TREE: Past, present and future contributions to social research in Switzerland (and beyond)

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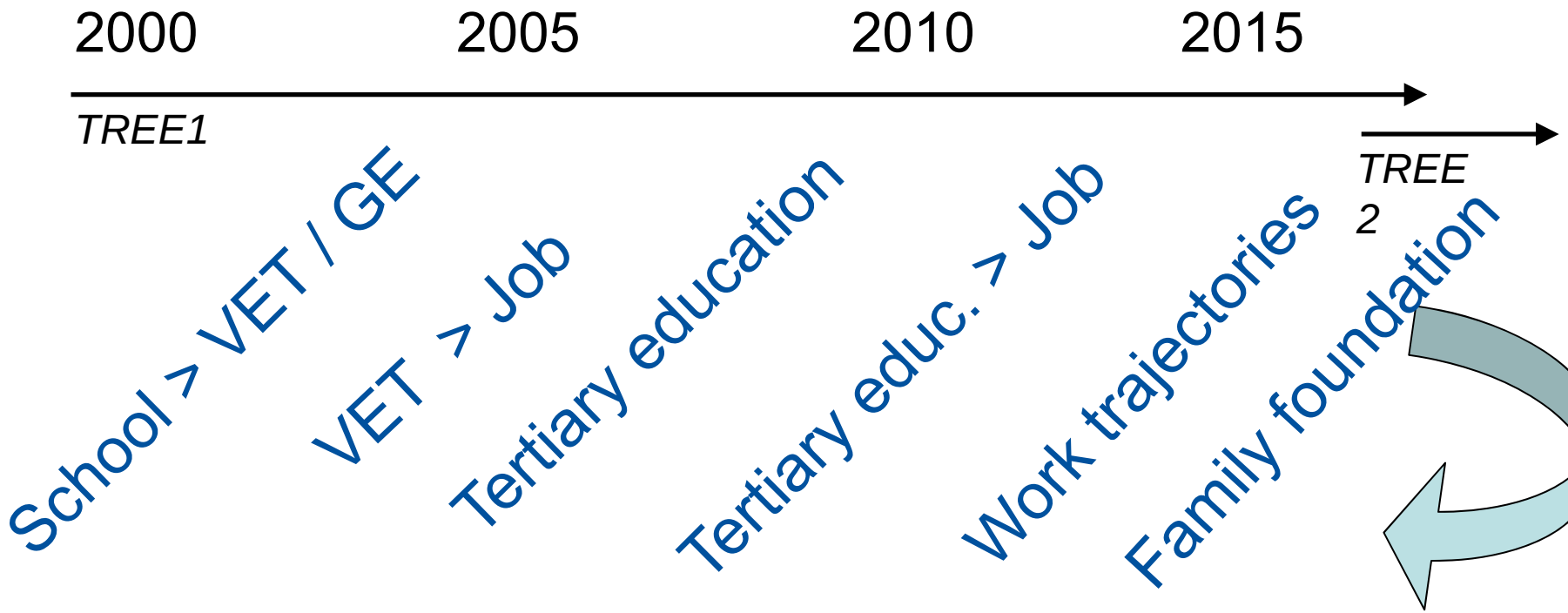
Aging with TREE (as an academic)



TREE: Boosting social research in Switzerland

SNF* Funding (P3, approved projects)

- TREE: 12.9 Mio (SNF only)
- 'Spin-offs' > 5.0 Mio
- Total > 17.9 Mio

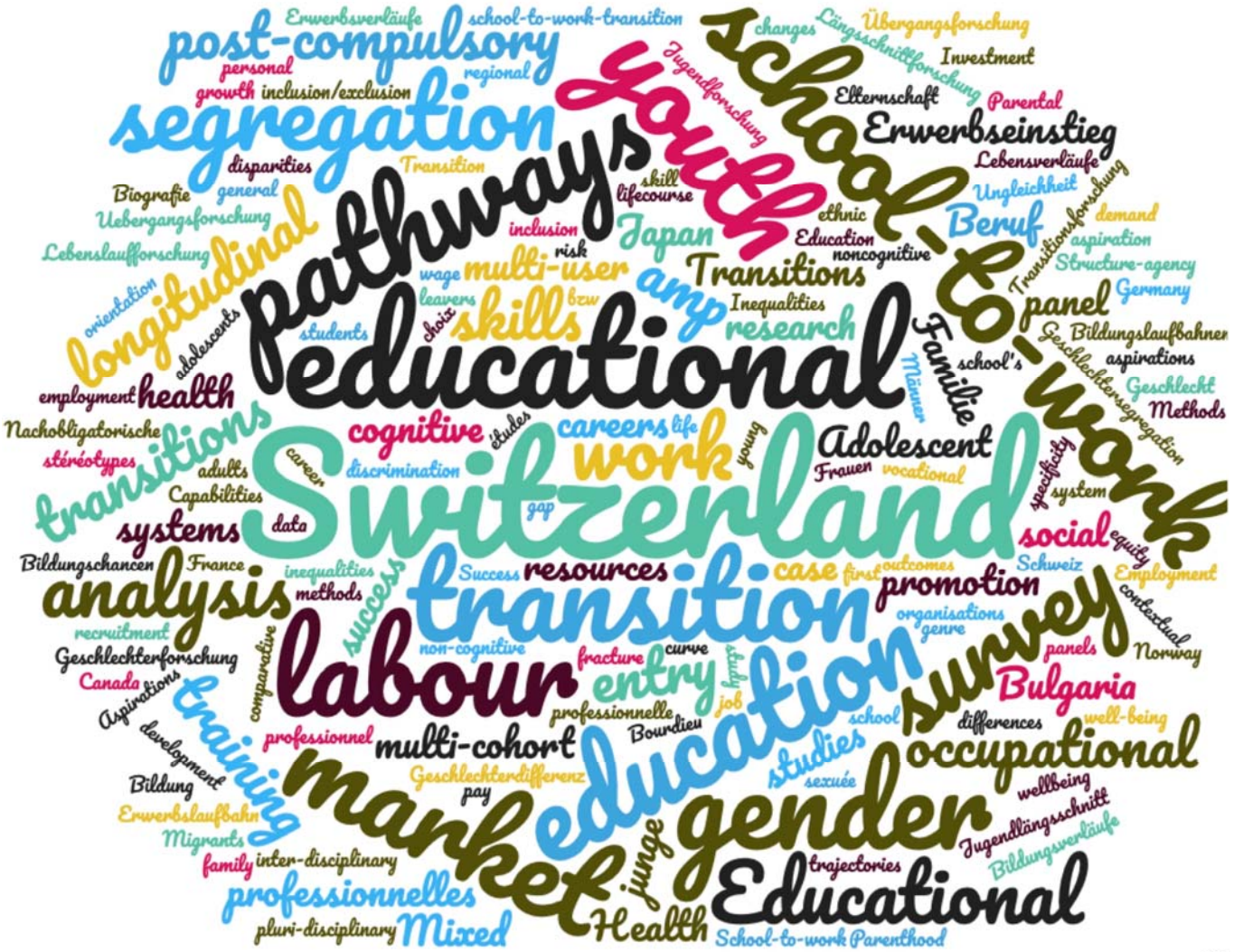
- Mainly in Sociology
- There is much more social research boosted by TREE (without SNF funding)

*) Swiss National Science Foundation

TREE – Spin-offs (SNSF funding)

Funding scheme	N	Disciplines	Amount (CHF)
Project funding			*2.7 Mio*
Project funding	5	Sociology (4), Psychology	1.5 Mio
NRP 60 Gender Equality	3	Sociology, Educational science and Pedagogy, Economics	0.9 Mio
Bulgarian-Swiss Research Programme (BSRP)	1	Sociology	0.3 Mio
Career funding			*> 2.5 Mio*
- Doc.CH	Min. 2	Sociology	
- Marie Heim-Voegtlin grants	Min. 2	Sociology	
- Fellowships for prospective researchers	Min. 1	Sociology	
- SNSF Professorships	1	Sociology	(1.7 Mio)

SNSF-funded projects : Keywords



Main topics

- Gender

- Continuity and change of gender inequalities in educational and vocational pathways. A mixed methods study
- Professional aspirations and orientations of girls and boys towards the end of compulsory school: what determinants for more equality?
- Career entry and gender wage gap - new approaches for explaining discrimination (BELODIS)
- Anticipated parenthood and employment trajectories. The interrelation of family and career plans of young adults and their implications for occupational gender segregation
- Educational Systems and Gendered Transitions from School into Vocational Training and Work
- Social disparities and regional differences in school-to-work transitions in Bulgaria

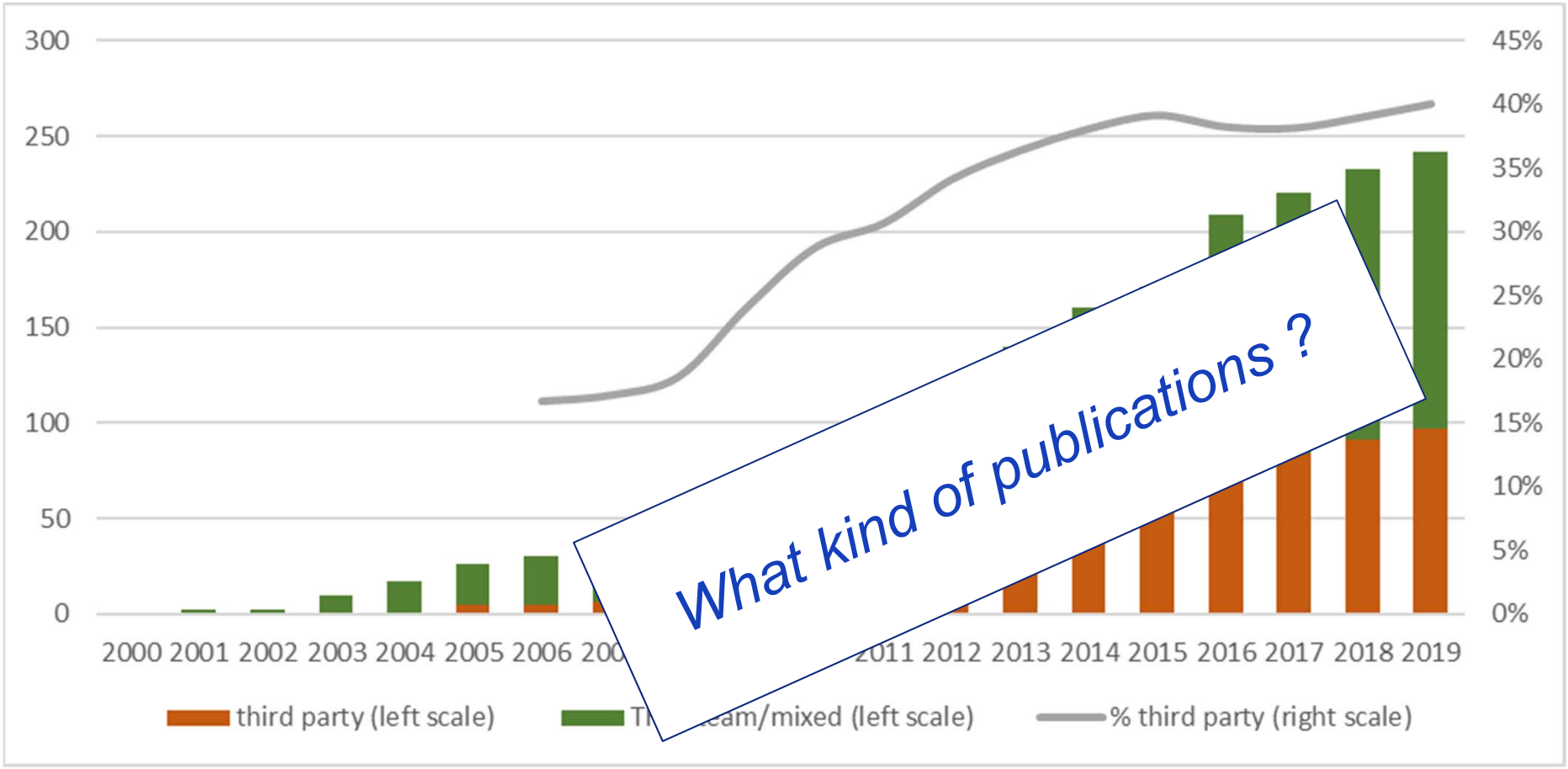
- Labour market transitions and trajectories

- Individual Trajectories of Working Life in Switzerland
- Framing Precarity in Early Work Life
- The role of vocational specificity and skill demand in explaining long-term labour market outcomes of people with VET
- Effects of job offer situation on job-skills-(mis-)match

- Wellbeing & health

- Success and Wellbeing of Young Persons in Switzerland: Capacity, Education, and Occupation
- Multidimensional Success and Well-Being
- Influence of the transition from school to work on health promotion choices of young people in Switzerland

Cumulative development of publications based on TREE data (Hupka-Brunner & Meyer, today)



Some 250 publications, whereof…

- approx. 10% searchable (SCOPUS, JSTOR, WEB of Science)
- 70 peer-reviewed articles
- approx. 30 book chapters
- 12 PhD theses (since 2009): Sociology (5), Economics (3), Educational Science (2), Psychology (2)
- 15 Master theses: Sociology/Social Sciences (8), Psychology (7)
- > 10 policy reports (OECD, Swiss Science Council, Swiss Academies of Arts and Sciences etc.)
- Short articles (newspapers, professional journals etc.)
- TREE publications (books, reports etc.)

(Source: tree.unibe.ch/ergebnisse)

Main topics of journal articles (source: titles)

70 articles, published in 42 journals

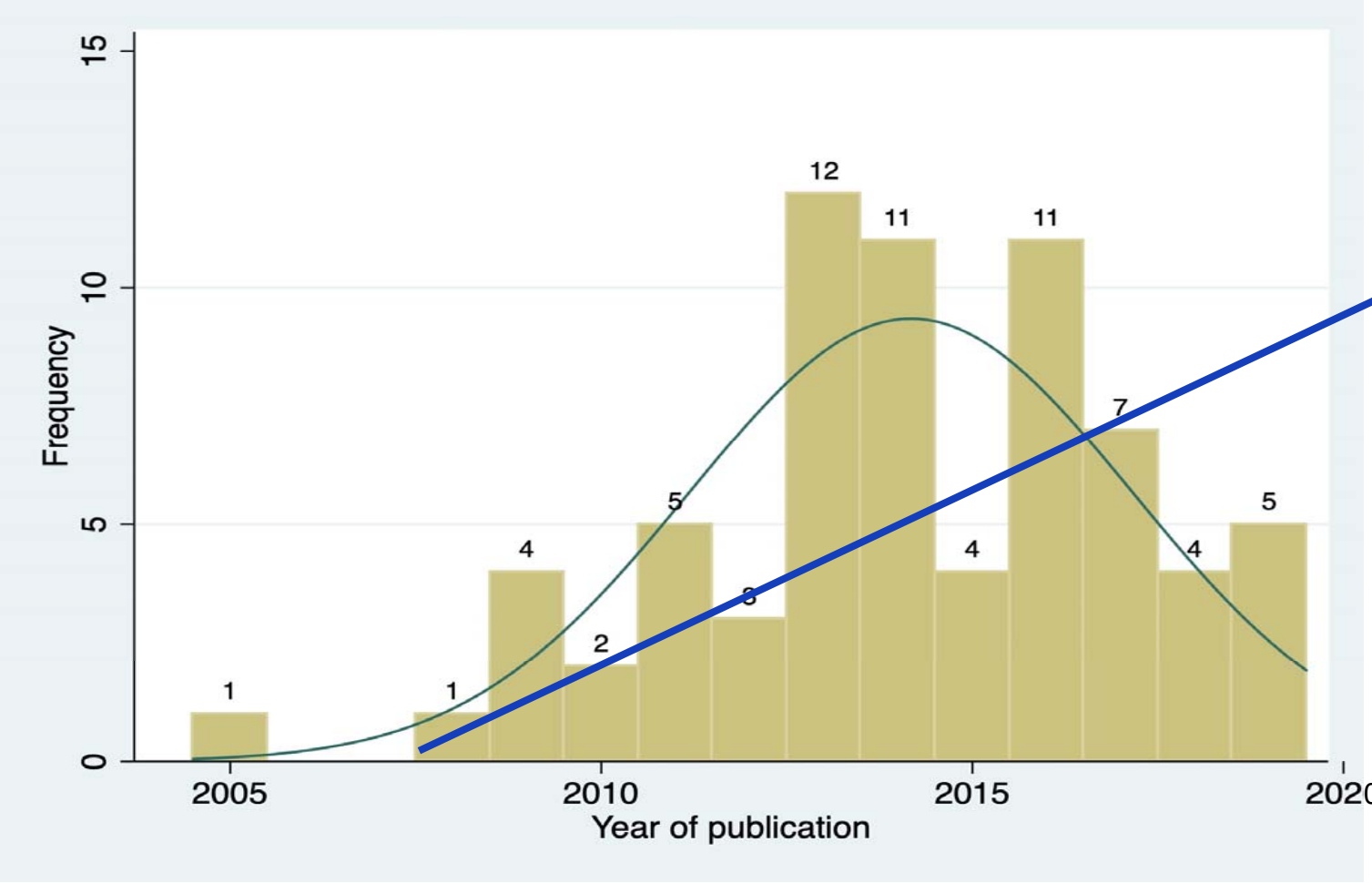
- 2019
  - European Sociological Review
  - Work and Stress
  - Quality of Life Research
  - Journal of Educational Psychology
  - Social Inclusion
- 2018
  - Emerging Adulthood
  - Journal of Organizational Behavior
  - Journal for Labour Market Research
  - Swiss Journal of Sociology

Journals by discipline

Discipline / topic	Freq.	Percent	
Sociology*	27	38.6	
Education	17	24.3	
Psychology	5	7.1	
Economics	3	4.3	
Adolescence	4	5.7	
Work	3	4.3	
Gender	2	2.9	interdiscipl. (18 / 26%)
Migration	1	1.4	
Miscellaneous	8	11.4	
Total	**70**	100.0	

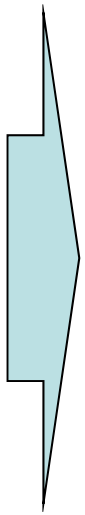
*) Whereof 16 times **Swiss Journal of Sociology** (23%)

Journal articles presenting TREE data (2005 – 2019)



Unit of data collection: Individuals → micro-level analysis

- Students
- Apprentices
- Adolescents
- Young adults
- Employees
- Parents
- etc.



- Manifold educational variables
- Gainful employment
- NEET-related behavior
- Personal characteristics
- Wellbeing & health behaviour
- Critical life events
- Composite variables: trajectories

Challenge 1: How to link individual trajectories to opportunity structures at the organizational / institutional level?

Barbara Reskin (2003): “Organizational *practices* are the immediate causes of variation in ascriptive inequality.”

→ Organisational mechanisms (e.g. gatekeeping) matter

→ Policy–relevant research perspectives

→ Black box educational & work organisations

What institutional data does TREE have in store?

“*We only have spare information about other actors in the system, both individual and institutional (teachers, training firms, schools, parents, peers, etc.)*” (Hupka-Brunner & Meyer, 31.10.2019)

Institutional & regional contexts

- *Institutional contexts*
  - School tracks (& social composition → Scharenberg, 31.10.2019)
  - Educational programme
  - Interim solutions
  - Occupational / job-level information

- Swiss *federal laboratory* (matched info at cantonal level)
  - Educational policy
    - Cantonal “supply” of general education
    - Cantonal VET “supply”
  - *Economic structure*
    - Cantonal share of SMEs
    - Regional unemployment rates

Register-based company level data (rarely used)

- Company ID
- Industry (BUR)
- Canton (BUR)
- Number of employees (BUR)
- Language (BUR)
- Company type (BUR)
- Legal form (BUR)

BUR = national register of companies

Company contexts & behavior: Subjective measures

- Working conditions (e.g. work time)
- Continuing education opportunities
- Social support
- Problems / stress at work
- Perceived gender discrimination
- Perceived ethnic discrimination

Subjective measures

Educational organisations (schools)

- PISA (baseline survey of TREE)
  - school ID
  - school location
  - public/private
  - school size
  - school autonomy
  - social composition
    - percentage of girls
    - average social status; % students not speaking an official national language; average reading literacy (Scharenberg, 31.10.2019)

Educational organisations

- TREE1 (all follow-up survey waves)
  - (Training companies)
  - Schools: Classroom characteristics
  - Schools: Teacher characteristics
  - Quality of educational programme
  - Equal opportunity

Subjective measures

Linking individual trajectories to organizational features

- Subjective measures of organizational behaviour do not allow for robust analysis of school or company effects
- Linked employee – employer data, linked student – school data: Too expensive ?
- Linking social research infrastructures, e.g. TREE with Swiss Job Market Monitor
- Mixed method design: Organisational identifiers would allow for contacting single schools / companies → linking organisational case studies to individual trajectories

Challenge 2: Boosting interdisciplinary analysis

- How to become more interdisciplinary ? (> SNF funding)

- Bringing educational scholars and labour market scholars closer together in social mobility research :

  - Linking educational research (women as “winners” of intergenerational mobility) with labour market research (women as “losers” of intragenerational mobility)

  - What are the labour market returns of different educational trajectories into and through higher education?

Challenge 3: Overcoming bi-polar measurement of gender

- Learned A LOT about gender relations in Switzerland. However, innovative *gender* research remains limited as long as gender categorisation is reduced to man and woman:
  - Intersectionality gender * social class : gender cannot be understood with dichotomous concept
  - Need for measurements beyond gender dichotomy: femininities, masculinities → would allow for innovative intersectionality research with available sample size

Conclusion

- Drawing ‘the Swiss Tree’ of educational and work trajectories: TREE will be replaced by longitudinal register data.
  But TREE will continue to explain ‘the Tree’
- Overcoming challenges 1-3, bringing in (more) context = comparative advantage with respect to register data
- Where to go with TREE? Should we know more about individuals or should we know more about organisational contexts of their trajectories?
  Can we afford both? Should policy-relevance be taken into account?