Creating educational and labour market opportunities for socially vulnerable youth - Current policy approaches and alternative perspectives

Session 3: School-to-work transitions and labour market outcomes

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What is the problem?

Basic facts:
• Increasing youth unemployment and NEETs rates
• Increasing mismatch between higher education and Labour-market during the crisis

EU Strategies and Policy approaches
• Youth Guarantee
• ET2020 and Agenda for new skills and jobs (Europe2020)

Are EU-strategies going into the right direction? Do they need to be re-adressed?
### Research & Researchers

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What is known/done

• Positive **economic return** of human capital
  Investment in labour market outcomes
• Prevention of long-term unemployment and inactivity through **early intervention**
• Earlier and faster entry of vulnerable youth in the labour market through **mutual obligations**
• **Tailor-made interventions** for ensuring effectiveness of activation policies
• Avoid cycles of inactivity through **partnership-based approaches**
Investigating the problem

1. Do higher educational attainments always result in quality labour market outcomes?
2. To what extent is early intervention suitable for vulnerable youth’s integration into the labour market?
3. What is the impact of strong rights and responsibility regimes on young individual’s school-to-work transitions?
4. Does the local dimension (Implementation & Governance) matter for Active Labour-Market policies?
What we found

1. Empirical analysis in a set of eastern european countries show that investment in human capital is not sufficient for ensuring qualified jobs.
2. Individual investment in further education (at the PhD level) may be a hopeless way to avoid the confrontation with the low quality jobs offered in the labour market.
3. Focusing on « work-first » does not necessarily yield better long-term effects for the least qualified youth.
4. PES can fail to maintain its promises: ( « work first » wins over « training first »)
5. NEETs as an effect of strong sanctioning regimes, leading to non-take up or drop-out.
6. Costs and responsibility shifting games among institutions that lead to potentially unsuccessful young trajectories.
7. Performance indicators for institutions implementing ALMPs can provide the wrong incentives for cooperation.
8. NEET`s: recurrent movement between EET and NEET, complex field of factors, not simply in/out of employment.
What we suggest to you

The Capability Approach allows accounting for:

- **Multidimensionality**
- **Intrinsic** and instrumental value of education and work (vulnerable) youth

At the EU:

- More comprehensive employability-indicator grasping inequalities within higher education
- More adequate understanding of NEETs
- Standardisation of the PhD candidates’ status
What we suggest to you

The Capability Approach allows accounting for:

- **Plurality of contexts and human diversity**
- **Participation/Empowerment**

At the national/local level:

- Ensuring differentiated intervention methods
- Promote « coherent » governance mechanisms institutional performance objectives that limit insitutions capacity of adapting intervention measures.
- Ensure legal frameworks in which young people can negotiate their activation
- Ensure that early intervention is flexible enough to allow for non formal and informal education/training opportunities