



## Chances of fully fledged employment after a dual-system apprenticeship

TOBIAS MAIER, RALF DORAU

► **A smooth transition from initial vocational training into employment is a fundamental prerequisite for establishing successful career trajectories. However, not all young people who complete a dual-system apprenticeship negotiate this “second threshold” transition with uniformly positive results. An analysis of Microcensus data shows that outcomes vary depending on the level of school-leaving qualifications and the chosen field of initial vocational training.**

### JOBLESSNESS LINKED TO TYPE OF SCHOOL-LEAVING CERTIFICATE

In the first six years after completion of a dual-system apprenticeship, the percentage in fully fledged employment is 60.8 per cent on average (cf. Table 1). Even so, 26.2 per cent are in precarious employment and some 13 per

Table 1 **Employment status of dual-system qualification holders, by school-leaving certificate**

	Fully fledged employment	Precarious employment	Jobless
Total	60.8 %	26.2 %	13.0 %
Breakdown of total by school-leaving certificate:			
Lower secondary/Elementary	55.1 %	26.4 %	18.5 %
General secondary, or equivalent	60.9 %	26.8 %	12.3 %
Higher education entrance	68.2 %	24.3 %	7.5 %

Source: Figures projected from Microcensus 2005-2007 data; own calculations.

### Data basis and operationalisation

To study the process of integration into employment after completion of initial vocational training, employment status is studied for a period of up to six years after qualification. The data basis consists of Microcensus data for the survey years 2005 to 2007. The population studied are working people whose highest vocational qualification is a dual-system apprenticeship. The analysis of integration into employment differentiates not only between employment and joblessness but also between fully fledged and precarious employment status.

- Employment is deemed to be *precarious* when it cannot guarantee a secure long-term livelihood. For the purposes of this study, work is defined as precarious employment if it takes the form of a fixed-term contract or if earnings are below two-thirds of the average income for the cohort of dual-system qualification holders.
- If the above criteria are not met, it is deemed to be a typical, standard employment contract, i. e. *fully fledged employment*.

cent are jobless. A particularly significant factor for progression into fully fledged employment is the level of school-leaving certificate previously attained in the general school system.

In the group with better school-leaving certificates, there is a marked decline in joblessness (18.5 % for those with a lower secondary school-leaving certificate (Hauptschulabschluss) and 12.3 % with a general secondary school-leaving certificate (Mittlere Reife), but only 7.5 % for those with the Abitur or higher education entrance qualification). Holders of the Abitur are also less affected by precarious employment, although here the differences are far less clear (varying between 2.5 and 0.4 percentage points depending on the type of school-leaving certificate). The percentage in fully fledged employment rises significantly with the level of their school-leaving qualification (lower secondary school-leaving certificate: 55.1 %; general secondary school-leaving certificate: 60.9 %; higher education entrance qualification: 68.2 %).

### EMPLOYMENT STATUS FOUND TO DIFFER BY INITIAL VOCATIONAL TRAINING FIELD

However, the level of the school-leaving qualification is not the only factor that improves the chances of fully fledged employment after completing a dual-system initial vocational qualification. On the basis of the data analysed for this study, certain initial vocational training fields could be identified in which fully fledged employment seems a more likely outcome than in others (cf. Table 2).

If the total percentage of those in fully fledged employment (60.8 %) is considered as a threshold value, then there are indeed certain initial vocational training fields in which the proportion in fully fledged employment exceeds the threshold value regardless of the type of school-leaving certificate held. The initial vocational training fields in question (cf. Table 2, shaded in blue) are “Electrical occupations,” “Industrial and tools mechanics,” “Banking and insurance specialists” and “Non-licensed health occupations.” In all of these initial vocational training fields, the percenta-

ges in fully fledged and precarious employment bear almost no correlation with the level of school-leaving qualification achieved. However, the percentage of jobless is always highest among those with lower secondary or elementary school-leaving certificates and always lowest among Abitur holders.

Equally, fields of training can be identified in which the percentage of jobless is always higher than the total percentage of jobless (13 %), regardless of the level of school-leaving qualification achieved, and the percentage in fully fledged employment is always lower than the total percentage in fully fledged employment (60.8 %). In this case, the fields of initial vocational training concerned (shaded in light grey) are the “Construction occupations, wood and plastic working and processing,” “Agriculture, livestock management, forestry and horticulture,” “Hygiene occupations” and also, with certain provisos, “Cooks and chefs.” In this last initial vocational training field and in “Sales occupations (retail)” and “Hygiene occupations,” levels of precarious employment are found to exceed 30 per cent. In all other initial vocational training fields, occupational status differs significantly according to the type of school-leaving qualification achieved. With the exception of one initial vocational training field – “Vehicle and aircraft construction, servicing occupations” – it can be concluded that, within a given initial vocational training field, the higher the school-leaving qualification from general education, the higher the proportion of dual-system qualification holders in fully fledged employment and the lower the proportion without jobs. Among those in precarious employment, the degree of correlation varies from one initial vocational training field to another. The level of precarious employment in most initial vocational training fields varies between 20 and 30 per cent. Thus, it appears that the type of school-leaving qualification achieved has the greater influence on the distribution of fully fledged employment and unemployment.

## CONCLUSION

On the basis of the data analysed here, it can be stated that in almost all initial vocational training fields, joblessness after completion of a dual-system apprenticeship correlates with school-leaving qualifications. Nevertheless, there are certain initial vocational training fields in which equal opportunities for fully fledged employment exist, regardless of the school-leaving qualification achieved. ■

### Literature

TIEMANN, M. et al.: *Berufsfeld-Definitionen des BIBB auf Basis der Klassifikation der Berufe 1992. (BIBB Academic Research Discussion Papers series, No. 105) Bonn 2008* – URL: [www.bibb.de/veroeffentlichungen/de/publication/show/id/2080](http://www.bibb.de/veroeffentlichungen/de/publication/show/id/2080) (retrieved 24.02.2010)

Table 2 **Employment status by initial vocational training field and school-leaving certificate, six years after completion of a dual-system apprenticeship**

Occupational sector	Initial vocational training field	Highest school-leaving certificate from general education	In fully fledged employment	In precarious employment	Jobless
Production-related occupations	Construction occupations, wood and plastic working and processing	Lower secondary / elementary	49.4 %	25.3 %	25.3 %
		General secondary, or equivalent	49.9 %	28.3 %	21.8 %
		Higher education entrance	53.1 %	31.0 %	15.9 %
		Total	49.8 %	26.7 %	23.5 %
	Electrical occupations	Lower secondary / elementary	66.6 %	20.8 %	12.6 %
		General secondary, or equivalent	65.7 %	25.0 %	9.3 %
		Higher education entrance	68.5 %	24.6 %	6.9 %
	Vehicle and aircraft construction, servicing occupations	Total	66.3 %	24.0 %	9.7 %
		Lower secondary / elementary	63.4 %	24.9 %	11.8 %
		General secondary, or equivalent	60.2 %	29.0 %	10.9 %
	Industrial and tools mechanics	Higher education entrance	59.9 %	27.3 %	12.8 %
		Total	61.7 %	27.0 %	11.4 %
		Lower secondary / elementary	67.3 %	20.3 %	12.4 %
	Agriculture, livestock management, forestry, horticulture	General secondary, or equivalent	68.2 %	25.1 %	6.7 %
		Higher education entrance	64.7 %	29.2 %	6.1 %
		Total	67.6 %	23.7 %	8.7 %
	Metalworking, plant construction, sheet metal construction, installation, assembly workers	Lower secondary / elementary	46.5 %	28.8 %	24.7 %
		General secondary, or equivalent	49.0 %	31.9 %	19.1 %
Higher education entrance		43.6 %	41.7 %	14.8 %	
Bakery, pastry goods and confectionery production	Total	47.4 %	31.3 %	21.3 %	
	Lower secondary / elementary	61.8 %	23.0 %	15.2 %	
	General secondary, or equivalent	59.5 %	26.8 %	13.6 %	
Banking and insurance specialists	Higher education entrance	70.4 %	24.3 %	5.3 %	
	Total	61.0 %	24.8 %	14.1 %	
	Lower secondary / elementary	53.5 %	31.0 %	15.5 %	
Wholesale and retail clerks	General secondary, or equivalent	54.8 %	31.5 %	13.7 %	
	Higher education entrance*	74.4 %	21.9 %	3.7 %	
	Total	54.8 %	30.9 %	14.4 %	
Primary service occupations	Hotel and catering occupations, housekeeping	Lower secondary / elementary*	73.6 %	11.0 %	15.5 %
		General secondary, or equivalent	79.6 %	15.3 %	5.1 %
		Higher education entrance	81.8 %	15.2 %	3.1 %
	Cooks and chefs	Total	80.7 %	15.1 %	4.1 %
		Lower secondary / elementary	53.7 %	28.6 %	17.7 %
		General secondary, or equivalent	60.0 %	28.2 %	11.7 %
	Clerical office occupations	Higher education entrance	70.8 %	21.8 %	7.4 %
		Total	60.9 %	26.9 %	12.1 %
		Lower secondary / elementary	36.4 %	37.1 %	26.6 %
	Other clerical occupations (except wholesale, retailing, banking)	General secondary, or equivalent	46.0 %	35.6 %	18.4 %
		Higher education entrance	62.8 %	29.5 %	7.8 %
		Total	46.4 %	34.9 %	18.7 %
Sales occupations (retail)	Lower secondary / elementary	41.0 %	32.0 %	27.1 %	
	General secondary, or equivalent	45.1 %	35.4 %	19.5 %	
	Higher education entrance	57.3 %	28.8 %	13.9 %	
Hygiene occupations	Total	44.4 %	33.7 %	21.9 %	
	Lower secondary / elementary	52.2 %	25.4 %	22.3 %	
	General secondary, or equivalent	62.9 %	23.5 %	13.6 %	
Non-licensed health occupations	Higher education entrance	69.8 %	21.9 %	8.3 %	
	Total	64.1 %	23.2 %	12.8 %	
	Lower secondary / elementary	56.2 %	24.5 %	19.3 %	
Dual-system qualification holders in other initial vocational training fields	General secondary, or equivalent	68.3 %	21.5 %	10.2 %	
	Higher education entrance	76.4 %	17.7 %	5.9 %	
	Total	71.6 %	19.8 %	8.6 %	
Secondary service occupations	Lower secondary / elementary	43.0 %	32.9 %	24.1 %	
	General secondary, or equivalent	45.3 %	35.4 %	19.3 %	
	Higher education entrance	50.0 %	39.0 %	11.0 %	
Dual-system qualification holders in other initial vocational training fields	Total	44.4 %	34.4 %	21.3 %	
	Lower secondary / elementary	45.5 %	38.3 %	16.2 %	
	General secondary, or equivalent	37.4 %	47.0 %	15.6 %	
Dual-system qualification holders in other initial vocational training fields	Higher education entrance	38.8 %	42.0 %	19.1 %	
	Total	41.0 %	43.0 %	16.1 %	
	Lower secondary / elementary	61.5 %	26.6 %	12.0 %	
Dual-system qualification holders in other initial vocational training fields	General secondary, or equivalent	68.6 %	24.6 %	6.8 %	
	Higher education entrance	65.2 %	29.3 %	5.5 %	
	Total	66.7 %	26.0 %	7.3 %	
Dual-system qualification holders in other initial vocational training fields	Lower secondary / elementary	58.4 %	24.6 %	17.0 %	
	General secondary, or equivalent	62.8 %	25.6 %	11.6 %	
	Higher education entrance	65.7 %	26.0 %	8.3 %	
Dual-system qualification holders in other initial vocational training fields	Total	62.7 %	25.5 %	11.8 %	

\* Number of people surveyed <50 within this school-certificate type.

Source: Figures projected from Microcensus 2005–2007 data; own calculations; all figures stated as row percentages.