

DAB Panelstudie / DAB Panelstudy



Bildungsentscheidungen beim Übergang von der Schule in den Arbeitsmarkt.
Determinanten der Ausbildungswahl und der Berufsbildungschancen

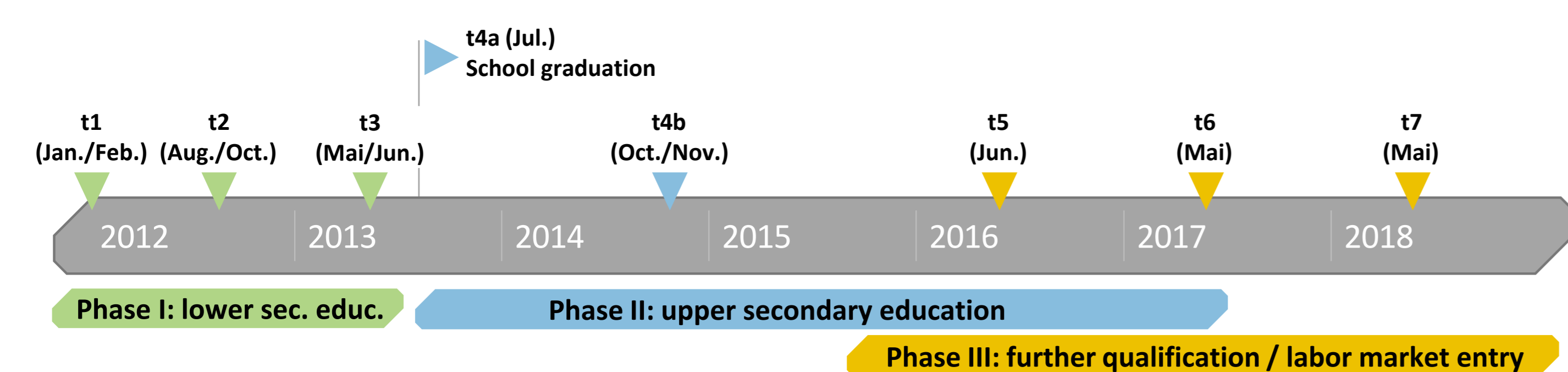
Educational decision at the transition from school to work.
Determinants of education choice and vocational education opportunities

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Project overview & research questions



DAB-I

- What determinants influence pupils' educational aspirations, the process of career choice and hence the educational choice at the transition to upper secondary education? Of particular interest are:
 - Subjective cost-benefit calculus, academic performance, attended school track at compulsory level, personality traits (self-efficacy, motivation, etc.), ascriptive attributes (gender, social origin, migrant background)
- When and which decisions are taken during the last one and a half year before leaving compulsory education?
- How stable are educational aspirations? What young people are able to realize their aspirations at an early stage?

DAB-II

- What upper secondary education have pupils actually commenced after 9th grade? What is the educational situation within the first 15 months after leaving compulsory education?
 - Certifying tracks (VET, vocational baccalaureate school (BMS1), baccalaureate school, specialized middle schools)
 - Non-mandatory bridge year courses; not in education and training (NEET)
- Who has to adjust / revise educational aspirations? Who is facing discontinuous educational attainment?
- How is upper secondary educational attainment influenced by different contexts, i.e., individual constraints, institutional setting, regional opportunity structures

DAB-III

- Promotion** of upper secondary education programmes. Who succeeds (in time) what programme and who fails? Are promotions in line with aspirations measured in phase 1?
- Aspired **Labor market entry**: What disparities can be observed related to:
 - open-ended contract, adequate employment, continued employment within training firm, duration until stable employment status, income, occupational status, etc.
- Aspired **Professional further training (upper secondary level)**
 - Who is commencing vocational baccalaureate school (BMS 2), professional education and training (PET), PET-Diploma and who promotes successfully?
- Aspired **Higher Education (tertiary level)**
 - Who is commencing what tertiary educational programmes? Welche Ausbildungen werden gewählt? What are reason to refrain from HE?

Sample & response rates

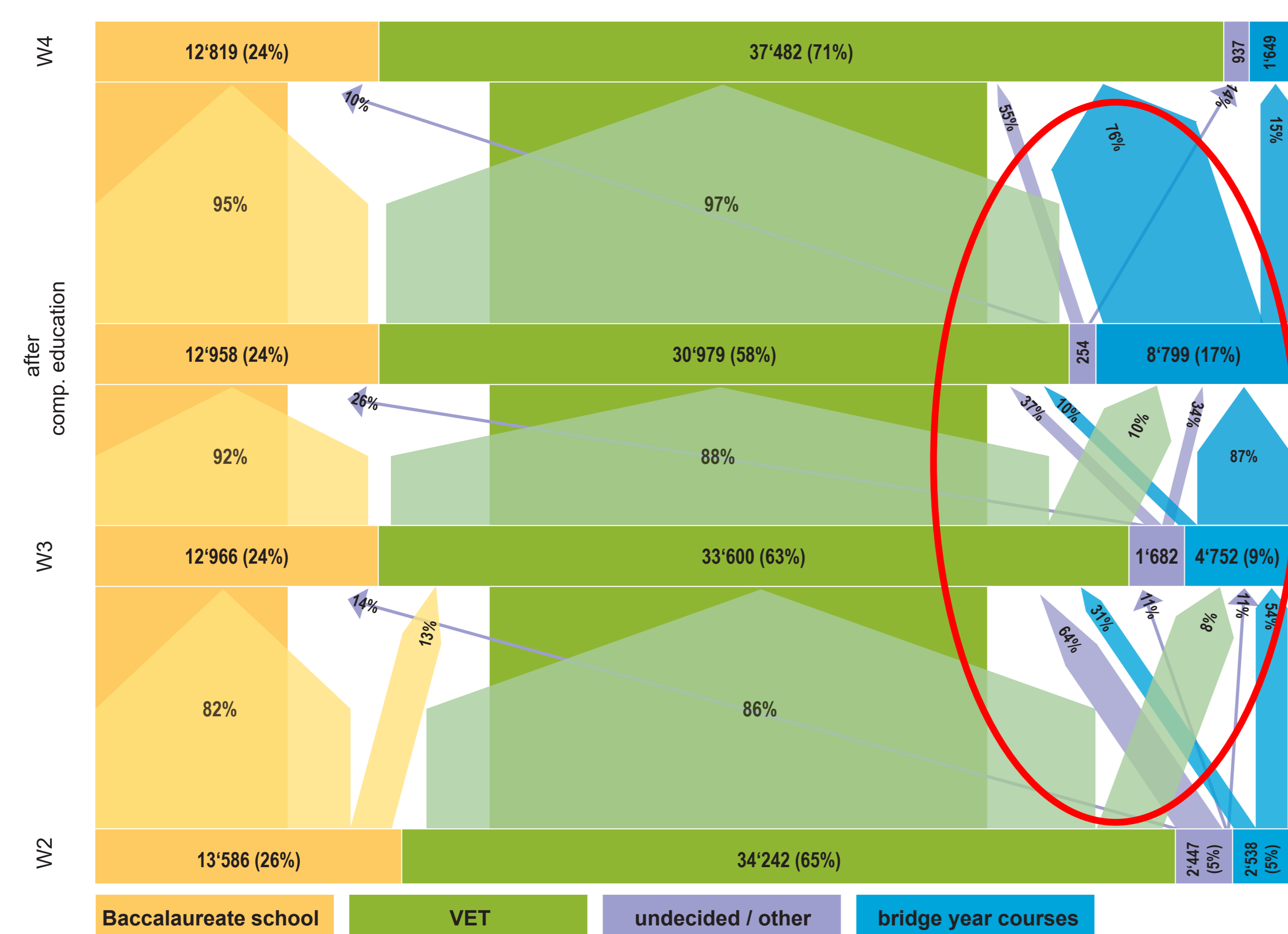
	Wave 1 Jan./Feb. 12	Wave 2 Aug.-Oct. 12	Wave 3 Mai/Jun. 13	Wave 4 Oct./Nov. 14	Wave 5 Jun./Aug. 16
Sample size					
Gross sample (school classes)	296	215	203	-	-
Net sample (school classes)	215	203	199	-	-
Gross sample (juveniles)	3'894	3'707	3'436	3242	-
Contactable juveniles	-	-	-	2'652	2'872
Type of survey					
Online survey of juveniles	✓	✓	✓	✓	✓
CATI survey of juveniles	x	x	x	✓	✓
Online survey / PAPI of parents	✓	x	x	x	x
Realised interviews					
Juveniles	3'680	3'343	3'302	2'237	2'224
Online	3'680	3'343	3'302	1'227	1'325
CATI	-	-	-	1'010	899
Parents	2'302	-	-	-	-
Refusal (share of gross sample)					
Juveniles	3%	3%	6%	(2%)	-
Response rate in %					
school classes	73%	94%	98%	-	-
Juveniles	95%	90%	96%	81%	-
Contactable juveniles	-	-	-	84%	77.4%*
Online	-	-	-	46%	46.1%
CATI	-	-	-	38%	31.3%
Parents	63%	-	-	-	-

Remarks : * preliminary response rate. Source : DAB-Panel, own calculations.

Publications

- Becker, Rolf and David Glauser. 2015. Geschlechtsspezifische Berufswünsche und Ausbildungsentscheidungen. *Berufliche Passagen im Lebenslauf. Berufsbildungs- und Transitionsforschung in der Schweiz*. Ed. by Kurt Haefeli, Markus Neuenchwander, and Stephan Schumann. Wiesbaden: Springer VS21-47. DOI: 10.1007/978-3-658-10094-0_2.
- Glauser, David. 2015. *Berufsausbildung oder Allgemeinbildung. Soziale Ungleichheiten beim Übergang in die Sekundarstufe II in der Schweiz*. Wiesbaden: Springer VS. DOI: 10.1007/978-3-658-09096-8_2.
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- Glauser, David and Rolf Becker. 2016. VET or general education? Effects of regional opportunity structures on educational attainment in German-speaking Switzerland. *Empirical Research in Vocational Education and Training* 8(8):1-25. DOI: 10.1186/s40461-016-0033-0.
- Glauser, David, Rolf Becker, and Fabienne Zwahlen. 2016. Passungsprobleme beim Übergang in nachobligatorische Bildungsgänge. Längsschnittdaten zur Situation in der Deutschschweiz. *BWP* 4. <http://tinyurl.com/dab-bwp-04-16-26-30>. URL: www.bibb.de/veroeffentlichungen/de/publication/show/id/8064.
- Jäpel, Franziska. 2017. *Die Berufsmaturität als Ausbildungsalternative. Einflussfaktoren individueller Bildungsentscheidungen am Übergang in die nachobligatorische Ausbildung*. Bern: Haupt.
- Glauser, David and Barbara Müller. in preparation. How far the apple falls from TREE. A cohort comparison of TREE and DAB panel data on social selectivity at the transition to upper secondary education.
- Becker, Rolf and David Glauser. under review. Berufsausbildung, Berufsmaturität oder doch auf das Gymnasium? Eine empirische Analyse der sozialen Selektivität beim Übergang in die Sekundarstufe II in der Deutschschweiz.
- Becker, Rolf, David Glauser, and Lena Greber. under review. Vom Nehmen und Geben in sozialwissenschaftlichen Panelstudien. Effekt eines materiellen Anreizes auf die Teilnahme Jugendlicher an einem Panel mit sequentiell Mixed-Mode-Design.
- Glauser, David. under review. Vocational education or general education. The impact of social origin at the transition to upper secondary education in German-speaking Switzerland.

Descriptive Results: Educational aspirations & attainment



Determinants of successful transition

- Directly commencing certifying upper secondary tracks: attended school type at compulsory level (advanced requirements, pre-gymnasium), men, GPA (mathematics)
- Federal VET-Diploma: school type at compulsory level (advanced requirements), GPA (maths), men, migration background (2.5 / 3. generation)
- Directly commencing baccalaureate schools: GPA (German, maths), women, privileged social origin (social class, parental education), migrations background (pupils from non-southern EU member states)

Discontinuous educational attainment: Risk factors

- Mismatch of aspirations and realized upper secondary track:
 - Women, school type with basic and advanced requirements: aspired VET ⇒ attended bridge year courses
 - Men, school type with advanced requirements: aspired baccalaureate school ⇒ attended VET
- Most vulnerable group: Pupils from the school type with basic requirements, in particular young women
- Better GPAs in German / maths protect against commencing bridge year courses, this only applies to students from the school type with advanced requirements
- Unanswered: Factors increasing the probability that pupils commence the next best alternative instead of the aspired education. Mismatch between aspired and attended VET track at occupational level.