

3rd International Conference on Transitions in Youth, Young Adulthood and Beyond

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Abstracts of Contributions

Table of Contents

Keynote Speeches	3
Symposia	5
Single Paper Abstracts	14
Posters	67

Keynote Speeches

Keynote I

Educational Systems and Gendered School-to-Work Transitions

Christian Imdorf, Social Research and Methodology at the University of Basel, Switzerland

The paper summarizes the main findings of a research programme on how educational systems generate gendered school-to-work transitions. Gender segregation in education varies internationally and it is particularly evident in systems where vocational education and training is prominent; that is where students are under constraint to make major career choices early on. Depending on a country's educational policy, institutional logics contribute more or less to gender segregation in education and the labour market. Based on a sociologically informed understanding of education systems and gendered educational trajectories, the research programme contributes to international transition research. The paper advocates for international comparative case study methodology in order to benefit most from comparing rich international longitudinal data sets. Empirically, it relies on data of the Swiss youth panel study TREE as well as on various transition surveys in Germany, Norway, Canada and Bulgaria.

Christian Imdorf is a Privatdozent in Sociology at the University of Basel and an International Associate Member of the Institute for the Study of Societies and Knowledge at the Bulgarian Academy of Sciences. He held a SNSF (Swiss National Science Foundation) research professorship from 2011 to 2017 and has been a member of the TREE survey management team at the University of Bern. He has completed several international comparative research projects on school-to-work transitions. Currently he leads the Swiss research team within the H2020 project NEGOTIATE – Early job insecurity in Europe at the University of Basel. His current research interests focus on education systems and gendered school-to-work transitions from a comparative perspective, vocational pathways to higher education, specialized middle schools in Switzerland, school-to-work transitions in Bulgaria, discrimination in hiring, and the recruitment of young workers who have experienced employment insecurities. He is a member of various advisory boards, such as of the Swiss Observatory of Vocational Education & Training, the Laboratoire de l'Education of the Ecole Normale Supérieure de Lyon, and the Journal of Youth Studies. His most recent publications include "Do Vocational Pathways Improve Higher Education Access for Women and Men from Less Privileged Social Backgrounds? A Comparison of Vocational Tracks to Higher Education in France and Switzerland" in *Rassegna Italiana di Sociologia* (with M. Koomen, J. Murdoch and C. Guegnard) and "Transition systems and non-standard employment in early career: comparing Japan and Switzerland" in *Journal of Education and Work* (with L.A. Helbling and A. Inui). He has co-edited several books, amongst others "Gender segregation in vocational education" (with K. Hegna and L. Reisel) published by Emerald.

Keynote II

Diversity in the transitions from school to work. The role of structure, agency, and time

Ingrid Schoon, University College London, Institute of Education

To what extent do young people steer their course of their lives despite the constraining forces of social structure. This paper introduces a socio-ecological model of agency, examining the interplay between a developing individual and a changing social context. The socio-ecological approach is embedded within life course theory and enables us to investigate how objective socio-economic conditions affect individual thinking, feeling and behavior, and how different aspects of agency might shape the selection of distinct transition pathways, which can be understood as ecological niches. I will present findings and conceptualizations regarding the interactions between structure and agency during the transition from school to work to illustrate processes of social causation, cumulative risk, selection effects, and compensatory effects. In particular, the paper shows in what circumstances agency can compensate for socio-economic adversity in the transition from school to work.

Ingrid Schoon is Professor of Human Development and Social Policy at the Institute of Education, University College London and Research Professor at the Social Science Centre (Wissenschaftszentrum) Berlin. She has lead a great number of large scale and international research projects. Currently she is Principal Co-Investigator in the ESRC Centre for Learning and Life Chances in Knowledge Economies and Societies (LLakes) and is directing the international post-doctoral Fellowship Program PATHWAYS to Adulthood (<http://www.pathwaystoadulthood.org/>). Her research interests are focused on the study of risk and resilience, especially during the transition from dependent childhood to independent adulthood, and social and gender equalities in attainment, health and well-being. Her research is guided by an ecological-developmental approach, mapping human development over time and in context using longitudinal data, such as the nationally representative British cohort studies. She has served as advisor to government departments, and is member of several national and international review boards, such as the Swiss National Centre of Excellence (NCCR) and the German Youth Institute (DJI). Her publications include over 100 scholarly articles, a monograph on 'Risk and Resilience', and three edited books on 'Transitions from school-to-work' (with Rainer K. Silbereisen), 'Gender differences in aspirations and attainment' (with Jacquelynne Eccles) and 'Young People's Development and the Great Recession: Uncertain Transitions and Precarious Futures' (with John Bynner), all published by Cambridge University Press.

Symposia

Symposium I:

Employment and Identity of Chinese Youth

Organizers and Chairperson: Chunling Li, Chinese Academy of Social Sciences

China is experiencing rapid economic and social changes. With the acceleration of socio-economic transformations and promotion of the globalization, employment, social attitudes and values of Chinese Youth are undergoing dramatic changes and challenges. The Symposium focuses on the theme of "Employment and Identity of Chinese youth", including three papers. The authors of Institute of Sociology of Chinese Academy of Social Sciences, use the same data from PSCUS (Panel Study of Chinese University Students. This survey was conducted by Institute of Sociology of Chinese Academy of Social Sciences, using mixed typical sampling and random sampling. This survey selected 12 representative universities of China, and in each university, using stratified random sampling method to extract students. Based on the national survey data, professor Li Chunling examines the effects of education, employment and income on national identity of Chinese youth; associate professor Tian Feng analyzes the difference of students' family background, political identity, and employment status between the key universities, general universities and colleges; assistant professor Liu Baozhong described the overall life satisfaction of Chinese Youth, and examined the relationship between job environment and life satisfaction.

Abstracts for Three Papers:

Effects of Education, Employment and Income on National Identity of Chinese Youth

Li Chunling, Institute of Sociology, Chinese Academy of Social Sciences

Samuel Huntington states that globalization has brought about a crisis of national identity but other scholars find that globalization has been causing a rising tide of nationalism and strengthen national identity. Ronald Inglehart deems that young generation with more post-materialist values would have weaker national identity and nationalism than old generation. China has been integrating into globalization rapidly in recent decades, which weak national identity of some young people and strengthens the identity of other young people. Based on a national survey data of 2013, this paper examines the effects of education, employment and income on national identity of Chinese youth, and tries to find the socioeconomic mechanism for the rising nationalism among some young people and emigration incline among other part. The result shows that national identity of the young generation is significantly weaker than the old generation. Among young generation, young people with higher income and higher education have weaker national identity than those with lower education and income.

At same time, the reading more traditional media strengthens national identity and nationalism but new media has no this function. In addition, this study tests two theoretical hypotheses in Chinese context: the scarcity hypothesis and the socialization hypothesis proposed by Ronald Inglehart in his theory about the transformation of political culture.

National Education System and Elite Reproduction ----using the survey data from 12 universities and colleges

Tian Feng, Institute of Sociology, Chinese Academy of Social Sciences

By using survey data of Panel Study of Chinese University Students 2013, this article based on the Elite Theory analyzed the difference of students' family background, political identity, and employment status between the key universities, general universities and colleges. From a perspective on the relationship between national education system and the elite reproduction, this study focused on the differentiation of higher education while the popularization of higher education, and found that it is key universities whose commitments to elite education. Hence, general universities and colleges are no longer play important role in national higher education system. So far, enlargement of enrollment of higher education actually had changed the relationship between the national education system and the elite reproduction, which could transform the model of Chinese social mobility in future.

Job Environment, Subjective Psychological Feeling and Life Satisfaction of Chinese Youth ---- Based on the data of Panel Study of Chinese University Students 2013

Liu Baozhong, Institute of Sociology, Chinese Academy of Social Sciences

Life satisfaction reflects an appraisal of the overall conditions of one's life and a comparison of one's aspirations with actual achievements. It is also an important indicator to measure the quality of life. Based on the survey data of Panel Study of Chinese University Students 2013, this paper described the overall life satisfaction of Chinese Youth, and examined the relationship between job environment and life satisfaction. The result showed the obvious influence of objective external job environment and individual characteristics on the life satisfaction of the youth. The author also found that life satisfaction of youth, as a kind of subjective psychological feeling, is not completely determined by the objective living environment and living conditions.

Symposium II

From student to worker: Factors influencing educational decisions, pathways to employment, and occupational turnover

Dr Claire S Johnston, University of Bern

Keywords: educational aspirations; education decisions; occupational turnover; personality; work

This symposium, representing work conducted by researchers in Switzerland and Germany using three different longitudinal data sets, focuses on both educational and occupational pathways. We aim to show how educational and occupational trajectories are linked and the presentations in this symposium address questions that include; the factors influencing educational aspirations and decisions; how occupational and educational trajectories unfold; and the factors influencing occupational turnover. Analyses give attention to individual factors such as background or personality characteristics, and job and occupation level factors, permitting an integrative discussion on the subject.

1st Presentation: Academic or vocational pathway? Effects of school grades and parents' and teachers' achievement expectations at the end of primary school

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Students in Switzerland choose between an academic (e.g. Gymnasium) and a vocational (e.g. Vocational Education and Training VET) pathway at the end of lower-secondary school. Eccles and Colleagues' expectancy-value model and prior research propose that family SES and school grades predict teachers' and parents' achievement expectations, which predict students' aspirations and the choice of higher secondary pathway. According to this model, we hypothesize that the effect of SES and school grades on pathway choice is mediated by teachers' and parents' expectations.

Our longitudinal data from the study Effects of Tracking (Wirkungen der Selektion, WiSel) allow us the first time to examine these relationships in the Swiss educational system. The sample consisted of 222 students, their parents and teachers. They were surveyed in students' 5th grade with standardized questionnaires. Additionally students participated in achievement tests in 5th grade and were asked about their academic aspiration in 7th grade and about their career after the end of lower-secondary school in 9th grade. We analyzed the data using multi-level path analyses, separately for parent and teacher expectations. Results indicated that parents' as well as teachers' achievement expectations had a positive effect on students' academic aspirations. The entrance in a Gymnasium vs. VET after lower-secondary school was predicted by the socio-economic status, teachers' achievement expectations and students' academic aspirations. The initial effect of the school grades on the chosen pathway was mediated by parents' and teachers' achievement expectations. Implications of these findings will be discussed.

2nd Presentation: Young Adult Career Pathways in Switzerland

Claire S. Johnston¹, Andreas Hirschi¹, Emanuela G. Medici², and Gudela Grote².

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The Swiss education system provides academic and vocational pathways for entering into a variety of occupations. As technological, economical, and societal changes occur, it becomes increasingly important to ensure that individuals can maintain employability through the integration of education, training, and employment.

This presentation concerns the individual career pathways of young adults in Switzerland. Using the Transitions from Education to Employment (TREE) data, we will code individual's professional, educational, and personal situation at defined measurement points starting from wave 3 of TREE (2003). We will also retrospectively create a data point for each participant for the years in which the TREE survey was not conducted (2008, 2009, 2011, 2012, and 2013). Using sequence analysis, we aim to identify different patterns in career sequences or occupational trajectories. In a second step, we will consider how individual characteristics, such as demographics and personality characteristics, along with occupational and job characteristics predict different career patterns.

The results of this analysis will help to identify groups of individuals who are more vulnerable to unstable career pathways that present a greater risk for unemployment. The identification of different patterns can lead to practical preventative efforts. The results may also show if certain occupation groups have high turnover rates, illustrated by a greater percentage of individuals leaving some occupations. This would suggest that actions are required to keep individuals interested and employable in relevant occupational groups.

3rd Presentation: Work- and personality-related antecedents of turnover: A longitudinal study with young Swiss employees

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Voluntary fluctuation is costly (e.g., loss of experience and knowledge, hiring new employees, loss of reputation). Organizations need to know which factors predict turnover. Evidence increases that higher work stressors and lower occupational resources as well as lower job attitudes (e.g., job satisfaction, organizational commitment) are associated with higher fluctuation – mediated by higher turnover intentions (e.g., Cooper-Hakim & Viswesvaran, 2005; Semmer et al., 2014).

In a longitudinal study with a time lag of 2 years work-related and trait-related predictors of voluntary fluctuation were tested using SEM in a German and French speaking sample of young Swiss employees ($n = 405$). While lower openness (Big 5), social stressors and performance constraints (e.g., having to work with obsolete information) negatively correlated with affective commitment, performance constraints and low appreciation negatively correlated with job satisfaction. Affective commitment was associated with higher job satisfaction, while both of them were linked to lower turnover intentions. Turnover intentions predicted higher fluctuation during following two years. Furthermore, mediation was significant. Additionally, higher job control at baseline independently predicted lower fluctuation. Prevention of turnover should reduce work stressors and increase appreciation at work.

Symposium III

Educational decisions: the Federal Vocational Baccalaureate as alternative

Rolf Becker, David Glauser, University of Bern, Department of Sociology of Education
Franziska Jäpel, University of Zurich, Continuing Education

Discussant: Ingrid Schoon (UCL Institute of Education, University College London)

Despite the fact that the baccalaureate quota in German-speaking Switzerland is comparatively low (about 20%) (Becker, 2010), there is an ongoing debate on whether the share of juveniles at baccalaureate schools is too high/low (Becker und Zangger, 2013). In addition, a lack of appreciation of and esteem for vocational training and manual professions in particular are being criticized. Whilst these topics receive particular attention in the media and politics, inequalities related to educational opportunities (IEO) and returns to education are less in the spotlight. The scope of the symposium is related on the hand to inequalities of educational opportunity (IEO) at the transition to upper secondary education. On the other hand, inequalities related to returns to education after completion of vocational education are the second strand of the symposium.

In the two first presentations, the focus is on IEO in terms of educational aspirations towards the end of compulsory education as well as the actual transition into upper secondary education. Of particular interest is the question what mechanisms bring about social disparities in regard of aspiring and attaining vocational education and training (Federal VET Diploma, EFZ; Federal Vocational Baccalaureate, FVB) or baccalaureate schools. Within sociological rational choice theory (SRCT), main mechanisms that bring about IEO at educational trajectories are on the hand that ability and school performance are correlated with social background (primary effect of social origin): children from more privileged families outperform their peers in school. On the other hand, even when controlling for school performance, those from higher social classes are more likely to attain more demanding tracks that lead to higher education entrance qualification (secondary effect of social origin, see Boudon, 1974; Breen und Goldthorpe, 1997; Esser, 1999). The concept has been further developed, formalized and empirically tested by many authors (Becker, 2003; Stocké, 2007; Jackson, 2013; Breen et al., 2014). However, regarding the transition to upper secondary education, there are few studies in which the theoretical assumptions have been analyzed using a direct test strategy (Jæger, 2007; van De Werfhorst und Hofstede, 2007; Kroneberg und Kalter, 2012).

[Franziska Jäpel] The scope of the **first presentation** is on the significance of the FVB among graduate's educational aspirations at the end of compulsory education. Of interest is to explain when and why students aspire for the FVB (when the educational alternatives are: EFZ, FVB, baccalaureate schools) when controlling for social background (parental ISCED-level and EGP-class) as well as school performance (GPA).

From a structural-individualistic perspective, it is assumed that in regards to social origin, variation in educational aspirations and decisions result from the interplay of both socially distinctive cost-benefit perceptions and institutional restrictions working at this educational trajectory. In addition to subjective expected utility theory (SEU), other theoretical assumptions are considered important in regards to educational and career aspirations: (1) The preference for a specific educational path depends on personality traits such as time discounting preferences and internal/external locus of control (Rotter, 1990; Breen et al., 2014). (2) Following Lindenberg's (1989) social production function theory, educational certificates are second-order means of production which contribute to the realization of universal goals (physical and social well-being) by learning their favorite profession and successfully entering the labor market.

The results are presented in two steps: Firstly, the process from idealistic to realistic educational aspirations and educational decisions will be illustrated graphically. Secondly, multivariate results of the influence of subjective cost-benefit perceptions and personality traits on educational aspirations and decisions are presented. The results indicate that the chance to opt for a certain track increase the higher the educational motivation and the lower the investment risk are perceived. Moreover, pupils with higher time discounting preferences are particularly likely to enter the VET-system and to attain eligibility for higher education via FVB.

[David Glauser and Rolf Becker] Regional opportunity structures have received little attention in research on educational aspirations and attainment. This paper's aim is to address whether regional opportunity structures affect educational attainment at the transition from lower to upper secondary education net of institutional and individual effects. Related with this issue we also ask how opportunity structures influence pupils' educational attainment. To account for regional variation of the opportunity structures we construct one scaling variable based on principal component factor analysis and merge these with DAB data. In the scaling variable, various aspects of the regional labor market structures and conditions, as well as the diversity and extent of the supply of educational alternatives, are considered. Our results indicate, first, that the more extensive regional opportunity structures are, the higher the probability of pupils attending general education programs. In contrast, restricted opportunity structures increase pupils' probability of attending VET. Second, regional opportunity structures are perceived, subjectively evaluated and organize a pupil's set of feasible actions and educational attainment: On the one hand, regional opportunity structures are correlated with pupils' realistic educational aspirations. Once we control for educational aspirations the direct effects of opportunity structures on educational attainment after leaving compulsory schooling can be partially explained.

[David Glauser] The scope of the **second presentation** is on IEO in regards to the actual transition to upper secondary education directly as well as 15 months after leaving compulsory education. The main interest is on social disparities in attaining EFZ, FVB or baccalaureate schools, respectively. The sample is restricted to 1.226 pupils from the school type with advanced requirements. These students formally have the option to choose among all upper secondary tracks mentioned. As measures for secondary effects of origin the subjective perceptions (benefit, likelihood of status maintenance, costs, success probability) regarding the educational outcomes are used. Because gender differences in educational attainment at this educational trajectory are obvious (Imdorf et al., 2014), results are presented separately by gender. In the first step of the analysis, OLS-regressions are used to test empirically, whether the variation of subjective perceptions of pupils from different social strata (parental EGP/ ISCED level) are in line with theoretical predictions. In the second step, hierarchical conditional logistic regression models are used to test whether social disparities in educational attainment can be explained when controlling for pupils' subjective perceptions. Overall, the results indicate that social disadvantages in regards of attending FVB or baccalaureate schools instead of EFZ can be explained completely for male but only in part for female juveniles.

[David Glauser and Rolf Becker] Regional opportunity structures have received little attention in research on educational aspirations and attainment. The aim of the **third presentation** is to address whether regional opportunity structures affect educational attainment at the transition from lower to upper secondary education net of institutional and individual effects. Related with this issue we also ask how opportunity structures influence pupils' educational attainment.

To account for regional variation of the opportunity structures we construct one scaling variable based on principal component factor analysis and merge these with DAB data. In the scaling variable, various aspects of the regional labor market structures and conditions, as well as the diversity and extent of the supply of educational alternatives, are considered. Our results indicate, first, that the more extensive regional opportunity structures are, the higher the probability of pupils attending general education programs. In contrast, restricted opportunity structures increase pupils' probability of attending VET. Second, regional opportunity structures are perceived, subjectively evaluated and organize a pupil's set of feasible actions and educational attainment: On the one hand, regional opportunity structures are correlated with pupils' realistic educational aspirations. Once we control for educational aspirations the direct effects of opportunity structures on educational attainment after leaving compulsory schooling can be partially explained.

All presentations are based on longitudinal data of the DAB panel study.¹ The focus of the DAB panel study is on the educational decision-making process and the transition from school-to-work of pupils that left compulsory education in summer 2013. The data are particularly appropriate for analyzing the causes of IEO at upper secondary level because they contain rich information on aspirations and subjective expectations collected during the process of training and vocational decision making in compulsory education. The survey time points were in the middle of the 8th grade (W1: Jan/Feb 2012) as well as at the beginning (W2: Sept/Oct 2012) and end (W3: May/June 2013) of the final year of compulsory education. Data on the actual transition were collected in a follow-up approximately 15 months after pupils had left lower secondary education in October/November 2014 (W4). Data related to educational attainment at upper secondary level, labor market entry and further training are collected in June 2016 (W5), Mai 2017 (W6) and Mai 2018 (W7), respectively. The presentations are based on data of the first six waves.

¹Public-Use-Files of the DAB panel study are available at FORS: <https://forsbase.unil.ch/project/study-publicoverview/14297/0/>.

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Single paper abstracts

In alphabetical order of [first] author

How Social Support and Self-Efficacy Moderate Effects of Significant Life Events on School Drop-Out in Young People

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Drivers of drop-out have been studied extensively over the past years. A number of studies suggest that self-efficacy and social support help reduce adverse effects of significant life events, such as trouble with family and friends, on drop-out intention but also on actual drop-out. However, over-all, evidence as to whether self-efficacy and social support influence drop-out intention and actual drop-out is mixed.

We examined whether, and to what extent, perceived social support and general self-efficacy affect drop-out of adolescents in transition to young adulthood. We distinguished between baseline levels of social support and self-efficacy and (within-person) change in social support and self-efficacy in order to determine whether drop-out is sensitive to fluctuations in social support and self-efficacy when person-specific levels of social support and self-efficacy are taken into account.

Estimating growth curve models on TREE data, a panel study on the life trajectories of compulsory-school leavers in Switzerland, we found that baseline levels of social support and self-efficacy, as well as within-person change in social support and self-efficacy, affected adolescents' drop-out intention, but did not prevent actual drop-out. Moreover, our models show effects of a range of significant life events on drop-out intention and actual drop-out. These findings improve our understanding of the role that psychological and social factors play in shaping drop-out intentions and actual drop-out.

Negotiating transitions in precarious times: A longitudinal analysis of the impact of job insecurity on the lives of young people in Australia

Jenny Chesters & Hernan Cuervo, Youth Research Centre, Melbourne Graduate School of Education, The University of Melbourne

Job insecurity has become a major analytical focus for policy-makers and researchers working in the field of youth studies. Analysis about what job insecurity looks like and how to redress it inform everyday policy and research discourses and practices. This paper expands this analytical focus by examining what effect job insecurity has on young people in Australia. It moves beyond the binary focus on youth employment policy and research that concentrates on the distinction of job security and insecurity and neglects the impact on the multifaceted lives of young people. In this paper, we draw on a longitudinal mixed-methods study that collected data between 2006 and 2016 from young people making their post-school transitions in order to understand the effects of job insecurity. We focus on three waves (2007-2011-2016) of data to examine who is more likely to be in insecure work at the age of 28 and how insecure work affects various aspects of their lives. Our results show that insecure work is related to lower levels of physical and mental health; lower levels of autonomy; and less satisfaction with their jobs. We also examine the participants' comments on the effects of insecure work to develop a more nuanced understanding of the impact of precarious work on the lives of young people during the third decade of their lives.

The gender wage gap in early careers: evidence from a youth cohort in Switzerland

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Over the last few decades, women have made up ground with respect to men in different key areas of social life, from educational enrolment to political representation. However, one area where progress is slow and the gender gap persistent are wages, with women still earning substantially less than men (OECD 2012). According to a popular argument in economics, the earnings trajectory of men and women begins to diverge with the birth of children – when fathers specialize in paid employment and mothers focus on child-rearing (Becker 1985, Gangl and Ziefle 2009). Following this argument, the gender wage gap persists not because of employer discrimination against women, but because of the differential investment of fathers and mothers into paid work and the household. The root cause of women's lower wages is thus seen as being the household and family – rather than employers and the labor market.

We examine this argument by analyzing the evolution of wages between men and women before the onset of family formation and gendered household specialization. We do so by using a unique set of longitudinal data for Switzerland, TREE, which follows a PISA cohort of young people from the age of 15 up to the age of 30. This cohort study is ideally suited for the analysis of the transition from school to work. The data's longitudinal character gives us a handle on the issue of selection (e.g. Petersen et al. 2011) and its cohort structure allows us to distinguish more precisely between the cohort and period effect than earlier research on the subject (see Morgan 1998). More specifically, we try to go beyond existing research in three respects.

First, TREE provides us with detailed information on educational trajectories and strong measures of numerical and literacy skills before young people enter the labour market. This gives us an indication of whether the initial human capital – and hence productive potential – of men and women differs. Second, TREE provides us with a host of labour market indicators that, besides individuals' training and employment history, also include job characteristics such as tasks and strains and thus go beyond the existing literature (e.g. Elman/O'Rand 2004, Kunze 2005, Manning/Swaffield 2008). Third, TREE allows us to examine whether motherhood is indeed a critical event behind much of the gender wage gap by controlling for marriage and the birth of children. In addition, we are able to examine as to whether women choose a specific occupation and career trajectory because they anticipate their later family responsibilities (see Petersen et al. 2011). We test for the anticipation of family responsibilities by including family-oriented values which are observed before girls and boys enter the labour market and which are also measured longitudinally.

Our empirical analysis disentangles the different effects by estimating a gender-dependent wage growth curve with a set of random-effects models. Our first baseline model matches young men and women by entropy balancing (Hainmüller 2010) on variables which were measured prior to their entry into the labour market, using information on social background, nationality, language skills, school abilities, educational field and level.

We then bring in the labour market and additionally control for productivity-related variables such as occupation, sector, hierarchical position, and specific job characteristics. This reveals us the extent of the gender wage gap that is due to differential investment into paid work by young men and women. In the last models, we consider additional variables for marriage status and number of children as well as the value orientation towards family and paid work.

The preliminary results show a gender wage gap even at the beginning of the labour market entry. This wage gap does not change with labour market experience, as the interaction effect does not differ from zero. Further, neither the matching nor the time varying covariates on human capital and job characteristics can explain the gender wage gap. Only the introduction of variables on family formation and on values concerning family and work eliminates the gender wage gap. To be more specific, we find a wage penalty for women if they are married and if they have children, which is in line with previous research. Further, we find a smaller negative effect when women score high on extrinsic work values like a preference for high-paid jobs ($p=0.06$), but interestingly not when they score high on family values. A cautious interpretation of the latter results suggests that the wage gap is not due to women's preferences for jobs and careers which are compatible with child rearing, but that men seem to get preferential treatment when they show career ambitions.

Table 1: Models with matching and without time variable covariates
Dependent variable: logarithmized wage / hour

	(1)	(2)	(3)	(4)	(5)	(6)
Matched for:	nothing	nationality / language skills	social back- ground	cognitiv e ability	education	full set of variables
Female	-0.030 ⁺ (0.012)	-0.029 ⁺ (0.012)	-0.025 ⁺ (0.012)	-0.035 ^{**} (0.011)	-0.032 ^{**} (0.012)	-0.030 ⁺ (0.012)
Years in labourmarket	-0.000 (0.003)	-0.001 (0.003)	0.001 (0.002)	0.000 (0.002)	-0.000 (0.003)	0.001 (0.002)
Female # Years in labourmarket	-0.002 (0.003)	-0.002 (0.003)	-0.003 (0.003)	-0.002 (0.003)	-0.006 (0.003)	-0.004 (0.003)
Constant	3.004 ^{***} (0.028)	3.003 ^{***} (0.028)	3.001 ^{***} (0.027)	3.008 ^{***} (0.027)	3.032 ^{***} (0.038)	3.006 ^{***} (0.028)
Sigma u	0.151 ^{***} (0.004)	0.152 ^{***} (0.004)	0.151 ^{***} (0.004)	0.151 ^{***} (0.004)	0.157 ^{***} (0.004)	0.152 ^{***} (0.004)
Sigma e	0.173 ^{***} (0.002)	0.175 ^{***} (0.002)	0.172 ^{**} (0.002)	0.175 ^{***} (0.002)	0.175 ^{***} (0.002)	0.173 ^{***} (0.002)

Standard errors in parentheses, ⁺ $p < 0.1$, ^{*} $p < 0.05$, ^{**} $p < 0.01$, ^{***} $p < 0.001$

N = 3955

Variables matched on:

Always: Age in months

Nationality / language skills: Country of birth, language spoken at home, years of residence

Social background: Highest ISEI of parents, cultural capital

Cognitive ability: PISA test scores in language skills, type of highest education in complementary school

Education: Highest educational credential achieved before entering labour market

Table 2: Models with matching and with time variable covariates
Dependent variable: logarithmized wage / hour

	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Matched for:	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables	full set of variables
Female	-0.038 ^{**} (0.0121)	-0.047 ^{***} (0.012)	-0.048 ^{***} (0.012)	-0.023 (0.016)	-0.027 [*] (0.012)	-0.022 (0.016)	0.004 (0.031)	-0.061 (0.052)	0.053 (0.045)	0.014 (0.061)
Years in labour-market	0.002 (0.003)	0.000 (0.003)	0.001 (0.003)	0.000 (0.003)	-0.000 (0.003)	0.000 (0.003)	-0.001 (0.003)	-0.001 (0.003)	-0.001 (0.003)	-0.001 (0.003)
Female # Years in labour-market	-0.001 (0.003)	-0.003 (0.003)	-0.002 (0.003)	-0.004 (0.004)	-0.002 (0.003)	-0.004 (0.004)	-0.002 (0.004)	-0.002 (0.004)	-0.001 (0.004)	-0.001 (0.004)
Educational variables	x		x							
Job variables		x	x							
Marriage				0.032 (0.020)		0.026 (0.024)				
Sex # Marriage				-0.050 [*] (0.025)		-0.034 (0.029)				
Number of children					0.010 (0.014)	0.007 (0.017)				
Sex # Number of children					-0.039 [*] (0.016)	-0.024 (0.021)				
Family values							0.0146 ^{**} (0.006)			0.012 ⁺ (0.006)
Sex # Family values							-0.011 (0.008)			-0.009 (0.009)
Intrinsic work values								0.015 (0.012)		0.001 (0.012)
Sex # Intrinsic work values								0.012 (0.015)		0.024 (0.016)
Extrinsic work values									0.032 ^{**} (0.010)	0.028 ⁺ (0.012)
Sex # Extrinsic work values									-0.023 ⁺ (0.014)	-0.028 ⁺ (0.015)
Constant	2.920 ^{***} (0.036)	2.965 ^{**} (0.049)	2.905 ^{***} (0.058)	3.032 ^{***} (0.041)	3.002 ^{***} (0.028)	3.032 ^{***} (0.041)	2.953 ^{***} (0.036)	2.940 ^{***} (0.049)	2.911 ^{***} (0.045)	2.879 ^{***} (0.055)
Sigma u	0.144 ^{***} (0.004)	0.127 ^{***} (0.004)	0.127 ^{***} (0.004)	0.172 ^{***} (0.005)	0.152 ^{***} (0.004)	0.173 ^{***} (0.005)	0.146 ^{***} (0.004)	0.145 ^{***} (0.004)	0.145 ^{***} (0.004)	0.145 ^{***} (0.004)
Sigma e	0.171 ^{***} (0.002)	0.148 ^{***} (0.002)	0.146 ^{***} (0.002)	0.171 ^{***} (0.003)	0.173 ^{***} (0.002)	0.171 ^{***} (0.003)	0.184 ^{***} (0.003)	0.184 ^{***} (0.003)	0.184 ^{***} (0.003)	0.184 ^{***} (0.003)

Standard errors in parentheses, ⁺ $p < 0.1$, ^{*} $p < 0.05$, ^{**} $p < 0.01$, ^{***} $p < 0.001$ N = 3955

Educational variables since entering the labour market: Highest achieved educational credential, type of highest achieved education: academic vs vocational, number of educational certificates

Job variables: Branche of trade, number of work hours, ISEI of job, temporary job, work conditions, number of subordinates, strains in jobs, personal assessment of discrimination in firm due to gender

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School-to-work-transition and well-being in Australia

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The school-to-work-transition period is a demanding episode within the life course in all societies, as in the years of adolescence a sequence of severe and long-lasting decisions are to be made with respect to educational choice and getting integrated into the labour market (Ryan 2001). Failing within the educational process, becoming unemployed or starting the employment career in a precarious contract could take a negative impact on the future life-course. And that period of the life course is a sensitive time with regard to adolescences' developments and social relations (Mayer 2009). Well-being and mental health are possible outcomes (Schulenberg 2004), which themselves take impact on individuals further educational, labour market related and social life (Western & Tomaszewski 2016).

The Australian Hilda-data are employed to explore the relation of the school-to-work-transition period and individuals (subjective) wellbeing. HILDA is well established panel-survey running since 2001, which a set of health and wellbeing related questions in all waves. A model-specific sample is drawn out of the HILDA-participants including 3.201 individuals, interviewed firstly as new HILDA - persons in the age of 15/16 and attended at least two consecutive waves in the HILDA survey. Thus 22.745 records (7.1 records per individual in average) are included in the models. A set of model-specific selectivity checks are performed, controlling for effect of wellbeing on panel participation. Both models controlling for characteristics at the first interview and models controlling for life course events indicate effects of wellbeing on individuals' attrition rate, whilst well-known effects like educational attainment, experience of marginal employment drives attrition.

Pooled models fixed effects and random effect models are estimated and related tests and robustness checks are performed. Pooled and random effects models indicate strong effects of social origin. Whilst parental SES effects widely disappear when controlling for educational attainment, the family composition at respondents age of 14 remains as strong effect. The same is the case with type of school attended.

Specific attention is drawn on the relation of life satisfaction and the school to work transition, which is followed up to individuals age of 30. The process of individuals' school-to-work transition is introduced into the models by identifying detailed types of educational training, contract type of work period of unemployment and inactivity, and other activities. The results support an own standing effect of the school-to-work-transition on life satisfaction both in the random and the fixed effects models. Robustness checks show the effect holds even under control of domains like domain specific life satisfaction, health, family formation, or unexpected life events. Relevance of the results will be discussed.

Situation of apprentices and transition process in low-threshold Swiss VET programs: a mixed method research project on training paths and premature interruptions of training

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This contribution presents the first results of an ongoing mixed method research project on low-threshold Swiss VET programs (Federal VET Certificate and Practical Training offered by INSOS). This project is grounded in the findings of an exploratory study that highlights aspects that need to be explored: apprentices' heterogeneity in terms of competences, background, and needs, and their fit with these specific training programs; the reasons why apprentices interrupt their training and the consequences; professional integration after graduation in terms of employment rate and quality of integration. It has been recently shown (Fitzli et al., 2016) that premature interruption rates are higher in two-year VET programs for the Federal VET Certificate than in the more demanding three or four-year VET programs for the Federal VET Diploma.

In line with these findings, the project consists of a longitudinal study whose purpose is threefold: first, to better understand the fit between apprentices and low-threshold VET programs, then to gain in-depth understanding of situations where young people interrupt their training, and finally to have a finer vision of the professional integration of graduates. For the purposes of this contribution, the research questions are the following: 1) how can apprentices' situations and personal circumstances in low-threshold VET programs be characterized? 2) What are the reasons for interrupting the aforementioned programs? 3) What does it say about the transition process as it unfolds in this kind of training programs? On the theoretical level, both works on transition from school-to work and on premature interruption in VET are referred to. A special attention is paid to the personal and social factors of influence (Häfeli & Schellenberg, 2009) at stake in the transition and to the reasons why young people interrupt their training (Lamamra & Masdonati, 2009; Stalder & Schmid, 2006).

On the methodological level, two major research strategies are drawn upon in a longitudinal perspective: a quantitative analysis based on questionnaires collected at three moments of young people's training paths and a qualitative analysis based on semi-directive interviews conducted at two moments. Data are collected in the French and German-speaking part of Switzerland in chosen professional sectors. Concerning the first phase of the data collection, the focus of the questionnaires was to gain a broad view on apprentices' situations and circumstances, whereas the aim of the interviews was to focus on the reasons of training's interruption.

The results of the first quantitative and qualitative phase allow to describe in detail the current situations (personal and social characteristics, satisfaction with the training, etc.) and to outline training paths including reasons for interrupting. They also highlight some aspects of the transition process as it unfolds in low-threshold VET programs: freedom of training choice, role of the disability insurance, support system.

Career Paths in the Humanities: The Role of Internal Labor Markets and Career Mobility for Income Growth

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Careers of tertiary graduates strongly depend on the field of study (van de Werfhorst 2002, 2011). In particular, graduates of the humanities face a difficult college-to-work transition. Moreover, they have a higher risk of unemployment and tend to be employed in jobs with lower income and less status adequacy when compared to graduates from other disciplines (e. g. economics, natural science and engineering) (Reimer et al. 2008; Haak and Rasner 2009). A main question of this paper concerns the types of career paths which are more highly rewarded in the labor market: careers within an organization (internal labor market hypothesis) or with changes between employers (employer change hypothesis). To explain the labor market outcomes of college graduates, our approach combines individual (e. g. field of study, tenure) and job related characteristics (e. g. industrial sector, public/private sector).

The database used in the study is the “Bavarian Graduate Panel” (Bayerisches Absolventenpanel, BAP), a representative panel of higher education graduates in Bavaria, Germany, covering 10 research-based universities and 17 state funded universities of applied sciences (UAS). In particular, in this study, we make use of the data from graduates of the graduation year 2006 for the first six years of their occupational careers. Several random-effects panel regressions are estimated to identify the determinants of the income growth in the humanities. The comparison with economics shows both significant income differences during the first six years of their careers as well as different patterns of career mobility. A main result of our analysis is that humanists as well as economists benefit from changing their employer during the first six years of their career.

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Working collaborative in the field of transition Katharina Felbermayr

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Inclusive transition processes after compulsory school are particularly difficult for young persons with disabilities. In other words, compulsory school leavers with disabilities are confronted with manifold barriers and mechanisms of exclusion in their transition to further education, training and employment. The reason for this often lies in a lack of cooperation/collaboration at the early stage of compulsory school between the school, the young adult with a disability, his or her parents and support providers outside school. Working collaborative in the field of transition has already been identified as a relevant determinant and is internationally considered as an important key factor in fostering transition processes. To date, the international and national research community has not taken into sufficient consideration the topic of participant cooperation/collaboration in the transition of young adults with disabilities.

The research project “Cooperation for Inclusion in Educational Transition”, funded by the Austrian Science Fund (FWF) (project number: P-29291-G29; project-leader: Helga Fasching) at the Department of Education in Vienna, focuses precisely on participatory cooperation/collaboration. The project is framed as a qualitatively-driven mixed-methods study, with the main focus lying on qualitative methods (interviews and observations), and is assigned to the basic exploratory research. Based on the (constructivist) Grounded Theory according to Kathy Charmaz (2014) case studies are used in a longitudinal approach to examine how the individual actors (adolescent with disability, his/her parents and the professionals) cooperate/collaborate with each other.

To gain a deeper insight into the experiences of the individuals the main research question is as follows: What are the experiences of pupils with disabilities and their parents/families with cooperation/collaboration with professionals in the period of transition from SEC I to SEC II or employment?

The funded research project can provide important information about how adolescents with disabilities, their parents and professionals in Austria experience the transition process and also how and if they experience collaborative working.

First we will present and discuss the concept underlying the research project (design, methods and theoretical framework). In the second part we are interested in sharing our first research findings with the audience.

We will also give an insight in current project activities and focus on arising issues and challenges concerning participative cooperation/collaboration.

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Innovative solutions to facilitate transition to adulthood from parents of young adults with profound intellectual disability

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Introduction: In Quebec, until the age of 21, children and teenagers with profound intellectual disability (ID) have adapted pediatric health services and the opportunity to attend specialized public schools. However, beyond this age, access to specialized services is more limited: funding for school attendance ceases and young adults must transfer from pediatric health services to the adult health services. Despite the implementation of solutions to facilitate transition to adulthood, some difficulties tend to persist, a situation that could have significant adverse effects on the person with a disability and their families. Indeed, few studies have focused on the parents' perspective of potential solutions to ease the transition and most solutions target young adults with less severe intellectual disabilities. To support families of young adults with profound ID, it is important to offer solutions in line with their reality.

Objective: This project aimed to describe the needs of people with profound ID and their families during the transition to adulthood, by describing the experience of parents during this period and the factors influencing it, as well as by exploring potential solutions to implement.

Methodology: In order to achieve this qualitative study, an interpretative descriptive design was used. Two individual semi-structured interviews were conducted with fourteen parents, the second interview was made to validate and deepen the results with a summary of the first interview. A semi-structured interview guide was created for the first interview and was previously validated by two families with a child with ID.

Results: Several multisystemic factors targeting material, informative, cognitive, and emotional support seem to influence the transition to adulthood. These factors contribute to the particularly difficult experiences of families who live a lot of anxiety and frustration facing the lack of support offered. Several interesting ideas have been proposed by parents to address this lack of support, both in terms of knowledge sharing, improvement of inter-institutional collaboration, and psychological support. Most of these solutions could be implemented in existing transition planning programs. This paper will describe main solutions proposed by parents of youth with profound ID.

Conclusion: This study highlights the importance of involving all stakeholders working with young adults and their families in planning the transition. Understanding the reality of people with profound ID and their families will help to develop concrete actions for future projects.

Long-term effects of youth characteristics on the diversity of couple dynamics

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Establishing a stable partnership is one milestone during transition to adulthood. Simultaneously, the pathway to adulthood is characterized by increased heterogeneity in life courses. The life course perspective perceives the life course as a complex social process which consists of different life domains. The domains are embedded in a multi-level structure of dynamics and individual developments. Besides this multi-dimensionality, the life course perspective also includes path dependency: the life course is influenced by experiences and decisions of the past. From previous studies, we know that e.g. the divorce of the parents influences one's risk of divorce or that shyness in youth is related to late-life parenthood. Other studies of couple dynamics and family formation mainly focus on economic and socio-structural variables but don't pay attention to psychological factors and social resources. Furthermore, most studies concentrate on specific transitions but do not consider partnership dynamics.

Thus, we still don't know how characteristics anchored in youth are influencing the partnership formation as a dynamic process and if these characteristics do have a long-term effect. Do personal and social resources in youth have any influence on the patterns of partnership formation from adolescence up to the middle adulthood? This paper will focus on the association between partnership formation and individual characteristics to give an answer on one main question in life course research: is the life course an endogenous causal relationship? I will use the Life (2012) Dataset for Germany. Using discrepancy analysis it will be possible to examine how individual characteristics explain the discrepancy of the partnership sequences.

First findings suggest that especially perceptions and ideas in youth about their later family and work life have an influence on the diversity of partnership trajectories.

Links between young people's emotional well-being and their pathways after leaving school

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The differentiated educational system in Germany makes school-leaving certificates a key factor in the transition from school to job training, higher education and employment. However, given that this transition requires far-reaching decisions and coping with new demands, personal resources are also likely to influence how young people navigate this transition. Focusing emotional well-being (positive and negative affect), this study investigates how young people's emotional resources shape their educational and occupational pathways after leaving school and how emotional well-being is in turn affected by these different pathways. Longitudinal data of 1.532 German adolescents (born 1991-1993) who participated in the annual assessments of the German Family Panel "pairfam", were reorganized to start with T0 in the year prior to school graduation and include three additional waves up to three years after school graduation (T3). Based on these data, we sought to (1) identify different pathways of educational and professional activities by using latent class analysis (2) predict these pathways by positive and negative affect prior transition (controlling for individual demographic factors and educational background), and (3) link the pathways to young people's emotional well-being at T3 using a structural equation framework (controlling for the stability). Five different pathways could be identified: academic track, further school education track, vocational training track, mini-job track (minor employment of low pay) and a track of unsteady workers changing between periods of employment and unemployment. Controlling for gender, immigrant background, and level of school education, higher levels of negative affect (not positive affect) at T0 increased the likelihood of being in the unsteady working track or the vocational training track. Further, the results confirm beneficial effects of following the academic track for young people's negative affect (not positive affect) three years after school-leaving when compared to the other tracks. These findings including further mediation analyses are discussed with reference to the benefits of higher education.

Highlights: longitudinal analyses, emotional well-being, pathways of academic or vocational training or employment

Income after labor market entry: Do institutional characteristics of VET occupations matter?

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Recent research has shown that labor market integration is comparatively smooth and income levels relatively high in countries with a high share of vocational education and training (Levels, van der Velden, & Di Stasio, 2014; Müller & Shavit, 1998; Wolbers, 2007). However, country-specific studies have also revealed considerable income differences between occupations, and low income at labor market entry often functions as a poverty trap (Buch & Hell, 2014; Sacchi & Salvisberg, 2014). Accordingly, recent research has become aware of the importance of training occupations for social inequality (Bol & Weeden, 2014). To what extent individual income differences at labour market entry are linked to institutional characteristics of a country's upper-secondary training system has, to our knowledge, rarely been investigated. Our aim is therefore to examine whether differences in institutional characteristics between upper-secondary VET programs affect former VET learners' income after their transition into the labour market. We will focus on the dimensions exam standardization, vertical differentiation and vocational specificity, which differ between the approximately 230 upper-secondary training occupations in Switzerland. We argue that these three institutional dimensions have an influence on the (labor market-relevant) skill and competence development of the apprentices (Müller & Shavit, 1998). Consequently VET diploma holders' average need of on-the job training and initial productivity will differ between the training programs. Those who are highly productive and need little on-the-job training will be rewarded with high income. Firstly, a large share of occupation-specific training is likely to decrease the required on-the-job training and increase initial productivity of VET diploma holders in skill-adequate employment (Becker, 1967). Secondly, vertical differentiation increases performance homogeneity within tracks (Van de Werfhorst & Mijs, 2010) and the productivity level of those in higher tracks. Thirdly, exam standardization has been found to increase the quality of skill formation and thereby also increase average productivity levels (Piopiunik, Schwerdt, & Wössmann, 2014). Based on these theoretical arguments we assume that a high level of specificity, exam standardization and differentiation of the training program has a positive effect on income shortly after labour market entry.

Our analyses are based on the Swiss Labour Survey and on data from training ordinances and curricula. We chose a sample of 18-35 year olds who completed upper-secondary VET training no longer than five years before the survey. We ran multilevel regression models with income as the dependent variable. Vocational specificity is measured by the share of occupation-specific training in vocational school, inter-company courses and in the training firm. The variable vertical differentiation distinguishes between tracks leading to different diplomas. The measure for exam standardization includes regional centralization and the relevance of teachers' evaluation for final grades. Control variables include age, time since graduation, gender, migration background, firm size and labor demand. Our findings support the hypothesis that institutional characteristics of VET occupations matter for income during the first years of labor market participation.

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Seven years of youth transition to work before and during the economic crisis in France

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The transition from school-to-work is a process structured by demand for labour, employer behaviour, public policy measures and structural employment changes. However youths experience also other temporalities, that are context related, and that take place in a given country at the beginning of their working careers. In general youths entering the labour market are overexposed to economic fluctuations (Fondeur and Minni, 2004). The aim of this paper is to identify the consequences of the 2008 financial crisis in France, by comparing the trajectories of two youth cohorts over seven years. We use labour market segmentation theory developed by Doeringer and Piore (1971). According to this theory, precarious or unstable jobs are more the fate of young people at the beginning of their transition to work. However we can wonder what happens in the time of crisis. Does this lead to more or less the same difficult transition for all workers? Or does the precarious employment remain constant for vulnerable workforces such as young people of immigrant origin (for example North African background), as suggested by the dual market theory?

The advantage of this research is to use two Céreq surveys based on the same methodology, the same longitudinal data, the same observation period (seven years). The Céreq's 'Génération 2004' survey provides information on a panel of 11,791 school leavers. Looking at this cohort is pertinent as the 2008 crisis happened when the youths would be, in theory, in stable employment. We compare their trajectories with another panel of 16,040 school leavers, the 'Generation 1998' where the cyclic phenomenon was less pronounced. This paper focuses on the labour market prospects of young women and men in terms of their employment status, and also the quality of the jobs they occupy (type and length of contract, wage, working time...). The major difficulties for French youths of North African origin can be characterized by the numerous job changes and recurrent unemployment. The problems that this population faces on the labour market are not new. However they became worse during the crisis, and in different ways for women and men, as shown in the econometric models.

Transferring gender segregation from education to employment: The role of education – employment linkage in Switzerland and Bulgaria

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Labor markets in industrialized countries are strongly gender segregated (Smyth & Steinmetz 2008). This can be partly explained by different educational choices of young men and women (Charles & Buchmann 1994). However, after taking gender segregation in the educational system into account, considerable differences in gender segregation in the labor market between countries remain. This suggests that institutional factors, such as the linkage strength between the educational system and the labor market may play a role in translating gender segregation from education to employment (Imdorf et al. 2014). The aim of this study is to analyze how gender segregation in education is translated into segregated jobs at labour market entry with a special focus on the role of vocational education and training (VET) and higher education (HE). Transition system research points to a stronger linkage between education and employment in countries with a strong vocational principle like Switzerland and a weaker linkage in countries with a stronger focus on HE like Bulgaria (Müller 1998, and others). In conjunction with theories of vocational choice, which state higher gender segregation in VET compared to HE (Imdorf et al. 2015), it is assumed that the translation of gender segregation from education to employment is stronger for Switzerland compared to Bulgaria. We use data from the Swiss Youth Panel Survey TREE and the Bulgarian School Leaver Survey BSLS. Based on recent developments in multigroup segregation research (DiPrete et al. 2016), entropy based measurements are calculated to study the school-to-work linkages and the translation of gender segregation.

Our descriptive results confirm both an overall stronger educational gender segregation as well as education – employment linkage in Switzerland compared to Bulgaria. Whereas in Switzerland the linkage strength is higher for VET compared to HE graduates, the contrary holds for Bulgaria. Moreover, gender segregation is higher in VET compared to HE for both countries. Separate multivariate analysis for women and men confirm the assumption that the transfer of gender segregation from education to employment increases with the linkage strength of the educational offers and employment categories. We conclude that the relatively high gender segregation in Swiss VET combined with an especially high linkage strength compared to Bulgaria accounts for the higher overall gender segregation in the Swiss labour market, especially for men.

Waiting loops or second chance? The effect of pre-vocational programs on the chances of entering VET in Germany

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The German system of vocational education and training (VET) is internationally renowned for offering vocational qualifications beyond the university level and, thus, being able to include large parts of school leavers into the labor market. However, over the last decades especially low-achieving school leavers in Germany have faced increasing problems accessing fully-qualifying training places: After leaving school, about 50% of young people, who left school with only a lower secondary certificate or no certificate at all, enter different pre-vocational programs in the so-called “transition system” designed to facilitate access to regular training afterwards. There is, however, considerable debate whether the transition system really helps students get access to regular VET programs – or whether it creates only “waiting loops” for young people and mainly serves to keep the youth unemployment rate low. Or does it even create scar effects because pre-vocational programs signal that students did not manage to find regular VET directly after school? These are the research questions we address in this article.

To study this research question properly, we have to unravel the relationship between selection into pre-vocational programs, individual’s development during participation in pre-vocational programs, and the variation in participant’s subsequent success of entering apprenticeships. To do so, we compare students who participated in pre-vocational education to a comparable control group. To define this group, we focus on the characteristics of young people after they participated in pre-vocational programs (i.e. school leaving certificates, vocational orientation, application behavior) and then use Coarsened Exact Matching to find a group of young people with similar characteristics already at the time of leaving school. We use data from the German National Educational Panel Study (NEPS) on a cohort that was drawn in grade 9 in 2010 and followed up during the transition from school to work. We study the transitions for youth who left regular schools and special schools for learning disabilities without a school leaving certificate and those who only completed a lower secondary school certificate. We link the individual-level NEPS data with fine-grained, time varying regional information (at the level of district codes/Gemeindekennziffern) to control for local labor market conditions at the point of leaving school as well as after participation in pre-vocational programs.

To sum up, we are interested in whether pre-vocational programs create new opportunities for low-achieving young people and help them enter regular VET, or, in contrast, whether they reinforce disadvantage by creating scar effects. Alternatively, they might also be mere waiting loops.

Analysing the choice between school and work of Vietnamese adolescents

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Vietnamese adolescents between 11 and 18 years must make a choice between schooling for education and work to ensure income. In Vietnam vocational training is quite young and does not involve private economy enterprises to a major extent. Therefore, most work activity of adolescents is aimed at income. The factors determining the choice between school and work include family characteristics, family wealth, labor market conditions, infrastructure and policy measures. The objective of the study is to gain insight into the driving factors of the choice in order to help targeting government policies and educational development.

The Vietnamese Household Living Standards Survey (VHLSS) provides a rich source of information for the analysis. VHLSS is a biennial survey in Vietnam which uses a complex sample design with three-stage clustering. A stratified sample of municipalities/districts and subsampling of municipalities for households is applied. Households are visited by a trained interviewer and information about all household members is collected by face-to-face interviews with household heads. In addition key commune officials were interviewed in communes containing sample enumeration areas.

The complex design needs proper weighting and inflates variances when compared with simple random sampling. Therefore, variance estimates and tests for any analysis must be adapted accordingly.

Discrete choice models are applied on this data to determine the driving factors of the decision. Alternative specific and individual variables are used as explanatory variables. The functional form of the discrete choice model cannot assume independence of the alternatives school and work. Bivariate models with four states (only school, school and work, only work and inactive) are considered. The correlation structure for the two utility equations (one for schooling, one for work) is studied and a parsimonious model is built from the vast number of potential predictors. Bootstrap methods which are adapted to the sample design of VHLSS are used to take the impact of the complex design into account.

School-Mediated Transition from Education to Employment in Japan

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This study examines the process of obtaining a job after high school, and how it is related to social inequality in contemporary Japan. I will examine the activities leading to a job and their impact on the outcomes of the job search. In examining the process of transition from school to work, I will focus on the role played by school institutions in matching students and jobs. Japanese schools have been well-known for their active role in mediating the job-matching process. However, recent observations by the Japanese mass media and academic fields alike emphasize changes in the process of this transition in Japan. Some argue that the traditional assistance provided by schools has disappeared, and individual students are left alone to find their own strategies in the job search. The key terms among the proponents of change are individual choice and responsibility. With the influence of neo-liberal thinking, individual youth are expected to take the initiative in their job search, without relying on the existing institutions, and at the same time they are expected to take full responsibility of the outcomes of their search.

The data set for this study comes from the Japanese Life Course Panel Surveys (JLPS). The JLPS is a panel study which follows up young people who were aged 20 to 34 in 2007 (the youth sample) and the middle-aged who were 35 to 40 in 2007 (the middle-aged sample) in Japan. The first wave of the JLPS was conducted between January and April of 2007. The JLPSs have been conducted every year since 2007. My main independent variable, the use of the school-mediated job search, was determined by the following survey question: “how did you get to know and apply to your first job?” The following responses were coded as school mediation: “through the school placement office” or “through school teachers.”

There are four outcome variables: the timing of the start of the first job, whether the first job was something the respondent desired, the firm size of the first job, and the employment status of the first job.

The results of statistical analyses lead us to conclude that school mediation offers significantly better job opportunities in contemporary Japan. The effects of school mediation are still apparent even among the youth sample, and there is no clear sign of the effects being reduced in the recent period. This study shows that the idea of the breakdown of the school-mediated transition to the workforce does not receive much empirical support. Schools continue to provide assistance to students, and the breakdown of school-mediated transition is greatly overestimated. I argue that the process of obtaining a job is embedded in the existing institutions, and further that those institutions, namely schools, can help alleviate the formation of social inequality. The apparent changes that are often emphasized in the media are not accurately representative of the underlying mechanism.

Keywords: transition from school to work, school mediation, school placement office, panel survey

Effects of gender, stress and self-esteem on physical health: A Swiss study from adolescence to early adulthood

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Research Highlights:

- Stress and self-esteem have an important impact on self-rated health of adolescents
- There are significant gender differences in the patterns of health-related effects
- Young women report higher levels of stress and lower self-esteem than men

Purpose: Scientific insights into the complex relationships between adolescent self-rated health, significant life events and self-esteem are crucial in order to reduce dangerous long-term health effects. This study contributes to the existing literature by investigating the association between gender, stress, self-esteem and health during the transition from adolescence to early adulthood in Switzerland using logistic regression techniques. It tests whether health status varies by gender, how stress and self-esteem affect self-rated health and whether patterns of effects differ between men and women.

Methods: We draw on the “Transitions from Education to Employment” (TREE) panel study, a nationally representative longitudinal survey of a cohort of 3424 Swiss young adults, using logistic regression analysis. Our dependent variable is self-rated health, and key independent variables include gender, cumulative stress, and self-esteem.

Results: Young adults rate their health high, with no significant differences between men and women. Women report higher levels of stress and lower self-esteem than men. Stress has a significant negative impact on self-rated health, and self-esteem has a significant positive impact, with the protective impact of self-esteem being particularly large. Patterns of effects differ substantially depending on gender. Stress has a weaker negative effect on health, and self-esteem has a much stronger protective effect for men than for women,

Conclusions: In addition to their known influence on mental health, stress and self-esteem are important factors influencing individuals’ general physical health, even in adolescence and young adulthood. The patterns of effects vary markedly between men and women.

Further studies using qualitative methods are needed to better understand the reasons for these differences.

Keywords: Adolescents, stress, significant life events, self-rated health, gender, self-esteem, Switzerland, quantitative study

Stagnation through persisting Self-Selection or Growth through Social Support: The Career of low-qualified Individuals

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Since the beginning of the educational expansion in the 1970's the lower qualification levels undertook a change in their composition of the pupils: they became negative selected. This negative selection means that especially individuals with low motivation, talents etc. remained in lower educational levels while others moved on. These young people face negative consequences at the threshold from school to work. Current research on school-to-work transitions shows that there is a higher risk of not getting an apprenticeship for school dropouts. Obtaining a school leaving qualification afterwards reduces the risk of staying without an apprenticeship. Unfortunately their chances do not converge with the one for individuals who passed the final exam. Past studies focused on a period directly after school dropout, but we know nothing about further careers or whether a caught up graduation leads to changes in social environment that help a career.

Theoretically, it can be assumed that there is an effect of self-selection that marks individuals that obtain their graduation afterwards as a homogeneous group who are better (in kind of motivation etc.) than the ones without graduation but not like the ones with a regular qualification. Moreover, there can be a stigmatization effect of the individuals who dropped out of school. Some scholars attribute stigmatization to low qualified individuals as a whole, but we assume that the stigma must be bigger if the individual did not pass the final exam. Stigmatization means that individuals are labeled as not suitable for certain jobs because of characteristics of the group and thus, it leads to an exclusion of certain jobs. Finally, following theoretical assumptions about social support and homophily individuals that obtained a school leaving qualification afterwards might have changes in their social network and their social support, which furthers occupational success.

We use data from the PASS (Panel Arbeitsmarkt und Soziale Sicherung), which is an annual household survey. It started in 2006 and has nine waves available. We measure occupational success via wage growth and occupational status (e.g. KldB 2010). Preliminary results of a random effects and fixed effects panel regression show that individuals who obtained a school leaving qualification at a later point in time have higher wages than dropouts, but are still behind the regular ones.

Lost in Transition: The Influence of Locus of Control on Delaying Educational Decisions*

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In this study, we focus on students who delay their transition into upper-secondary education. In particular, the purpose is to find out which role non-cognitive skills play during this transition phase. Although most of the students in Switzerland who delay their transition will in the end complete an upper-secondary education programme, the motivation for this study comes from previous research findings showing the negative consequences of a delay. According to this literature, delaying the transition either increases the risk of non-completion or, in the case of completion, does not result in any gains in terms of a better type or quality of upper-secondary education (see, e.g., Mueller 2016, Sacchi & Meyer 2016, Buhr & Mueller 2008). In the latter case, the delay causes additional non-productive years, which result in high and potentially avoidable individual and societal costs.

A growing body of literature shows that educational decisions leading to more or less individual investment in human capital depend not only on cognitive abilities but also on non-cognitive skills (e.g., Cunha & Heckman, 2007). What makes these non-cognitive skills invaluable for educational policymakers is the observation that many of these skills are malleable and therefore educational interventions can and should target them as much as cognitive skills (Heckman, Stixrud & Urzua, 2006).

One non-cognitive skill in the context of our research question, locus of control, describes how human beings interpret life events as being dependent on either their own actions or external factors (Rotter, 1966). In the last 15 years, many studies have shown its importance for outcomes in various fields, such as educational and labour market outcomes (e.g., Coleman & DeLeire, 2003; Cebi, 2007; Barón & Cobb-Clark, 2010), job search strategies (McGee, 2015; Caliendo et al., 2015), and students' subject and schooling choices (Mendolia & Walker, 2014; Piatek & Pinger, 2015). Common to all of these studies is, that having an internal locus of control leads to positive outcomes in many aspects of life.

This study contributes to the growing bodies of literature on school-to-school/ school-to-work-transitions and on locus of control by concentrating on decisions prior to educational attainment and labour market outcomes. We ask and answer the question what role locus of control plays for the intentions and decisions of students in the transition from compulsory to upper-secondary education.

We find – controlling for both cognitive skills and individual socio-economic and socio-demographic background – that for students, locus of control correlates significantly with both their educational intentions and decisions. Firstly, a more internal locus of control correlates significantly and negatively with the intention to delay upper-secondary education. In turn, this intention to delay the transition correlates significantly and positively with the students' actual decision to delay their transition into upper-secondary education. Secondly, in the group of students who wanted to delay their choice in the first survey, a stronger internal locus of control has a significant and positive relationship with ultimately not delaying their transition.

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Cognitive and socioeconomic predictors of educational choices in Poland

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In the proposed paper we will focus on two education transitions: the choice of upper-secondary school and the choice of the type of tertiary education in Poland. Our data cover cohorts born in 1992 and 1993 (being 15 and 16 years' old when their cognitive performance in PISA 2009 was assessed). Detailed measures of socioeconomic status were collected in PISA and in our follow-up survey conducted in 2016. Retrospective data on educational and labor market career of the respondents will allow us to analyze educational decisions in dynamic perspective taking into account early labor market experience and timing of the transitions. Poland offers an interesting case because of the rapid expansion of the tertiary education, in which an important role is played by part-time studies and private higher education. Secondly, internationally standardized instruments used in PISA make our results comparable to other analyses of PISA data and longitudinal studies based on PISA samples such as TREE panel survey.

Our previous analyses have shown an important role of the both cognitive and socioeconomic status in explaining choice of upper - secondary tracks and entering higher education in Poland (Domański et al 2016). The effects of socioeconomic status on educational tracking at the upper - secondary level was also shown with the use of KHB decomposition of direct and indirect (that is mediated by PISA scores) using Polish PISA data (Sitek 2016). In the proposed paper we would like to investigate two research problems in greater detail. Firstly, we will analyze consequences of educational differentiation for subsequent educational transitions. Although most of our respondents are still in education, we can trace their educational mobility in secondary and tertiary education. Here, modelling the role of socioeconomic status and cognitive skills is a critical problem in explaining the role of tracking and horizontal inequalities in education common to traditions of research on educational transitions, social stratification and economics of education. The longitudinal perspective is helpful for testing hypotheses related to the effects of tracking. Secondly, we will analyze heterogeneity of the students who entered tertiary education. For example, by comparing students from different social background that combine studies with part - time employment we can test some predictions from relative risk aversion theory, which assumes that subjects are driven by the desire to maintain the social position of their parents. Our paper will be empirical and will use regression methods and survival/event history methods and multiple imputation techniques for handling sample attrition.

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Early careers: the impact of vocational vs general education

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Vocational education training (VET) eases the entry into the labour market by providing specific skills that are immediately useful for a working position. Consequently, the employment rate of young workers with a VET degree tends to be high already during the first years of a career. In comparison, general education delivers less specific skills, which may make it more difficult for these workers to find a working position after the end of their education. However, general skills such as math, languages or writing may be well rewarded after several years in the labour market, once they are combined with work experience. Furthermore, they may lead to a quick improvement of the situation on the labour market thanks to their high transferability between jobs and sectors. For this reason, workers with a similar level of education (upper secondary) but a different type of education (vocational vs general) may know a different kind of transition after the end of their training. This article presents the transition from education to employment for these two groups in the context of Switzerland.

We analyse the transition of young individuals with vocational and general upper secondary from education to employment with the TREE data. We follow a cohort of youth from the end of their apprenticeship or baccalaureate to the end of their twenties and compare their labour market experience in terms of employment and earnings. The large number of information available in the TREE dataset enables us to control for sociodemographic variables, abilities at school and social origin. Thanks to a Propensity Score Matching (PSM) method, we try to present a causal design to compare the two groups. We expect a faster transition from education to work for holders of VET, but higher wages after around 10 years for holders of a general degree.

The development of adolescents' occupational aspirations: effects of educational tracking, social and individual factors

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The formation of occupational aspirations is an important developmental task during adolescence. Aspirations influence adolescents' transition into adequate post-compulsory education and training (Clausen 1991; Heckhausen et al. 2013) and their subsequent occupational attainment (e.g., Beal & Crockett 2010; Schoon & Parsons 2002). Previous research has shown that occupational aspirations are influenced by adolescents' educational performance, socio-economic background and self-efficacy beliefs (e.g., Bandura et al. 2011; Armstrong & Crombie 2000; Furlong & Biggart 1999). A comparative study of Buchman & Dalton (2002) provides some evidence that a country's educational system affects the formation of aspirations. However, research on the relationship between system-specific educational pathways and the development of occupational aspirations is still very scarce. Our paper will contribute to fill this gap by analysing the formation of ideal occupational aspirations in a tracked educational system, taking Switzerland as an example. We examine how characteristics of the educational pathway, SES, academic performance and self-efficacy influence the status development of ideal occupational aspirations between the age of 15 and 21. Drawing from an institutional perspective (Meyer 1977; Gamoran 1996), we assume that characteristics of the educational pathway, such as track allocation or disruptions, are likely to affect the development of adolescents' occupational aspirations. Our analyses are based on the adolescent cohort of the Swiss Longitudinal Survey of Children and Youth (www.cocon.uzh.ch). The adolescents were surveyed in 2006, 2007, 2009 and 2012 at the ages of 15, 16, 18 and 21. We ran multilevel models and decomposed time-varying covariates into a within and a between component, thus allowing the analysis of intra- and inter-individual change in occupational aspirations. The results show that the status development of adolescents' ideal occupational aspirations is strongly related to the track allocation in lower- and upper-secondary school, hence highlighting the explanatory value of an institutional perspective.

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Parental Education, parental class position or parental status? Which factor has the biggest long lasting effect on educational attainment of the children?

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Studies in social inequalities in educational attainment associated with the social origin of the juvenile show different results of the influence of social origin measured with different instruments. The class position of the parents, the status and the educational position, all three representing economic, socio-cultural and educational family resources influence differently the educational attainment process. Regarding the attainment process we look at the vocational and tertiary educational level.

But there is also an ongoing discussion whether these effects are (1) real, (2) they are based on measurement construction or (3) it is relatively unknown how they effect in different combinations the attainment process. In this latter regard, one issue has received relatively little attention: i.e. that of the conceptualization, combination and measurement of social origins together in one model. Therefore we propose decomposing social origins into parental class, parental status, and parental education and estimate these variables in one approach to get an idea of the strength of these effects.

Following this approach, we analyse data from the German Life Study (Life 2012). The Life study is one of a small number of studies worldwide, providing information about life courses of adolescents and adults up to the age of 45 (1979-2012). Thus, a range of 30 years is covered. The focus of analysis represents the cohort of individuals born between 1965 and 1967, which was first surveyed 1979 to 1983, and again in 2002 and 2012. We show that these three components of social origins have independent and distinctive effects on educational attainment, and ones that persist or change in differing ways between gender. We also make some assessment of combined effects. So we distinguish between different combinations of status, class and education.

Does it really last for a lifetime? - Job stability of public sector labor market entrants in Germany. Transitions out of the first job.

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This paper connects scientific findings regarding labor market entrance and public sector employment and investigates establishment processes of labor market entrants. The first job, as an important life course event, is considered as highly influential for future occupational attainment. But labor market entrants face a greater risk of insecure employment, due to a lack of seniority, work experience, representation of interests, networks and informational problems. Simultaneously, public sector employment is associated with stable employment based on specific job characteristics that should reduce the difficulties labor market entrants face. So far, it is unclear if the positive job characteristics in the public sector increase the stability of the first job for the specific group of labor market entrants.

This paper answers the question: What is the effect of starting the working career in the public sector on job mobility out of the first job? Using the matching framework by Sørensen and Kalleberg, it carves out which job characteristics should lead to higher control over job positions by employees and consequently lead to more stable jobs. It is argued, that the public sector supplies these characteristics for labor market entrants. The mechanisms identified are: A higher share of service labor relationships, participation in further education, a higher share of collective pay agreements, and higher importance of formal aspects like licensure, apprenticeship, and educational credentialing in the public sector. To test these mechanisms separately stepwise multivariate discrete event history data analyses with a piece-wise-constant specification are calculated based on the German National Educational Panel Study (NEPS) which offers rich retrospective spell data on career dynamics on a monthly base, regarding employment, education, and family. This allows controlling for several important influences and reducing selection bias. Labor market entrants who started their first job from 1994-2005 are investigated. The event under investigation is the end of the first significant job (no holiday job etc.).

Initial results show that labor market entrants in the public sector stay significantly longer in their job and have a lower probability of leaving it. The median survival time in the public sector is 34 months, compared to 22 months in the private sector ($p < 0.001$). Further analyses with marginal effects in a discrete event history analysis setting (with controls) show that the probability of leaving the first job is significantly lower at all time points under investigation for public sector labor market entrants (between 0.5 and 2%-points, $p < 0.001$). The mechanisms tested explain between 7% and 30% of the total public sector effect. According to the results, it is concluded that a career start in the public sector reduces the probability to quit the first job and that the mechanisms identified are highly influential.

Different yet the same?

Parental occupation and its impact on adolescents' professional aspirations

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Social mobility is a key characteristic of modern societies. Previous research has shown that intergenerational transmission of social class positioning is primarily channeled through the transmission of occupational positioning (Jonsson et al. 2009). Low rates of social mobility are, thus, an indicator of highly persisting social inequalities in the occupational system in Western societies. The underlying mechanisms why occupational positions are key to mobility processes are largely unexplored. Possible explanations for the relevance of occupational positions are prevocational socialization processes and processes of social closure. The accumulation of occupation-specific human capital creates information asymmetries, and they lead to differential access and preservation of closed positions.

In my paper, I will focus on prevocational socialization processes. How do occupational activities of parents shape the occupational aspirations and choices of their children? Based on Linda S. Gottfredson's theory of circumscription and compromise (1981, 2005), I will analyze which vocational aspirations have been developed by adolescents by the end of the ninth grade and how they have changed until entering the vocational training system dependent on parental occupations. A special focal point of this paper will be on inner-familial same-sex transmissions of occupations.

I will use data from the German National Educational Panel Study (NEPS), starting cohort 4, for my analyses. The sample of starting cohort 4 was first surveyed in a school context (9th grade) in 2010, and since then the respondents have been interviewed once or twice a year. The data enables us to analyze which educational or vocational path adolescents choose after completing the ninth grade of a general educating school. Thus, the data are particularly suitable for an analysis of the changes and adaptations of occupational aspirations in school-to-work transitions.

The analyses take into account the occupations of both parents in order to place a special focus on the importance of maternal employment and inner-familial same-sex transmissions of occupations. I will consider an aspired occupational position similar to the parental occupational position if there is a high match between the professional activities done by one of the parents and the professional activities typically done in a given occupation. So, even if occupations across generations are not identical, it still can be the same in the professional activities. Using this operationalization. In my paper, I will show under which circumstances occupation-related resources and their transmission lead to occupational aspirations and choices of adolescence that are similar to the occupations of their parents.

How long will relative age effects last? – Evidence from transitions from lower secondary education into vocational training in Germany

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The relationship between the month of birth and intelligence or other outcomes has been of scientific interest for a long time (Pintner 1931, 1933). Various studies have shown that month of birth or the relative age of a student within her school cohort are correlated with a number of outcomes, such as cognitive ability (Lawlor et al. 2006), athletic performance (Sandercock et al. 2014), and mental health (Thompson et al. 1999). However, there are only a few studies focusing on how long these effects will last, especially once the students have left school (Ponzo/Scoppa 2014, Fredriksson/Öckert 2005).

In Germany, a number of studies confirm relative age effects for cognitive developments within primary and lower secondary education (Lüdke et al. 2010, Puhani/Weber 2008, Jürges/Schneider 2007). However, academic performance or cognitive competencies represent just one aspect of a successful transition out of secondary education into the German vocational educational training system. The system puts much emphasis on psychological performance, personality traits, and vocational orientation as well. This is especially true for school leavers from the lowest track in Germany (Solga/Kohlrausch 2013).

In our paper, we first discuss for a set of economic, sociological and psychological approaches why relative age effects should matter for the transition into vocational educational training programs. We hypothesize that relative age disadvantages due to cognitive differences should be low in the German VET context for two reasons: First, cognitive abilities are only one aspect of a successful transition into VET programs; and, second, school leavers after grade 9 or 10 are already (negatively) selective in terms of cognitive abilities. Thus, relative age effects – even if they exist in cognitive abilities – should not matter much for the transition into VET programs.

We test our hypotheses using data from the cohort of 9th graders of the German National Educational Panel Study. This data set allows for an assessment of domain-general and domain-specific competencies of the respondents in class 9, and the panel follows the life-courses and competence developments of these 9th graders since 2010.

Our empirical results show relative age effects on cognitive competencies, and they show robust relative age effects on the transition into VET programs. Using decomposition methods, we show that competence differences do not account for relative age effects with respect to transitions. Likewise, personality traits and psychological aspects do not contribute to the sizable relative age effects on transitions. We discuss and test various developmental aspects how they possibly affect the different transition rates by relative age.

Last, we extend our analyses to upper secondary school leavers into VET programs in order to test whether relative age effects work differently in the placement mechanisms of different school types and whether these relative age effects are still prevalent after upper secondary education.

Transition into higher education after VET: The role of the training institution

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Theories of labour market segmentation posit that the labour market is divided into segments, which differ regarding aspects such as product markets, average firm size or qualification level of the staff (Sengenberger, 1987; Tolbert, Horan & Beck, 1980). These structural differences result in varying working conditions (e.g., task quality), opportunities for further training, mobility and wages for the staff (Baron & Bielby, 1980; Tolbert, Horan & Beck, 1980). This, in turn, may affect work satisfaction and career decisions at the individual level, such as decisions for further education (Kalleberg & Sorensen, 1979).

Previous empirical research has tested these assumptions for the career development after labour market entry. Whether such structural aspects also affect the transition of young people in firm-based upper-secondary vocational education and training (VET) to higher education, has, to our knowledge, hardly ever been investigated. This paper attempts to fill this gap by analysing to what extent structural characteristics of the training firm explain healthcare apprentices' transition into vocational tertiary education.

Healthcare apprentices are an ideal group for investigating our research question. Firstly, they represent the third largest training occupation in Switzerland. Secondly, the Swiss healthcare labour market is divided into two distinct segments. The primary segment includes acute care organisations, also termed hospitals. The secondary segment comprises long-term care institutions (mostly nursing homes) (Stevens, 2011). Acute care organisations are generally equipped with higher financial and staff resources and better career opportunities compared to long-term organisations. In this paper we test the hypothesis that young people who were trained in acute organizations are more likely to pursue a tertiary-level education than those training in long-term care organisations.

Our analyses are based on a full national sample of health care trainees who were surveyed in the last year of their apprenticeship (2010), one year (2012) and 5 years after completion (2016). The data thus enables us to observe enrolment in tertiary education up to 5 years after completion of the apprenticeship. The dependent variable distinguishes between work in the trained occupation and tertiary education. Structural characteristics of the training firm are captured by the segment (acute hospitals vs. nursing homes) and by firm size.

Since selection into the primary and secondary segment is likely to be non-random, we use propensity score matching techniques to reduce a possible selection bias. We compare the decision to enrol in a tertiary education of those trained in the primary and secondary segment who display similar propensity to choose a training firm in the primary segment, as indicated by a large set of individual characteristics (age, gender, level of lower secondary school, migration background, parents' socioeconomic status, language area).

Preliminary results show that young people who trained in a firm belonging to the primary segment were more likely to choose a tertiary education compared to former apprentices who trained in the secondary segment. These findings imply that the structure of the labour market matters not only for workers' careers but also for young people's educational choices.

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Overeducation among Spanish graduates. Stepping-stone or dead-end?

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The purpose of the paper is to determine whether overeducation is a temporary or permanent phenomenon in the working career of Spanish young employees. In other words, the aim is to assess if (a) workers accept jobs for which they are over-qualified at the start of their working career as a “stepping stone” to a better one, as the theory of career mobility predicts (Sicherman, 1991). Or if, on the contrary, (b) overeducation is rather a “dead end” for some workers, who hardly get a job appropriate to their qualification. Additionally, I seek to explicitly assess the impact of past overeducation as a hazard when attempting to escape such a situation.

Given that the objective is to determine the time it takes to get a job that matches qualifications as well as the effect of a set of co-variables on this duration, survival analysis is the more appropriate technique. In particular, after exploring the survivor function from a descriptive viewpoint, I assess the impact of a set of covariates on that duration applying the proportional hazards model proposed by Cox (1972), given its flexible semi-parametric approach. The analyses rely on the Continuous Sample of Working Histories (Muestra Continua de Vidas Laborales, MCVL), a representative sample of the four percent of individuals who at some point in the reference year had dealings with the Spanish Social Security system, selected by simple random sampling.

The main finding is that jobs with low requirements do not act as stepping-stones for Spanish graduates, but rather that these sub-optimal posts might delay the transition to a more appropriate job. This is particularly true when the number of episodes in overeducation are numerous and prolonged in time. Looking at the results of the paper in more detail, I firstly show, at a descriptive level, that graduates who are overeducated for their first job take much longer to access a position appropriate to their formal qualifications.

Moreover, a “bad” access in the labour market is also associated with “bad” prospects in a working career: those workers spend more time out of the labour force, have working episodes of shorter duration and experience more involuntary turnover.

A further significant finding is that a non-negligible proportion of the Spanish graduates — almost 30% —, never gets an adequate job to their education before they are 35 years old. This proves that the persistence of overeducation is very high. Secondly, with respect to the sociodemographic characteristics of those in overeducation I show that the chances of accessing a matched job sooner are lower for graduates from foreign countries and in particular for those without the nationality of the country. Male graduates are less likely than females to access a matched job sooner. Besides, adverse economic conditions delay the access to a qualified job. Finally, the central finding in this paper has to do with the effect of prior episodes in overeducation on the chances to avoid this kind of employment. In this context, I found that even after taking into consideration time out of employment, prolonged periods of overeducation and a concatenation of jobs with low requirements does not facilitate faster access to better positions, but rather the process is delayed and a successful outcome is more difficult to achieve.

Keywords: Overeducation, working careers, theory of career mobility, Cox model.

Ethnic networks and ethnic differences at the transition to vocational training in Germany

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The transition from the education system to the labour market is a crucial period in setting the course for the future working life. In Germany, as in many other countries, migrants have more problems at this transition than natives (Diehl et al. 2009, Hunkler 2016). Besides differences in human and cultural capital as well as possible discrimination, the ethnic composition of social networks is often seen as an important reason for these disadvantages. This is because it can be assumed that in intra-ethnic networks of migrants less knowledge about open apprenticeship positions and the general functioning of the labour market in the host country exists and due to language problems there might be less assistance during the application process (Esser 2004: 1135; Kalter 2006; Roth 2014). While several studies show that migrants less often find a vocational training place, most of the existing studies lack important explaining variables and/or do not differentiate between migrant groups (Hunkler 2016). Furthermore, we know surprisingly little about the ethnic differences in apprenticeship characteristics for those who found a vocational training position as well as about the ethnic differences in the outcomes of those who did not start an apprenticeship. Concerning the role of ethnic networks for the apprenticeship search results of previous studies are inconclusive (Hunkler 2010, Roth 2014).

Against this background our aim is to comprehensively analyze differences between several ethnic groups with respect to their transition to vocational training and investigate the role ethnic networks play for this transition. For our empirical analyses we use data from the first five waves of starting cohort 4 (9th graders) of the National Educational Panel Study (NEPS). During this time span the vast majority of the surveyed adolescents make their transition from secondary level I to vocational training or to upper general schooling.¹ The NEPS data is perfectly suited for our research aim since it is longitudinal, representative, has a large sample size and refined measures not only for the search outcome and the ethnic composition of networks but also for the endowment with human and cultural capital. We restrict our sample to those adolescents who actually searched for an apprenticeship position. We are able to differentiate between being in vocational training, being in general schooling or being in the transition system or inactive. Additionally, for those who are in vocational training, we use apprenticeship characteristics such as the occupational prestige as dependent variables.

First empirical results indicate that ethnic networks reduce the probability of being in vocational training and even after taking the network composition and a high number of other important controls into account, natives still more often find an apprenticeship position than migrants. While these results indicate a substantial disadvantage for migrants at this important transition point, further analyses draw a more differentiated picture. In the subsample that found an apprenticeship position, migrants are trained in occupations with a slightly higher status than natives and in the subsample that did not find an apprenticeship position, migrants do not end up more often in an unpopular wait loop of the transition system or in inactiveness but more often continue general upper education than natives. The analyses further reveal differences between different migrant groups.

¹ In Germany, for many youths without a general qualification for university entrance (*Abitur*) the actual school-to-work transition already takes place with the entry to vocational training.

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Discrimination and social support for apprentices in non-traditional vocational education and training programs

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Keywords: gender segregation, token theory, minority, gender atypical, VET

Gender segregation is common in the world of work, and also in vocational education and training (VET) (Wehner, Schwiter, Hupka-Brunner & Maihofer, 2016). However, a minority of individuals has non-traditional occupations or is enrolled in non-traditional VET programs, which are atypical for their gender. Often, this implies being confronted with particular challenges, including being highly visible as a person but without one's own efforts being recognized. According to the token theory (Kanter, 1977), this situation can cause polarization, assimilation and pressure. Individuals with atypical occupations, for instance, often fail to remain in their original occupation for a long time (Simpson, 2005). Recent results further show that apprentices in non-traditional VET programs tend to more frequently end their contracts (Rottermann, in press). In particular, these apprentices report higher psychosomatic pressure and are more often absent as compared to apprentices in gender-traditional programs. In his work, Rottermann proposes the model of vocational non-traditionalism to explain why individuals frequently quit non-traditional VET programs. According to this model, gender minority is a conspicuous attribute and can often trigger negative reactions, especially against young apprentices. How do reactions from the social environment affect young people enrolled in non-traditional professional apprenticeships? We hypothesized that the influence of gender type on coping is mediated by the perception of discrimination and/or social support. To test this hypothesis, data from 904 participants (women: 289 in traditional and 47 in non-traditional VET apprenticeships; men: 551 in traditional and 17 in non-traditional apprenticeships) of the TREE waves 2001–2007 were analysed. Stepwise linear regression analyses for each gender confirmed our hypothesis. In particular, apprentices in non-traditional VET programs showed coping behaviour because they were discriminated, and not because they directly suffered from the non-traditionalism of their apprenticeship. Although part of the social environment negatively reacts to vocational non-traditionalism, part of their social network can support young people, allowing them to successfully complete their apprenticeship and thus make an important step forward in the transition from school to work.

Transitions into professional education in Switzerland: The influence of institutional characteristics of the vocational education system.

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In Switzerland vocational education and training (VET) diploma holders may, after some years of work experience, enter a vocationally oriented track of the tertiary education system, called professional education (PE). It accounts for one third of all tertiary-level students and includes Federal and Advanced PE Diplomas and Professional Education colleges. The few existing studies on the transition from VET to PE imply a weak role of socioeconomic family background (Kriesi & Trede, submitted/2016). Moreover women and people with a migration background have a lower probability to hold a PE certificate (SKBF 2014). Finally results of Buchmann et al. (2007; 2016) show that the probability of entering PE depends strongly on the type of the VET programme. This suggests that characteristics of upper-secondary education matter for the chance of entering PE. This contribution therefore examines the role of institutional characteristics of Swiss VET programs in explaining individual transitions from VET to PE. In order to formulate theoretical assumptions we draw on previous comparative research, which has shown that educational transitions depend on the level of standardisation, differentiation and vocational specificity of a countries educational system (Shavit & Müller 1998). Standardisation refers to the extent to which curricula or exams uphold the same nationwide standards. Differentiation taps the sorting of learners into horizontally or vertically different programs or tracks. Vocational specificity refers to the ratio of specific vocational versus general skills. We argue that these dimensions matter for the transition into PE because they affect VET learners' human capital. Firstly, following Becker (1962) there are two ideal typical kinds of human capital: general or more vocation specific knowledge and skills. The former ease and support further learning throughout the career (Fazekas & Field, 2013), thus facilitating occupational mobility and the transition into further education. We argue that a low level of horizontal differentiation and a low ratio of occupation-specific curriculum content increase the chance of entering PE (Becker 1962). Secondly, quality and standard of upper-secondary education is likely to affect former VET learners' human capital positively. We argue that quality and standard of education are higher in vocational programs with high vertical differentiation and high exam standardization. The former leads to more homogenous achievement groups. It sorts capable learners into tracks that are a prerequisite for admission and increases therefore their probability of entering PE (Shavit & Müller 1998). Exam standardization has been shown to increase the quality of education and to lead to higher student selection, thus increasing the level of students' competences and human capital (Effinger & Polborn 1998). We argue that this increases students' transition chances into PE due to their superior competences and because they face less competition. The analyses are based on the Swiss Labor Force Survey from 1991 – 2015. We use pooled data and a binary logistic regression to compare VET diploma holders with and without a transition to PE within the observation period. Preliminary results show the expected influence of vocational specificity and standardisation.

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Does the structural organisation of lower-secondary education affect students' opportunities of transition to upper-secondary education?

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Educational transitions are pivotal moments as they determine educational pathways and exacerbate social inequalities (Ditton & Maaz, 2011; Eckert, 2007). With the beginning of primary school, educational opportunities are unequally distributed depending on students' social origin (Buchmann & Kriesi, 2010; Moser et al., 2005). Social inequalities are reinforced throughout students' educational trajectories, e.g. at the transition from primary to lower-secondary school (Ditton & Krüsken, 2006; Maaz et al., 2010) or from lower to upper-secondary education (Konietzka, 2008). From an international comparative perspective, early tracking and segmented secondary education are linked with higher levels of social inequalities (Pfeffer, 2008). On the one hand, school tracks constitute differential environments for students' learning and development (Baumert et al., 2006). On the other hand, they work as "labels" and signals of students' abilities according to which training companies or upper-secondary schools select their applicants (Imdorf, 2009; Moser et al., 2002).

In Switzerland, the cantonal authorities determine the structural organisation of lower-secondary education. They define criteria for transition, e.g. which structural model is applied in lower-secondary education (SCCRE, 2010): While most cantons apply some form of ability-based streaming with different tracks, other cantons adopt either a cooperative structural model or an integrated structural model. In some cantons, different structural models coexist. The educational provision at lower-secondary level in Switzerland is thus characterised by considerable structural variations between the cantons. Previous research showed by means of binary logistic regression analyses that the structural model had a significant effect on students' chances of entering post-compulsory, upper-secondary education (Hupka-Brunner & Wohlgemuth, 2014).

Our research questions were as follows: 1.) Does students' chance of transition from lower- to upper-secondary education vary between cantons? 2.) Does the structural organisation of lower-secondary education have an effect on students' transition to upper-secondary level? Analyses drew on data from the TREE study (TREE, 2013). The dependent variable indicated whether students successfully entered a school- or company-based apprenticeship on upper-secondary level leading to a post-compulsory certification or whether they failed. Multi-level logistic analyses (Raudenbush & Bryk, 2002) examined effects on student (L1) and cantonal level (L2). L1-predictors comprised person-, school- or achievement-related variables at the end of compulsory school, e.g. gender, SES (Ganzeboom & Treiman, 2003) and PISA reading literacy (Adams & Wu, 2002). L2-predictors referred to the structural model in lower-secondary education, language region, transition criteria for access to secondary education (comparative testing vs. other criteria) and degree of urbanisation (rural vs. urban).

The results (Scharenberg et al., 2017) showed that 10% of the variance in students' chances of transition from lower- to upper-secondary level was attributable to cantonal differences (ICC=0.092, $p<.05$) indicating the necessity to take into account the hierarchically nested data structure. Multilevel logistic regression analyses indicated that, other things being equal, students in cantons with cooperative or integrated structural models had a significantly higher relative chance of transition than students from cantons with a streamed structural model (OR=1.68, $p=0.025$). The effect was confounded with the language regions (OR=0.50, $p<.001$), emphasising a disadvantage for students from the German-speaking part of Switzerland.

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Life satisfaction and poverty in the transition from youth to adulthood

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This article examines the relationship between poverty and life satisfaction in the transition from youth to adulthood in Germany. On the one hand, being satisfied with one's life is an important precondition to handle the challenges in the transition from youth to adulthood; on the other hand, a successful transition is a crucial source of individual life satisfaction. Besides fulfilling the requirements in education, working life and unit formation, gaining financial self-sufficiency is one developmental task for young people. In line with the notion of transitioning, social reports and the few existing studies on poverty in young adulthood describe that young adults are the age group with the highest income poverty rate in Germany, at the same time, poverty in young adulthood is mainly temporary. Furthermore, there is still little knowledge on the subjective experience of being poor in youth and young adulthood.

This study is not only interested in the impact of poverty on the individual life satisfaction of young people; moreover, it aims to track changes in the effects of poverty during the transition to adulthood. Is there a difference in the impact of poverty on the individual life satisfaction between the very beginning of young adulthood and later on?

Previous research on the impact of poverty on the life satisfaction of adults has shown that it is a matter of social comparisons whether people experience subjective consequences from being poor or not. This study argues that young people refer to people of the same age or in the same life stage; and these reference groups are subject to change during the transition to adulthood. In the consequence, what is considered as an adequate level of income or living standard in one stage of the transition to adulthood may not be sufficient any more in the following stage. It is hypothesised that the impairing effect of poverty increases when youth grow older, enter working life, and start an own household or family.

The empirical analysis uses data from the German household panel study "Labour Market and Social Security" (PASS) for a sample of 15- to 30-years-olds. Linear fixed regression models are used to estimate the impact of diverse indicators for income poverty and material deprivation on the general life satisfaction. First results indicate that poverty has hardly negative effects on the life satisfaction of youth, in particular those who live with their parents, but effects increase when young people move on. The findings, however, are restricted to selected poverty indicators. There are gender-specific patterns, in particular, the life satisfaction of young mothers is more sensitive to poverty than those of young fathers. Overall, findings suggest a more critical discussion on the significance of poverty in the developmental life stage and on the concerning measurement of poverty.

Reasons for change in educational plans at the end of compulsory education

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Recently German adolescents have begun to disregard Vocational Education and Training (VET) as a desirable educational option after finishing compulsory education. Instead they turn to alternative educational pathways like continuing school in order to achieve a university entrance certificate. Even pupils with initial plans for an apprenticeship often change their mind when the end of the final year of compulsory school draws near and continue with school. This contribution seeks to identify characteristics of adolescents at the end of compulsory education that distinguish between those that stick with their educational plan and those that change their mind in the course of their last school year.

Much research exists on factors affecting educational and vocational choices, like psychological research on interests, values and self-concepts (e.g. Holland, 1997) and sociological research on the influence of the immediate and extended social environment (Boudon, 1974; Bourdieu, 1987). This contribution assumes that these factors also influence whether pupils modify their educational plans in the course of vocational orientation.

However, in a market-based VET system like Germany, the choice for an apprenticeship is not independent of (anticipated) institutional restrictions like the lack of supply of available apprenticeship places (Heinz & Krüger, 1985). Educational choices thus often represent a compromise between aspirations and genuine options (cf. also expectancy-value-theory, Wigfield & Eccles, 2000), entailing young people to changing their intentions over the course of time. This contribution takes a longitudinal perspective by observing the change of educational plans in the course of the last schoolyear as well as the actual educational choice made after that schoolyear.

The analyses use data from starting cohort 4 of the German National Educational Panel Study (NEPS) from 2010 and 2011, namely 5.294 pupils who at the beginning of grade nine named either beginning a dual apprenticeship or continuing with school as their educational plan for the next year. Between-group comparisons and logistic regressions were conducted to a) detect whether pupils interested in an apprenticeship differ from those that plan to continue with school and b) whether those changing their educational plan differ from those who stick with beginning an apprenticeship throughout grade nine, regarding attitudes, self-concept, school performance, characteristics of parents and peers, beliefs about chances of success and the state of the vocational orientation process. For example, pupils planning to begin an apprenticeship show lower school performance, have a less ambitious social environment and are more advanced in their vocational orientation process than pupils planning to continue with school. Concerning the change of plans (which is the case for more than one third of the sample), perceptions of chances of success and practical experience show the most distinct influence on the probability to give up plans of beginning an apprenticeship.

Further analyses will show which pupils with plans for beginning an apprenticeship actually leave school after grade nine and which pupils continue with school despite their intentions to begin an apprenticeship.

Delays, discontinuities and lack of second chances: Insights from the Austrian Education & Career Start Panel

Daniel Schönherr, Martina Zandonella, SORA

ABEP is one of the first longitudinal studies in Austria to comprehensively study the post-compulsory educational pathways of young people between the age of 14 and 18. The survey focuses on the subjective views and perceptions of young people and aims at analyzing youth transitions and challenges they face during this critical phase. ABEP is based on a sample of approximately 4.000 adolescents who answered a questionnaire at the end of the “Hauptschule” (basic school, 8th grade) in 2011. In 2012, 2013 and 2015 those respondents were interviewed again, focusing on their educational goals, family situation, personality traits as well as career ambitions and the actual education paths pursued. Furthermore, qualitative interviews were conducted in 2012 and 2013 to gain more insights into how young people perceive these transitions and on which grounds and principles they make their decisions. The results confirm the trend of delayed and discontinuous transitional pathways. More than a quarter experienced delays and interruptions during their upper secondary level education or training. 4% found themselves at least once in a NEET-status (Not in Education, Employment or Training) during the first two years after leaving basic school. Poor grades, low ambitions as well as critical life events or earlier drop-outs are among the main risk factors contributing to a NEET-status. But the results also showed high initial educational goals of young people. Especially young people with a migrant background had higher educational goals at the end of basic school, but only two thirds could realize them. Subsequent changes of educational paths are hard to accomplish in the Austrian school system – about a third of those who wanted to transition into another education after the first year failed.

Trait-state-model over 30 years: Effects of self-esteem and social integration on life satisfaction

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Aims: The stability of life satisfaction over the life course is a recurring issue in happiness research. Top-down approaches tie stable personality variables to this phenomenon. And indeed, self-esteem might be such a variable, because the evaluation of the self is crucial for life satisfaction and exhibits a trait-like stability. The present study wants to disentangle stable and time-variant components of self-esteem and their influence on life-satisfaction with a trait-state-model. Further, self-esteem – and its stability – could be shaped by social conditions such as social integration. Therefore, the interplay between self-esteem and social integration from adolescence to middle adulthood will be examined by the combination of the trait-state-model with a cross-lagged model.

Methods: Longitudinal studies extending over transitions across life stages are rare. With the unprecedented comprehensive longitudinal LifE Study ranging over 30 years it is possible to examine long term developmental effects of a German cohort with 2.847 participants. The structural equation model uses data from yearly surveys from age 13 in 1980 to age 16 in 1983 and from the follow up waves at age 35 in 2002 and age 45 in 2012.

Results: The model showed a good model fit ($\chi^2=259.685$, $p=.000$; RMSEA=.035; $p\text{-close}=1.000$; TLI=.950; CFI=.973). Self-esteem consisted of 24% stable trait components. Both stable trait and time-variant state components had an influence on life satisfaction at age 35 and age 45. Social integration also predicted life satisfaction. The cross-lagged model reveals that self-esteem had a stronger impact on social integration than vice versa in adolescence. In adulthood the causality direction flipped.

Conclusions: Longitudinal studies ranging over 30 years and across transition from adolescence to adulthood are rare. The data from the LifE Study could successfully be modeled in a trait-state-model and extended the emerging research on trait components of self-esteem and its influence on life satisfaction.

The intersection of gender and social origin in the labour market. Emerging differences over the educational trajectory

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The educational expansion of the last decades has broadened access to higher education. Especially girls caught up with boys in their educational attainments (DiPrete and Buchmann 2013). Whether educational inequalities by social origin decreased is less clear. Moreover, there is evidence that this trend might be gender specific: Becker and Müller (2011) show that the effects of social origin on educational outcomes remained strong for boys but less so for girls. At the same time, improved education for women has not translated into equal work opportunities for men and women (Blau and Kahn 2016).

So far, in research on educational transitions and/or labour market inequalities, effects of social origin and gender have rarely been studied jointly (for an exception see Rivera and Tilcsik 2016). The aim of our research is to fill this gap and better understand the mechanisms that lead to differences in occupational outcomes at the intersection of social origin and gender by considering different pathways from compulsory education into the labour market.

Theoretically, we combine two lines of argumentation: First, we draw on the literature on primary and secondary effects of origin (Bourdieu and Passeron 1971; Boudon 1974; Breen and Goldthorpe 1997). Second, we assume that the horizontal gender segregation by field of study, vocational education and training (VET), and occupation (Barone and Schizzerotto 2011; Charles and Bradley 2009; Gabay-Egozi et al. 2014) can translate into vertical stratification (for Switzerland see for example: Imdorf and Hupka-Brunner 2015; Hupka-Brunner et al. 2011; Zimmermann 2012). Furthermore, we pursue a life-course perspective to identify cumulative advantages or disadvantages over the educational trajectory (Sackmann 2007, Chapter 6).

In order to investigate this empirically, we use data from the TREE (Transitions from Education to Employment) panel study that follows a large sample of Swiss PISA 2000 participants in their transition from education to their labour market position at age 30 (nine data collection waves, 2001–2014).

In a first step, we employ sequence analysis to identify relevant clusters of sequences of education and job episodes of the respondents. Then, we conduct regression analysis to determine how these types of educational pathways influence job outcomes depending on social origin and gender. Classifying the pathways using sequence analysis allows us to reduce the complexity of individual life courses without sacrificing the strength of panel data.

Preliminary results show, first, that educational pathways differ by social origin and gender. The higher the social status of the parents, the more likely it is that children pass through one of the academic pathways. Similarly, women more often to run through an academic track, whereas men more frequently complete vocational training. Second, these different trajectories lead to unequal occupational status. Net of the educational trajectory also a significant effect of social origin remains. Finally, gender effects on job outcomes are specific to educational trajectories, indicating that they result from horizontal segregation.

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Vocational aspiration of young adolescents in relation to local provision with educational infrastructure?

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The vocational choice depicts one of the most indicatory decisions in the life of young adults as the transition from school to work and vocational training sets the course for everyone's occupational biography. The pursued profession thereby not only determines the future life course regarding the career of an individual itself, it also has impact on the future life course in general, meaning having a job safeguards the future and is essential for the social hierarchy as it simply defines every human being. Studies show, that vocational choices and thereby associated career aspirations can be put into the same context as other educational decisions before. As the acquisition of education itself, vocational aspirations and vocational choices are formed and established within the birth family and can be traced back to the concept of social origin (Stocké, 2005). Whereas those effects are multiple investigated, there is less research done on the importance of educational infrastructure, although some findings show, that for example educational decisions at earlier stages of transitions seem to be dependent upon regional education offerings (Sixt, 2010) as well as educational offerings in further education are used more often when they are located in the same quarter as the place of domicile (Göschel et al. 1980). This rises the overall question, if not only social origin but regional origin is important when it comes to school to work transitions. To discuss this matter and in the paper at hand I will hence address the question if young adults that are in search of a vocational training position are likewise geared to their environment by applying for vocational training positions that are residing around their hometown. With data from two waves of the third party funded project "Educational Landscape of Upper Franconia" I will approach this question by first taking a closer look at the prospective desired professions of young adults, before analyzing the distance to the next and nearest vocational training opportunities they stated and in fact applied to. If the results of the spatial data indicate, that young adults are in fact linked to their place of residence at the time of school to work transition, this could suggest, that the local provision with educational infrastructure – here in form of vocational training positions – bears meaning for the career aspiration process itself and consolidates the underlying assumption that the available infrastructure influences the transition to vocational training.

The migration gap in delaying upper secondary education

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Switzerland

In this study we investigate the transition into upper secondary education and the progress of students within the chosen education. In particular we study the sizable gap in delay between young adults with and without a migration background in Switzerland.

We merge data from the Pisa test 2012 to register data for Switzerland, which allows us to follow all educational decisions of the 12'430 Pisa participants that finished compulsory school in 2012. The probability to be on-time for graduation 3 years after the end of the compulsory education is 16.3 percentage points lower for young adults with a migration background than it is for natives. Using a nonlinear decomposition technique by Fairlie (2005) we study how much of the intergroup differences in the delay in upper secondary education can be attributed to differences in cognitive and non-cognitive skills, as well as in socioeconomic background and regional differences. We find that a big share of the gap in the delay can be explained by differences in skills (differences in math and science scores explain more than half of the gap in delay), but also the socioeconomic background, as well as demographic and regional indicators are important. Our findings point out that given the skills distribution within the cohort of current students, migrants seem to have particular troubles in transitioning into upper secondary education. While there is a small gap in success within upper secondary education, most of it can be explained by the skills distribution and the choices (general versus vocational education) of the students. Policies that aim at improving the efficiency of the educational path of young adults and increasing equality should thus focus on the transition from compulsory to upper secondary education.

Posters

The LABB-Program: a new way to measure transitions in Swiss education

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The introduction of the AHV number (Personal Identification Number) around 2010 in many official statistics of FSO leads to tremendous improvements in Switzerland in particular in the field of education. The FSO launched the LABB (Longitudinal analyses in the field of education) program in 2014 to take profit of the new potentialities and deal also with the numerous challenges.

LABB follows two axes: firstly, to produce harmonized longitudinal files and make them available to the research community; secondly, to communicate results on transitions, paths and key-indicators for the education domain, as well as between education and the labour market by the means of aimed publications.

The data cover:

- 1) The whole population of pupils or students at the considered degree (thus with N often above 100'000).
- 2) Entire and multi-cohorts starting from school year 2012.

The project links many data sources from FSO in the field of education with the population and house-hold statistics, the structural survey, the CDC («compensation offices») register and the unemployment data from the SECO. The goal is to be able to measure as well transitions and paths as to gather contextual data for multi-level analyses.

Until now, 3 parts of the educational system have been covered: the paths after compulsory school, the paths within the upper secondary and the paths in the tertiary degree. By the beginning of 2018, the transition after the upper secondary and the interface with the labour market will also have been covered.

From 2018, longitudinal data covering the whole education system will be available and will be renewed each year.

The poster will present the project as well as some important results.

Post-secondary paths of students with an upper secondary diploma in the Canton de Vaud: The role of professional experience and determining factor of a stabilized insertion into the labour market

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Since the beginning of the century, many studies about school-to-work transition of young people have shown the characteristics and difficulties they have to face, for example the need to find transitional help, the failures and new beginnings in post-secondary education, the fragmentation of the second transition, etc. (Amos et., 2003; Bachmann Hunziker, 2008; Donati, 2000; Keller, Hupka-Bruner & Meyer, 2012; Meyer, 2005). More recently, transition has been viewed with the notion of path in mind; this perspective takes the succession or the imbrication of education segments into account, as well as professional experience, periods of inactivity or unemployment. Post-obligatory paths are thus very varied and differ obviously from those prescribed by educational systems (Bachmann Hunziker & Leuenberger Zanetta, 2013; Cattaneo & Galeandro, 2009; Davaud, Mouad & Rastoldo, 2010; Pollien & Bonoli, 2012).

Pursuing research made in the field of transition and educational paths, the present study aims to understand how professional experience interacts with post-secondary II paths. What kind of professional experiences do youth have? What kind of difficulties are young people confronted with? How do they evaluate them? What percentage does find a steady job? And what determines these paths leading to a steady job? To answer these questions, we rely on the results of a vast study about school orientation issues in the secondary level (Enquête sur l'orientation au secondaire: EOS).

The data of the EOS-study has been taken in the Canton de Vaud in January 2015 amongst 6110 secondary II certified young people (Academic, professional and specialized A-levels, Certificate of General Culture, business degree, VET Certificate, Vocational Training Certificate, "Dubs"-Bridge). An online survey provided precise information about the situation (mainly about the present state of either further education, work or unemployment) of these young people 18 months after they had obtained their diploma, the different modes of transition towards this situation (direct or indirect), its evaluation and their vocational perspectives. The rate of answers amounts to 58.2%.

The first analyses show that professional experiences can take various forms: steady job, temporary job or training courses with variations either in work time and employment contracts or levels of satisfaction. During the three years after they obtained their diploma, 45% of the young people have got a steady job and 2.3% have attended one or several training courses; thus, a little more than half of the young people lack either of these two forms of professional experience. However, among these, 42% of those who are mainly in training declare that they have a source of income. More detailed analyses (in progress) are necessary to highlight the role of professional experiences and what determines a stabilized insertion in the labour market.

The Transition to University - Can Friends Serve as Gatekeepers?

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The transition to university is a meaningful process and can also constitute a turning point in one's life for many first-year students. This cornerstone contains often reorientation and results in personal and social shifts (Griebel, Niesel & Wörz, 2004). In a framework and model to analyze human adaption to transition, Schlossberg (1981) carves out various factors, support systems, and resources contributing to a successful post transition adaption.

According to this framework, this study examines the role of the best friend as a supportive person for the process of decision-making to enroll university or not (i.e. Gatekeeping; Gaupp, 2013). As shown in other research, friends are significant others for personal development in adolescence (King, 2013) and positive relationships, especially regarding the best friends, might buffer against stress and foster adaption processes (Hartup & Stevens, 1997; Tokuno, 1986). During the last decades, institutional statutes eased the admission to university. Thus, the composition of prospective students became increasingly heterogeneous. For example, on the one hand there are freshmen starting university subsequent their graduation from school ("traditionals"). On the other hand some students enroll university after a period of vocational training or working; i.e., the so called "non-traditionals" (Freitag, 2012). As argued by Havighurst (1953) and recently by Heckhausen and colleagues (2010), development tasks differ across life-stages. Non-traditional students are generally older (Freitag, 2012), more autonomous in regards to the need for external support and more mature than traditional students (Hillmert & Jacob, 2005; Müller & Karle, 1993). Therefore, age is proposed as a moderator of the association between the relationship quality and perceived Gatekeeping-function of the best friends.

87 first-year students of a university in Germany participated in a cross-sectional online assessment. Perceived Quality of Friendship (20 items, $\alpha = .94$; Mendelson & Aboud, 1999) significantly predicted Gatekeeping (4 items, $\alpha = .76$; Gaupp, 2013). Furthermore, a moderator - analysis (Hayes, 2013; PROCESS; Model 1) showed a significant interaction effect of Quality of Friendship and Age on Gatekeeping. According to the Johnson - Neymann - Method (Hayes, 2013), for freshmen, older than 24.64, no significant conditional effects were found. For younger freshmen, significant positive predictions were shown. The results support Schlossberg's (1981) suggestion that the network of friends, particularly a best friend, can be an important individual support system in the pre-transition environment. However, the conditional effects indicate that mature freshman might access other support systems or resources. Moreover, they could resort to previous experiences (Havighurst, 1953; Heckhausen et al., 2010; Müller & Karle, 1993), such as former transitions. Although the restrictions of this study are to discuss (e.g. sample size), according to Schlossberg's model (1981), further research is needed to identify the needs of a broader and more heterogeneous group of upcoming university freshmen.

KEYWORDS: Adolescence, Friendship, Gatekeeping, Transition. Social Support.

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