



Statistics and Indicators on the Labour Market in the eEconomy

# Netherlands Labour Force Survey eWork Related Differences

*Analysis of the potential use of the Netherlands LFS in EWork*

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# Introduction

This report documents the differences in the questioning and coding of the Dutch Labor Force Survey (LFS) with respect to the data required by Eurostat to produce the Community Labor Force Survey (CLFS). Workpackage 2 of the STILE project aims to examine these national variations in the LFS questionnaires and coding to identify what additional information about eWork can be derived from these national sources, and to make recommendations as to which additional questions, at low cost, can provide better statistical indicators of eWork from the CLFS. It is important to emphasize that each member of the European Union must adhere to certain guidelines for their LFS in order to be able to deliver the data required by Eurostat. What each individual country incorporates in their LFS above and beyond this, is a question of national priorities. The IES from the UK as lead partner in this workpackage, has provided a first document upon which the co-operating partners can build their own national reports. This document, often leant heavily upon is referred to in the accompanying bibliography. Also greatly relied upon was Mies Bernelot Moens from the National Statistics Office in Voorburg (CBS) without whom this report would not have been possible.

This document starts with a brief overview of the general features of the Dutch LFS such as the frequency, sampling and interview methodologies.

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## General features of the Dutch LFS

### 1. Frequency and size

A sample of 12,000 addresses is made each month by the Dutch Central Bureau for Statistics (CBS) for the LFS. During the summer months of July and August, the sampling is cut back by fifty percent. Because of the great intensity of work for the interviewing personnel, the size of the sample for the LFS was reduced by 1,000 to 15,000 addresses per month in 1998 with the exception of the summer months where the normal 6,000 addresses per month is used. The reduction of the sample took place in two different ways: random and selective which results in an under representation of addresses of persons 65 years and older.

### 2. Sampling

The basis for the sample is the Geographical Basis Register (GBR). The GBR is a list of all the addresses in the Netherlands, made by the Dutch Postal Service (PTT). The addresses are sorted by postal code. Institutional addresses (non-private households) are removed from the sample. The sampling method changed slightly in 1998. Since this time the sample is taken from all receiving addresses. The number of receiving address is constant with the number of households per receiving address. This means that all receiving addresses have an equal chance of selection. A receiving address can of course have more than one household, in such a case; all households of the receiving address are sampled with a maximum of three. During the period 1997-1999 another section of the LFS was redesigned. The most important reason was an increasing need for quarterly statistics with the regard to the labor market. This would require a larger number of surveys, which would have as effect higher costs. For this reason, the CBS opted for a modification of the sampling technique. The most important of which involves a one-off survey of the respondent at home, which then is followed by panel research. Since 1999, respondents are interviewed once at home by an interviewer from the CBS. After that, they are surveyed four consecutive times by telephone interviewing.

### 3. Interview methodology

The Dutch LFS is a survey of persons living in the Netherlands with the exception of persons living in institutionalized facilities (in practice private households). The sample is a stratified multilevel sample. The first sample is taken from the municipalities (gemeenten), of which there are 538 in the Netherlands. Counties with 7,300 or more addresses (averaging approximately 18,000 inhabitants) are represented for every month in the year. The other counties are divided over 66 levels formed on the basis of 40 COROP areas (Co-ordination Commission Regional Research Program) and 18 RBA areas (Regional Council for Employment). Counties are sampled with equal chance according to the number of private households. The number of months that these counties run in the sample is in proportion to the number of private households.

In the second sampling, a systematic sample of addresses is taken per county. In each county in the sample at least 12 addresses are selected. For counties that are part of the sample for more than one month of the entire year, the addresses are divided in such a way that a cluster of 12 households from the same neighborhood becomes part of the sample. These 12 addresses from each cluster have as a result that the characteristics of the inhabitants are similar to each other. This clustering, nevertheless, has little influence on the variance of the model.

The CBS uses approximately 500 interviewers whom they train themselves for the fieldwork. First interviews are done with the help of computer laptops (CAPI) on a face-to-face basis. This type of computer supported interviewing has a number of benefits. The first is that any possibility of an incorrect routing in the questioning is made impossible. The second benefit is the immediate signaling of inconsistent answering which allows for quick correction. But the greatest benefit is being able to zoom in on the specific conditions of the respondent. The interview is in this manner more personal as well as being more precise.

During the months January through September, a maximum of four persons is interviewed per household. For the months October through December, a maximum of 8 persons per household is interviewed.

Not all members of the household are always present when an interviewer arrives. For this reason, it is permitted that another member of the household answers for them. Usually this is done by the partner or the father or mother. Use of these “proxy interviews” reduces the number incomplete households. Approximately 34 percent of the interviews are done in this manner.

#### **4. Definitions and categorization**

The IES has opted for using an eWork definition used by the EMERGENCE project. In the EMERGENCE project a broad definition of eWork is used:

*“Any work which is carried out away from an establishment and managed from that establishment using information technology and a telecommunications link for receipt or delivery of the work.”*

In Workpackage 2 of the STILE project this definition is broadened even further to include any work that is potentially open to relocation using information and communication technologies. Where possible, however, the narrower definition will be used, while other interpretations of eWork that are potentially useful will also be examined.

To structure the potentially useful questions that are not in the CLFS the following categorization is used from the IES national report with the exception of the last category where income has been replaced by overtime:

- Location of work
- Use of ICT
- Qualifications and training
- Occupation
- Sector of employment
- Overtime

Each of these types of question is covered in turn in the following sections. For each question the following information is provided where possible:

- question and variable names
- phrasing of the question
- phrasing and coding of the answers
- routing leading to the question (or who is asked)
- frequency the question is asked
- names and nature of any parallel questions, and

- names of any derived variables.

Following these descriptions of the questions, details of potentially useful analyses that could be undertaken to gain a better understanding of eWork are included. Necessarily, these lists of potential analyses are not comprehensive. However, they are included to give an initial assessment of what is possible.

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## Dutch national LFS eWork related questions

This section gives details of the individual questions within the Dutch LFS which are in addition to those that are used for Eurostat's CLFS. The Dutch LFS differs in many ways to the UK LFS. Where the UK has obviously taken the lead in incorporating ICT related questions, the Dutch have refrained from doing so in their national LFS. Information on ICT and eWork is being gathered via other surveys done by the CBS. The Dutch LFS does however, provide a wealth of information on education and training, both in the academic as well as the vocational spheres.

### 1. Location of work

#### 1.1 Business (long version)

**Table 2.1**

Question name	WrkA Bdf	Variable name	WrkA Bdf
Question	Is the address where you work...		
Answer codes	1 the business that employs you; 2 your own business; 3 other?		
Who is asked	Respondents with paid work in reference week.		
Frequency	Each month		
Parallel questions	none		

#### *Potential analyses*

This question allows us to distinguish the address of the workplace. Theoretically, the CBS can see if the actual location of work is the same as the home address of the respondent, although there are strict regulations in regard to the protection of the privacy of the individual. The option other can be further elaborated, in which case the respondent could say that he/she works from home.

## 1.2 Business (short version)

**Table 2.2**

Question name	PlaatsB1	Variable name	PlaatsB1
Question	In which city is your place of business/employer located? >>>INTERVIEWER: Note the name of the city or town, in case of a foreign address, please use a 1 for the last symbol.		
Answer codes	city or town of place of business		
Who is asked	Respondents who have paid work in the reference week.		
Frequency	Each month		
Parallel questions	none		

### *Potential analyses*

This is less detailed than the previous question but has the advantage of allowing for regional as well as international information.

## 2. Use of ICT

There are no direct questions in the Dutch LFS with regard to the use of ICT. We would like to make reference to other household surveys done by the CBS measuring among other things:

- Home Computers
- Internet connections
- User motives
- Internet activity
- Electronic purchasing
- Information searches

### 3. Qualifications and training

#### 3.1 BOpleidng question

**Table 2.3**

Question name	BOpleidng	Variable name	BOpleidng
Question	Are you currently following a course at a school, a training institution or at your place of work?  >>INTERVIEWER: with 2 or more answers, answers for vocational training are the most important.		
Answer codes	1 yes;  2 no		
Who is asked	Persons who are 14 years or older but not yet age 65 at the time of the interview.		
Frequency	Quarterly		
Parallel questions	BopVierW — Have you followed a course in the last 4 weeks?  BNaam — Which course is that?  BRichting — What is the educational field of the course?  BSoortOpl — Ascertain: type of education.  BOplCat — Ascertain: type of course.  BReden VE — Reason for following the course.		

#### *Potential analyses*

BOpleidng permits us to assess whether a respondent is currently attending school or a course, whether this educational training is vocational, and even whether the course is given on the premises of his/her employer. The interviewers are instructed to give priority to the registration of vocational training over general programs.

#### 3.2 BOpIJaren question

**Table 2.4**

Question name	BOpIJaren	Variable name	BOpIJaren
Question	Is the duration of this course shorter or longer than 6 months?		
Answer codes	1 Shorter than 6 months; 2 Six months or longer		
Who is asked	All persons aged 14-64 with a positive answer for BOpleidng		
Frequency	Quarterly		
Parallel questions	See 2.3.1		

#### *Potential Analysis*

This enables the routing to be established. Answer code 2 (a course with a duration of longer than 6 months) initiates the longer block for this part of the survey.

### 3.3 BopIVierW question

**Table 2.5**

Question name	BopIVierW	Variable name	BopIVierW
Question	Have you followed a course in the last 4 weeks?		
Answer codes	1 Yes; 2 No		
Who is asked	All persons aged 14-64 with a negative answer for BOpleidng		
Frequency	Quarterly		
Parallel questions	See 2.3.1		

#### *Potential analysis*

This question allows for retrospective analysis, albeit a period of 4 weeks. The CBS has found through experience that retrospective questions over a longer period of time than 4 weeks result in less than reliable data. It also allows for further enquiry into educational training.

Persons who have received training in the last four weeks are then asked questions from the short list (BDuurVE, DNdagVE, BBedrOpl, BRedenVE) allowing for insight into the reason, duration and amount of time spent per week for the training.

### 3.4 BNaam question

**Table 2.6**

Question name	BNaam	Variable name	BNaam
Question	Which course is that?		
Answer codes	>>INTERVIEWER: when 2 or more answers are given, the vocational training is the most important.		
Who is asked	All persons aged 14-64 that have answered BOplJaren of BVerwDuur = longer than 6 months		
Frequency	Quarterly		
Parallel questions	BSchool and BRichting		

#### *Potential analyses*

This question allows for use of the SOI codes from the CBS as well as ISCED codes used by UNESCO, OESO and Eurostat. <sup>1</sup>

In the Netherlands a code is given to educational courses, based on attainment level and the field or direction of the study. The coding has seven levels, with level 1 pre-primary and 2 being primary education and level 6 attainment of a masters degree and level 7 further study not necessarily for Ph.D. The field of study is divided into four levels: sectors, sub-sectors, groups categories and groups. This would theoretically allow for a link with the profession of the respondent.

<sup>1</sup> Classifying Educational Programmes, Manual for ISCED-97, Implementation in OECD Countries, 1999 Edition. Organisation for Economic Co-operation and Development, Paris 1999.

### 3.5 BSchool question

**Table 2.7**

Question name	BSchool	Variable name	BSchool
Question	Type of school or institute		
Answer codes	SOI code where possible		
Who is asked	All persons aged 14-64 answering BOplJaren = longer than 6 months or BVerwDuur = longer than 6 months		
Frequency	Quarterly		
Parallel questions	BRichting and BSoortOpl		

#### *Potential analyses*

This question allows for direct coding via the SOI. This again can be linked directly to answers given by respondents about their work, allowing for insight into the number of people training and re-training in vocational fields. Together with BRichting and BSoortOpl, a program identity code is ascertained. This code is a unique code given to each course.

#### *Limitations and extensions*

Although the educational coding (SOI) is extensive, the professional (occupational) coding in regard to IT is lacking in the Netherlands. It is in this manner difficult to gain insight into how many people are training professionally when we cannot always see whether they are actually employed in IT professions.

### 3.6 BRichting question

**Table 2.8**

Question name	BRichting	Variable name	BRichting
Question	Field of study, profession, and work related training.		
Answer codes	SOI codes where possible		
Who is asked	Applies to persons aged 16-64, answering BOplJaren = longer than 6 months or BVerwDuur = longer than 6 months.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses*

Will in principle allow for sector analysis. Here, we should be able to establish the number of people training in the IT sector whether they are currently employed in it or not. It allows for analysis of numbers of potential IT workers.

### 3.7 BOpICat question

**Table 2.9**

Question name	BOpICat	Variable name	BOpICat
Question	Ascertain: the type of education.		
Answer codes	2. apprenticeship 3. another kind of vocational training organized by the company 4. none of the above		
Who is asked	Applies to persons aged 16-64 answering BSoortOpl with code 4: none of the above or don't know.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses*

Further establishes the course as vocational and whether it has been organized by the employer or personal interest (hobby). Here, the ability to gauge the kind of investment in training by both public and private sector is interesting.

### 3.8 BReden VE question

**Table 2.10**

Question name	BReden VE	Variable name	BReden VE
Question	I will now name a number of reasons why people might follow an educational course or vocational training. Will you please say for each reason whether it applies to your motivation for studying?		
Answer codes	1 yes; 2 no		
Who is asked	14 – 64 years of age qualifying for long survey module on education.		
Frequency	Quarterly		
Parallel questions	BVerpl, BPromotie, BAndrWerk, BLamsWerl, BBelReVE		

#### *Potential analyses*

This question allows for insight into motivations behind education and training. It allows for a range of answers to be given.

### 3.9 BVerpl question

**Table 2.11**

Question name	BVerpl	Variable name	BVerpl
Question	Because the training/course was mandatory?		
Answer codes	1 yes 2 no		
Who is asked	Respondents who have said that they are currently taking a course or vocational training		
Frequency	Quarterly		
Parallel questions	See 2.3.9		

#### *Potential analyses*

The mandatory question only answers whether the training was voluntary or not. It is very possible that through reorganization or implementation of new technologies that personnel are required to follow certain courses. This says nothing about their own motivation, but does say something about the organization that has required such training. Again, insight into enterprise investment in training is interesting here.

### 3.10 BPromotie

**Table 2.12**

Question name	BPromotie	Variable name	BPromotie
Question	Is the reason to increase your chances of being promoted?		
Answer codes	yes no		
Who is asked	Respondents who have said they are currently following a course or training and have paid employment.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses*

This question allows for insight into one of the possible motivations for training.

### 3.11 BAndrWerk

**Table 2.13**

Question name	BAndrWerk	Variable name	BAndrWerk
Question	Is the reason so that you can do another kind of work?		
Answer codes	yes no		
Who is asked	Respondents who have said they are currently following a course or training and have paid employment.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses and limitations*

Although this question does give some information on motivation, it misses the chance of really gaining any kind of new information. In order for this question to actually be of use, a second question would need to be asked when the respondent answers yes, namely “for what kind of other work is it that you are training?” Or, “has your current type of work been made redundant?” The redundancy question is of particular interest when coupled with ICT related follow-up questions.

### 3.12 BKansWerk

**Table 2.14**

Question name	BKansWerk	Variable name	BKansWerk
Question	Is the reason to improve your chances of finding a job?		
Answer codes	yes no		
Who is asked	Respondents who have said they are currently following a course or training and do not have paid employment.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses and limitations*

Answers show the number of respondents training or re-training to increase their chance of employment. Here too, the following question should be in regard to the type of work that the respondent hopes to find by taking the course. The question is easily altered to reveal any kind of ICT related training to improve the chance of finding a job.

### 3.13 BBelReVETable

**Table 2.15**

Question name	BBelReVE	Variable name	BBelReVE
Question	What was the most important reason:		
Answer codes	BRedenVE = yes 1. to stay current with developments BVerpl = yes 2. the course was mandatory BPromotie = yes 3. to increase chance of promotion BAndrWerk = yes 4. to do another kind of work BKansWerk = yes 5. to increase the chance of finding a job		
Who is asked	Respondents who have said they are currently following a course or training.		
Frequency	Quarterly		
Parallel questions	BRedenVE, BVerpl, BPromotie, BAndrWerk, BKansWerk.		

#### *Potential analyses*

This more or less forces the respondent to give a decisive reason for his/her training. The way the questions are routed allows for respondents to consider multiple motivations which otherwise may not have been mentioned or chosen. In this fashion, more background information on the motivations for training is uncovered.

### 3.14 BBedrOpl

**Table 2.16**

Question name	BBedrOpl	Variable name	BBedrOpl
Question	Is (was) the course/training given or organized by your employer?		
Answer codes	yes no		
Who is asked	Respondents who have said they are currently or have in the past four weeks followed a course or training shorter than 6 months.		
Frequency	Quarterly		
Parallel questions	None		

#### *Potential analyses*

This question allows for insight into investments made by enterprises in private and commercial sectors for the training of personnel.

#### *Limitations and extensions*

Unfortunately we can only surmise whether the employer has organized the course, but not the actual amount invested.

## 4. Occupation

### 4.1 Occupation in main job

Table 2.17

Question name	BeroepW	Variable name	BeroepW
Question	What is your current occupation?		
Answer codes	SBC occupational coding and ISCO coding is used. >>>INTERVIEWWE: for enlisted personnel, please note rank.		
Who is asked	Respondents currently working		
Frequency	Monthly and quarterly		
Parallel questions	none		

#### *Potential analysis and identification of professions*

This preliminary question allows for the establishment of the occupation using the both the SBC coding as well as the ISCO coding in combination with other occupational information. The current state of occupational coding for the IT sector is less than what it should be and is currently being revised. At the moment, the SBC coding allows for the following distinctions in IT professions:

- **31401** computer operator (low-level)
- **51401** automation production manager (mid-level)
- **51402** computer programmer (non-system), computer operator, system manager (mid-level), network manager (mid-level)
- **66601** system analyst, system designer, problem analyst, information analyst, programmer (scientific application).
- **66602** director of small computer installation business (technical application)
- **66606** automation production manager (higher technical application)
- **66610** system analyst manager, system designer (technical processes)
- **71401** information analyst, system analyst, system designer, system programmer (all upper level)
- **71402** programmer (non-system) (upper level)
- **71403** automation production manager (upper level)
- **71404** system manager, network manager (upper level)
- **71405** purchasing agent for automation department (upper level)
- **71406** computer salesman (upper level)
- **71407** automation manager (upper level)
- **71408** manager of automation purchasing (upper level)
- **86601** programmer (technical, scientific application)
- **91401** automation and information facilities project adviser, programmer (scientific application, administrative)
- **91402** automation manager (administrative application)

#### *Potential analyses*

This variable allows us to roughly calculate the size and nature of ICT related employment. In addition:

- In conjunction with biographical data, a profile of the characteristics of ICT workers can be drawn
- In combination with the industry variables (see next section), a map of ICT employment can be generated.

- The nature and characteristics of ICT employment can be identified with the **qualifications** and training data, and the data from the contract questions (eg temporary/ permanent, usual pay, usual hours).

#### *Limitations and extensions*

The occupational classification coding is currently being revised and only partially allows for identification of ICT occupations. Furthermore, because of the non-existence of direct ICT questions and the limited professional coding, much of the resulting data will be non-conclusive.

## **5. Sector of employment**

### **5.1 Industry – SoortKan and SoortMr**

**Table 2.18**

Question name	SoortKan	Variable name	SoortKan
Question	Can you describe the kind of business in which you work?		
Answer codes	1 yes 2 no		
Who is asked	Respondents currently working		
Frequency	Monthly		
Parallel questions	SoortKan from Business short version		

#### *Potential analyses*

When the respondent is capable of ascertaining the type of business, SoortMr is asked. This question is used as a preliminary routing.

**Table 2.19**

Question name	SoortMr	Variable name	SoortMr
Question	What kind of business is that?		
Answer codes	enter the description of business given by the respondent.		
Who is asked	Respondents currently working		
Frequency	Monthly		
Parallel questions	SoortKan from Business short version		

#### *Identification of pertinent answers*

The interviewer is to fill in the description of business as given by the respondent. If the address of this business has been given in question PlaatsB1 and/or StraatB1 and NummerB1, the business is then looked up in the Business Register by CBS personnel and coded. As with the occupational coding, the questions about the type of business in which a person is employed, are presented at a number of levels in a coding system called the Standard Business Coding (SBI). This coding system allows for interaction with international classification systems such as the ISIC coding used by the United Nations as well as the NACE coding, as required by the European Commission. Whereas the international coding

entails a four-digit system, the CBS has added a fifth digit of the SBI, allowing for more nuances and details needed on the national level.

*Industry (four digit codes)*

- 22.33 Reproduction of computer media
- 30.02 Manufacture of computers and other information processing equipment
- 32.10 Manufacture of electronic valves and tubes and other electronic components
- 33.20/1 Manufacture of electronic instruments and appliances for measuring, checking, testing, navigating and other purposes, except industrial process control equipment
- 51.64 Wholesale of office machinery and equipment
- 51.65 Wholesale of other machinery for use in industry, trade and navigation
- 52.48/2 Retail sale of photographic, optical and precision equipment, office supplies and equipment (including computers, etc..)
- 52.63 Other non-store retail sale
- 52.74 Repair not elsewhere classified
- 64.20 Telecommunications
- 71.33 Renting of office machinery and equipment including computers
- 72.10 Hardware consultancy
- 72.20 Software consultancy and supply
- 72.30 Data processing
- 72.40 Data base activities
- 72.50 Maintenance and repair of office, accountancy and Computing machinery
- 72.60 other computer related activities.

*Industry class (2 digit codes).*

Codes of possible interest:

- 22 Publishing printing and reproduction of recorded media
- 30 Manufacture of office machinery and computers;
- 32 Manufacture of radio, television and communication equipment and apparatus;
- 33 Manufacture of medical, precision and optical instruments, watches and clocks;
- 52 Retail trade, except of motor vehicles and motorcycles; repair of personal and household goods;
- 64 Post and telecommunications;
- 72 Computer and related activities.

*Industry group (three digit codes)*

- 22.3 Reproduction of recorded media;
- 30.0 Manufacture of office machinery and computers;
- 32.1 Manufacture of electronic valves and tubes and other electronic components;
- 33.2 Manufacture of instruments and appliances for measuring, checking, testing, navigating and other purposes, except industrial process control equipment;
- 52.4 Other retail sale of new goods in specialised stores
- 52.6 Retail sale not in stores
- 52.7 Repair of personal and household goods
- 64.2 Telecommunications;
- 72.1 Hardware consultancy;
- 72.2 Software consultancy and supply;
- 72.3 Data processing;
- 72.4 Data base activities;
- 72.5 Maintenance and repair of office, accountancy and computing machinery;
- 72.6 other computer related activities.

### *Fifth digit coding from SBI*

- 5164.1 Wholesaler of computers and peripheral equipment;
- 5165.8 Wholesaler of measuring and control equipment;
- 5245.4 Retail store for telecommunication equipment;
- 5249.4 Retail store for computers;
- 7210.1 System housing;
- 7210.2 Consultancy with regard to system housing;

### *Potential analyses*

These variables allow us to calculate the size of ICT industry employment. In addition:

- In conjunction with biographical data, a profile of the characteristics of ICT industry employees can be drawn
- Combined with the occupational data, the structure of ICT employment can be ascertained. A structural analysis could be extended with the qualifications and training data, and the data from the contract questions (eg temporary/permanent, usual pay, usual hours).

### *Limitations and extensions*

As the listings above show, the four digit coding is much more effective at identifying industries of interest.

The coding frame for industry, based on NACE, was devised in 1992. As a result, it may not reflect new forms of industrial organization, for example, the 'dot coms' (52.63 Other non-store retail sale?).

The fifth digit of the SBI codes allows for a greater use of detail, but still needs to be developed for the ICT industry. It does however, show a lot of promise.

## **6. Overtime**

### **6.1 Worked at home Overwerk1 and Overwuur**

**Table 2.21**

Question name	Overwerk1	Variable name	Overwerk1
Question	Do you ever take work home?		
Answer codes	yes, regularly yes, sometimes no		
Who is asked	Respondents currently working more than 12 hours.		
Frequency	Monthly		
Parallel questions	none		

### *Potential analyses*

Although we have no insight into whether use is made of a computer or telecommunications connection, the answer to this question does give insight into the number of persons that does occasionally work at home.

**Table 2.22**

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Question name	Overuur	Variable name	Overuur
Question	How many hours did you work at home last week?		
Answer codes	>>>INTERVIEWER: round off to whole hours.		
Who is asked	Respondents currently working more than 12 hours.		
Frequency	Monthly		
Parallel questions	none		

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*Potential analyses*

The same holds true for the information derived from this question with the addition of the actual number of hours worked at home in the last week. Both of these questions are candidates for modification allowing for insight into computer/modem use while working at home.

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