

# 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



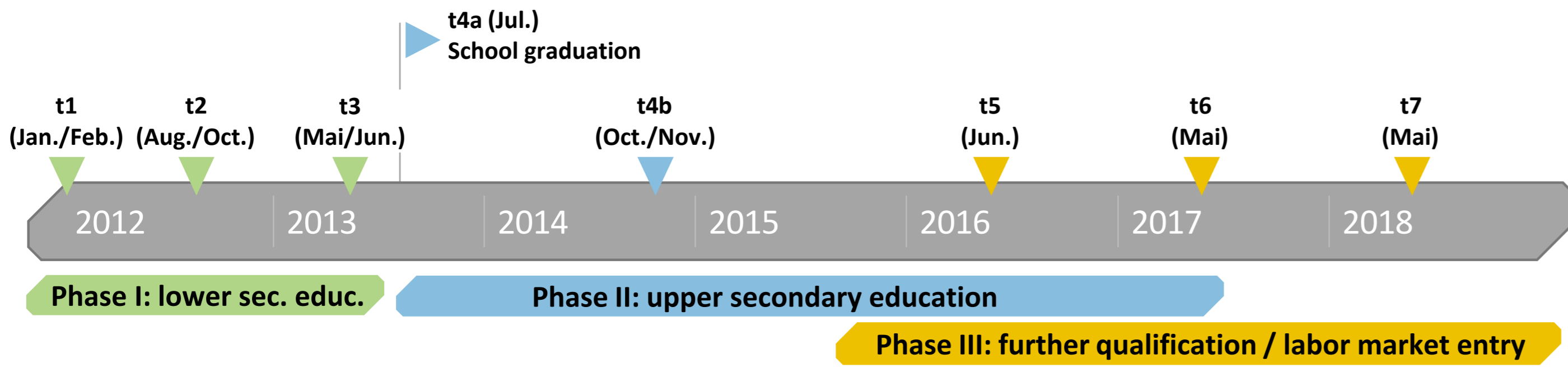
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## Project overview & research questions



### 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 9<sup>th</sup> 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?

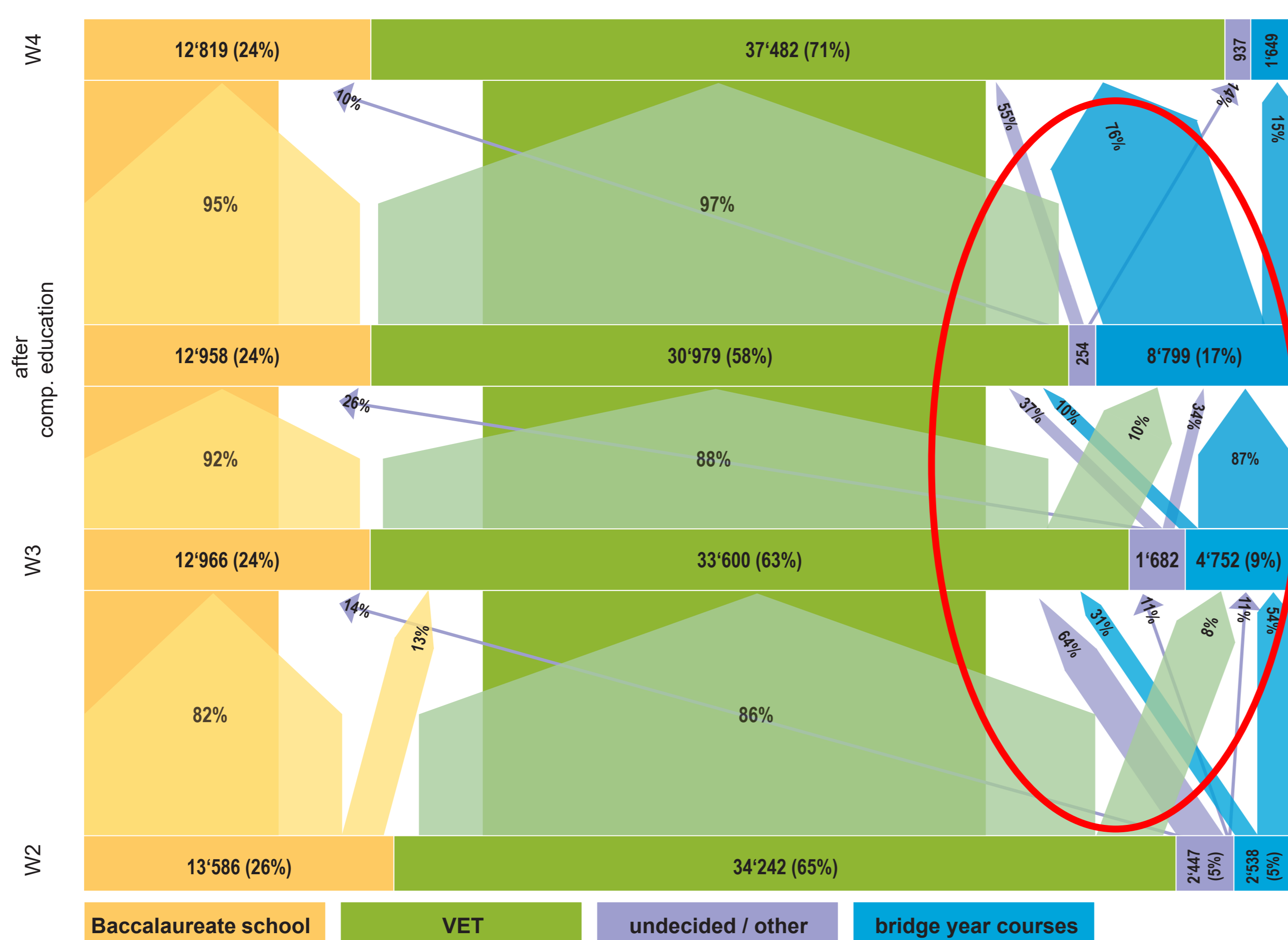
## Sample & response rates

	Wave 1	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7
	Jan./Feb. 12	Aug.-Oct. 12	May/Jun. 13	Oct./Nov. 14	Jun./Aug. 16	May/Jun. 17	May/Jun. 18
<b>Sample size</b>							
Gross sample (school classes)	296	215	203	-	-	-	-
Net sample (school classes)	215	203	199	-	-	-	-
DAB-Sample	4059	4059	4059	4059	4059	4059	4059
Gross sample (juveniles)	3'854	3'973	3'625	3'510	3'094	2'730	2'494
<b>Realised interviews</b>							
Juveniles	3'656	3'314	3'257	2'237	2'229	2'062	1'933
Parents	2'264	-	-	-	-	-	-
<b>Response rate in %</b>							
school classes	72.6%	94.4%	98.0%	-	-	-	-
Juveniles	94.9%	83.4%	89.8%	63.7%	72.0%	75.5%	77.5%
Contactable juveniles	-	-	-	84.4%	77.9%	76.0%	79.2%
Parents	58.7%	-	-	-	-	-	-

## Publications

- Becker, Rolf and David Glauser. 2015. Geschlechtsspezifische Berufswünsche und Ausbildungsentscheidungen. *Berufliche Passagen im Lebenslauf: Berufsbildungs- und Transitionsforschung in der Schweiz*. Ed. by Kurt Häfeli, P. Markus Neuschwander, and Stephan Schumann. Wiesbaden: Springer Fachmedien Wiesbaden 21-47. ISBN: 978-3-658-10094-0. DOI: 10.1007/978-3-658-10094-0\_2. URL: [http://dx.doi.org/10.1007/978-3-658-10094-0\\_2](http://dx.doi.org/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.
- 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(1). ISSN: 1877-6345. DOI: 10.1186/s40461-016-0033-0.
- Japel, Franziska. 2017. *Die Berufsmaturität als Ausbildungsalternative: Einflussfaktoren individueller Bildungsentscheidungen am Übergang in die nachobligatorische Ausbildung*. 1. Auflage. Prisma : Beiträge zur Erziehungswissenschaft aus historischer, psychologischer und soziologischer Perspektive. Bern: Haupt Verlag. ISBN: 978-3-258-08010-9. URL: [http://deposit.d-nb.de/cgi-bin/dokserv?id=0d074f85ff4b437e85a8e6bdfdd863ba&prov=M&dok\\_var=1&dok\\_ext=htm%20http://opac.nebis.ch/objects/pdf03/z01\\_978-3-258-08010-9\\_01.pdf%20http://www.unibas.ch/tox/LDSBB/006663499/PDF%20http://d-nb.info/1122358598/04](http://deposit.d-nb.de/cgi-bin/dokserv?id=0d074f85ff4b437e85a8e6bdfdd863ba&prov=M&dok_var=1&dok_ext=htm%20http://opac.nebis.ch/objects/pdf03/z01_978-3-258-08010-9_01.pdf%20http://www.unibas.ch/tox/LDSBB/006663499/PDF%20http://d-nb.info/1122358598/04).
- Becker, Rolf and David Glauser. 2018a. Are Prepaid Monetary Incentives Sufficient for Reducing Panel Attrition and Optimizing the Response Rate? An Experiment in the Context of a Multi-Wave Panel with a Sequential Mixed-Mode Design. *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique* 139(1):74-95. ISSN: 0759-1063. DOI: 10.1177/0759106318762456. URL: <https://doi.org/10.1177/0759106318762456>.
- Becker, Rolf and David Glauser. 2018b. Vocational Education and Training, Vocational Baccalaureate or Academic High School? An Empirical Analysis of Social Selective Transitions to Upper Secondary Education in the German-Speaking Part of Switzerland. *Swiss Journal of Sociology* 44(1):9-33. ISSN: 2297-8348. DOI: 10.1515/sjs-2018-0002.
- Glauser, David. 2018. Same same but different. Migrationspezifische Ungleichheiten beim Übergang in Ausbildungen der Sekundarstufe II in der Deutschschweiz. *Migration und Berufsbildung in der Schweiz*. Ed. by Sonja Engelade. Zürich: Seismo Verlag.
- Becker, Rolf, Sara Möser, and David Glauser. 2019. Cash vs. vouchers vs. gifts in web surveys of a mature panel study—Main effects in a long-term incentives experiment across three panel waves. *Social Science Research*. ISSN: 0049-089X. DOI: <https://doi.org/10.1016/j.ssresearch.2019.02.008>. URL: <http://www.sciencedirect.com/science/article/pii/S0049089X18305581>.

## 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.