



How do foreigners and natives make the transition from school to work?

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Research group 'Transition from Education to Labour Market': SONAR

- Belgian interuniversity research group
- longitudinal research into the transition from school to work since 1998
- since 2000 part of the Policy Support Centre 'Pathways through education and the transition from school to work'



Research group 'Transition from Education to Labour Market': SONAR

	Age 23	Age 26	Age 29
born 1976	C76 (23) 1999	C76 (26) 2002	C76 (29) 2005
born 1978	C78 (23) 2001	C78 (26) 2004	-
born 1980	C80 (23) 2003	-	-



Natives vs. foreigners

Natives ...

- have the Belgian nationality
- are born in Belgium
- have Belgian grandmothers born in Belgium
- use Dutch as the most important (or only) language



Natives and foreigners in the SONAR-data base

	Men	Women	% pop.	% for.
Native	3930	3752	85,5	
Non-native	557	597	14,5	
Turk	93	98	2,6	17,9
N.Afr./Magreb	85	104	2,6	17,9
South Europe	88	88	2,2	15,0
Other	291	307	7,1	49,2



Main questions

How do foreigners make the transition from school to work ?

- What is the likelihood of being at work one year after schoolleaving?
- What are the chances of finding a challenging first job?



Duration of job search for first job (%)

	< 6 m.	> 24 m.
Native	91.1	1.5
Non-native	82.0	5.0
Turk	63.0	12.5
N.Afr./Magreb	75.4	9.5
South Europe	87.5	1.9
Other	89.7	1.6



Employment characteristics of the first job (col.%)

<i>Employment status</i>	Non-native	Native	CC.
Blue-collar	55.8	40.2	0.109 (p=0,000)
White-collar	40.2	55.8	
Self-employed	4.0	4.0	



Employment characteristics of the first job (col.%)

<i>Type of contract</i>	Non-native	Native	CC.
Interim	26.2	18.6	0.066 (p=0,000)
Permanent/temp	73.8	81.4	



Employment characteristics of the first job (col.%)

<i>Vertical mismatch</i>	Non-native	Native	CC.
Educ. too high	30.0	25.8	0.040 (p=0,005)
Educ. too low	6.3	5.1	
Educ. just right	63.8	69.1	

Employment characteristics of the first job (col.%)

<i>Horizontal mismatch</i>	Non-native	Native	CC.
Educ. fits	30.8	43.6	0.040 (p=0,005)
Educ. \pm fits	18.2	19.9	
Educ. \neq fit	51.1	36.5	

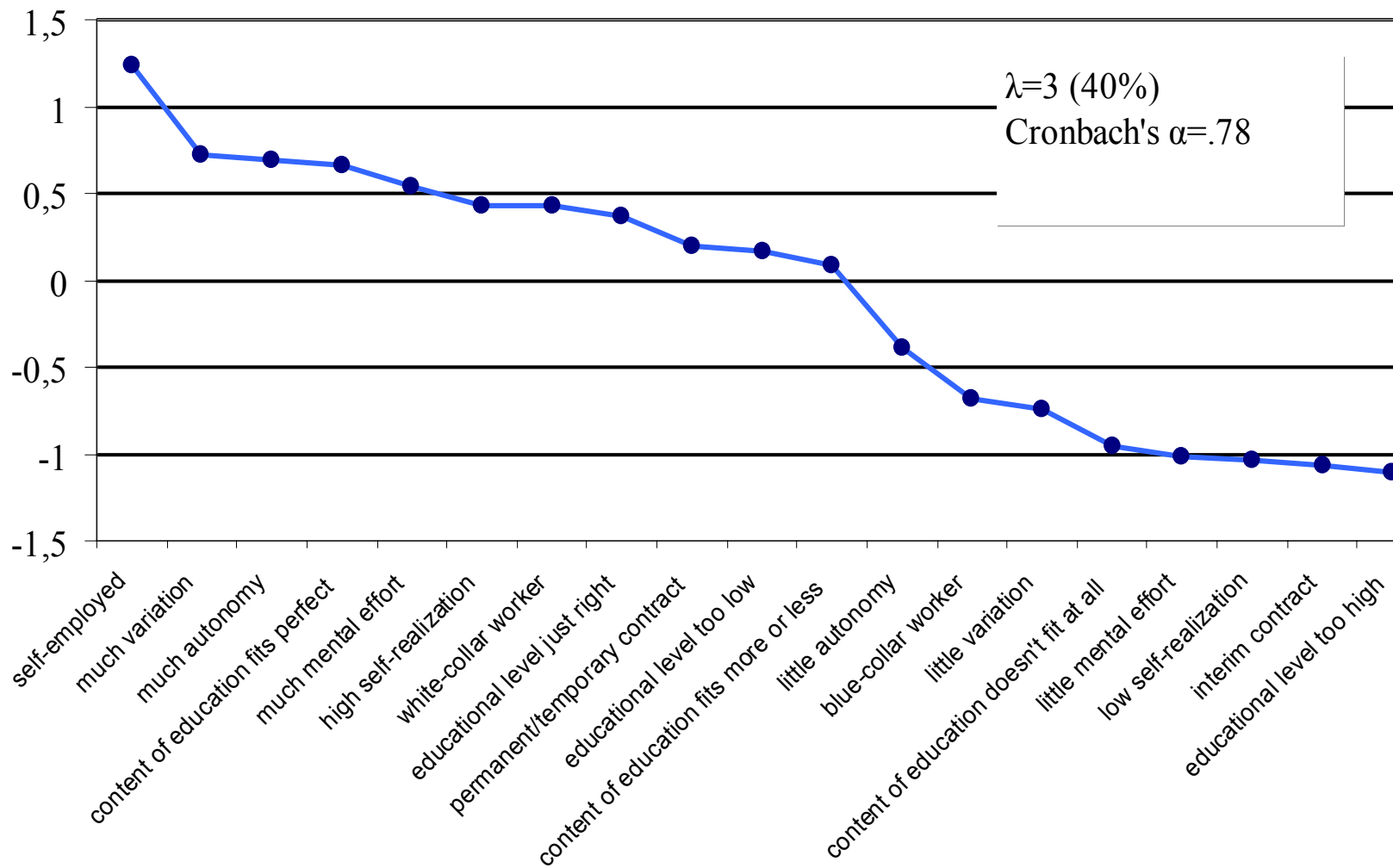
Mean sum scores for qualitative first job characteristics (scale 1-10)

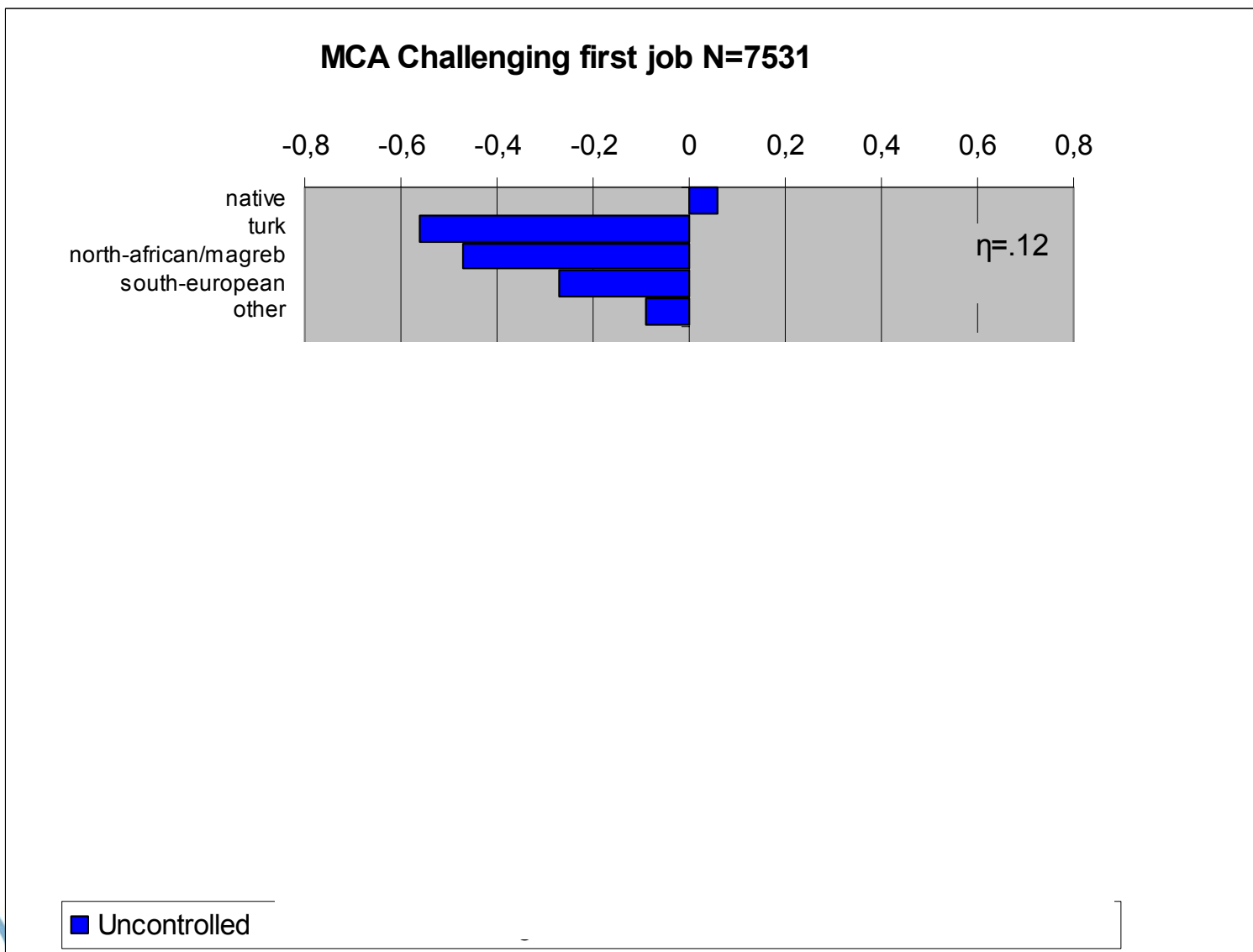
	Non-native	Native
Self-realization	6,42	6,80
Autonomy	4,05	4,71
Mental effort	5,89	6,37
Variation	3,93	4,83

All differences sign. $P < 0.001$

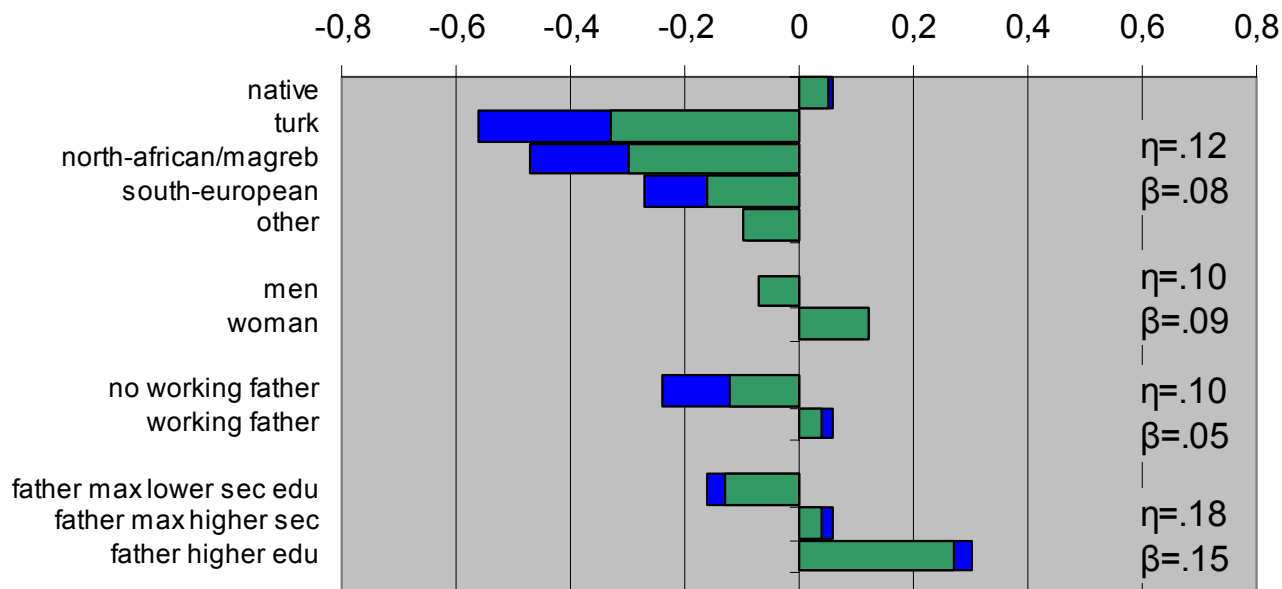


Principals scale 'Challenging first job'



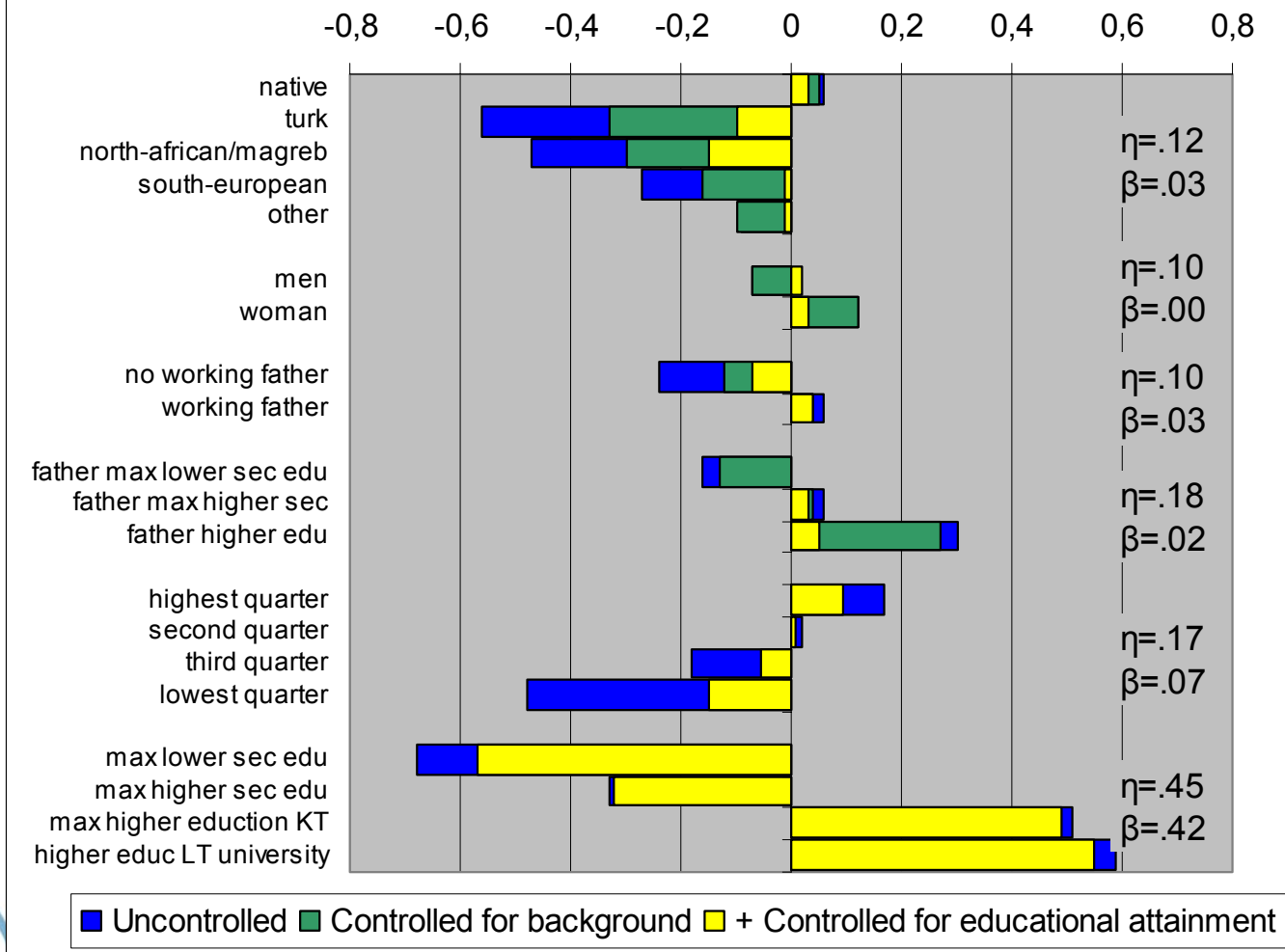


MCA Challenging first job N=7531 - R²=.053



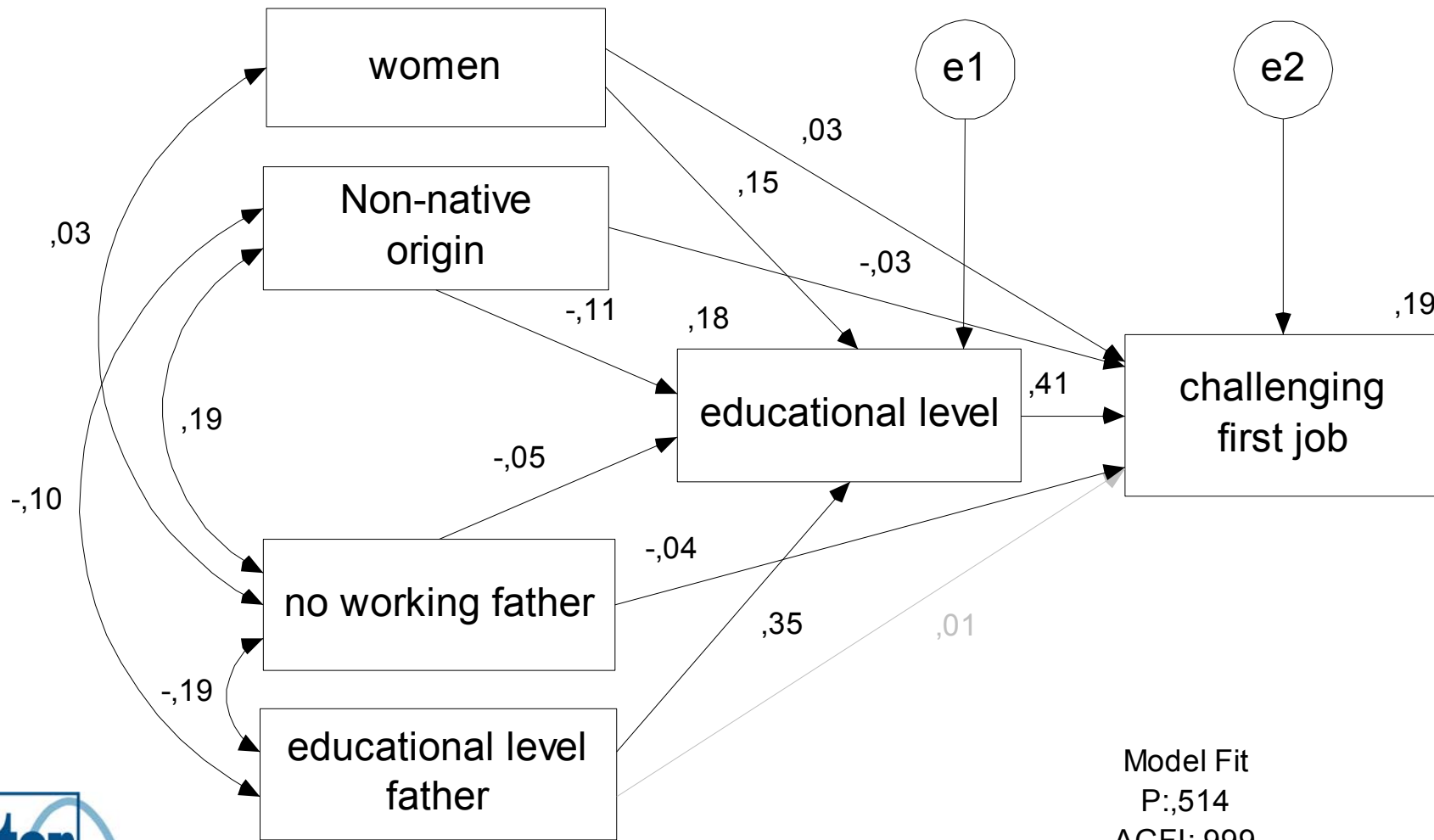
■ Uncontrolled ■ Controlled for background

MCA Challenging first job N=7531 - R²=.213





Global Path Model (Standardized Coeff.)



Model Fit
 P: ,514
 AGFI: ,999

Hoelter's N: 34513,000



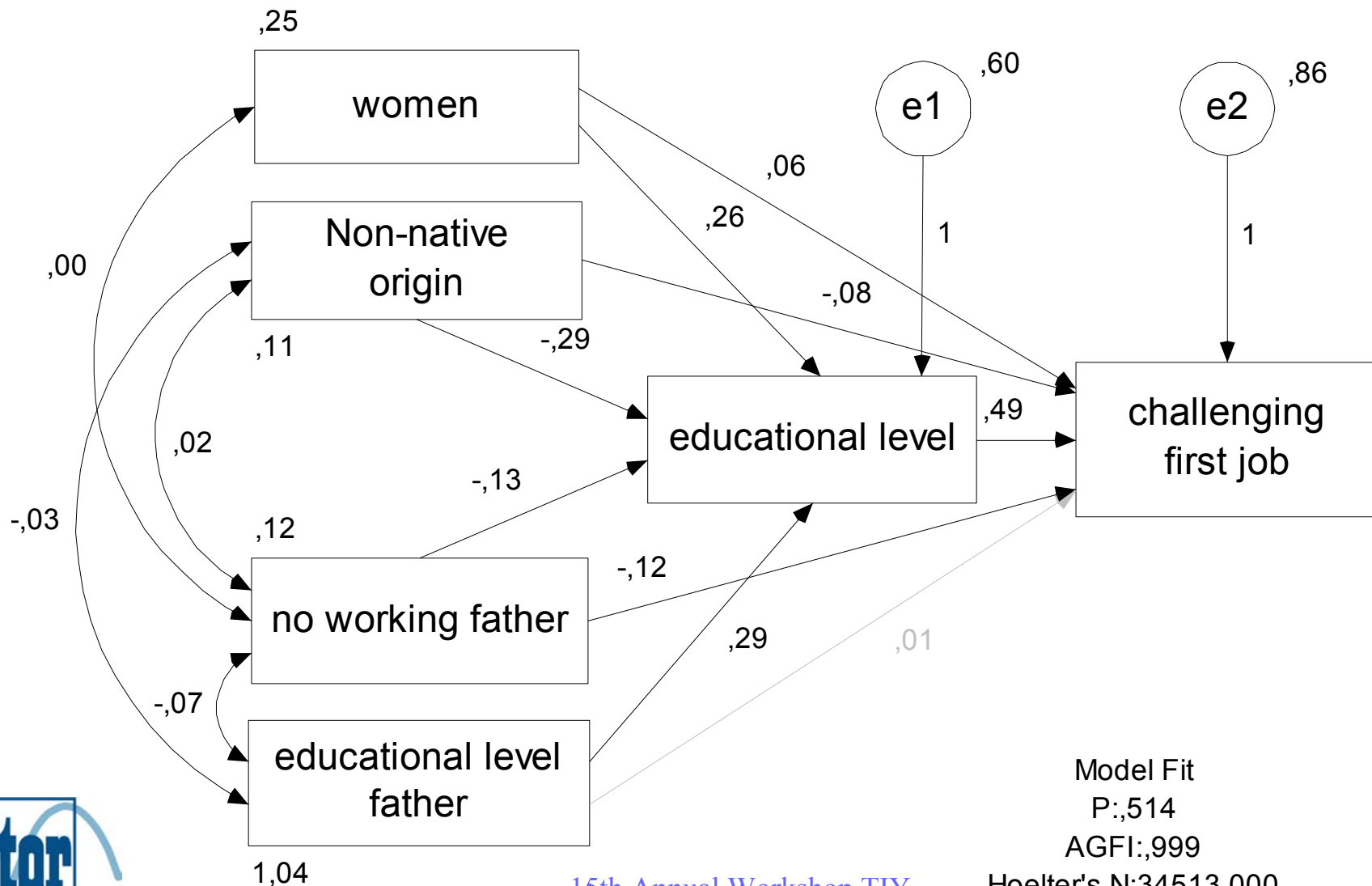
Global Path Model (Standardized Coeff.)

	Total	Direct	Indirect
Gender (ref. men)	0,09	0,03	0,06
Ethnicity (ref. natives)	-0,07	-0,03	-0,05
Activity father (ref. working)	-0,06	-0,04	-0,02
Educational level father	0,16	0,01	0,14
Educational level	0,41	0,41	-





Global Path Model (Unstand. Coeff.)



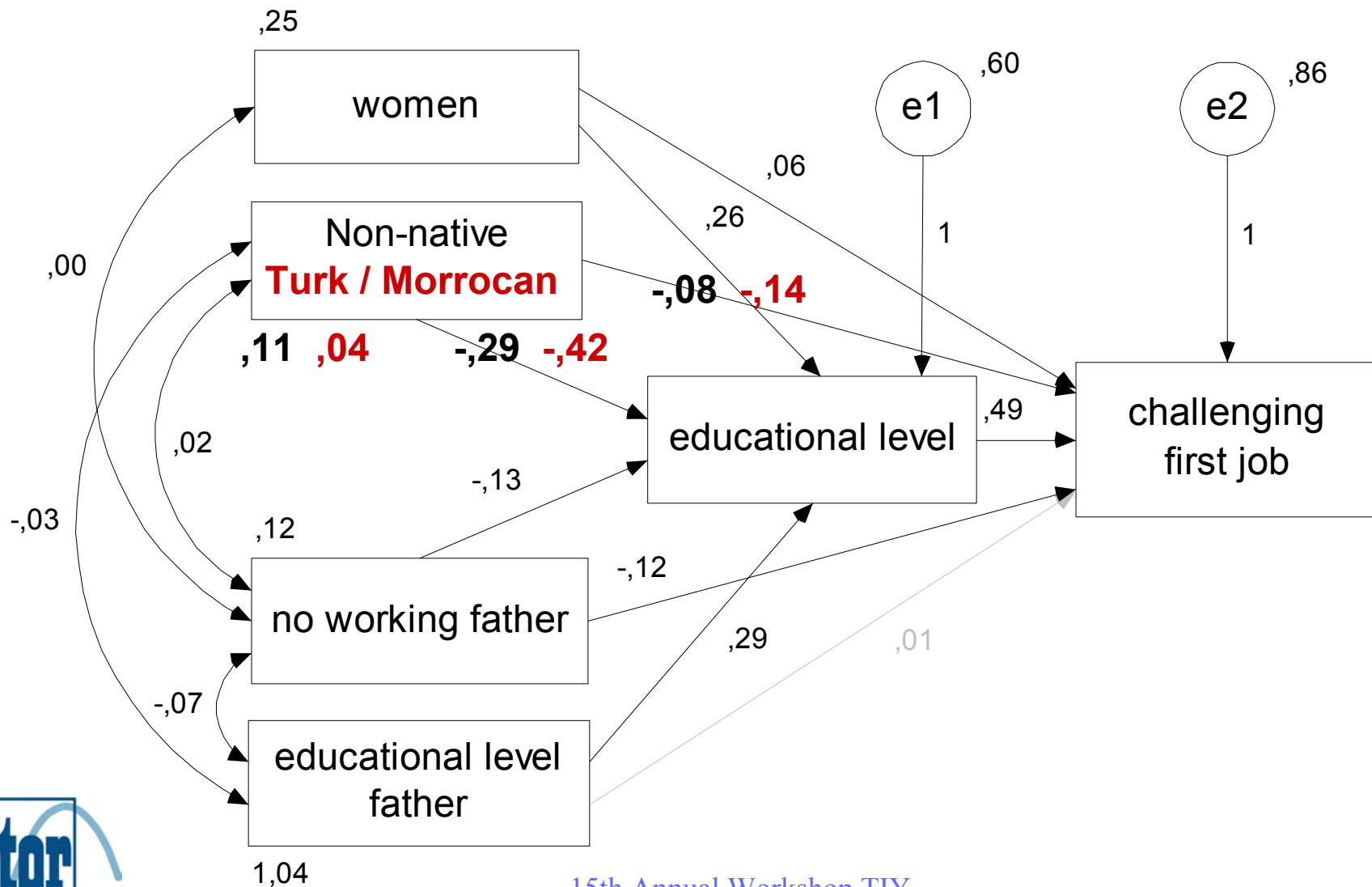
Model Fit
 P:;514
 AGFI:;999

Hoelter's N:34513,000





Turks / Morroccans (Unst. Coeff.)





Conclusions

- it takes longer for non-native school leavers to find a job than natives
- the first job of foreigners generally has less quality than the first job of natives
- the more vulnerable labour market position of foreigners is largely explained by their lower educational achievement





Conclusions

- the lower level of educational achievement of foreigners is largely explained by economic and cultural deprivation ...
- ... although being a foreigner or the ethnical background still has a autonomous effect (discrimination?)





Conclusions

- foreigners of Turkish or North-African origin generally have less chance to have a high level of educational achievement than other foreigners
- having a Turkish or North-African background has a autonomous negative effect on the quality of the first job (discrimination?)

