

2nd edition of the Swiss Longitudinal Data Fair 14 February, 2019

Main projects: abstracts

1. TREE (Transitions from Education to Employment)

TREE surveys post-compulsory educational and labour market pathways of school leavers in Switzerland, being the country's first large scale prospective longitudinal study of this type at national level. The project's first cohort (TREE1) is based on a sample of approximately 6,000 young people who participated in the PISA survey of the year 2000 and left compulsory school the same year. This sample has been followed up nine times between 2001 and 2014. A further panel wave is planned for 2019 (at average respondents' age 35). A new data release published in September 2016 includes data of the baseline survey (PISA 2000) and all nine follow-up panel waves carried out so far, as well as a database providing episodic data of all job spells respondents have reported between 2003 and 2014. Data are documented in German, French and English. In 2016, the longitudinal observation of a second school leavers' cohort has started (TREE2). With this extension to a multi-cohort design, Switzerland will be among the few countries worldwide in which cohort comparisons can be carried out on the basis of longitudinal data. First data on this cohort are expected by the end of 2018 (baseline survey and 1st follow-up panel.) For more detail see project website www.tree.unibe.ch or <https://forsbase.unil.ch/project/study-public-overview/13949/0/>

2. SHARE (Survey of Health, Ageing and Retirement in Europe)

The Survey of Health, Ageing and Retirement in Europe is an internationally recognized multidisciplinary, cross-national and longitudinal research project that gathers micro data on the life circumstances of more than 123,000 individuals aged 50 or older from 28 European countries since 2004. SHARE takes a holistic view of the ageing process, covering a range of important life domains such as health, socioeconomic status or social and family networks as well as collecting comprehensive retrospective data on individual life histories.

Reflecting its design as an "open access database", SHARE can be used by academic researchers, students and policy-makers alike. Since the first release of SHARE data in April of 2005, the number of registered SHARE users has continuously grown over the last eight years with more than 5100 registered SHARE users as of December 2015, about 211 of whom reside in Switzerland. In terms of its scientific impact, the SHARE research infrastructure has resulted in more than 1300 articles in books and peer-reviewed journals, which includes many articles in high-impact scientific journals from different disciplines.

Besides providing the basis for much scientific research, SHARE is also widely used in academic training and applied policy work. The European Union, the World Bank, national and local public health or pension authorities use SHARE to explore the dynamic evolution of life circumstances at older ages in Europe.

SHARE is a unique, multidisciplinary, international, longitudinal research infrastructure to assess the challenge of ageing from multiple perspectives. As such, SHARE provides critical data for both the scientific community and policy makers to enhance our understanding of ageing and design evidence-based policy responses to its associated challenges for individuals, families, the economy and society. For more information see <http://www.share-project.org/>.

3. CoCon (Competence and Context: Contextual and Individual Prerequisites of Productive Youth Development)

The Swiss Survey on Children and Youth (COCON) is an interdisciplinary project, that examines the social conditions, life experiences and psychosocial development of children and adolescents in Switzerland from a life-course perspective.

The study is cross-sectional (i.e., a single survey), as well as longitudinal (i.e., further interviews at periodic intervals). This is particularly important to gain findings regarding the differences between people and the development of individuals.

In addition to the main study, our intensive study includes interviews in smaller groups of people in more depth. This part of the research project gives us precise and detailed insight into the development of children in Switzerland.

The study investigates important transitions over the course of children's and adolescents' lives (e.g., school entry, the transition to high school, an apprenticeship or employment), as well as the acquisition of social competencies, values and skills, which are influenced by social interactions with important caregivers and the social context.

For more information see: <https://www.jacobscenter.uzh.ch/en/research/cocon.html>

4. SHP (Swiss Household Panel)

Collecting data on households and individuals since 1999, the Swiss Household Panel (SHP) is an ongoing, unique, large-scale, nationally representative, longitudinal study in Switzerland (N=7,383 households and N=12,119 persons interviewed in 2014). The data of the SHP provides a rich source of information to study social change in Switzerland over a significant period on a wide variety of topics. The SHP aims to provide both continuity and innovation in measurement and data collection, with the combination of retrospective and prospective longitudinal data in the most recent refreshment sample as one notable example of such an innovation.

The household and individual questionnaires cover a broad range of topics. They are also designed to collect both 'objective' data, such as financial resources, social position, and participation, and subjective data, such as satisfaction scores, values, and attitudes. The whole constitutes an operationalization of different elements on the micro-social level: living conditions, life events, attitudes, perceptions, and lifestyles.

The importance of the SHP for the research community is borne out by its large number of active data users, who have contributed to an impressive list of publications based on the SHP data, covering a very broad spectrum of research domains. This is a strong indication that the multidisciplinary SHP survey serves the research needs of a diverse and interdisciplinary academic community, both nationally and internationally.

For more information see: <http://www.llcsjournal.org/index.php/llcs/issue/view/34>

5. LABB (Longitudinal analyses in the field of education)

The introduction of the AHV number (Personal Identification Number) around 2010 in many official statistics has led to tremendous improvements in the possibility of studying educational trajectories. In 2014, the Swiss Federal Statistical Office (FSO) launched the LABB (Longitudinal analyses in the field of education) program in order to take profit of these new potentialities and deal with the numerous challenges.

LABB follows two axes: it produces harmonized longitudinal files and makes them available to the research community; it produces aimed datasets in order to study specific transitions and produce key-indicators for the education system, as well as on the transition between education and the labour market.

The data cover:

- 1) The whole population of pupils or students at the considered degree (thus with N often above 100'000).
- 2) Follow up of several cohorts at specific point of educational system starting from school year 2012 (for instance, the entire cohorts of compulsory school leavers from 2012 up to 2016 with a population size of around 80 000).

As a main consequence of such a large coverage, the data from the LABB system allow the detailed study of specific populations that generally are difficult to survey or for which the sample size in survey data is not sufficient to conduct robust analyses.

The project links many data sources from FSO in the field of education with data from the population and household statistics (STATPOP), the structural survey (RS), the CDC («compensation offices») register and the unemployment data from the SECO. In the near future, it will also include data from the Structural Business Statistics (STATENT) and the Swiss Earnings Structure Survey (ESS) and therefore enrich furthermore the LABB as well as provide information on incomes.

Until now, the LABB has covered three parts of the educational system: the transition after compulsory school, the paths within the upper secondary and in the tertiary education and finally the labour market integration after a certificate of the upper secondary education.

The LABB data are regenerated each year, with new cohorts adding to the already existing ones as well as with a longer follow-up of the first cohorts.

For more information see: www.labb.bfs.admin.ch

6. DAB panel study (Determinants of educational choice and vocational training opportunities)

The DAB panel study on determinants of educational choice and vocational training opportunities tracks the educational and occupational trajectories of adolescents born around 1997 in German-speaking Switzerland. The study aims to contribute to the research on vocational education and training, labour market entry and occupational choice from the life course perspective.

The longitudinal data set documents the transition from compulsory education into the labour market, while also covering a wide range of information on individual characteristics such as social origin, school performance; interests, preferences and political orientation, as well as ascriptive characteristics such as gender or migration background. Additionally, detailed information on family background is available, as a parental questionnaire was incorporated in the first wave of interviews. Furthermore, the data can be linked to information on regional opportunity structures.

The respondents were interviewed within their classroom for the first time while still enrolled in lower-secondary education, in the middle of the 8th grade (Wave 1: 2012; Nrespondents= 3680 Nparents= 2'284), and were followed up at the beginning (Wave 2: 2012; N= 3'331) and at the end (Wave 3: 2013; N= 3'281) of the 9th grade. Since leaving compulsory school, the contactable interviewees have been individually interviewed further 4 times: 15 months (Wave 4: 2014; N= 2'236) 3 years (Wave 5: 2016; N= 2'229) 4 years (Wave 6: 2017; N= 2'062) and 5 years (Wave 7: 2018; N= 1'938) after graduation.

More Information on the DAB panel study, including detailed description of the sample selection and data documentation, can be found on the website www.dab.edu.unibe.ch