“Indicators on positive and quality transitions”

Summary[[1]](#footnote-1)

## Objectives

The general objective of this study is to put forward **indicators** to improve and supplement EMCO (employment committee) European flexicurity indicators by focusing on four main themes: the **de-segmentation of the labour market**, **job quality**, **transition quality** and **life-long learning**.

As part of the development of these indicators, we have set ourselves four specific objectives: first and foremost, to make the definition stage inductive and participatory, to take into consideration the institutional contexts, to strengthen the longitudinal perspective and to introduce subjective and deliberative dimensions:

* Prior to transposition of the notion of transition into indicators, we clarified the concepts and scope in question **in a participatory manner** via focus groups with the players involved in the labour market policies.
* The panel of indicators that we have put forward on completion of this study incorporates an institutional dimension. This “institutionalist” perspective helps to improve interpretation of standard flexicurity indicators and to increase their relevancy. Consideration of **institutional contexts** helps to modulate processing of the data related to positive transition indicators, taking into account institutional particularities.
* The main limit on existing conceptions of transitions is that they disregard what occurs between T and T+n. We have attempted to put forward indicators that will perfect analysis and evaluation of transitions. In order to do so, we have segmented the **transition process** itself using specific indicators. We have focused on the quality of this process which we consider to be independent from T and T+n. We believe it is essential to take account of the process itself and not solely view the transition via the comparison of the starting point (input) and finishing point (output).
* We have included in the panel of indicators the subjective dimension of relation to work and transition. As such, we have situated ourselves at an extremely **specific level** to understand the transitions by putting forward in particular indicators that directly reflect the perceptions of respondents to the survey and by proposing to collect data at **individual** level.

## Indicators of positive and quality transition

We propose to consider flexicurity as a **policy that encourages positive and quality transitions in a given institutional context**.

Indeed, we consider that a flexicurity policy highlights positive transitions, i.e. progressive transitions towards quality employment. We also believe that it is important that the transition process itself must be of superior quality, hence why we refer to positive and quality transitions. How to define such transition process quality and how it is translated into concrete indicators will be examined later on in this document.

The contextual aspect is also very important in our eyes, as already underlined. Indeed, these transition policies are implemented in varying institutional contexts which should be taken into account when interpreting the quantified data and putting them into the perspective of this context. We therefore also put forward a series of indicators that enable the institutional contexts to be characterised.

As such, the flexicurity policy could be represented by this diagram:

 

In general, flexicurity brings about mobility and transitions. Positive transitions are represented in the diagram above by a movement between the input and the **job** (a combination of work and employment). The input may consist of unemployment (out) or employment (job). The output of positive transitions is always employment. Consequently, a positive transition is either a movement onto the labour market towards employment, or a movement to a job of superior quality. The “**quality transition**” rectangle emphasises the transition process itself. The cogs in the diagram represent this process. We have therefore isolated the transition process itself from the input and output in order to develop indicators of the process’s quality, on the one hand, and indicators of the job’s quality, on the other hand. **De-segmentation of the labour market** involves, in our eyes, the sum of all positive transitions and is represented by the purple arrow, with each positive transition contributing to the general movement of de-segmentation. Lastly, the **institutional** **context** influencing the positive transition is represented by the yellow arrow. Life-long learning (LLL) is one of the dimensions of this specific institutional context. We therefore now have the four key themes of flexicurity (in red in the diagram) for which we have developed the indicators.

### De-segmentation or positive transitions

We consider labour market de-segmentation to be a progressive movement whose ultimate goal is employment on the primary labour market (the centre of the diagram below). This progression (represented by the purple arrow) may occur at different levels, between different strata (unemployed workers towards secondary employment or secondary market to primary, etc.), with de-segmentation marking this approach to the centre. The **sum of all positive transitions** (towards or within employment) therefore makes up this de-segmentation movement that we have translated into concrete terms via indicators related to progressions in terms of status, access to training and income, which are key variables of classic segmentation theory[[2]](#footnote-2). In order to describe these transitions as between T and T+n (6 months, 1 year or 2 years), a panel survey is necessary, or, at the very least, a biographical question enabling the career path of individuals to be retraced. This indisputably involves collection of **data at individual level**. We thus propose the European Labour Force Survey (LFS) conducted on panels in all European countries, since the SILC survey (Statistics on Income and Living Conditions) was not satisfactory for statistical requirements in terms of survey sample size.

 

### Job quality

To develop job quality indicators, we mainly drew inspiration from two recent studies on the subject (Davoine, 2007 and Muñoz de Bustillo, 2009)[[3]](#footnote-3). The grid drawn up by Muñoz is the basis of our job quality indicators dashboard (see appendices). It has several advantages: attention is granted to both work conditions and work relations (the term job combines the concepts of **work and employment**) and positioning at **individual level** for collection of data. We believe that these two elements are very relevant to grasp the quality of the work and employment. We then added several indicators from the work of Davoine, on the one hand, and from the existing list of indicators from EMCO, on the other hand. Two surveys today provide the data related to these indicators: LFS for employment and EWCS (European Working Conditions Survey) for work. However, the latter again raises the problem of statistical validity. We consequently proposed to incorporate the questions raised by this survey into LFS in order to have a single data source and to be able to establish the links between different variables concerning a same individual.

### Transition quality

Positive transitions are construed by the de-segmentation indicators. As regards the quality of the transitions, it is directly linked to the **process** in itself, to the concrete reality of events occurring **between T and T+n** and between the input and output of the transition. In this case, we envisaged all the possible transitions between the five main fields (Schmid, 1995)[[4]](#footnote-4): training (initial or on-the-job), employment (salaried or not, full-time or part-time), unemployment, unpaid useful social activities (domestic and family tasks, volunteer work, activism) as well as retirement (progressive or total) and inactivity. Many transitions are possible between these five fields. Even if the policy of flexicurity focuses mainly on positive transitions (towards employment), we believe it would be advantageous to have indicators that enable the quality of all the transitions to be gauged, including when they are regressive.

In light of the fact that it is scarcely documented in relevant literature, the quality of transitions was approached via a working group set up for the occasion[[5]](#footnote-5). We developed dimensions related to the quality of the transition, whatever it may be: the result of a choice, anticipation, quality guidance, security and acquisition of skills. Few indicators exist, and this is why we present in our dashboard (see appendices) a series of new questions that we proposed to incorporate into LFS to gauge the quality of the transition process. We therefore also suggest data collection **at individual level**.

### The institutional context

Lastly, we believe that it is vital to situate the data obtained thanks to the first three dashboards of indicators in their specific institutional context. From our standpoint, the **life-long learning** indicators are an integral part of the institutional context. They make it possible to characterise, at **meso or macro level**, lifelong learning policies implemented in the Member States. Lifelong learning indicators are directly taken from the EMCO flexicurity indicators. We have simply removed and added certain elements taken from the European Commissions’ sixteen lifelong learning indicators. The other contextual indicators are related to the **labour market**, **social protection** and **social dialogue**. As our basis, we used the EMCO flexicurity indicators on this subject, Social Protection Committee social protection indicators as well as Eurostat indicators related to the theme “Population and social conditions”.

## Results

We have developed dashboards concerning the first three themes of the study (labour market de-segmentation, job quality and transition quality) as well as a dashboard related to the institutional context, which includes lifelong learning. These detailed dashboards (see appendices) present the main dimensions, sub-dimensions, indicators and sources (specific questions from existing surveys or suggestions of new questions) and enable in-depth analysis of each theme. These various indicators are then grouped into eight general indicators:

|  |  |
| --- | --- |
| **Basic themes** | 1. **Labour market de-segmentation**
2. **Job quality**
3. **Transition process quality**
 |
| **Context** | 1. Development of **lifelong learning**
2. Extent of social dialogue
3. Activation
4. Decommodification[[6]](#footnote-6)
5. Defamilialisation
 |

Using a score calculation method, these eight general indicators provide an integrating framework to all the specific indicators. As such, each indicator is attributed a score in accordance with its deviation from the European Average. If the value of the indicator in a Member State is higher than the average for the EU, a score of “3” is attributed to this indicator; if it is equal to the average, a score of “2” will be assigned and if it is lower than the average, it will obtain a score of “1”. The score will be inversed in the case of an indicator that supplies data opposite from the desired result (e.g., the rate of unemployment).

The value of each general indicator will be the sum of the scores for the specific indicators that it includes. Eight scores, represented in a radar, thus allow characterisation of positive and quality transitions within a given institutional context.

## A double analysis and political monitoring tool

The four dashboards of specific indicators as well as the eight general indicators and their scoring provide a tool for analysis and monitoring of flexicurity policies. On the one hand, thanks to the list of specific indicators, the dashboards enable experts to conduct **in-depth** analysis of the situation in a Member State in terms of job quality, de-segmentation or transition quality within a particular institutional context. On the other hand, the eight general indicators and the calculation of the score for each of them allow **monitoring of flexicurity policies** at a more general level. As such, the representation of the scores for the eight general indicators in the form of a radar helps to provide a clear view of the situation and to establish comparisons either between Member States at the same time, or within a same Member State over time.

*Fictional example (see. Study report, p. 58). Series 1 = Belgium year 1 and series 2 = Belgium year 2*

## Conclusions

Firstly, it should be remembered that any transition is a process in its own right and that it deserves to be taken into consideration and evaluated. The indicators in the dashboard relative to the transition process enable this reality **between T and T+n** to be described, to be evaluated and give food for though with regard to support policies implemented in the Member States. Our approach to flexicurity, as a policy encouraging **positive and quality** **transitions** towards and within employment, helps take consideration of the dimension of process quality and move beyond the mere assessment of transition output quality.

Secondly, as regards de-segmentation, job quality and transition process quality, we recommend an approach focused on data collection at a very specific level and its longitudinal character. Indeed, we believe it is necessary to obtain the data **for an individual** from a **same and single source** in order to gain a better grasp of his or her **career path**.

Finally, we put forward a global and clear vision of flexicurity and the precise institutional context in which it is situation through **eight general indicators**. The data and scores obtained for de-segmentation, job quality and transition process quality can be put into perspective in light of the contextual data and scores (by means of the five general indicators).

## Recommendations

 On completion of this study, our main recommendations are as follows:

* To develop the longitudinal aspect of data collection, especially for the LFS survey, to be administrated in panels in all the Member States.
* To incorporate the institutional contextincomparisons of indicators and data. The indicators related to job quality, transition quality and to de-segmentation cannot feature ‘as is’ in international comparisons: it is imperative that they are linked to their specific institutional context.
* The use of deliberative practices should be systematic and political debated focused on the indicators themselves, their influence, how to define them for all Member States, etc., should be promoted.
* To take into account, in debates on flexicurity, of the two aspects of transition: the process and the output, in order to move away from focussing uniquely on the output.

Appendix: the four indicator dashboards

The dashboards concern the main dimensions and sub-dimensions linked to the theme, concrete indicators and specific questions from the surveys.

### Segmentation and de-segmentation of the labour market

|  |  |  |
| --- | --- | --- |
| **DIMENSIONS** | **INDICATORS** | **SOURCES** (survey + question numbers) |
| JOB STATUS AND STABILITY | Contractual status | LFS Q 90  |
| WAGE PROGRESSION  | Wage | LFS Q 91, Q 92, Q 93 |
| TRAINING OPPORTUNITIES | Possibility to train | LFS Q 74, Q 76 |

These questions put to a panel or asked biographically over several years would help to ascertain the transitions made by individuals between T and T+n. This is why we suggest LFS in a panel or, at the very least, biographical questioning in order to fill in this table:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   **T+ n** **T** | **Better status** | **Equal status** | **Lower status** | **Access to training** | **No access to training**  | **Better income** | **Equal or lower income** |
| **Status:** * **Inactivity**
* **Unemployed**
* **Fixed-term contract**
* **Open-ended contract**
 |  |  |  |  |  |  |  |
| **Access to training** |  |  |  |  |  |  |  |
| **No access to training** |  |  |  |  |  |  |  |
| **Income (salary or benefits):** **……… Euros (gross)** |  |  |  |  |  |  |  |

Via a simple regression, we can calculate the probability for an individual in situation X at time T to have made a progressive or regressive transition by time T+n.

|  |  |  |
| --- | --- | --- |
| **DIMENSIONS** | **INDICATORS** | **SOURCES** |
| WORK | Autonomy | EWCS Q23 Q24 Q25 |
| Physical working conditions | EWCS Q10 |
| Effects of work on health (physical and psychological) | EWCS Q 11, Q32, Q 33 |
| Physical and psychological risks | EWCS Q 10 |
| Work pace and load | EWCS Q 20 A, B et Q 21 |
| Social environment at work | EWCS Q 29, Q37 |
| Meaningfulness of work | EWCS Q 25 K + OCDE[[7]](#footnote-7) |
| On-the-job learning | EWCS Q 28 + **LFS[[8]](#footnote-8) Q 76, 87** |
| ***Coherence between the position and skills[[9]](#footnote-9)*** | EWCS Q 25 H, Q 27 |
| WORK and EMPLOYMENT | Participation |  EWCS Q12, Q17A, Q30 |
| Promotion opportunities | EWCS Q 37 C |
| EMPLOI | Formal training | EWCS Q 28 + **LFS Q 76, 87** |
| Type of contract, stability | EWCS Q3B + **LFS Q 15b. and 16a.** |
| ***Involuntary part-time work*** |  EMCO 21.M2[[10]](#footnote-10), **LFS 19a.** |
| ***Involuntary temporary work*** |  EMCO 21.M2, **LFS 16b**. |
| Working hours  | EWCS Q 8, Q16 A B + **LFS Q 26** |
| Distribution of working hours (anti-social hours, clear boundaries, flexibility) | EWCS Q 14EWCS Q 16EWCS Q 17B**+ LFS Q 36** |
| ***Balance between private life / work*** | EWCS Q 18 + ESS Card 30 D 26 +**LFS** module ad hoc 2010 |
| Wage | ESES + EWCS EF 5 |
| Social benefits | ESES + EWCS EF 6 |
| ***Home to workplace travel time*** | See green jobs[[11]](#footnote-11) |

### Job quality

### Transition quality

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIMENSIONS** | **SUB-DIMENSIONS** | **INDICATORS**  | **SOURCES** | **NEW QUESTIONS (mainly subjective viewpoints)** |
| RESULT OF A CHOICE  |  | Reasons for this choiceVariables: age, sex and level of qualification | LFS: Q16, 19, 22, 23, 40, 42, 47 + SILC : I 32, I 36+ AES : C28, 29 ; D 2, 3, 4 |  |
| Yes | No: WITH POSSIBILITY OF ANTICIPATION OF THE TRANSITION EXPERIENCED (job to unemployment, regression within job or relocation) |  |  |  | If you have changed status during the reference period, how much time before this change were you informed? (the period between the time when the person is informed and the actual beginning of the change) |
| WITH SUPERIOR QUALITY SUPPORT | Existence of support* If not, see the following dimension
* If yes, continue
 |  |  | If you have changed professional status during the reference period:* Were you eligible for support?
* Did you take advantage of it?
* Did you receive training?
 |
| Speed of implementation | Maximum time from initial notification by the employment agency (in case of unemployment only => new question). | Data to be collected from Member States | If you have changed professional status during the reference period:* How long did it take for the support to be put in place after you were informed of this change?
 |
| Efficiency | SEE indicator 19.A4: active labour market policy: situation after departure. | Eurostat, LMP  | Are you aware of your rights during the reference period as regards: * Parental leave
* Officially sanctioned break from work
* Traineeships
* Early retirement schemes
* Loans for the unemployed
* Training
 |
| Decentralisation | Level of decentralisation of the employment agency. |  | Do you feel that the employment agency is close to you? |
|  | Coherence | institutional coherence: are there cooperation agreements between the different levels of authority in charge of support? | Data to be collected from Member States | During your support: * Have you had to supply the same information several times (redundancy)?
* Did you receive contradictory information concerning the management of your support by the different bodies involved (contradictory information depending on the person to whom the question is put, contradictory instructions such as “you should be available and you should enrol for training”), etc.?
 |
| Frequency of monitoring |  | Data to be collected from Member States | Have you benefitted from regular monitoring during this support? |
| Non-discrimination (gender, age, race, handicap, etc.) | Distribution of participants involved in active labour market measures (gender, age, etc.). | LMP | Subjective viewpoint: Do you believe you have been discriminated against during this support? |
| WITH A CERTAIN AMOUNT OF SECURITY DURING THE TRANSITION |  | * Risk of poverty for people who have experienced a transition
* Risk of poverty for people who have not experienced a transition
 | SILC | Subjective viewpoint: During the transition, were you concerned for: * Your income (regularity, amount)
* Your social rights (to a pension, access to healthcare)?
 |
| WITH POSSIBILITIES OF ACQUISITION of new skills and experience  |  |  |  | If you have changed professional status during the reference period: * Do you feel that you have acquired new skills during this transition (knowledge, know-how, personal skills)
 |

The data to be collected from Member States exists but there is no specific collection thereof for the moment. We therefore suggest that it be implemented as is the case for data related to LMP for example.

### d. Context indicators

|  |  |  |  |
| --- | --- | --- | --- |
| **DIMENSIONS** | **SUB-DIMENSIONS** | **INDICATORS** | **SOURCES** |
| **LIFELONG LEARNING (LLL)** | INPUT | * [Total public spending on education](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Oplei_Format/IDF11%20-%20D%C3%A9penses%20publiques%20totales%20en%20%C3%A9ducation.xls)
* [Training in entreprises](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Oplei_Format/IDF13%20-%20Formation%20dans%20les%20entreprises.xls) (expenses)
* ***Expenditure on training for the unemployed (with regard to employment)***
* ***Cost of on-the-job training per participant***
 | * EMCO[[12]](#footnote-12), UOE
* EMCO, CVTS
* ***Eurostat[[13]](#footnote-13), AES***
* ***CVTS***
 |
| PROCESS | * Percentage of the population participating in training during the reference month
	+ By age and gender
	+ ***By level of education attained***
	+ ***By type of contract***
* Percentage of workers participating in training during the reference month
	+ By age and gender
	+ ***By level of education attained***
	+ ***By type of contract***
* Percentage of the unemployed participating in training during the reference month
* ***Number of hours of training per participant***
* ***Number of hours of training per unemployed person***
 | * EMCO, LFS

 ***+ LFS**** EMCO, LFS

+ ***LFS**** EMCO, LFS
* ***CVTS***
* ***Eurostat, LFS***
 |
| OUTPUT | * *Employment rate, by highest level of education attained****.***
* *Unemployment rates of the population aged 25-64 by level of education****.***
* [***Higher educational attainment by gender, age group 30-34***](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Oplei_Format/IDF02%20-%20Pourcentage%20de%20la%20population%20de%2020%20%C3%A0%2024%20ans%20qui%20a%20termin%C3%A9%20l%27enseignement%20secondaire%20sup%C3%A9rieur.xls)
* [***Percentage of the population from 18 to 24 years who have not finished higher secondary education and who are no longer in schooling.***](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Oplei_Format/IDF03%20-%20Pourcentage%20de%20la%20population%20de%2018%20%C3%A0%2024%20ans%20qui%20n%27a%20pas%20termin%C3%A9%20l%27enseignement%20secondaire%20sup%C3%A9rieur%20et%20n%27est%20plus%20dans%20l%27%C3%A9ducation.xls)
* ***Average level of training of the population from 18 to 24 years NEET (not in education, employment or training)***
* ***Higher education qualifications***
* [Distribution of adults according to the level of education and professional status](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Oplei_Format/IDF01%20-%20R%C3%A9partition%20des%20adultes%20selon%20le%20niveau%20de%20qualification%20et%20le%20statut%20professionnel.xls)
* *In work at-risk-of-poverty rate by* ***level of education***
* Individuals´ level of computer skills
* By region and by gender
* By professional status
* By level of education
* Individuals´ level of Internet skills
* By region and by gender
* By professional status
* By level of education
* ***Languages***
* ***Learning skills (learning to learn)***
* ***Adult skills***
* ***Rate of job placement***
* ***Rate of certification***
* ***Rate of withdrawal from training (indicator to be developed)***
 | * ***EMCO, LFS***
* ***EMCO, LFS***
* ***EMCO, LFS***
* ***LFS***
* ***Eurostat, UOE***
* EMCO, LFS
* ***Eurostat, SILC***
* EMCO, ICT household survey
* EMCO, ICT household survey
* ***AES: H1, H3***
* ***Pilot survey (2008)***
* ***PIAAC (2013)***
* LMP
* ***AES : C 20***
* ***National source***
 |
| **LABOUR MARKET** | Unemployment, employment and salary | * Employment rate by gender
* Total harmonised unemployment per gender
* Long term unemployment rate by gender
* Average exit age from the labour force by gender
* Harmonised unemployment by gender – age class 25-74
* Employed persons with a second job
* Quarterly job vacancies and job vacancy rates, total NACE\_Rev2 (sections B to S)
* Average gross annual earnings in industry and services, by gender
* Gender pay gap in unadjusted form
* Tax wedge on labour cost
* Tax rate on low wage earners by marginal effective tax rates on employment incomes
* Minimum wages
 | * Eurostat, LFS
* Eurostat, LFS
* Eurostat, LFS
* Eurostat, LFS
* Eurostat, LFS
* Eurostat, LFS
* Eurostat, NACE\_Rev2
* Eurostat, ESS
* Eurostat, ESS
* Eurostat, OCDE
* Eurostat, OCDE
* Eurostat, NACE\_Rev2
 |
| Labour cost | * Labour cost index
* Total wages and salaries
* Social security paid by employer
* Other labour costs
* Hourly labour costs
* Monthly labour costs
 | Eurostat, Labour Cost Index (LCI) collection |
| Labour market policies | * [LMP expenditure per person wanting to work](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Actarbeleid_Polemplact/IDQ18%20-%20%20D%C3%A9penses%20par%20personne%20qui%20souhaite%20travailler.xls)
* [LMP expenditure as a percentage of GDP](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Actarbeleid_Polemplact/IDQ17%20-%20%20D%C3%A9penses%20pour%20la%20politique%20du%20march%C3%A9%20du%20travail%20en%20pourcentage%20du%20PIB.xls)
* LMP public expenditure by type of action
* LMP measures public expenditure by type of action
* LMP support public expenditure by
* [Activation and labour market](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Actarbeleid_Polemplact/IDQ04%20-%20Activation%20et%20soutien%20au%20march%C3%A9%20du%20travail.xls) support
* Preventative approach to reduce the inflow into long-term unemployment
* New start to reduce the inflow into long-term unemployment
* Activation of registered unemployed
* Participants in labour market policy measures, by type of action
* Beneficiaries of labour market policy supports, by type of action
* Persons registered with Public Employment Services
* Tax rate on income of low wage-earners - Low wage trap
* Tax rate on income of low-wage earners – Unemployment trap
* Inactivity trap
* Existing assessment of support measures

\* The marginal effective tax rate for an “inactive” person (METR it) can be used as an indicator of the size of the so-called inactivity trap. It aims to measure the short-term financial incentives to move from inactivity, unpaid work or unemployment where no unemployment benefits are received into paid employment and is defined as the rate at which taxes increase and benefits (mainly minimum income or social assistance benefits) decrease as a person takes up a given job (OCDE, 2004, p. 38). | * EMCO, LMP
* EMCO, LMP
* Eurostat, LMP
* Eurostat, LMP
* Eurostat, LMP
* EMCO, LMP
* EMCO, LMP
* EMCO, national sources
* EMCO, national sources
* EMCO, LMP
* Eurostat, LMP
* Eurostat, LMP
* EMCO, OCDE
* EMCO, OCDE
* OCDE \*
* National sources, data to be collected
 |
| **SOCIAL PROTECTION**  | Social expenditure | * Total expenditure on social protection by type
 | Eurostat, ESSPROSS |
| Social inclusion and pensions | * At-risk-of-poverty rate
	+ By age group
	+ By household type
	+ Of elderly people
	+ In work

|  |  |
| --- | --- |
| * + By highest level of education attained
	+ Before social transfers by gender
	+ After social transfers by gender
 |  |

* Relative median at-risk-of-poverty gap
* Inequality of income distribution
* People living in jobless households, by age group
* Care of dependent elderly (Eurostat – SP Committee)
 | * Eurostat, SILC
* Eurostat, SILC
* Eurostat, SILC
* Eurostat, LFS
* EPC- AWG
 |
| Employment protection | * Existence of notice and length of notice
* Social cover during the notice
* Trial period and duration
* Compensation rate of welfare
* Number of weeks during which the benefits can be maintained
* Number of working weeks required to be eligible for benefits
* Number of days wait before receiving benefits
 | * OCDE
* National sources, data to be collected
 |
| Balance between private life / work | * [Childcare](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Gezarb_Familtrav/IDK03%20-%20Garde%20d%27enfants.xls)
* [Employment impact of parenthood](http://www.emploi.belgique.be/uploadedFiles/Modules_Pages/Statistieken_Statistiques/Statgege_Donstatist/Gezarb_Familtrav/IDK01%20-%20Impact%20de%20la%20parentalit%C3%A9%20sur%20le%20taux%20d%27emploi.xls)
 | * EMCO, SILC
* EMCO, LFS
 |
| Growth |

|  |  |
| --- | --- |
| * GDP per capita in PPS
* Real GDP growth rate
 |  |

 | Eurostat, European system of accounts (ESA) |
| **DIALOGUE SOCIAL** |  | * Union membership rate
* Rate of cover of social dialogue (% of workers covered by labour/management bodies)
* Rate of companies affiliated to an employers’ organisation
* Number of strikes and lock-outs per day of work
 | * ILO[[14]](#footnote-14)
* ILO
* National sources, data to be collected
 |

#### Links to the surveys:

AES: http://statbel.fgov.be/fr/statistiques/collecte\_donnees/enquetes/aes/index.jsp

CVTS: http://statbel.fgov.be/fr/statistiques/collecte\_donnees/enquetes/cvts/index.jsp

LFS: http://statbel.fgov.be/fr/statistiques/collecte\_donnees/enquetes/LFS/index.jsp

ESES: http://statbel.fgov.be/fr/statistiques/collecte\_donnees/enquetes/ses/index.jsp

ESS: http://ess.nsd.uib.no/

EWCS: http://www.eurofound.europa.eu/ewco/surveys/index.htm

SILC: http://statbel.fgov.be/fr/statistiques/collecte\_donnees/enquetes/silc/index.jsp

1. Study conducted by Audrey Levêque, under the supervision of Professeurs Orianne (ISHS) and Pichault (LENTIC) from the University of Liège for the FPS Employment, Labour and Social Dialogue. [↑](#footnote-ref-1)
2. Doeringer, P. Piore, M. J. (1971). *Internal Labor Markets and Manpower Adjustment*. New York, D.C. Heath and Company. [↑](#footnote-ref-2)
3. Davoine, L. (2007), *La qualité de l’emploi : une perspective européenne*, thesis, Université Paris 1, Panthéon-Sorbonne November.

Muñoz de Bustillo, R. *et al.* (dir) (2009), *Indicators of Qualité du job in the European Union*, European Parliament. [↑](#footnote-ref-3)
4. Schmid, G. (1995), “Le plein emploi est-il encore possible ? Les marchés du travail « transitoires » en tant que nouvelle stratégie dans les politiques de l’emploi”, *Travail et emploi*, n° 65, pp. 5-17. [↑](#footnote-ref-4)
5. For this focus group, we invited the following to participate: representatives from the European Social Monitoring Agency, the Central Economics Council, the National Labour Council, the National Job Agency, the Higher Employment Council, the European Confederation of Trade Unions, the CSC, FGTB, FEB and Federgon. The CES and FEB were unfortunately unable to attend. [↑](#footnote-ref-5)
6. The decommodification and the défamilialisation are concepts mainly developed by Esping-Andersen (1999) in his book: “The three worlds of welfare capitalism”. The decommodification is the ease with which an individual can get out of a total dependence on market. The défamilialisation is the degree to which individual adults can maintain a standard of living
socially acceptable, regardless of family relationships, whether through paid work or a social security benefit. [↑](#footnote-ref-6)
7. [http://www.oecd.org/document/56/0,3343,fr\_2649\_34637\_31857720\_1\_1\_1\_37419,00.html#data](http://www.oecd.org/document/56/0%2C3343%2Cfr_2649_34637_31857720_1_1_1_37419%2C00.html#data) (social cohesion indicators) [↑](#footnote-ref-7)
8. LFS is highlighted in bold to show that we favour this source wherever it is available. [↑](#footnote-ref-8)
9. Additions in relation to Muñoz are in ***bold italic***. [↑](#footnote-ref-9)
10. Number from SEE indicators. [↑](#footnote-ref-10)
11. With regard to home to workplace travel time, works on green jobs are currently in progress and will enable an indicator to be defined. [↑](#footnote-ref-11)
12. <http://www.emploi.belgique.be/moduleDefault.aspx?id=25994> (indicators de flexicurité de l’EMCO) [↑](#footnote-ref-12)
13. <http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database> (base de données - indicateurs Eurostat) [↑](#footnote-ref-13)
14. http://www.ilo.org/integration/resources/papers/lang--en/docName--WCMS\_079175/index.htm [↑](#footnote-ref-14)