Why education matters to employers: a vignette study in Italy, England and the Netherlands

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A vignette study in Italy, England and the Netherlands

This book presents a comparative study of school-to-work transitions in Italy, England and the Netherlands, with a focus on why education matters to employers during the hiring process. Results are less straightforward in Italy, where employers seem to simultaneously reward skills and trainability; closure, by degrees or by network, is nearly absent. The book also proposes a theoretical model that relates organizational factors (e.g., recruitment practices, training investment and job type) to a continuum between educational credentials serve as a closure practice within a labour market strongly segmented by educational attainment: level of education, field of study, grades, study duration, credentials, internships. Through a web-based vignette study, three possible explanations are discussed: education is a provider of productivity-enhancing skills; education is a signal of expected trainability; education is a legitimized closure practice. These theories are related to various features of educational attainment: level of education, field of study, grades, study duration, credentials, internships.