Gender differences in the school-to-work transition in 29 European countries
Melinda Mills (m.c.mills@rug.nl) and Patrick Präg (p.praeg@rug.nl)
both ICS/University of Groningen
October 31, 2012

Abstract submitted to the EU-LFS and EU-SILC 3rd European User Conference in Mannheim, March 21-22, 2013

Labor markets have long been characterized by a marked gender segregation. The continuous rise in young women’s educational attainment has raised the question as to whether and how these gender differences will persist. Using recent data on adolescents’ school-to-work transitions in 29 European labor markets, we will analyze how this crucial life course stage is shaped for men and women by various factors. Next to individual-level factors such as educational level, educational field of study, type of training, and work experience during education, we will also analyze the impact of macro-level forces such as the labor market situation and employment protection legislation, paying specific attention to the gendered effects of these factors.

Our study will exploit the 2009 ad hoc module ‘Entry of Young People into the Labor Force’ of the EU Labor Force Survey. This ad hoc module collected monthly information about the school-to-work transition of all 15 to 34 year olds in the sample. We will analyze all transitions from school to work during 2004 to 2009 in 29 European countries (EU-27 plus Iceland and Norway). We will supplement this data set with time-varying macro indicators, including information about the labor market situation from Eurostat and employment protection legislation from the OECD.

In order to analyze these data, we will use multilevel event history (shared frailty) modeling; allowing us to correctly gauge the both the direct and the gendered effects of macro-level indicators on the school-to-work transition.