observations (2006).

	Tusalario		INE[1]	
	Absolute value	Percentage	Absolute value	Percentage
Total	6,655	100.00	21,584.8	100.00
Male	3,758	56.47	12,534.1	58.07
Female	2,897	43.53	9,050.7	41.93

(1) Source: INE Instituto Nacional de Estadística (España), Economically Active Population Survey - Active population by sex and age group.

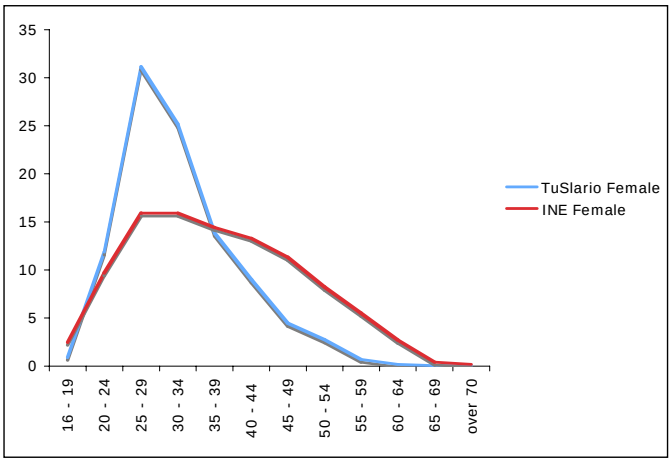
Skewness deteriorates if we look at the age structure. In order to compare data, we use the same twelve age classes used by INE. As we can see for Tusalario data there is a stronger concentration of the observations in 2 classes (25-29 and 30-34). For INE data however, the concentration is spread into more classes.

Table 3: Active population by sex and age group, 2006 (% values).

	Tusalario			INE		
	Total	Males	Female	Total	Males	Female
16 to 19 years	0.72	0.56	0.93	2.5	2.5	2.5
20 to 24 years	8.76	6.36	11.87	9	8.4	9.7
25 to 29 years	25.45	21.08	31.14	14.6	13.7	15.9
30 to 34 years	25.29	25.41	25.13	15.4	15	15.9
35 to 39 years	15.57	16.90	13.84	14.3	14.2	14.4
40 to 44 years	10.52	11.71	8.97	13.1	13	13.3
45 to 49 years	7.15	9.23	4.45	11.4	11.5	11.3
50 to 54 years	4.15	5.24	2.73	8.8	9.3	8.2
55 to 59 years	1.76	2.58	0.69	6.6	7.3	5.5
60 to 64 years	0.54	0.82	0.17	3.5	4.1	2.7
65 to 69 years	0.08	0.11	0.03	0.5	0.5	0.4
70 and over	0.02	0.00	0.03	0.2	0.3	0.2
N	6,655	3,758	2,897	21,584.8	12,534.1	9,050.7

As we can see in the following graphs, both distributions reach higher levels for relatively young age classes (25-29 and 30-34). For the Tusalario distribution there is a consistent drop of the observations over 35 years. A reason for this can be explained by older generations difficulties with computers and inability to adequately surf the internet to locate our questionnaires.

Graph 1 – Percentage distribution of absolute observation, total, male and female.



Our suppositions about age class concentrations are confirmed if we look in more depth at the two different gender age class structures. Again we find (Table) that classes 25-29 and 30-34 are more represented, but we notice that there are significantly fewer males who responded to the questionnaire than females (class 20-24 and 25-29).

3. EDUCATION

In order to analyse qualifcation we look first at education. Education levels provided by Tusalario is comparable with international data sources because it is classified by the International Standard Classification of Education of UNESCO[2]. Table 4, confronting our data with Eurostat data, provides us with a check of our skewness.

Table 4 – Education levels population aged 15 to 74 years (% values).

	Tusalario	Eurostat
Basic education and lower secondary or 2nd stage of basic education	21.1	55
Upper secondary education and first stage of tertiary education	27.2	21
Second stage of tertiary education	51.7	24

The Tusalario population has an higher education. It can not be considered skew. This result could be considered predictable for at least two reasons. Firstly, the Tusalario questionnaire is a self-completed online questionnaire and this requires some internet knowledge; secondly, the Tusalario sample is not representative of the Spanish labour market where the unemployment rate in 2006 was 8.51%[3] while only 1.46% of the Tusalario population is unemployed. It is known that unemployment is frequently associated with a low level of education (OECD, 2003). Even if our sample is not representative of the Spanish labour market for education, it is interesting to investigate more of the education of our sample in order to better understand the following paragraph about qualification.

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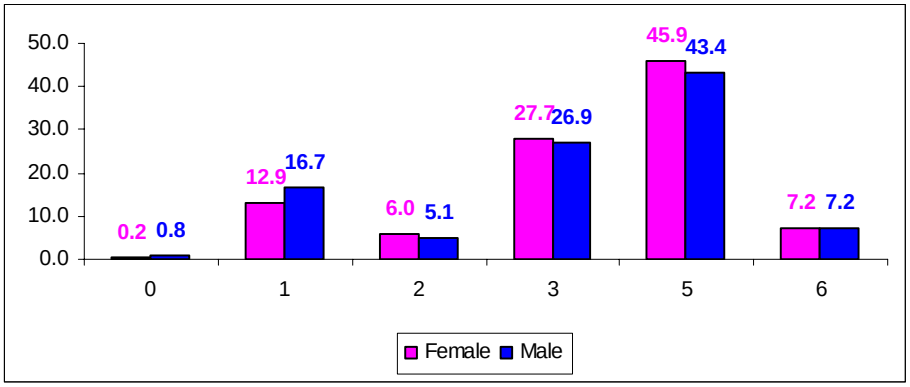
[2] ISCED defined levels of education: level 0: pre-primary education; level 1: primary education or first stage of basic education; level 2: lower secondary or second stage of basic education; level 3: upper secondary education;level 4: post-secondary non-tertiary education; level 5: first stage of tertiary education; level 6: second stage of tertiary education.

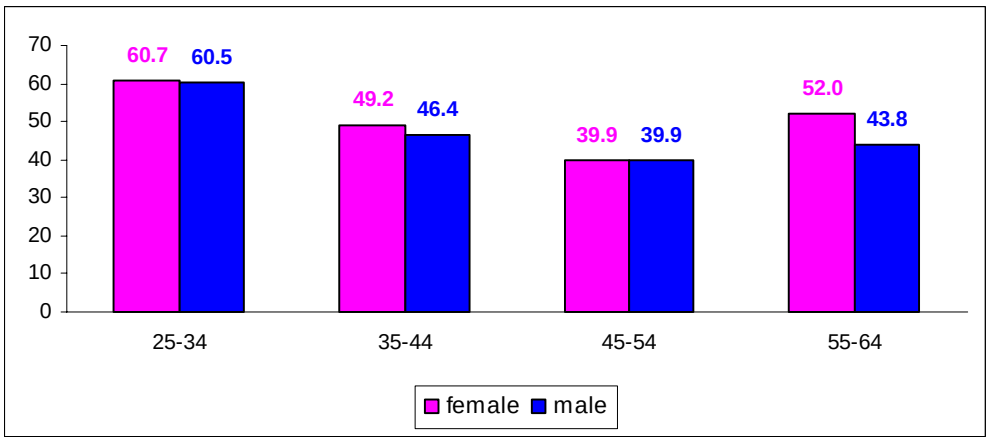
[3] Ine, 2007.

Graph 2 – Education level by gender (% values)[4].



As we can see from Graph 2 women are slightly more educated than men. Before commenting these results it is more prudential to cross education, gender and age because we can't forget that, in our sample, female age structure is more concentrated in younger classes than male age structure. Education is more probably higher at the bottom of the age structure.

Graph 3 – Percentage of the population with at least tertiary education by age and sex.



[4] See note 1 for education level.

This graph proves that in our sample women have a higher education than men, independently by age. Finding higher percentages of woman in 25-34 years confirms the fact that the educational structure of the adult population has started to change in favor of women (OECD, 2002). On the other hand, the higher percentage of women in 55-64 years is quite a surprise.

A common analysis carried out on education is the relationship between the level of education attained and unemployment, however, as written above, it cannot be done on our data because of the low number of unemployed. So we move directly to analyse qualification.

4. QUALIFICATION

There are many different definitions of qualification. The one adopted by the European Union is “a qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences”[5] (EQF, 2005).

Tusalario does not give specific information about the formal qualification of the interviewers, the only information we have is about basic formal education. There are some questions that enable us to understand the personal level of self perceived competence.

One question asks respondants “What is the required training time to settle in a particular job for a person who has taken a required examination?”

Table 5 - Time needed to settle in one’s job by socio-economic status (% values).

	Total	Blue collar	White collar, low level	Professional, Managers	Civil servant
No training	6.46	8.68	8.74	3.92	5.29
1 - 2 days	5.45	6.78	7.99	3.57	5.73
3 - 6 days	7.20	10.04	7.99	5.08	5.29
1 - 4 weeks	21.36	22.25	23.98	19.31	25.99
1 - 3 months	16.40	14.93	20.54	14.63	16.74
3 - 6 months	13.48	10.72	14.5	13.88	11.45
0.5 - 1 year	13.00	10.99	8.92	16.74	12.33
1 year or more	16.66	15.6	7.34	22.88	17.18
N	4971	737	1076	1989	227

Note 1: not classified by socio-economic status.

[5] Commission of the European Communities: Towards a European Qualifications Framework for Lifelong Learning, 2005.

About 70% of total respondants claim that less than six months are required to settle into their tasks on their job. There is not a clear correlation between one's socio-economic position and time needed to learn to manage one's job: as we can expect there is a difference between blue and white collar with professional and managerial tasks. 73% of blue collars, but only 69% of white collars who are involved at high level, assert they need less than six months. From this data it seems that white collars at a low level are the fastest to learn the tasks of their job.

There is another important question that asks if one's job level matches personal education levels. Table 6 reports the answers.

Table 6 – Job level matches education level? (% value)

	Total (N = 5700)	Female (N = 2622)	Male (N = 3078)
Yes	58.7	55.1	61.8
No, I am underqualified for my job	5.5	5	5.9
No, I am overqualified for my job	32.5	37	28.7
Don't know	3.3	2.9	3.6

Looking at the total sample, less than 70% think that there is a corrispondance between his\her personal education and his\her job, while 32.5% think themselves overqualified. Delve deeper into this information sharing the sampel by sex and we can notice that there is a significant difference between women and men. Women feel themselves overqualified for thier job more than men. We can try to explain this gap in two ways. The first is derived from our sample: women are more educated than men. The second can be linked to social issue reasons: women are frequently job discriminated. It can happen between two people of different sex with the same education level, that a man can be favoured to a woman just because of gender discrimination. For this reason women usually have to accept jobs even if they are overqualified just because they can not find the right one.

It is interesting to related this question to another one: satisfaction with work.

There is a clear relationship between these two variables. People that feel themselves overqualified are more unsatisfied by their job than others (Table 7).

Table 7 – Personal feelings towards job and education level and satisfaction with work.

	Job level matches education level?		
Satisfaction with job	Yes	Underqualified	Overqualified
Less satisfied	27.93	26.04	44.48
Satisfied	28.94	36.23	30.11
More Satisfied	43.13	37.74	25.42
N	2861	265	1684

Note: Answer to this question is a range of 5 degrees from Highly dissatisfied to Highly satisfied. In tis table “less satisfied” contains first two degrees, “satisfied” the central degree and “more satisfied” contains the last two degrees.

5. TRAINING

According to Ocse definition (Education at Glance, 2006) *job-related continuing education and training* refers to all organised, systematic education and training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve job and/or career opportunities in a current or another field and generally to improve their opportunities for advancement and promotion.

At the Lisbon European Council held in March 2000, the Heads of State and Government set the Union a major strategic goal for 2010: "to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion"[6]. Training is on of the key ingredients of the Lisbona strategy . It is interesting analyse data on this topic to verify how far we are from Lisbon objectives.

Tusalario data offer the chance to analyse some features of this particular topic. In particular we considered two questions about training : training received by employer and self-paid trainig. Table 8 shows first results obtained.

Table 8 – Training received by employer and self-paid training (% values).

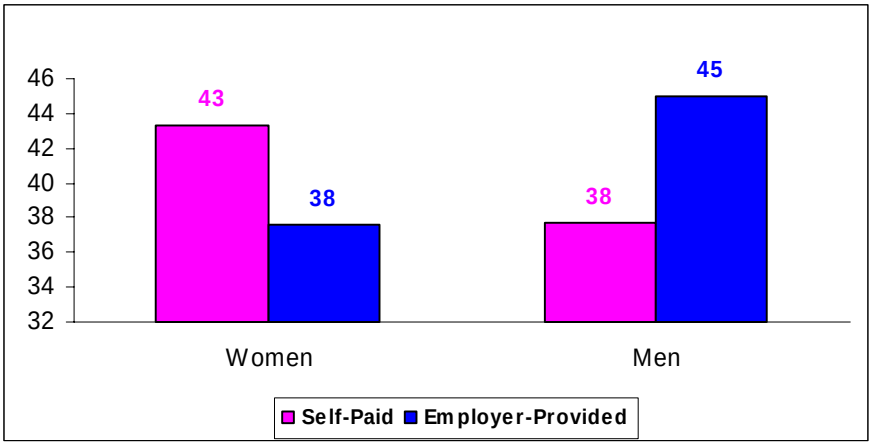
	Empoyer provided training	Self-paid training
None	58.46	67.47
1-2 days	9.21	2.55
3-6 days	10.56	3.15
1-2 weeks	9.15	3.69
3-4 weeks	4.74	2.97
1-2 months	2.53	3.41
2 months or more	5.36	16.76
Total	100	100
N	5257	4279

[6] European Commission (2003) *Communication from the Commission - "Education and Training 2010": The success of the Lisbon Strategy hinges on urgent reforms.*

The main result is that most people don't receive any kind of training. This is the same result obtained for the other European Countries (see WIBAR report n° 3)[7]. Deepening the analyisis we find that employers prefer offering to their employees short-time program of training : 3-6 days (11%) or 1-2 weeks (9 %). On the contrary people that decide to pay for themselves prefer longer programs of training (17%).

Let's now distinguish by sex. In the following graph (Graph 4) we compare by sex the attendance to a self-paid or employer-provided training programme.

Graph 4 - Training received by employer and self-paid training, by sex (% values).



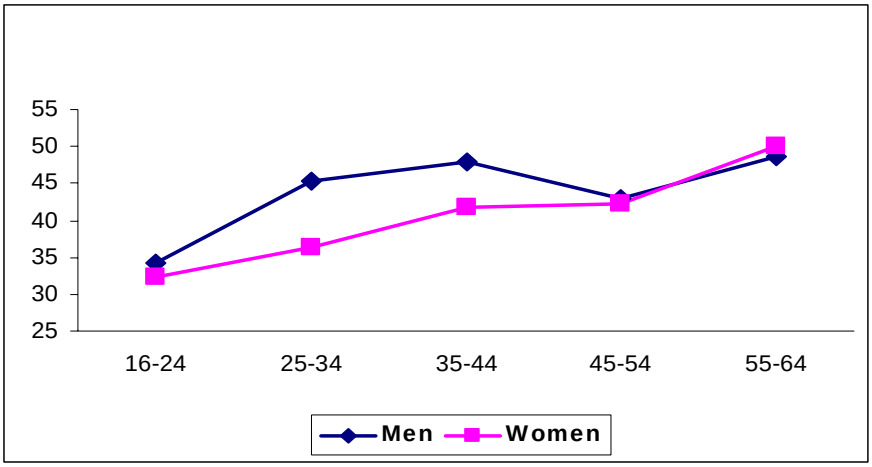
Data show that women receive less employer-provided training than men, respectivly 38% versus 45%. This result is confirmed also in the report "Workplace Training in Europe" (Bassanini, Boot, Brunello, De Paola, Leuven)[8]. Analysing ECHP data (1995-2001, European Countries) the authors found that women take more training than men, but essentially because they are more available to pay for their own training more often. Looking at employer-provided training authors observed that firms not accommodate the demand for training and, in particular, women tend to receive less employer-sponsored training than men.

[7] WIBAR report n° 3, Training, Sprenger, W.; Tijdens, K.; Van Klaveren, M.; Martin Ramos, N. , March 2007.

[8] In *Education and Training*, 2007.

We can explain this result considering sex discrimination on labour market. To obtain the same job- opportunities of men, women are available to attend courses to qualify even more themselves, as already observed in paragrafh 4. They are obliged to pay for their qualification also because firms' employers prefer not to offer this sort of programs to women (especially young women, see Graph 5) pobably for fear of interruptions due to childrearing.

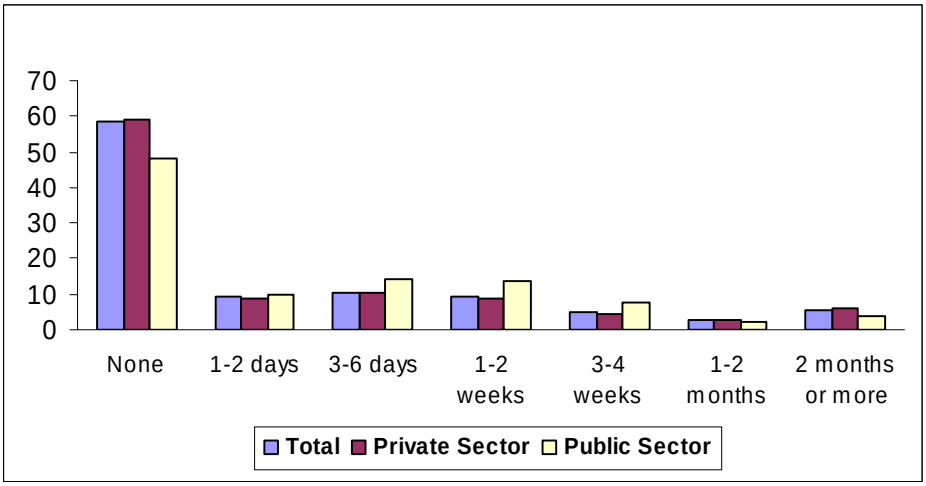
Graph 5 – Employer-provided training by sex and age.



6. EMPLOYER-PROVIDED TRAINING

Analysing in detalis data on employer-provided training we find some interesting results. If we distinguish private and public sector we observe (see Graph 6) that in the public sector people receive more training than in the private one. One possible explanation it's that private employers don't wont bear costs of formation of their employees, especially in the smallest firms.

Graph 6 – Employer- provieded training by sector.



Looking at the size of the firms, the smallest ones are that don't offer less training to their employees. We define a small firm a firm with less than 50 employees, a medium firm a firm with a range of 50-1000 employees and a big firm a firm with more than 1000 employees. In Table 9 we indicate the perecentage of people that receive training paid by their employer in private sector for different size of firms.

Table 9 – Percentage of people receiving employer-paid training in private sector, by firm size (N = 2767)

	Small	Medium	Big
Employer-Provided Training	33.49	54.61	61.03

These data are in lined up with those presented in the report "Workplace Training in Europe". The authors, using CVTS Data [9] on training and firms size of European Countries, observed that employer's investment in training are bigger for firms with more than 250 employees. Only 10% of Spanish firms with less than 50 employees offer training to their employees, versus 40% of bigger firms. These results could be explained by three reason: 1) costs problems, 2) small firms might find more difficult to replace a worker temporarily absent for training, 3) small firms could not obtain advantages of training for problem of internal reallocation of workers.

We analyse also the distribution of employer-provided training among different employment status. Among those who didn't receive anything, Blue and White collar are the more representative. On the contrary, Professional, Manager, and Apprentice are the cathegories that receive more, that is " 2 months or more" of training.

Table 10 – Training received by employer last year by socio-economic status (% values)

	Blue Collar	White Collar	Professional Managers	Apprentice	Civil Servant	Contractual	Other
None	18.72	26.17	35.47	2.45	3.09	5.57	8.52
1-2 days	15.16	19.79	44.21	2.32	5.68	5.68	7.16
3-6 days	9.14	16.09	53.2	0.55	7.68	8.04	5.3
1-2 weeks	6.96	13.71	56.96	0.84	9.7	8.65	3.16
3-4 weeks	5.42	15	52.5	2.92	13.75	6.25	4.17
1-2 months	6.87	24.43	48.09	3.05	4.58	6.11	6.87
2 months or more	6.57	18.61	60.58	4.01	2.55	3.28	4.38

[9] *Continuing Vocational Training Survey*, is an enterprise survey covering establishments with at least ten employees. It was carried out by Eurostat in 2000.

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