DAB-Panelstudie / DAB Panel Study

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

- What determines 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.), aspirational 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? Who are young people that 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-Delamons and who promotes successfully?
- Aspired Higher Education (tertiary level)
  - Who is commencing what tertiary educational programmes? Which Ausbildungswahl werden gewählt?
  - What are reasons to refrain from HE?

Sample & response rates

<table>
<thead>
<tr>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Wave 3</th>
<th>Wave 4</th>
<th>Wave 5</th>
<th>Wave 6</th>
<th>Wave 7</th>
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</thead>
<tbody>
<tr>
<td>Sample size</td>
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<tr>
<td>Gross sample (school classes)</td>
<td>296</td>
<td>215</td>
<td>203</td>
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<tr>
<td>Net sample (school classes)</td>
<td>215</td>
<td>203</td>
<td>199</td>
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<td>DAB-Sample</td>
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<tr>
<td>Gross sample (juveniles)</td>
<td>3'854</td>
<td>3'793</td>
<td>3'625</td>
<td>3'510</td>
<td>3'094</td>
<td>2'730</td>
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</tbody>
</table>
| Response rates in %
| school classes | 72.6% | 94.4% | 98.0% |
| Juveniles | 94.9% | 83.4% | 89.8% | 63.7% | 72.0% | 75.5% | 77.5% |
| Contractable juveniles | - | - | - | 84.4% | 77.9% | 76.0% | 79.2% |
| Parents | 58.3% | - | - | - | - | - |

Publications


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 GPA 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.

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 (math), 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)