



WZB

Social Science Research Center
Berlin



Institutional Determinants of School-to-work Transitions

Global Forum “Skills for Work and Life Post-2015”

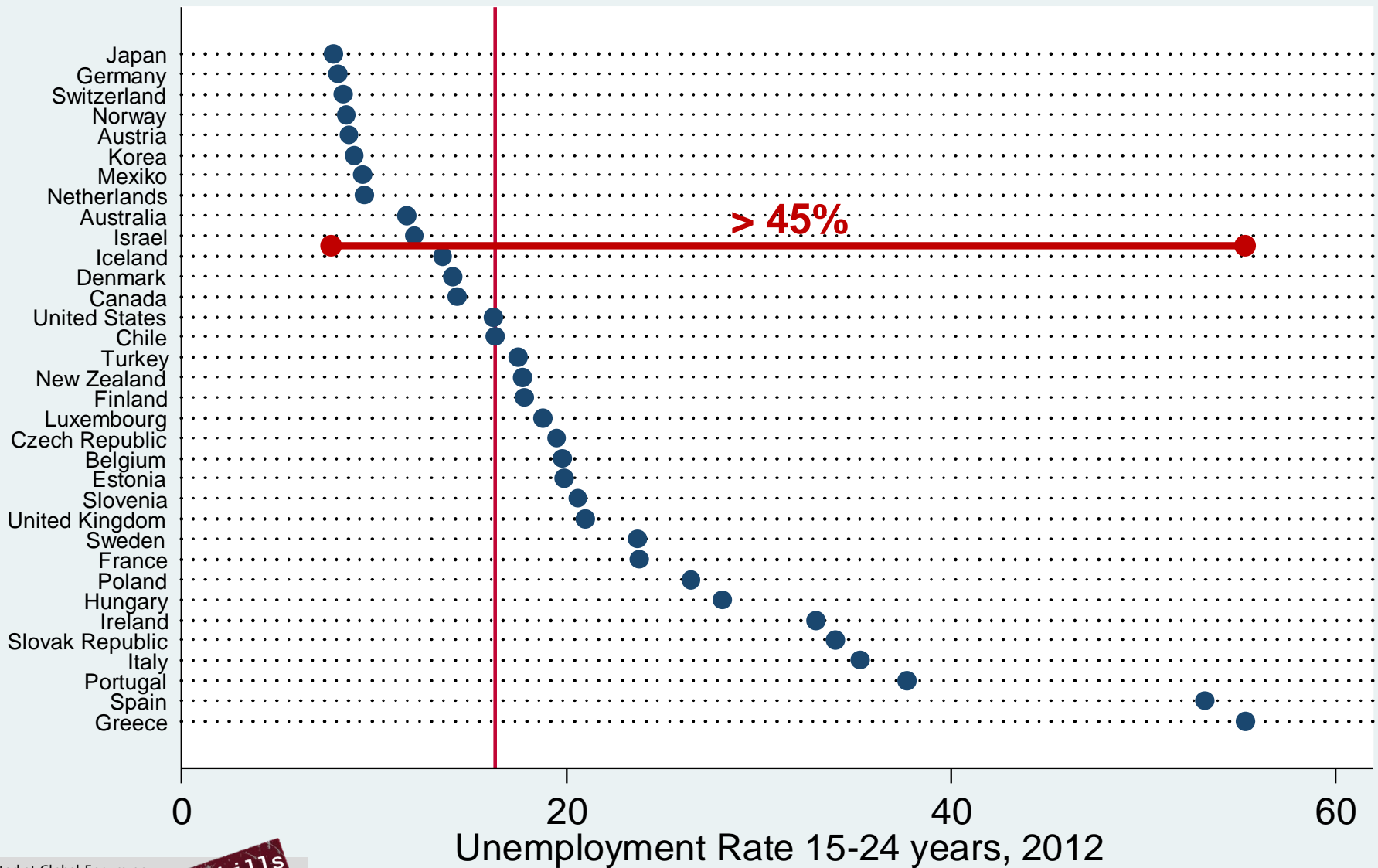
Christian Brzinsky-Fay

Bonn, October 14, 2014

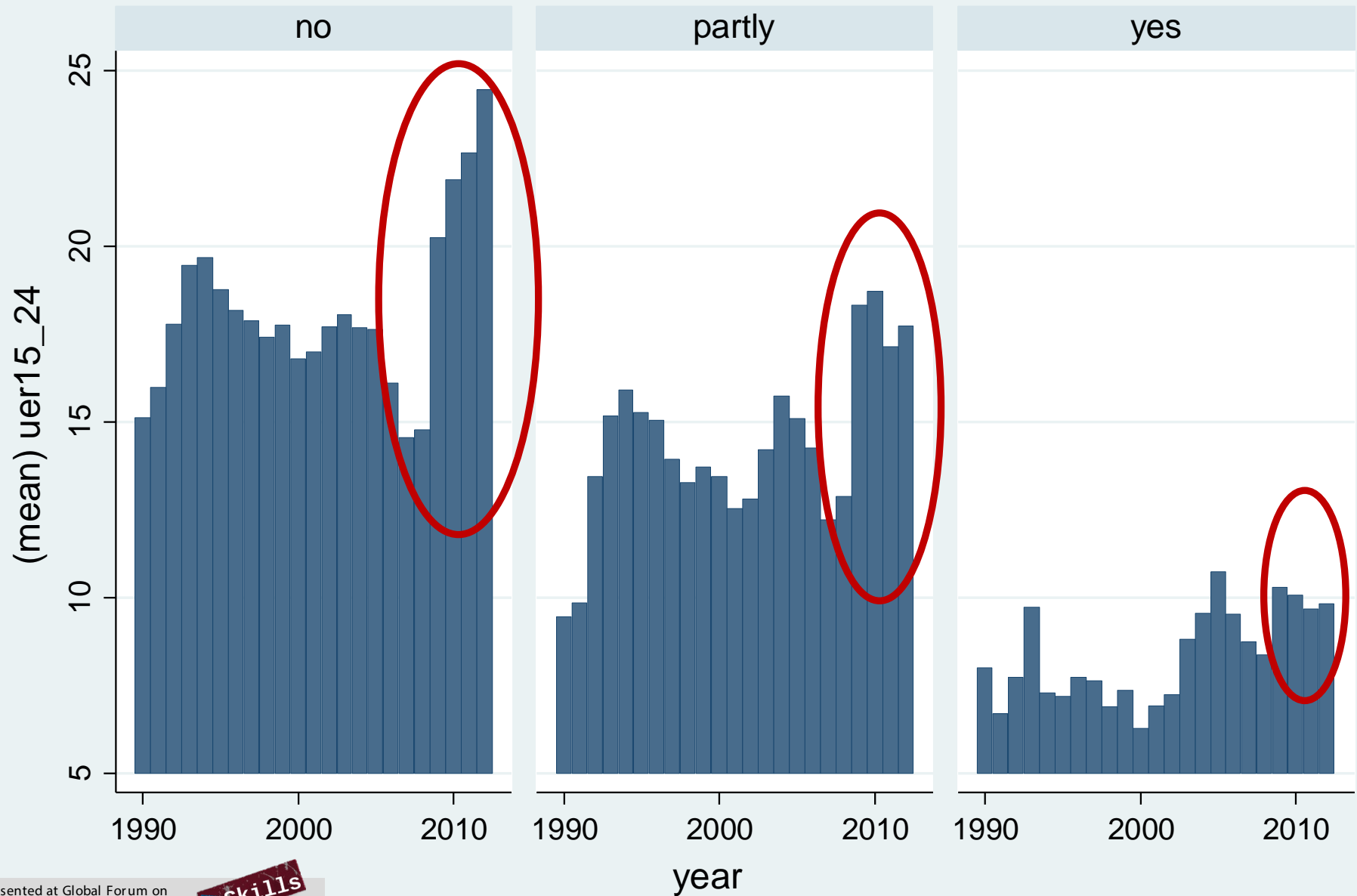


Youth Unemployment in OECD countries

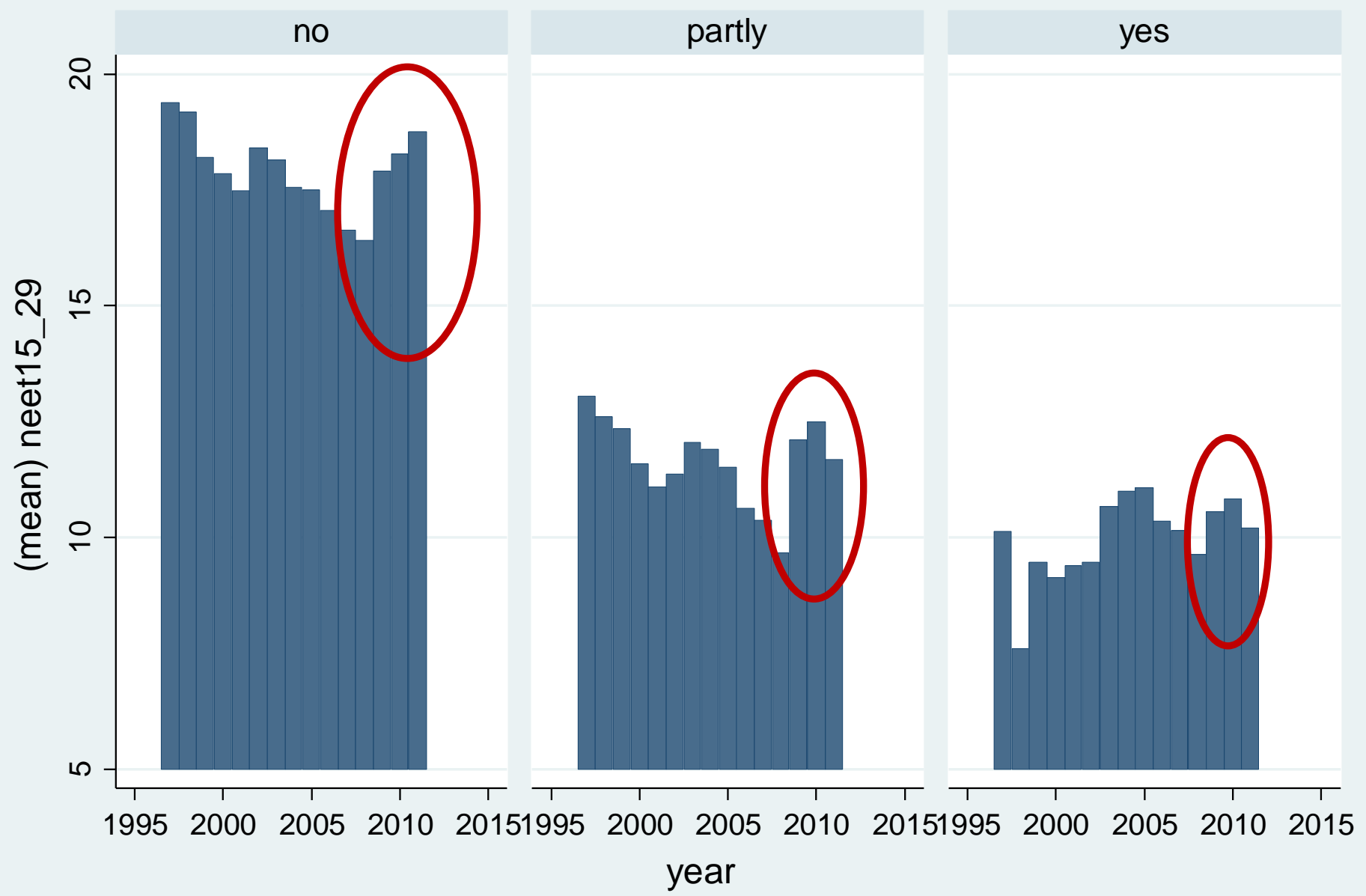
2012



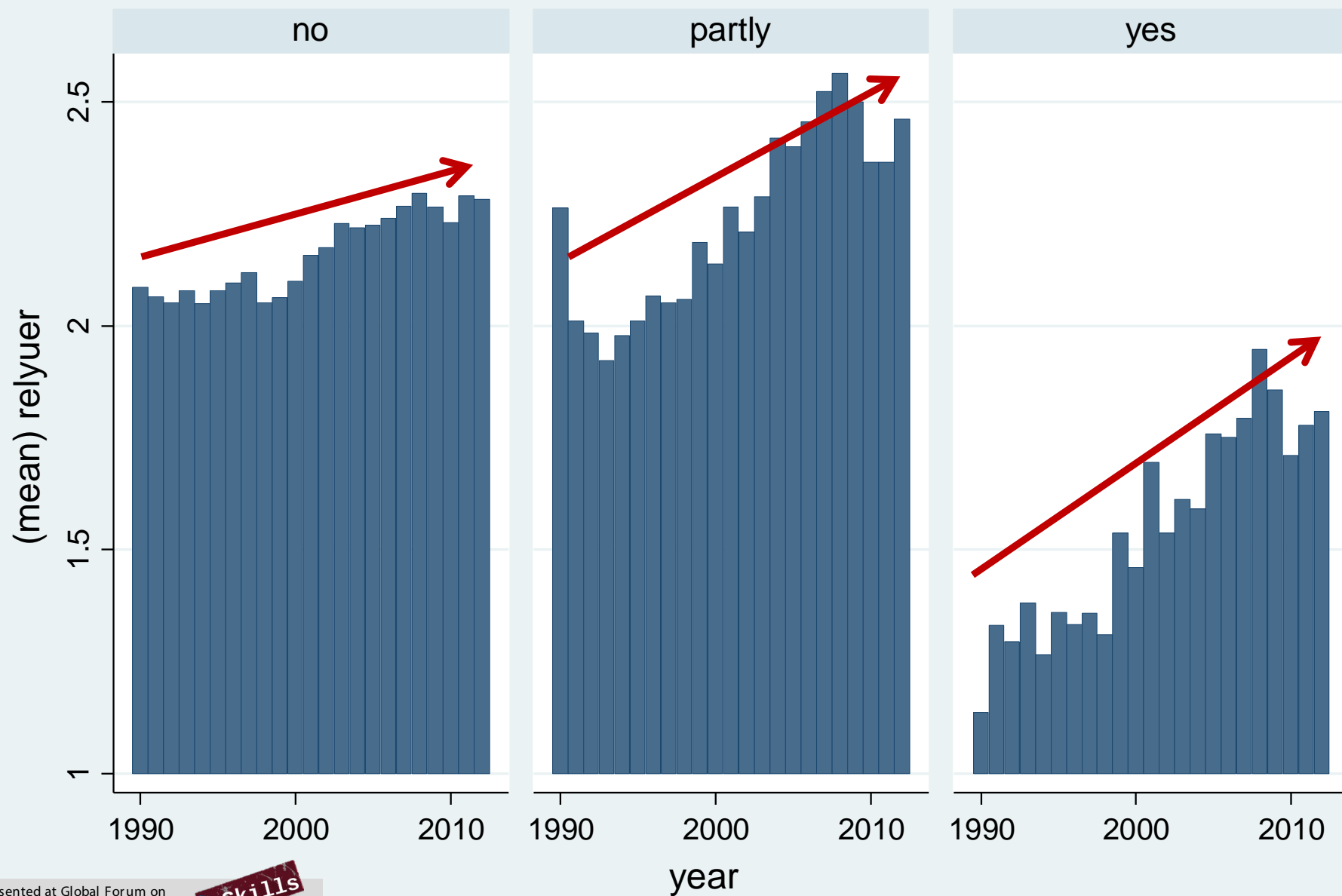
Average youth unemployment rates by dual system



Average yearly NEET rates by dual system



Average relative youth unemployment rates by dual system



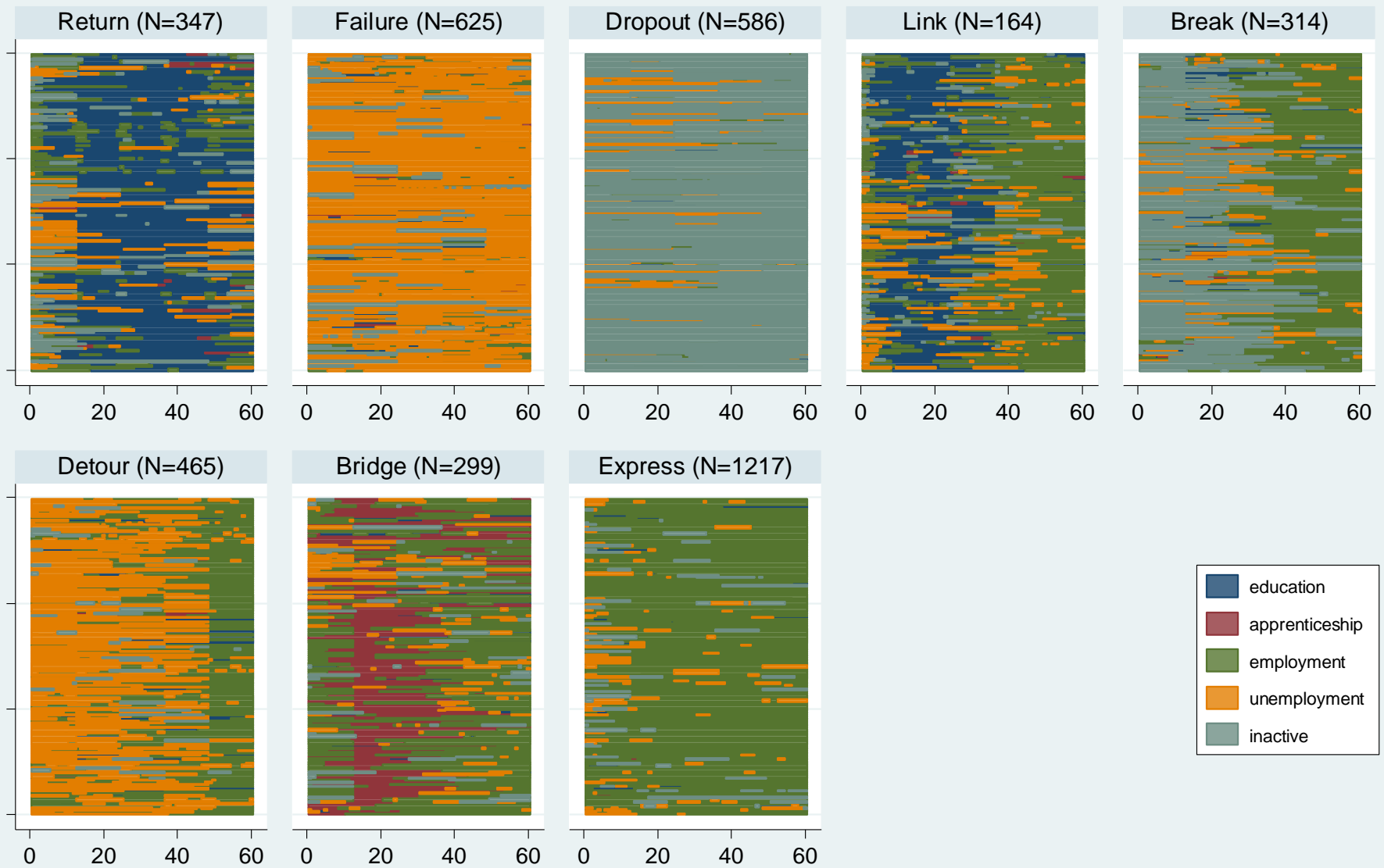


The Dual System...

- ... is corporatist organised & requires investments from employers,
- ... fits apprentices with industry-specific qualifications,
- ... provides theoretical and practical vocational qualifications,
- ... introduces apprentices into working environment,
- ... facilitates screening of apprentices for employers and
- ... is highly standardised regarding its curricula.
- in short: The dual system tightly connects school and labour market.

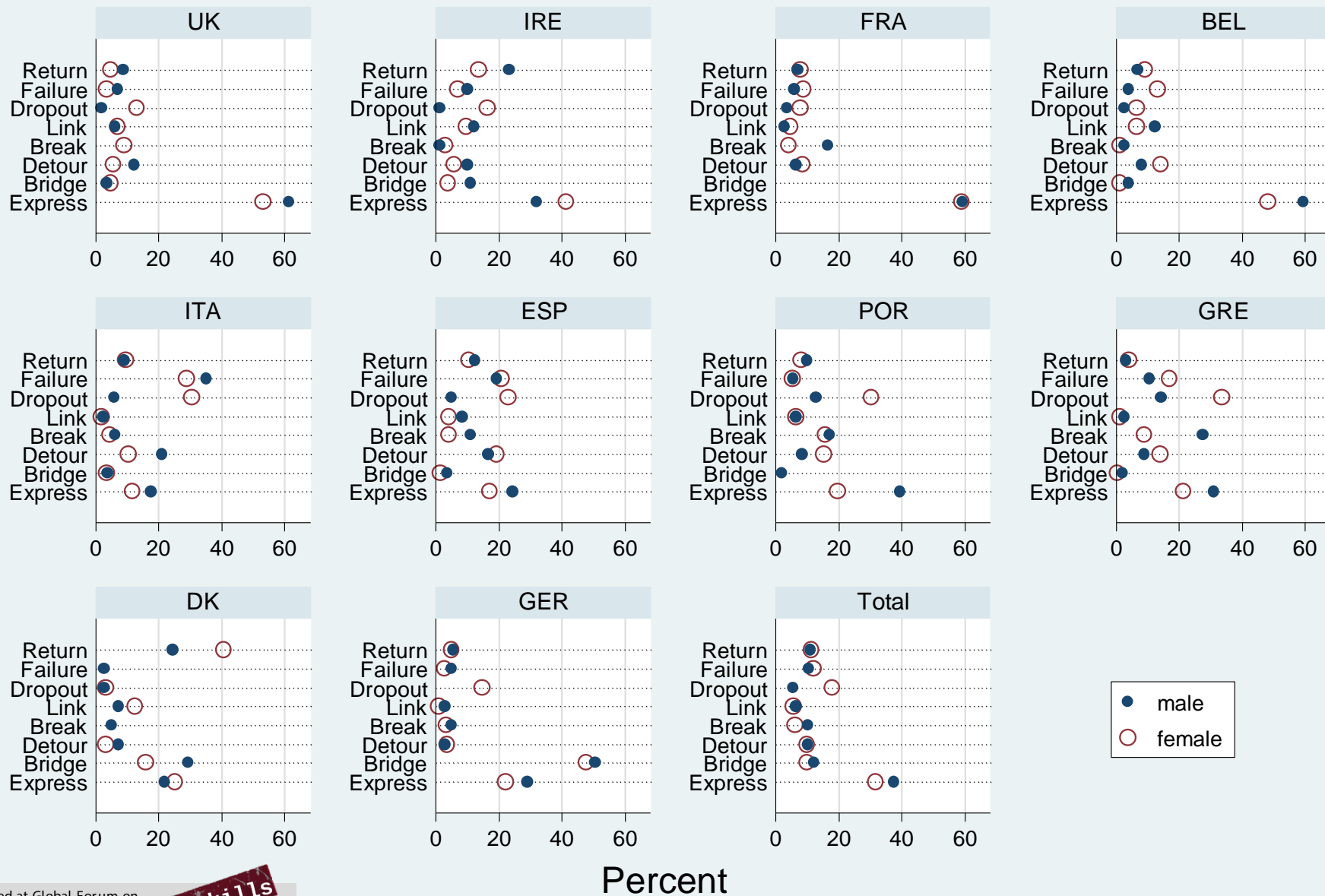
- However, there are disadvantages:
 - inertia (structural change)
 - stratifying/levelling effect (education, migrants, transition system)

School-to-Work Transition Types

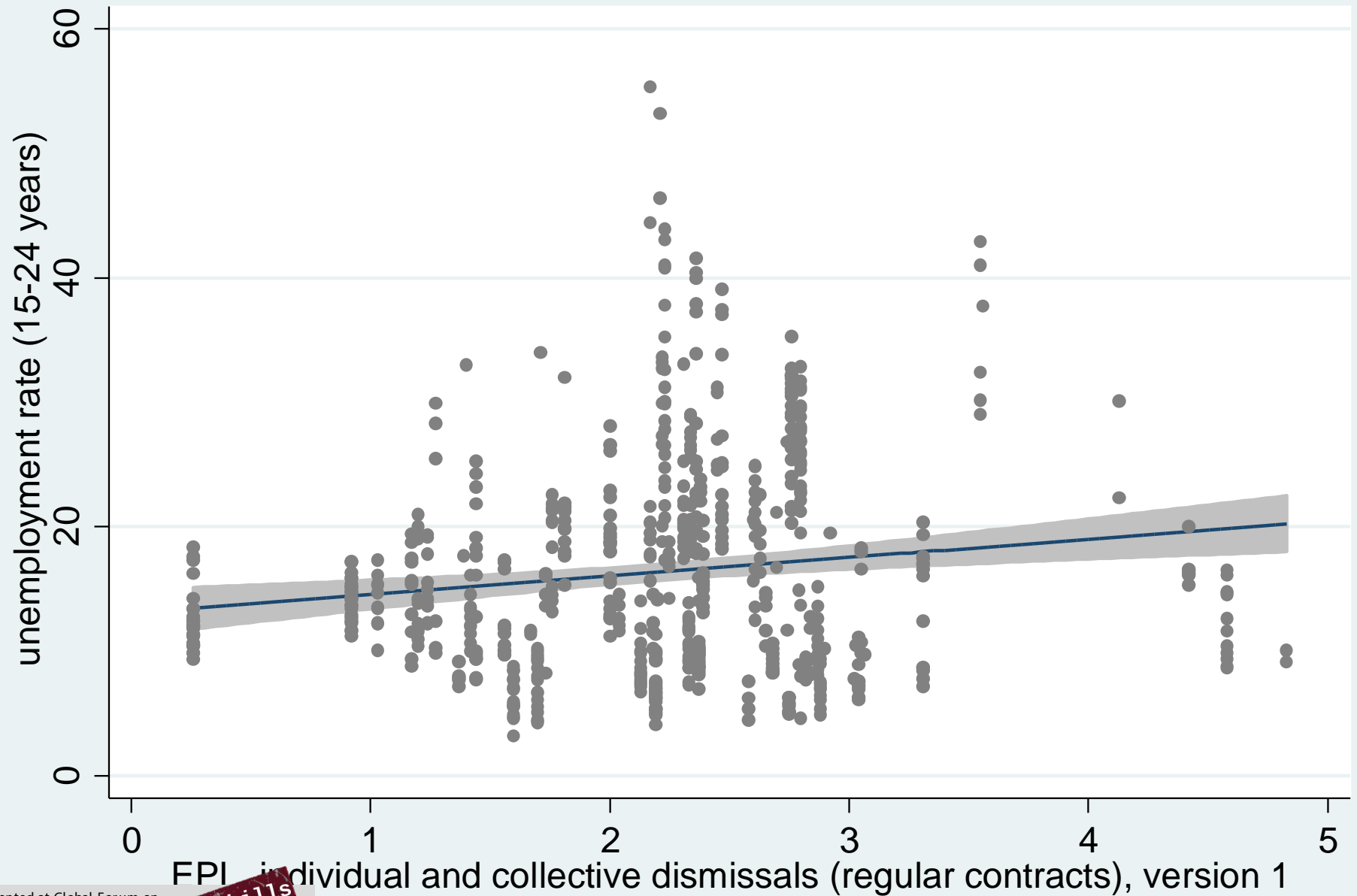


Source: Brzinsky-Fay (2007)

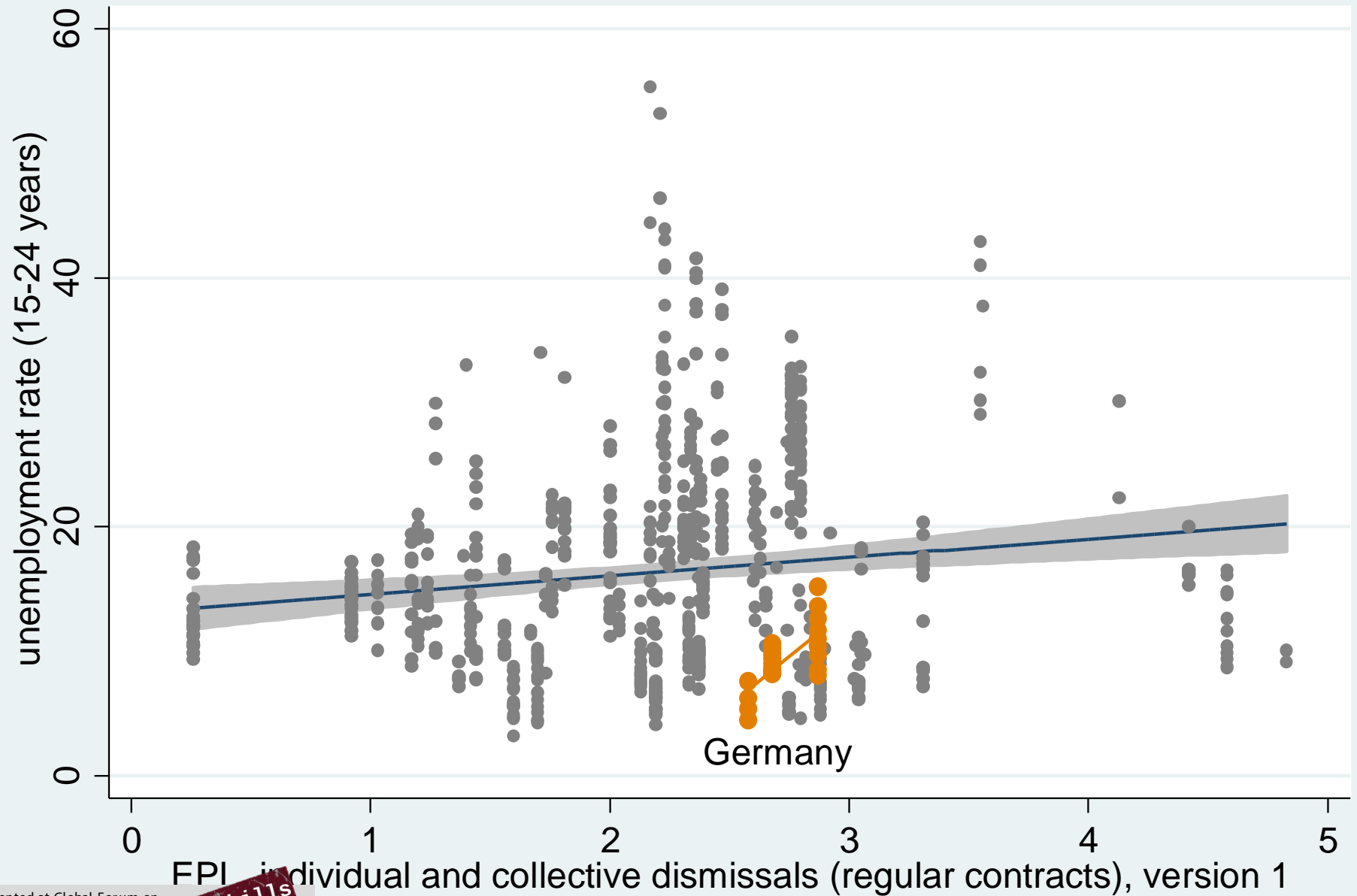
STWT Types across Countries



All Countries (1990-2012)



All Countries (1990-2012)

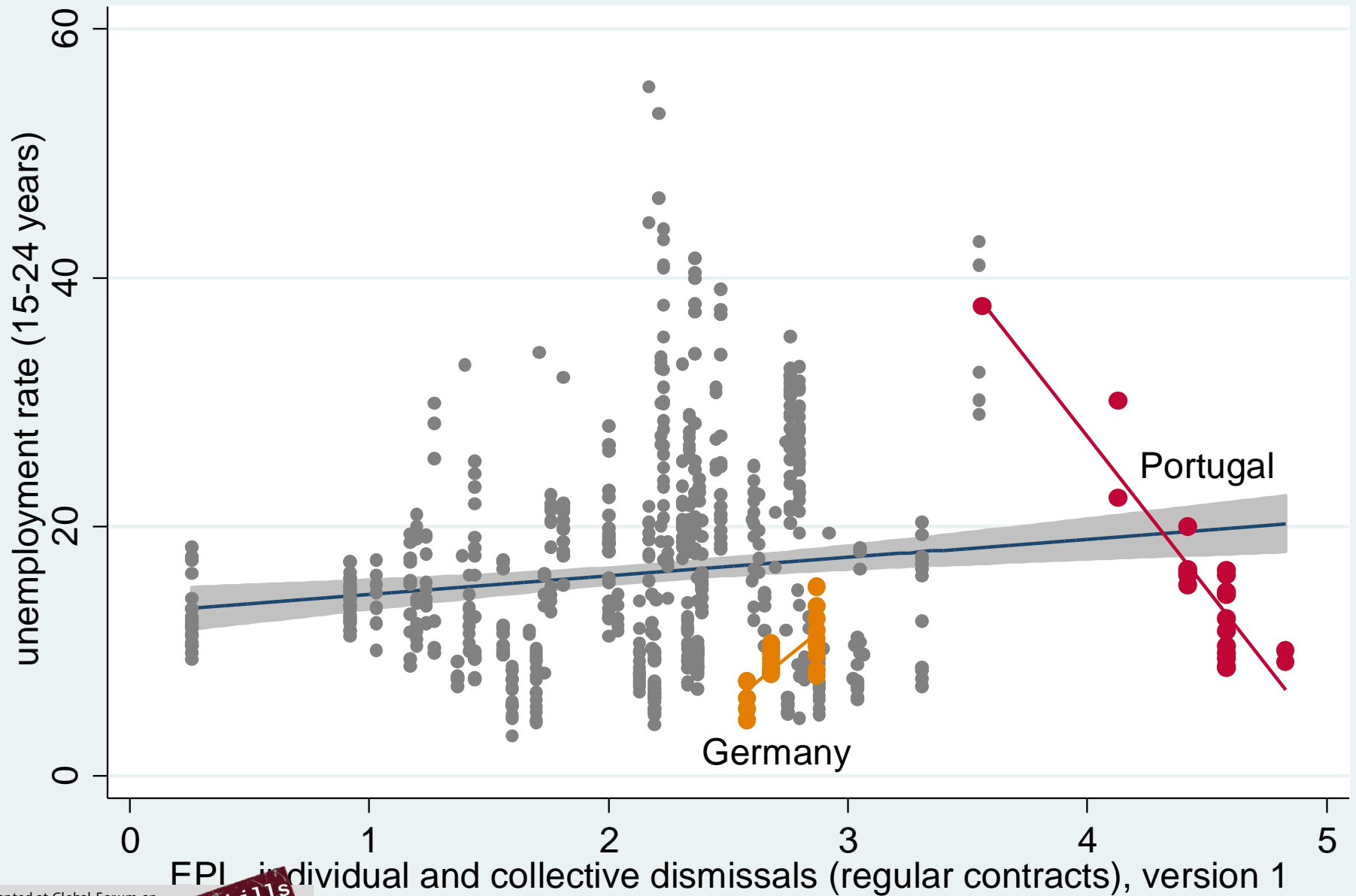


Germany

FPI - individual and collective dismissals (regular contracts), version 1



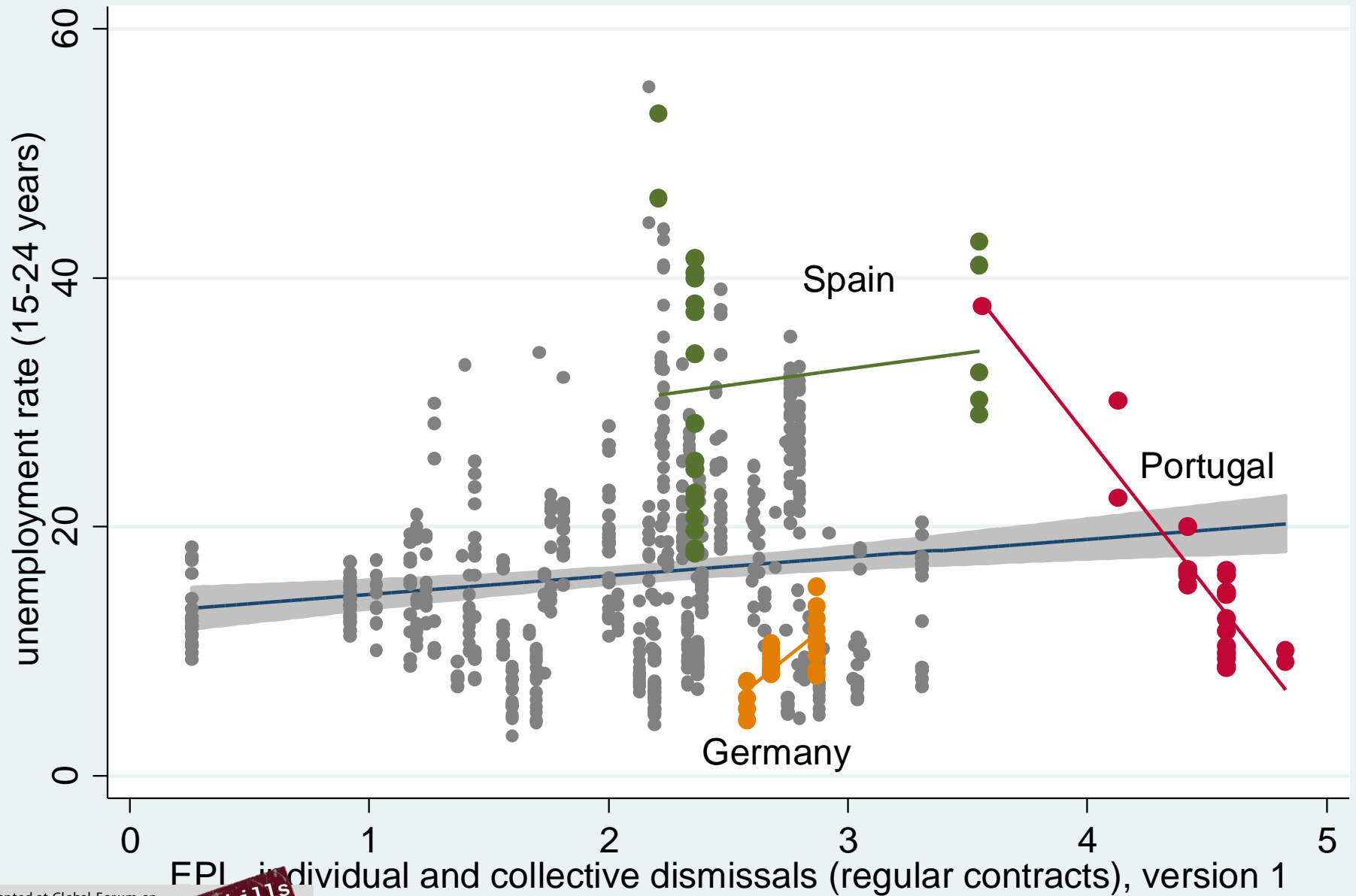
All Countries (1990-2012)



FPI individual and collective dismissals (regular contracts), version 1



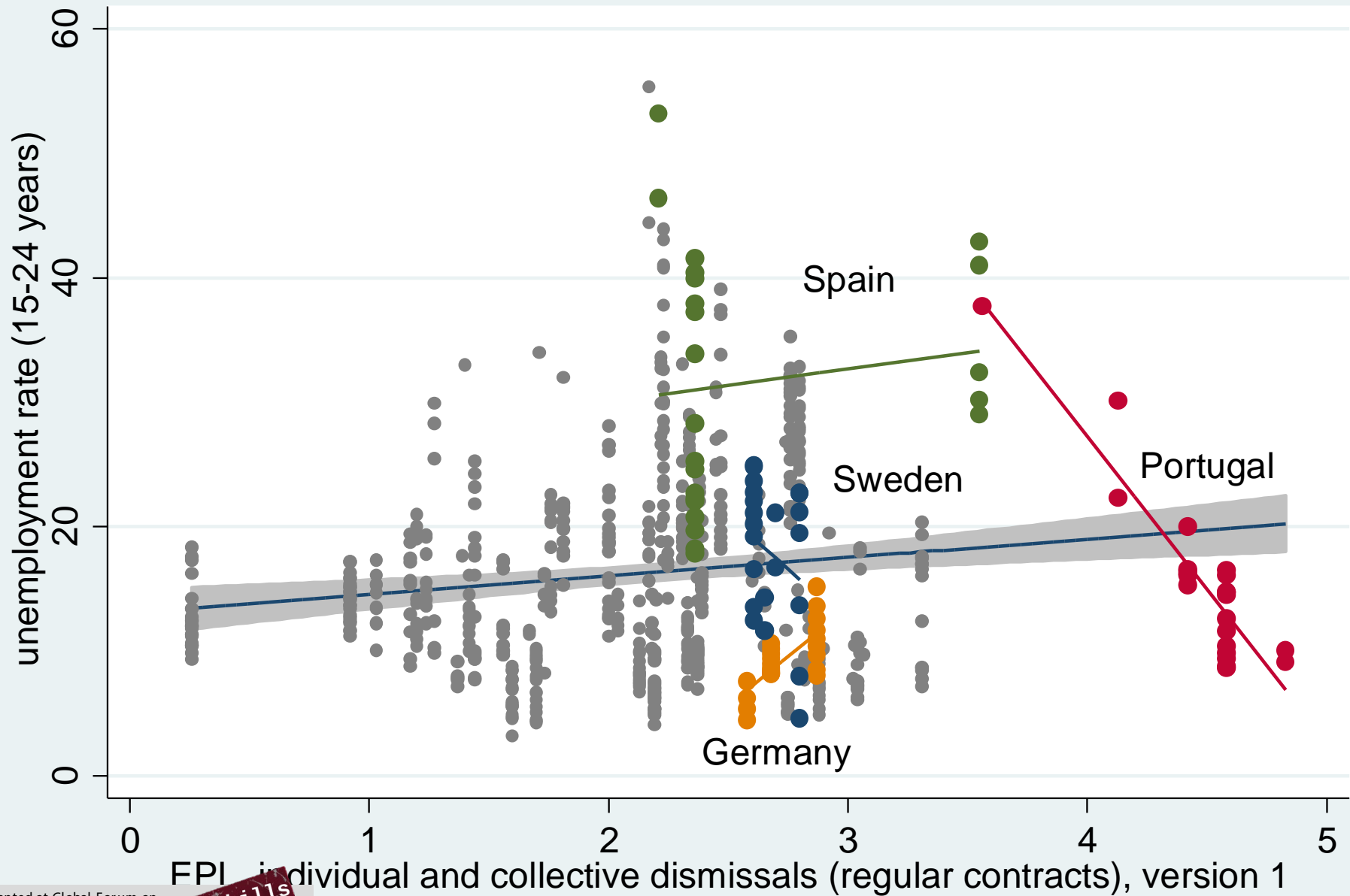
All Countries (1990-2012)



FPI individual and collective dismissals (regular contracts), version 1

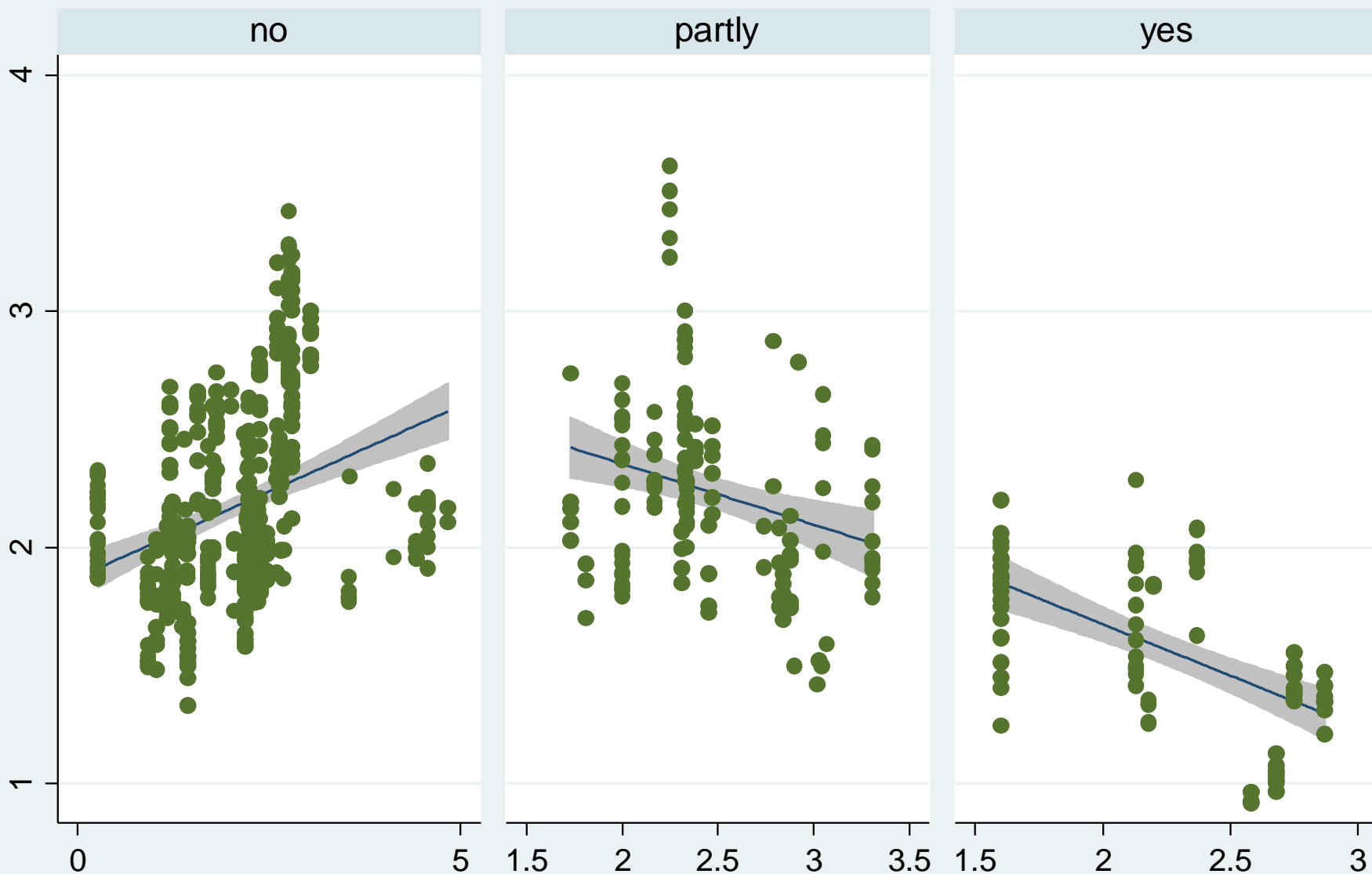


All Countries (1990-2012)



FPI - individual and collective dismissals (regular contracts), version 1

Relative youth unemployment and EPL, by dual system

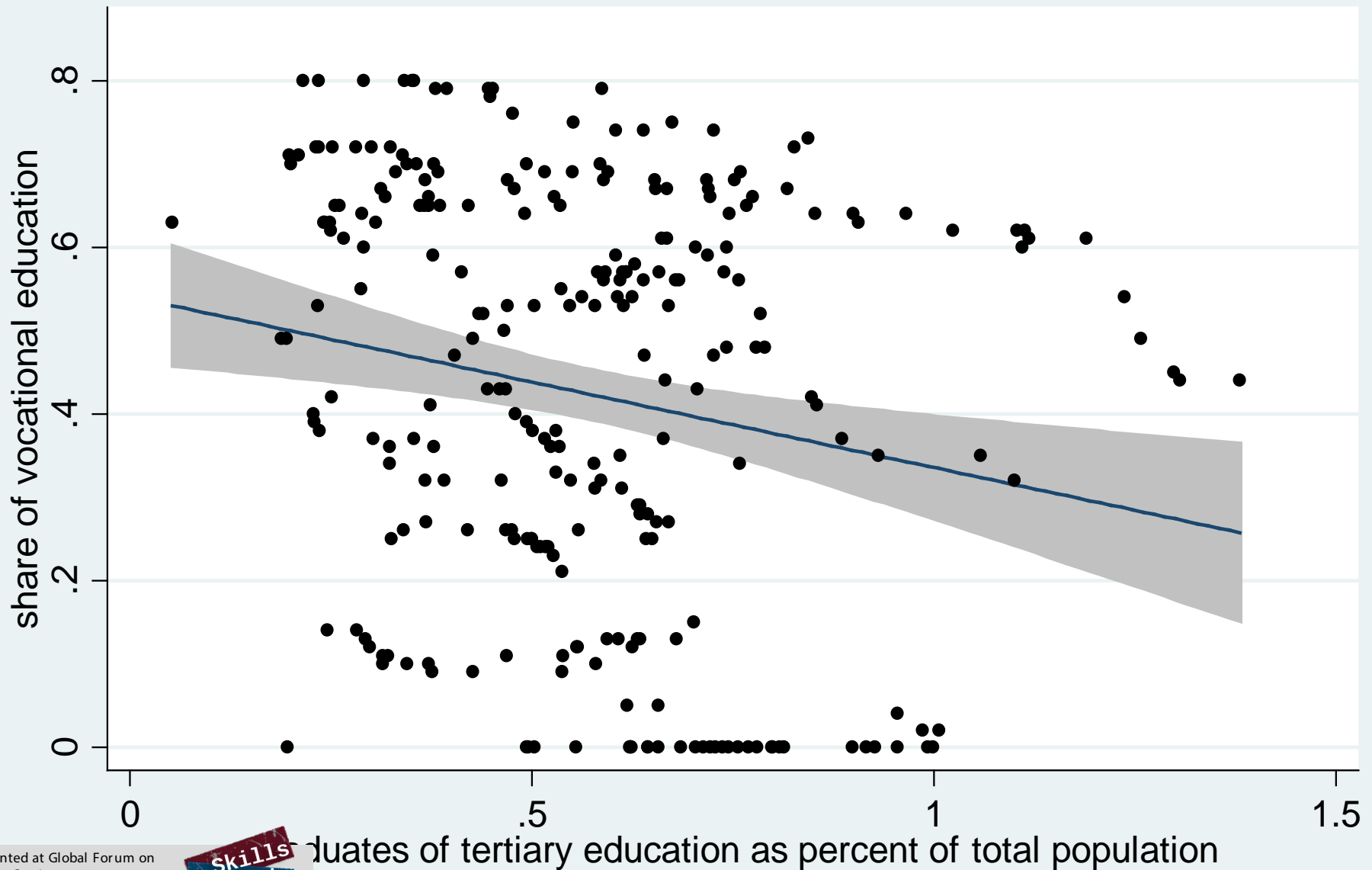


EDI individual and collective dismissals (regular contracts), version 1



Vocational Education and Tertiary Education

OECD countries, 1998-2007



Summary

- Vocational training & apprenticeships (Dual System) well coordinate the transition between education system and labour market
- Institutional effects are not constant across countries
- Despite clear differences in countries' institutional configurations, certain transition types appear in every system
- employment protection is not bad for young people per se as long as it is combined with qualificational signals
- vocational education and tertiary education are to some extent complementary



!!! Thank you very much for your attention !!!