



DAB panel study

Determinants of education choice and career opportunities

University of Bern, Department of Sociology of Education

www.dab.edu.unibe.ch

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Project overview & timeline



- **DAB-I:** Classroom survey
- **DAB-II:** Individual survey
- **DAB-III:** Individual survey
- **DAB-IV:** Individual survey

Target population & sampling strategy

- **Target population**

- ▶ 8th graders of the 2011/12 school year within German-speaking Switzerland
- ▶ Pupils from public schools («Regelklassen»)

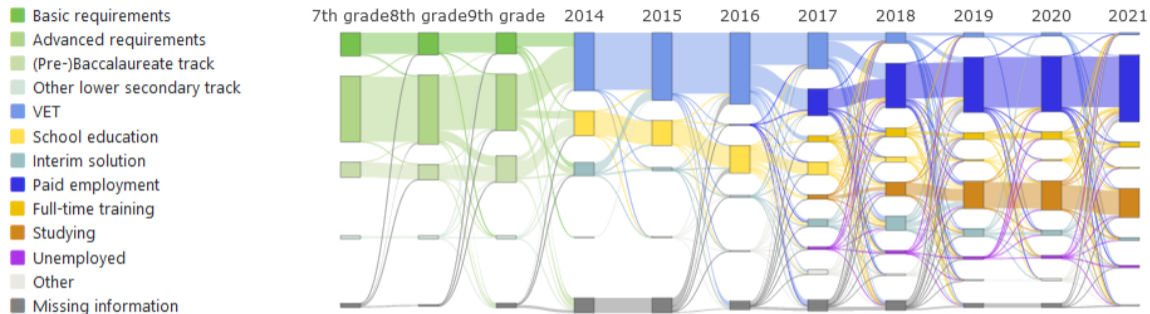
- **Sampling**

- ▶ 10% random sample of classes within 9 municipality types (FSO 9-level)
- ▶ stratified by school type and school migration population.

Response Rate

	DAB-I			DAB-II	DAB-III			DAB-IV	
Wave	1	2	3	4	5	6	7	8	9
Year	2012	2012	2013	2014	2016	2017	2018	2020	2021
DAB sample	4083	4083	4083	4083	4083	4083	4083	4083	4083
Contactable students	-	-	-	2'655	2'800	2'720	2'489	2464	2'256
Parents	2'284	-	-	-	-	-	-	-	-
Students	3'680	3'331	3'281	2'236	2'229	2'061	1'958	2009	1'855
Online	3'680	3'331	3'281	1'227	1'330	1'375	1'646	1877	1'855
CATI	-	-	-	1'009	899	598	287	132	-
PAPI	-	-	-	-	-	88	25	-	-
Contactable	-	-	-	84.2%	79.6%	75.8%	78.7%	82.4%	82.2%
Total (DAB sample)	94.9%	82.9%	80.4%	54.8%	54.6%	50.5%	48.0%	49.2%	45.4%
Incentive	x	only teachers	x	10 CHF Migros voucher (ex. split)	ball-point pen	10 CHF Migros voucher	10 CHF cash	10 CHF cash	10 CHF cash

Educational trajectories



Interactive Visualisation: dab-data.edu.unibe.ch/

- Determinants of educational aspirations, process of career choice and educational choice
 - ▶ subjective cost-benefit perceptions,
 - ▶ idealistic and realistic educational aspirations (of pupils and parents),
 - ▶ academic performance, attended school track at compulsory level, language proficiency
 - ▶ personality traits (self-efficacy, locus of control, motivation, time preferences, gender role orientation, anticipated discrimination, etc.)
 - ▶ ascriptive characteristics (gender, social origin [education, ISCO, ISEI, etc.], migration background [juveniles, parents, grand-parents], family situation and siblings)
- When and which decisions are taken during the last one and a half year before leaving compulsory education?
- How stable are educational aspirations? Which young people are able to realize their aspirations?

- Educational situation 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)
- Adjustment & Revision of educational aspirations,
 - ▶ Successful apprenticeship search: number of applications and replies
 - ▶ Satisfaction with training decision and future plans
 - ▶ Discontinuous educational pathways
- Influence of different contexts on educational attainment , i.e.,
 - ▶ Individual constraints
 - ▶ Institutional setting
 - ▶ Regional opportunity structures

DAB-III: t5 – t7

- Completion of upper secondary education programmes
 - ▶ Who successfully completes which training; who fails?
 - ▶ Are attained degrees in line with aspirations?
- Labor market entry
 - ▶ open-ended contract, adequate employment, continued employment within training firm, duration until stable employment status, income, occupational status, etc.
- Vocational professional education and training (VPET)
 - ▶ Vocational Baccalaureate School (BMS 2), professional education and training (PET), ...
- Higher Education (tertiary level)
 - ▶ Who starts which study programme at which type of university?
 - ▶ Reason to refrain from HE?
- Life and Career Satisfaction & Goals
- Political Attitude and Activity

DAB-III: t8 – t9

- Labor market entry
- Vocational professional education and training (VPET)
- Higher Education (tertiary level)
- Health and subjective Well-Being (W9)
 - ▶ Physical and Mental Health
 - ▶ Life Satisfaction & Job satisfaction
 - ▶ Future Plans and Goals
- Gendered life courses and career planning (W10)
 - ▶ Vocational Baccalaureate School (BMS 2), professional education and training (PET), ...
- Covid-19 Pandemic
 - ▶ Restrictions on work and education

Data access

Data access – DAB yourself!

- Via project web page: www.dab.edu.unibe.ch
- download at **FORS**: <https://forsbase.unil.ch>
 - ▷ «Catalogue» ▷ search term: «10773»
- **Data from W8 and English data will be released by the end of the year!**

Data access

Documents available for Data Users:

- Documentation:
 - ▶ Research Questions and Theoretical Background, Funding Structure
 - ▶ Survey Design, Sampling and Response Rate
 - ▶ Longitudinal Weights – Construction and Implementation
 - ▶ Data structure and Coding of Missing Information
- Overview of all Variables
- Wave specific codebooks
 - ▶ Items and Scales
 - ▶ Filter Structure and Questionnaire
- See project web page: www.dab.edu.unibe.ch/daten



Thank you!

DAB panel study - Educational decisions on the transition from school to work: Determinants of training choice and career opportunities

Please contact us with questions

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