SSS Education Social Network 2018

Time	Content
10:00	**Accueil** Salle: La Parenthèse
10:45 - 11:00	**Mot de bienvenue** Salle: C33-229 **Kerstin Duemmler & Philippe Losego**
11:00 - 12:00	**Keynote : Anne Barrère, Paris Descartes University** Salle: C33-229 **Job, Work, Education** **CHAIR : Philippe Losego**
12:00	**Repas** Salle: La Parenthèse

Time		
13:30 - 15:00	**Session 1.1: Preparation for the world of work in VET** Salle: C33-620 **CHAIR : Irène Kriesi** **Reasons for and Effects of Attending a Year of Pre-vocational Training** **Anja Gebhardt[1], Chantal Kamm[2], Stefanie Dernbach-Stolz[2], Christian Brühwiler[1], Philipp Gonon[2]** 1: University of Teacher Education St-Gallen; 2: University of Zurich **The development of the upper-secondary specialised school between general education and vocational education and training in Switzerland. Legitimacy by economic utility of a controversial educational pathway** Christian Imdorf[1], Regula Julia Leemann[2], Raffaella Simona Esposito[2] 1: NTNU Trondheim; 2: School of Education FHNW, Basel **On-the-job trainers: labor market's influence on their training activity and role in the school-to-work transition** **Nadia Lamamra, Roberta Besozzi** Swiss Federal Institute for Vocational Educational and Training, Lausanne	**Session 1.2: Becoming a teacher, training and access to employment** Salle: C33-523 **CHAIR : Christoph Maeder** **Becoming A Teacher: A Matter Of (Ethnic) Origin and Gender ?** **Michael Beck** University of Teacher Education St-Gallen **How career status modulate access to employment in three steps** **Crispin Girinshuti** HEP Lausanne, UNI GE **Tailored preparation or broad general knowledge? Comparison of two educational programmes preparing for teacher education in Switzerland** **M.A. Sandra Hafner** School of Education FHNW
15:00	**Pause** Salle: La Parenthèse	
15:30 - 17:00	**Session 1.3: Factors at stake in school-to-work transition** Salle: C33-620 **CHAIR : Barbara Duc** **Emerging female optimism? A comparison of two cohorts in German- speaking Switzerland** **Richard Nennstiel** University of Bern **Ethnic choice effects at the transition to upper secondary education - Replication of Tjaden and Scharenberg (2017) with TREE and DAB data for German-speaking Switzerland** **David Glauser, Rolf Becker** University of Bern **Transition into higher education after VET : The role of the training firm** **Damiano Pregaldini[1], Miriam Grønning[2], Ines Trede[2], Irene Kriesi[2]** 1: University of Zurich; 2: Swiss Federal Institute for Vocational Educational and Training, Zollikofen	**Session 1.4: Labour market requirements** Salle: C33-523 **CHAIR : Philippe Losego** **When Do Employers Accept Occupational Mismatches ? – A Vignette Study on German Employers' Selection Behaviour** **Basha Vicari[1], Martin Abraham[2]** 1: IAB; 2: University Erlangen-Nuremberg **Digital skills and education. How political, economic and educational actors co-construct skills in the digital age** **Philippe Saner** University of Lucerne
17:00 - 18:00	**Meeting of the Research Network Educational Sociology of the Swiss Sociological Association** Salle: C33-523	
19:00 - 22:00	**Repas au restaurant Le Milan**	

Date: Vendredi, 09.11.2018

8:30 - 9:00	**Accueil** Salle: La Parenthèse

9:00 - 10:00	**Keynote Christian Imdorf, NTNU Trondheim** Salle: C33-523 **Educational systems and gendered school-to-work transition** CHAIR : Barbara Duc

10:00 - 10:15	**Pause** Salle: La Parenthèse

10:15 - 12:15	**Session 2.1: Preparation for the world of work in different educational contexts** Salle: C33-523 CHAIR : Kerstin Duemmler **Anticipating the world of work in school** **Judith Hangartner, Angela Kaspar, Regula Fankhauser** PHBern . **Diversity and mobility: educational alignment to the values of the transnational corporation in the context of international private schools** **Matthieu Bolay, Jeanne Rey** HEP Fribourg . **Vocational Education for Sale: a Case Study** **Luca Preite** PH/FHNW; University of Basel **Youth voluntary work as a transitional space between school and work** **Saskia Weber Guisan, Sandrine Cortessis** Swiss Federal Institute for Vocational Educational and Training, Lausanne	**Session 2.2: Teachers today : requirements and practices** Salle: C33-620 CHAIR : Regula Leemann **Kindergarten Teachers and their Work: Professions, Negotiations, Boundaries and Lifeworld Challenges** **Christoph Maeder, Anja Sieber Egger** University of Teacher Education Zürich **Mechanisms of quality assurance in vocational training schools: regarding adoption and new configurations** **Silvia Sá** HEP, Lausanne **"Knotworking" and role negotiation of resource educators and specialists in school : professional identity dilemmas in cross-boundary practices.** **Marco Allenbach** HEP, Lausanne **New public management in french preschool : the issue of children and teachers work.** **Ghislain Leroy** Paris-Sorbonne University and Paris Descartes University

12:15 - 13:00	**Apéritif** Salle: La Parenthèse

Keynote Anne Barrère

Job, Work, Education

This keynote will consider three possible connections between the world of school and the world of work. Firstly, by examining the consequences of the increasing finalization of the school trajectories through professional integration; secondly, by considering the school experience as a work experience; lastly, by demonstrating how both perspectives contribute to a weakening of proper educational concerns and wondering how they could not do so. We will then state the consequences of these three perspectives on the francophone educational sociology.

Keynote Christian Imdorf

Educational systems and gendered school-to-work transition

The keynote summarizes the main findings of the research programme "Educational Systems and Gendered School-to-Work Transitions". Gender segregation in education varies internationally and it is particularly evident in countries where vocational education and training is prominent. Aiming for a sociologically informed understanding of education systems and gendered educational trajectories, the research programme draws on data of the Swiss youth panel study TREE and various transition surveys in Germany, Norway, Canada and Bulgaria. It shows how a country's educational policy contributes more or less to gender segregation in education and the labour market.

Session 1.1
Workshop: Preparation for the world of work in VET

Anja Gebhardt, Chantal Kamm, Stefanie Dernbach-Stolz, Christian Brühwiler and Philipp Gonon

Reasons for and Effects of Attending a Year of Pre-vocational Training

Framework
Choosing a profession and completing vocational education and training are important developmental tasks during adolescence (Fend, 2003). The successful accomplishment of these developmental tasks can be seen as an individual prerequisite for integration into working life and society (Hupka-Brunner & Wohlgemuth, 2014). Existing research shows that 25% of youth in Switzerland face challenges and failures while trying to manage the transition from school to work (Kriesi et al., 2016).

Several services are provided to avoid problems and failures during the transition process, for instance one year of pre-vocational training (PVT). In most cases, such institutional support services are standardised. In order to provide differentiated support for different groups of young adults in consideration of their heterogeneous backgrounds, situations and needs, empirically confirmed knowledge is needed. However, so far only few studies with a specific focus on support services have been conducted (e.g. Neuenschwander et al., 2010).

Research Questions
With reference to the outlined lack of research, this study intends to gain further insights concerning support services by analyzing reasons for and effects of attending PVT.

In detail, the study seeks to answer the following research questions:

(1) What reasons are decisive for young adults to attend a year of PVT?
(2) Which effects of attending a year of PVT are experienced by young adults?
(3) Are there differences between different groups of young adults regarding reasons for and effects of attending a year of PVT?

Data and Methods
The study is based on an explanatory sequential mixed methods design (Cresswell, 2014).

Quantitative data was collected using a standardized questionnaire. The sample includes 302 young adults from the German-speaking part of Switzerland who attended a year of PVT. In order to measure reasons for and effects of their attendance, numerous items and the option to designate alternative reasons and effects were given. Respondents were asked to rate their degree of agreement on a four-point Likert scale. Various risk factors were additionally enquired in order to identify different groups of young adults. To answer the research questions, descriptive analysis and analysis of variance was ap-

plied (Punch, 2014). The identification of different groups of young adults in terms of distinct risk patterns was tackled applying latent class analysis (Muthén & Muthén, 1998-2012).

Within the scope of case studies, 12 problem-centred interviews with young adults were conducted. The distinction into different risk patterns guided the selection of interviewees. The gathered qualitative data was coded following the techniques of a systematic qualitative content analysis (Mayring, 2015).

Results

(1) Concerning reasons for attending PVT, descriptive analysis shows that the deficit of not being able to find an apprenticeship plays the comparatively most important role. In line with that, the assumption of increased chances of finding an appropriate apprenticeship by taking part in PVT is decisive, too. Equally, the needs for prolonged time for vocational orientation and personal development have relatively high relevance. Interviewed participants confirm these results by stating that a lack of ca-reer choice readiness, disorientation during the process of vocational orientation, and failure to find an apprenticeship were the main challenges they experienced during the transition process.

(2) With regard to effects of attending PVT, young adults agree largely with the statements "I was indi-vidually supported" and "The support was helpful" in the questionnaire. Furthermore, they report that PVT offered support to find an appropriate apprenticeship, good preparation for the working world and the chosen profession, as well as prolonged time for vocational orientation and personal development. In contrast, the attendance was less helpful concerning societal integration and re-ducing knowledge gaps. Statements during the interviews reinforce most of the quantitative results.

(3) Three different risk patterns were identified that can be characterized as "good initial position, many social resources", "moderate initial position, few social resources" and "bad initial position, many social resources". Results show that the compared risk patterns differ significantly concerning a few of the reasons and effects. These differences were illuminated in more detail within the interviews.

Christian Imdorf, Regula Julia Leemann and Raffaella Simona Esposito
The development of the upper-secondary specialised school between general education and vocational education and training in Switzerland. Legitimacy by economic utility of a controversial educational pathway

In order to secure the growing demand for highly skilled nursing staff Switzerland's health care system faces major challenges. Amongst others, a respective education policy is required.

Since 2002 on the part of vocational education and training (VET), a new VET programme in health care (VET health care) on the upper-secondary level opens up access to tertiary-level study programmes in health (especially nursing) at the colleges of professional education and training (PET colleges). Conditional on the acquisition of a vocational baccalaureate, the voca-tional pathway allows access to health-related studies at universities of applied sciences. On the part of the school system, in 2004 the upper-secondary specialised school has introduced a new professional profile in health. Since then, the specialised school in health profiles itself as an alternative access pathway into tertiary-level health studies.

When it comes to the evaluation of the two parallel education programs, VET stakeholders of-ten refer to graduate's employability. Education programs are supposed to qualify individuals as skilled workers and to enable them to enter the labour market directly. Against the back-ground of this evaluation logic, the economic utility of the specialised school in health, which is basically open to multiple interpretations, is questioned given its exclusive character of voca-tional *preparation* compared to the *qualifying* VET diploma in health care. Over the last few years, this repeated criticism of the specialised school in health contested its legitimacy as a post-compulsory education program in the field of health. The contribution examines *how the dispute about the understanding of economic utility has changed the specialised school as an educational institution.*

In the perspective of the Économie des conventions (EC) (Diaz-Bone 2015), criticism evolves in situations of social coordination where actors refer to different evaluation and justification logics (conventions). Changes in educational institutions (here: the specialised school) are un-derstood as the result of coordination and negotiation processes between different educational policy-makers and stakeholders. Actors can overcome conflicting situations (at least temporary) by agreeing on compromises.

We empirically reconstruct the dispute between VET actors and those of the specialised school, which arose from their different understandings of economic utility. We analyse how this dis-pute has influenced the institutionalisation process of the new professional profile in health in the specialised school between 1990 and 2004. At this time the new Federal Vocational and Professional Education

and Training Act has been established in Switzerland and a reform of the specialised school was implemented. Core documents of former policy makers serve as data sources, together with retrospective expert interviews with relevant actors of that time (e.g. representatives of the Confederation and the Cantons). In line with the EC methodology, the focus is on the analysis of situations and processes of negotiation and criticism, and in the re-construction of compromises in the transformation of education structures.

Our findings show how the legitimacy of the specialised school (preparing for health profes-sions) and its institutional affiliation to the general education path of the upper-secondary level have been criticized and questioned with regard to the non-employability of its graduates. A core criticism has referred to the lack of practical work experience during the education. Over the years, the specialised school made various efforts to respond to this criticism. In addition to the school's traditional education mission that consisted of the provision of in-depth general education and the formation of self-competence and social skills, several new curricular compo-nents were implemented. The school curriculum was diversified towards a number of specific professional fields (e.g. health); students had to attend an internship to clarify their vocational orientation; and the specialized baccalaureate year, that mainly consists of practical experi-ence, was introduced. These responses to the claim of economic utility lead to a change of the school's traditional character.

Nadia Lamamra and Roberta Besozzi
On-the-job trainers: labor market's influence on their training activity and role in the school-to-work transition

Dual VET is the post-secondary track most frequently chosen in Switzerland (SEFRI, 2016). It is based on the alternation between periods of learning at vocational schools and periods of training at the workplace. This characteristic is viewed positively when considering how it supports smooth transitions from school to work (Cohen-Scali, 2000). Given the tight relationship between the training system and the labor market (Hanhart, 2006), apprentices are nevertheless quickly confronted to working conditions and production needs (Masdonati, Lamamra, Gay-des-Combes, & De Puy, 2007). In this perspective, it represents an instance of occupational socialization (Dubar, 1996; Moreau, 2003), which is supported by on-the-job trainers active in the training company.

If a large literature has discussed the influence of labor market on educational institutions (Felouzis, Maroy, & Van Zanten, 2013), this contribution aims to study training provided at the very heart of the world of work, within training companies. This area can be considered as a laboratory, which gives us the opportunity to analyze the impact of the new logics of the labor market on on-the-job trainers' activities.

This contribution is based on the results of a study (SNF 100017_153323) and a PhD thesis focusing on on-the-job trainers. It aims at identifying the different ways the labor market influences their motivations, representations and educational practices. A qualitative approach has been privileged. 80 semi-structured interviews have been conducted in the French part of Switzerland. It concerned trainers in companies of different sizes (micro, SMB and big companies) and from several professional sectors. In addition, 35 observations have been led on the workplace and 4 focus groups have been conducted (28 people). The results referred to in this contribution are based on a thematic content analysis (Bardin, 1986) and a typological analysis (Schnapper, 2012).

Labor market's influence on training in a company can be understood at three levels. First, the analysis of everyday life points out the importance of the production's logics in SMB. The same logics are found in big companies' training centers, initially fully dedicated to training. It shows how production's constraints interfere more and more with training logics, what also questions the smooth transition « promised » by dual VET.

Second, the influence of the world of work appears trough the perception on-the-job trainers have of apprentices: either pupils or workers. This representation impacts the training practices themselves (pedagogy, choice of tasks assigned, guidance) and also the transition process. Perceiving apprentices as pupils is also to offer them a smooth transition from the status they had at school to their new status in the training company. Perceiving them as workers speeds up the passage and makes it harder. It confronts them immediately to the reality of the worker he/she will soon be.

Third, the world of work influences on-the-job trainers' subjective relation to the training function through their trajectories and prior professional experiences. Indeed, their previous experiences are marked by the evolutions and changes of the world of work, which are renegotiated through their function. Some of them consider training apprentices as an opportunity to leave the productive logics; others use this area to transmit the heart of the occupation, in a tradition far away from the current

logics of labor market; still others take on this function to socialize apprentices to the new norms of work (intensification, flexibility, individualization). In doing so, they contribute to the transition process in different ways: offering a smooth and progressive transition, or confronting quickly young people to the harsh reality of the labor market.

In conclusion, the whole training experience in a company (from on-the-job trainers' subjective perspective to the institutional devices set up by companies) is influenced by the world of work and impacts in its turn the school-to-work transition process. If two large models – smooth transition or quick and rude entrance – emerge, a lot of situations are in-between. Indeed, even if productive constraints prevail in training companies, on-the-job trainers insist on the quality time they need to train. In doing so, they show how important it is to go beyond productivity, efficiency and employability.

Session 1.2
Workshop: Becoming a teacher, training and access to employment

Michael Beck
Becoming A Teacher: A Matter Of (Ethnic) Origin and Gender?
Given the expectation of rising numbers of pupils in the Swiss schooling system and the ageing of the present teaching staff, the recruitment of students aspiring a teaching certificate is a matter of rising concern (Swiss Coordination Centre for Research in Education (SKBF) 2014). At the same time, there are demands, to bring more men and persons with a migration background into teacher training programmes. Concerning students with a migration background in Switzerland, there is reasoning that the underrepresentation of teachers with a migration background might pose a problem with regard to cultural and linguistic diversity (SKBF 2014). Due to data availability and quality, operationalisation of migration background is often rather driven by data, than by theoretical considerations.

While the gender gap in teacher training can at least partially be explained with differing motives concerning career choices and the, at least theoretical, absence of wage discrimination (Denzler et al. 2005; Neugebauer 2013), there are to this point no studies, about the motives of people with a migration background entering teacher training in Switzerland. Many studies concerned with the choice of becoming a teacher utilize the value-expectancy model (Wigfield and Eccles 2000), which distinguished between intrinsic and extrinsic motives for the teaching profession, taking into account the expectancy to successfully complete the training.

This paper addresses the following main questions: How can the composition of teacher training students in Switzerland be described along the lines of gender and migration background? Do students of different gender and migration background differ with regard to their motives of entering teacher training? To which extent are the results of the former two questions dependent on operationalisations of migrations background into account?

We are presenting data from the survey "Social and Economic Conditions of Student Life", which was gathered by the Federal Office of Statistics Switzerland (FOS 2014), which allows comparing students from all higher education institutions in Switzerland (18.192 randomly sampled students) and allows distinguishing different operationalisations of migration background.

In a first step, we compare the shares of students with respect to gender and migration background between the three types of higher education institutions (Universities, Universities of Applied Science, and Universities of Teacher Education), utilising three different types of operationalisations of migration background, based on different combinations of nationalities and countries of birth.

In a second step, differences in the motives to enter teacher training are analysed, by using OLS regression to evaluate, if the impact of intrinsic and extrinsic motivation as well as expectancy differ with respect to gender and migration background.

The choice of entering teacher training in Switzerland is highly structured through gender and migration background, with females choosing teacher training about three times more often than males, while the gender composition of the student bodies of universities and universities of applied science is about equal. Students with a migration background are strongly underrepresented at universities of teacher education.

Females without a migration background seem to be more intrinsically motivated and also have a higher expectancy to successfully complete teacher training than males overall and females with a migration background, while females with a migration background seem to be more extrinsically motivated.

Crispin Girinshuti

How career status modulate access to employment in three steps

After obtaining their diploma, the majority of French-speaking teachers find themselves on the labor market. But in the case of public education market, it is more of a "quasi-market" (Greenaway 1991, Dupriez & Dumay 2011, Lessard 2006) in that these graduates compete with one another to find a job, just like the schools that recruit them, while wage regulation is carried out by the cantonal authorities and not by that market itself (Lehmann et al., 2007; Müller & Stauffer, 2003).

Given the uncertainty of employment, we will show that teachers have access to work in three stages. Teachers prioritize access to the school first. Training courses by internship and previous precarious teaching jobs carried out before the end of their training allow them to build / develop a social capital within some schools, in which they get their first job. In a second step, graduates negotiate their employment rate and then the quality of their position. Indeed, as the employment rate varies locally, the graduates are satisfied with the available rate, even if they work in several positions, favoring the schools already known; because insertion in other schools may be more uncertain. The process of access to quality employment follows the same dynamic. The positions available in the school do not always correspond to the initial professional project, which then requires some adjustment over a longer or shorter period.

In addition, we will show throughout the incursion in these three steps that access depends on the career (Hughes, 1997) of each teacher. In fact, to find work, graduates depend on their human capital and social capital. Human capital (Becker, 1975, Schultz, 1961) corresponds to their investment in training, but also to skills acquired through previous work experiences (Trébucq, 2016), which they value during the process of access to training employment. Social capital (Bourdieu 1980, Forsé 1997, Poder 2011) is reflected in the potential of the links that these teachers maintain in their professional and private context within their social networks (Lin, 1995), which is likely to help find a job at the right time. However, if they first have access to some schools, then a certain employment rate, then a good position, it is because the recruitment is done locally by the social capital to a large extent - accumulated during the previous jobs and internships (Girinshuti & Losego, 2016). The judgment (Karpik, 1989, Musselin, 1996) of the quality of the candidates and available jobs is based on a trust that is drawn / maintained respectively by the principals and the future graduates in the networks of relations which bind them, through these steps during which graduates enter employment. We will see that this social capital is unequally distributed, especially according to the career status of each graduate. However, part of the variation in access to employment is primarily structural. Because the available teaching positions vary from one geographical area to another.

Our analysis of access to employment is based on mixed data. We first give a general trend with statistics from the INSERCH survey. We refocus on the specificities of the canton of Vaud andwe illustrate and detail some mechanisms by interview data. Our quantitative database consists of 2,730 individuals graduating for primary and secondary education between 2005 and 2013, in four institutions (HEP BEJUNE, HEP FR, HEP VD and HEP VS). Qualitative data wereobtained from 45 graduates who we followed over a two-year period starting in 2013, years of their graduation.

Sandra Hafner

Tailored preparation or broad general knowledge? Comparison of two educational programmes preparing for teacher education in Switzerland

Educational institutions have to deal with demands and changes in the labour market. Currently, increasing numbers of pupils as well as teacher retirements challenge universities of teacher education (UTE) to train more (pre)primary school teachers.

While UTE directly prepare students for the teaching profession, the two educational programmes on upper secondary level that grant formal admission to primary and pre-primary teacher education programmes at UTE highly differ in their proclaimed proximity to the teaching profession.

While the *baccalaureate school (Gymnasium/École de maturité)* provides free access to all university studies and professions, the upper-secondary *specialised school (Fachmittelschule/École de culture générale)* with its *occupational field* in *educational science* and a respective *specialised baccalaureate* promises to explicitly prepare for teaching studies at UTE and the teaching profession via tailored subjects, tasks and practical training.

There is currently no research investigating and comparing these two different tracks leading into tertiary level teacher education and giving answers on how they are valued by relevant actors (students, teachers, headmasters, representatives of UTE, policy makers etc.). The dissertation project closes this gap and analyses the characteristics of the specialised school in comparison with the

baccalaureate school as educational programmes preparing for UTE. How do they differ in their educational cultures (e.g. objectives, target audience etc.)? How do different actors valuate and legitimize them, especially regarding studying at UTE and the teaching profession?

To analyse the characteristics, valorisation and legitimisation of the two educational programmes I refer to the theoretical framework of the Économie des conventions (EC). It states that actors draw on different culturally established principles of values and justification (conventions) when evaluating and legitimizing actions, persons and objects – e.g. teaching methods, students and curricula. However, their plurality and inconsistency also trigger critique and conflicts – e.g. about the 'right' way to prepare young adults for teacher training at UTE and the teaching profession.

To answer the research questions, the project pursues a multiple case study in different Swiss cantons and linguistic regions and refers to various data on the level of institutions, organisations and interactions: documents, field observations and interviews with UTE representatives, policy-makers, headmasters, teachers and students of both educational tracks.

First analyses show, that in the specialised school, the so-called industrial convention, which stresses professional expertise, is prevalent: the actors express a strong focus on specific preparation for teaching studies at UTE and the teaching profession. This is supported by values of the domestic convention like community-building, social skills, mutual care and support, which are seen as important and contributing aspects of preparing for the teaching profession.

The baccalaureate school however detaches itself from specific occupations and is perceived as a school preparing for being part of the academic, political, cultural or economic elite in society. The actors therefor refer to the civic convention that values general, abstract and disciplinary knowledge as well as intellectual performance. It is intertwined with a strong valuation of features like curiosity, creativity and artistic experience, which are features of the inspired convention.

UTE value elements of *both* educational programmes. However, two tension fields can be identified. UTE appreciate that specialised schools directly deliver upcoming teachers with pronounced social skills that are important for the teaching profession. At the same time, they criticize a lack of academic features like e.g. intellectual performance and literacy skills, characteristics covered by the students from baccalaureate school. However, as statistics show, graduates with a general baccalaureate often prefer other educational paths than primary and pre-primary teacher education at UTE.

Session 1.3
Workshop: Factors at stake in school-to-work transition

Richard Nennstiel
Emerging female optimism? A comparison of two cohorts in German- speaking Switzerland
Aspirations play an important role in the field of educational sociology for educational and career choice processes (Schoon and Parsons 2002; Sewell et al. 1970). Various international studies show that occupational aspirations are predictive for the education and professional career following compulsory education (e.g. Schoon and Lyons-Amos 2016; Schoon 2001; Marini and Fan 1997). In recent years, Germanspeaking research has focused on investigating "gender typical" occupational aspirations. This can certainly be explained by the strong gender segregation of the labour market, which is still very persistent today (Charles 2005; Schmid 2016). Despite the constant horizontal segregation of the labour market, vertical segregation of the labour market - and thus wage and status differences between the sexes - has recently been reduced (Charles 2005).

Following up on these findings, this study focuses on the aspired occupational status of pupils at the end of their compulsory schooling in German-speaking Switzerland. International studies show that girls aspire a higher occupational status than boys (Lee and Rojewski 2009; Schoon 2010), for Switzerland there are no studies available systematically examining the aspired occupational status. In the first descriptive part of this study the following questions will be answered: Can changes between female and male pupils concerning their aspired occupational status be observed over time? Does the influence of determinants of aspired occupational status vary during the research period? The following determinants of occupational status are taken into account: social background (Boudon 1974), school type (Turner 1960) and academic achievements (Jonsson 1999).

Secondly, this paper seeks to examine the extent to which determinants of aspired occupational status vary gender specifcally, thus contributing to gender inequalities. The focus, in this context, lays on the aim of status preservation, to which a central role for educational decisions is attributed within the framework of rational choice theories (e.g. Breen and Goldthorpe 1997). With regard to the

differences between the sexes, two questions should be answered: Do the pupils orient themselves in their aspired status towards the same-sex parent (Shu and Marini 1998)? Do pupils pursue the same strategies for maintaining their status in such a way that the preservation of status is ensured through their future profession (Breen and Goldthorpe 1997)?

In order to answer the research questions, data from the TREE panel based on the PISA2000 sample of Switzerland will be used for the cohort of ninth graders in 2000. Data from the DAB panel surveying ninth graders in German-speaking Switzerland in 2013 are used for comparison. Due to the data situation, for the second part of the paper, only the DAB data can be used. Methodologically, regression models are estimated based on imputed datasets predicting the aspired occupational status.

Preliminary results indicate that the gender effect has turned: Girls aspire a higher occupational status than boys. At the same time, a shift in the aspiration for occupation types - especially for girls - can be observed. On the one hand, girls more frequently aim for "integrated professions" - even as the most common category (47 percent in 2013). Boys, on the other hand, continue to aim for "men's professions" (70 percent in 2013). The multivariate results indicate that young pupil's aspired occupational status is oriented towards the occupational status of the same-sex parent and that especially boys want to achieve intergenerational status preservation using the labour market.

David Glauser and Rolf Becker

Ethnic choice effects at the transition to upper secondary education - Replication of Tjaden and Scharenberg (2017) with TREE and DAB data for German-speaking Switzerland

Introduction & Research question Empirical findings in regard to educational inequalities related to migration background for Switzerland are mixed. Several studies report disadvantages at the transition to lower and upper secondary education in particular for juveniles whose parents were born in the balkans or in turkey (Meyer 2003; Beck, Jäpel, and Becker 2010; Beck and Jäpel 2018; Glauser 2018). However, if social background and attended school type at lower secondary level are controlled for, Tjaden and Scharenberg (2017) report ethnic premiums for these juveniles with TREE data. Compared to youths whose parents were born in Switzerland, the former have a higher probability to begin baccalaureate schools after leaving compulsory education. In line with assumptions of the «immigrant optimism hypothesis» (Kao and Tienda 1995; Heath and Brinbaum 2007; De Werfhorst and Tubergen 2007), the authors provide evidence that part of the ethnic premiums can be attributed to higher occupational aspirations of juveniles with migration background. Since the TREE sample of cohort 1 is based on juveniles born around 1985, the question arises whether the findings of the authors can be replicated with more current data?

Data & statistical procedure The analyses in regard to educational attainment after compulsory education are based on data from the longitudinal studies TREE and DAB.1 While TREE data contains information of a PISA 2000 follow-up sample, juveniles participating in the DAB panel study have left compulsory education in summer 2013. Since in the DAB panel study only German-speaking Switzerland is taken into account, the analyses are restricted to this language region (*N*: TREE (2.648); DAB (2.174). In order to account for migration background and generational status of the juveniles, information on the country of birth of parents and children are used. Juveniles aspiration for upward mobility is operationalized as the difference between the occupational status (ISEI) of the desired occupation at the age of 30 years and the parents' highest occupational status. In addition, we control for gender, social background (highest ISEI parents, ISCED level), and institutional restrictions of educational opportunities (attended school type at 9*th* grade, GPA in German and maths) in the multivariate analyses. The analyses include results on juveniles aspiration for upward mobility (OLS) as well as on the educational situation after compulsory education (multinomial logistic regression; outcomes: VET, baccalaureate schools, bridge year courses/NEET).

Findings The descriptive results show that juveniles whose parents were born in the balkans or in turkey are still over-represented in the school type with basic requirements at lower secondary level but under-represented in baccalaureate schools at upper secondary level in the DAB sample. However, these findings are not confirmed in the multivariate analyses if we control for social background, school type at lower secondary level and GPA. For the TREE sample as well as for the DAB sample we observe ethnic premiums for juveniles whose parents were born in the balkans or in turkey. The probability that these juveniles commence a baccalaureate school is significantly higher compared to juveniles whose parents were born in Switzerland. Moreover, the ethnic premium effect is substantially reduced (TREE) or no longer statistically significant (DAB) if juveniles aspiration for

occupational upward mobility is controlled for. These results are supported by the findings of the OLS regressions. The aspiration for occupational upward mobility of juveniles whose parents were born in the balkans or in turkey is much more pronounced than among juveniles whose parents were born in Switzerland. Overall, the results of Tjaden and Scharenberg (2017) are confirmed by more recent data from the DAB panel study.

Damiano Pregaldini, Miriam Grønning, Ines Trede and Irene Kriesi
Transition into higher education after VET: The role of the training firm
Due to a higher demand for tertiary education and increasing complexity of working tasks, further education has become important for the career development of young people who completed upper secondary vocational education and training (VET). Given the importance of VET in Switzerland policy makers have attempted to ensure permeability between upper secondary and tertiary education in all training fields.

It is known that characteristics of the training firm matter for the training quality (Hupka-Brunner & Kriesi, 2013). Thus, it is likely that they also have an impact on the transition rate into further education. However, little is known regarding the possible impact of the training firm on the probability to enter tertiary-level education after initial vocational education. Against this background, we investigate whether structural characteristics of the training firm influence individuals' choice to continue into tertiary education.

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).

Whether structural aspects 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 extend the labour market segment of the training firm facilitates or hampers the large group of healthcare apprentices' transition into vocational tertiary education.

The Swiss healthcare labour market is divided into a primary segment, which includes acute care organisations (hospitals) and a secondary segment, which comprises long-term care institutions (mostly nursing homes). Acute care institutions are generally equipped with higher financial and staff resources and better career opportunities compared to long-term institutions. In this paper we test the hypothesis that young people who were trained in acute care institutions are more likely to pursue a tertiary-level education than those training in long-term care institutions.

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 five years after completion (2016). The data thus enables us to observe enrolment in tertiary education up to five 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.

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.

Session 1.4
Workshop: Labour market requirements

Basha Vicari and Martin Abraham
When Do Employers Accept Occupational Mismatches? – A Vignette Study on German Employers' Selection Behaviour
The system of higher education in Germany is highly standardized and strongly credential-based –

similarly to that one in the Switzerland. However, the high degree of standardization and the orientation along occupational profiles prevail mainly in the vocational education and training (VET) system. It provides clear signals of occupation-specific ready-to-use human capital which is easily recognized by employers as an indicator for applicant's productivity. In the academic system, however, the field of study matters less than the level of qualification. The acquired skills and competencies are rather of general nature, the signal to employers is a high degree of trainability. This fact has implications on the sorting of applicants to jobs, as the selecting process is subject to this institutional settings in which employers must operate. Social stratification and socioeconomic inequal-ities could occur - even more if filling vacancies becomes difficult in times of workforce shortages. Then employers need to deal with applicant profiles that do not perfectly match the qualification profile of a vacancy.

In this study, we focus on how employers within specific types of occupational segments (vocational non-licensed, vocational licensed, academic non-licensed and academic licensed) vary in their acceptance of different types of occupational mismatches. With a fine-grained gradation of vertical and horizontal occupational mismatches, and in the light of different job assignment theories (hu-man capital, sorting, and occupational closure), we are able to experimentally simulate employers' selection behavior. Moreover, we focus not exclusively on job starters but extend our analysis to later occupational changes of experienced applicants.

We use data from a German firm survey which includes a vignette module for 4,222 respondents. In our experiment, we randomly vary the match of occupational certificates in 25 occupations. All of them can be categorized into the four occupational segments. With three level-random intercept models we find that employers' prefer little deviation between applicant's occupational skills and the requirements of the vacancy – even for academic occupations, where certificates are considered to signal general trainability. Underqualified applicants with certificates from within the occupa-tional field are better evaluated then formally adequate qualified applicants from distant occupa-tional fields. Especially in academic occupations, job starters are discriminated because of the high need for investments in training on-the-job. Regarding the acceptance of overqualified applicants we find that the four segments differ substantially.

For many employees, the possibility to change occupations is an essential necessity to avoid unemployment and downward mobility. Obstacles to occupational mobility reinforce inequality since employees with lower qualifications are less accepted by employers when a fitting match is not possible. Moreover, chances of repositioning differ very much between the four segments. Espe-cially the licensed occupations contribute to less mobility chances due to occupational closure, and vocational occupations are less open to mismatches than academic segments.

Philippe Saner
Digital skills and education. How political, economic and educational actors co-construct skills in the digital age

Although digitization as a socio-technological process has now been lasting for sev-eral decades, recent years have shown a significant increase in activities of educa-tional institutions responding to the labor market's growing demand for 'digitally' or 'computationally' literate graduates. At the same time, states and other political ac-tors formulate "digital strategies" in order to cope with this phenomenon and to shape future developments of their societies regarding technological challenges in different social fields. In Switzerland, the federal government recently inaugurated "Digital Switzerland" as a strategy whose main aim is to preserve and strengthen the global competitiveness of the Swiss economy as well as Switzerland's science and technol-ogy sector. In this context, the ETH domain launched the "Initiative for Data Science in Switzerland" in 2016 as a response to the challenges of massive amounts of sci-entific data in all disciplines.1

Apparently, these policies manifest a semantic turn towards so-called "knowledge economies" (Jessop et al. 2008; Powell/Snellman 2004). They share a pronounced focus on education, research and technological innovation, which can be seen as central drivers of this formation. Furthermore a constant call is articulated to make educational systems and programs more adapted to future needs of digitized labor markets. My research focuses on the emerging field of data science which is often described as one of the key disciplines in the ongoing 'datafication' (Schäfer/van Es 2017) of education, science and society as a whole: Data science can be described as an interdisciplinary field of knowledge that includes people trained in statistics, mathematics, machine learning, engineering, and computer sciences, who are equipped with strong programming skills (Schutt/O'Neil 2013).

This paper investigates the transformation of higher education regarding both socio-technical

processes of digitization as well as political demands for competitiveness and economic growth. Specifically, I ask how political and economic terms and concepts structure the contents of educational programs (and vice versa): How do politi-cal, economic and educational actors construct skills in an emerging field of knowledge? Which kinds of similarities or differences exist in the use of the same categories and concepts between different social fields (education, politics, and labor markets)?

To answer those questions I examine the institutionalization of data science in Swiss higher education as a case study. My data set contains documents by political ac-tors, educational programs (study program descriptions, course syllabi and inter-views with data science educators) as well as the labor market (job ads for data sci-entists, interviews with human resources professionals). Analytically I combine quali-tative content analysis with large-scale text and network techniques such as seman-tic networks (van Atteveldt 2008) and topic modeling (Blei et al. 2003; Mohr/Bogdanov 2013). This procedure allows for analyzing relations between different categories within social fields and for visualizing them as networks. I draw on field analysis (Bourdieu/Wacquant 1992) and approaches from organizational and economic sociology (Padgett/Powell 2012) to contextualize the field-specific results and to put them in relation to each other to answer the basic question, how political and economic concepts shape and transform the content of educational programs (and vice versa).

First results show that data science curricula in different Swiss higher education insti-tutions share a clear emphasis on interdisciplinarity, applicability, and solving 'real' problems. While political actors largely focus on general skillsets needed for the cur-rent transformation ('digitization') of different societal fields, data science and analyt-ics skills are then framed as methodical subset needed for a highly specialized seg-ment of the workforce. Although these skills are in high demand on the labor market, higher education institutions can only offer a limited number of places of study, mainly due to limited resources or political constraints in establishing new interdisci-plinary programs.

Session 2.1
Workshop: Preparation for the world of work in different educational contexts

Judith Hangartner, Angela Kaspar and Regula Fankhauser
Anticipating the world of work in school

Although autonomy has always been a central concern of education, it is currently adapted to the demands of the world of work: the school shall teach students to become autonomous learners who are fit for lifelong learning and are able to meet the future challenges of the world of work. Therefore, skills such as self-management, self-reliance, self-control and self-regulation are central goals of schooling. The suggested contribution discusses how the world of work is anticipated in the everyday practices of a lower secondary school that direct students towards autonomy.

To foster its students' autonomy, this school has fundamentally changed its teaching organisation by reserving a considerable share of school time to the so-called "self-organised learning". The new organisation increases students' responsibility for their doings and assigns new tasks to teachers in supporting and controlling the students' individual "work". The school participates in a comparative ethnographic research project that studies the social practices in relation to the "dispositif" (Foucault, 1994) of autonomy. The project includes four contrasting case studies in German and French-speaking Switzerland.[1] Theoretically, the project is informed by Foucault's notion of governmentality. With this neologism, Foucault (1982) addressed governing technologies far beyond state activities as a complex interplay of technologies of domination and processes of self-formation. From a governmentality perspective, the dispositif of autonomy is related to specific forms of guidance and control. With a praxeological approach (Reckwitz, 2002), we focus on how teachers and students translate autonomy into practices and routines: how and what kind of self-responsibility do teachers grant to students, how they direct students' activities and how students acquire these demands and translate them into practices of autonomy, obedience or everyday practices of resistance. Overall, the analysis is interested in the relations of power and subjectivation that the dispositif of autonomy establishes (Ricken, 2008).

The world of work is obviously integrated in the practices of the school: In their self-representation, the school identifies the requirements of the world of work as a major reason for the introduction of the

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[1] SNFSF-project „Führung zur Selbstführung – Eine ethnografische Studie zu schulischen Settings des selbstständigen Lernens"; autumn 2017- autumn 2021; Regula Fankhauser, Angela Kaspar and Judith Hangartner, PHBern; Héloïse Durler and Michele Poretti, HEP Vaud. Fieldwork in the selected school started in October 2017.

self-organised learning. Entering the school, an "apprenticeship barometer", showing the numbers of students that successfully found an apprenticeship, welcomes students and teachers in the spacious entrance hall. Beyond, the specific terminology of self-organised learning, such as "learning coach", "learning job" or "learning studio" relate the practices in the school to the world of work. Our preliminary hypothesis is that the anticipated demands of the world of work are translated into an autonomy that focuses on self-management and self-disciplining practices: students should learn to autonomously manage their time to work off predefined tasks. To direct the students' self-disciplining, teachers constantly adapt regulations by tighten up and loosing disciplinary instruments according to the comportment of the students. Drawing on the evolving fieldwork, the presentation will analyse the empirically observed practices of self-guidance and control of both students and teachers and how these practices are put in a relation to the working world.

Matthieu Bolay and Jeanne Rey
Diversity and mobility: educational alignment to the values of the transnational corporation in the context of international private schools
Current changes in the world of work in the context of neoliberalism transform the relations between education and work, especially the representations of the future citizens to be educated but also of the next generation of workers to be trained (Tomlinson 2013, Urcioli 2010). Work is now largely dominated by the experience of uncertainty and individualisation and by the imperative for (future) workers to handle autonomously their insertion in the labour market and their career on the longer term. This presentation looks at how "international" private schools respond to this context.
In the margin of Swiss public education, whose function is profoundly associated to the integration of pupils in Swiss society and in the Swiss labour market, our presentation focuses on "international" private schools that mushroomed in the Lake Leman region first as a response to the increase of expatriate families since 2000, and also as a demand of affluent long term residents. While their mandate does not formally imply to achieve the social and structural integration of future citizens in the local/regional fabric, these schools claim instead that they foster the insertion of pupils in a "global space" which is interpreted in this paper as a mirror to the model of the transnational corporation. Based on ongoing ethnographic fieldwork in 15 international schools and with other actors of the field of international education, we look in particular at discourses on "mobility" and "diversity", which have a high value in corporate milieus and also largely structure the field of international education. We contend that international schools construct these notions as resources in a context of generalized uncertainty – through the International Baccalaureate curricula amongst others. In contrast to the repertoires of "migration" and "cultural heterogeneity" that occupy the forefront in public national education, these notions have positive connotations stemming directly from the imaginary of the "self-as-a-business" (Gershohn 2017) regularly convoked in corporate contexts and eventually contribute to mask certain inequalities in terms of access to work and education that international schools reproduce.

Luca Preite
Vocational Education for Sale: a Case Study
When thinking about private schools in Switzerland, vocational education on the upper secondary level is rarely considered. On the contrary, the focus mainly lies on international baccalaureate school (Suter, 2013). It's said that such private schools hand-held by global corporation are especially on the rise in cities like Zürich, Zug and Geneva. Ambitious parents would spare neither expense nor effort to push their children to the baccalaureate. Not surprisingly, such diagnoses often end in concerns and warnings about the weakening of the Swiss vocational education system and the principle of equal opportunities.
Nevertheless, while looking on absolute numbers published be the Federal Statistical Office private schools on the upper secondary level are nearly likewise present in the vocational such as in the general track (BFS, 2017). Last year more than 7000 students were enrolled in private schools paying for their vocational education. Moreover, in the last five years there has been an increase of about 2500 such students. Actually, in Zürich and Basel every tenth vocational education on the upper secondary level is taking place in such a non-subsidized private school. For the students this *vocational education for sale* is offered for example by schools like the "Benedict Schule", "Minerva", "AKAD", "NSH" and so on. Thereby, this can imply school fees and cost of about 37'000 Swiss Francs. Not to mention about the unpaid work done in the so-called practical education, which has to be held in a one or two-year hands-on training in a company mediated by the private school. Possibly wages and

compensations are directly contracted by the private school and counts as "reduction" of the effective education costs.

Based on a case-study of a young woman, this paper aims to get deeper insight in these rarely considered and examined "margins" (Pless, 2014) of the Swiss vocational education system. Therefore, on a theoretical level, the paper firstly ask about how to understand the emerging of this non-subsidized private school in the vocational track. Secondly, based on the empirical data, the question is raised about how this young woman as a so-called "uneducated" person is dealing with these private chances, promises and investments in order to achieve a vocational education. In a methodological perspective this case study is part of a broader qualitative research – a dissertation project – about the "education of the non-educated" (Preite, submitted; Preite und Steinberg, 2018), i.e. the so-called transitional educational programs [= dt. Übergangsausbildungen]. Therein, the young woman is one out of thirty students, who has been interviewed about her educational and vocational pathway.

First results shows a connection between this private ways to deal with the situation of being formally "non-educated" and the fact, that vocational education as post-compulsory education is more and more socially expected, politically demanded while not been publicly guaranteed (Knecht und Atzmüller, 2017). In this context, paradoxically, but not surprisingly, vocational education for sale, as illustrated in the case study of the young woman might act as "prospects of salvation" (Illich, 2003) [= dt. "Heilserwartungen"] for those who already experienced the preclusive character of the vocational education system (Sacchi und Meyer, 2016). Moreover, as a privately paid so-called "magical salvation" (Bourdieu, 2009, S. 12) [= dt. "magische Heilung"] in the case of the young woman this private school of vocational education opened up the chance to be admitted to the federal vocational baccalaureate program [= dt. Berufsmaturitätsschulen], and therefore to eventually once achieve her primary ambition: the college of fine arts. Still, it was the young woman herself with the indispensable help of her single mother and her grandparents (former immigrant workers), who finally bore the costs for this educational and intergenerational upward mobility.

Saskia Weber Guisan and Sandrine Cortessis
Youth voluntary work as a transitional space between school and work

This contribution aims to point to some aspects of youth voluntary work as a transitional time and place between school and work in this specific period leading to adulthood (16-25 yo). Many skills and competencies which are expected to enter in the labor market are not taught at school or in academic studies. For this reason, we explored a context outside formal education that favors the development of personal and social skills.

Results presented in this contribution are based on a qualitative study conducted mainly in the French part of Switzerland, which examined the involvement of young people in voluntary work. We interviewed 41 young people aged from 16 to 25 who are attending school, apprenticeship, academic studies, are in transition between school and further studies, or in transition between their training and their first workplace. They are active in various non-profit organizations, with different kinds of structures and purposes (environmental protection, cultural organizations, summer camp, sport organizations, events organizations and humanitarian organizations). Our main objectives were to understand (i) how and why young people engage in activities that are neither paid nor compulsory, (ii) how and under which conditions non-profit organizations can be a place for development, and finally (iii) to identify the gains from the volunteer experience of young people. The interviews were analyzed under a grounded theory approach and coded with NVivo software.

Our results show that youth organizations offer a welcome social status giving them opportunities to be listened to, and to work collectively on concrete projects with real tasks and goals, like organizing a musical event, or taking the responsibility for a group of children. It allows volunteers to test and experiment new activities, thereby increasing initiative, confidence and competences, as expressed by Leila, 20: *"Actually it contributed to my maturity. I was really timid before, I am much less now"*. It also enables them to project themselves in the future.

For many authors (Fortin *et al*, 2007; Vermeersch, 2004), volunteering is a way to gain control, by actions that are valuable to them and chosen rather than imposed, and to gain the feeling of power in one's personal life, as Nicolas, 19, reported: *"Being able to work on actual legal documents, to be listened to, to give your opinion"*.

Besides, youth organizations offer young people the opportunity to work within a group, where volunteers identify each other as peers. This creates a sense of belonging to a group which is of high importance at this stage of their lives (Barrère, 2011; De Singly, 2003; Dubet, 2014). The peer group

operates as a "real airlock, a protective membrane for self-experimentation" (Barrère, 2011, p. 163). This self-experimentation is also manifest in the concept of "sphere of experience" (Zittoun, 2012, p. 15), which requires a learning process if this sphere is new; they have to renegotiate their identity, but also their ways of doing and apprehending the unknown.

Volunteering can also offers social gateways that give the opportunity to access many universes, some of which could have been inaccessible, depending on the social background of young people. It thus contributes to attenuate social inequalities and to broaden horizons.

To recognize the experience acquired in voluntary work, it is important to encourage and help young people to verbalize, explain and think about their actions, in order to become more conscious of and value their skills. This has been achieved in our research by organizing workshops to identify the nature of the different outcomes developed through voluntary work. This way, we supported young people in raising their awareness of their learning outcomes, and better connect these with a training project or a vocational project with the final aim to facilitate the transition between their various spheres of activities (training, employment).

For young people, volunteering can provide a safe learning process and place where it is possible to experiment, and even fail, outside the evaluation of parents or teachers. This is not a formal education neither a professional work, but it contributes, in an alternative way, to construct experience and skills and to attenuate the boundaries between these two worlds. It acts like a smooth transition for many young people.

Session 2.2
Workshop: Teachers today: requirements and practices

Christoph Maeder and Anja Sieber Egger
Kindergarten Teachers and their Work: Professions, Negotiations, Boundaries and Lifeworld Challenges

The work of Kindergarten teachers is regarded as being less demanding and less complex than primary school teaching in the media (Burri und Donzé 2017). But also, the official appreciation by the employers is uncertain. Kindergarten teachers in the canton of Zurich, and in most other places in Switzerland as well, receive a lower salary than equally trained and employed primary school teachers (Zander 2017). The devaluation of this professional category of teachers must be understood and explained by its female history (Kunz 2017), the unawareness of knowing what it means to handle and educate large groups of young children on a day to day basis, the neglect of the necessity of the development of basic knowledge with and for children plus some other factors of ignorance like e.g. the structural transformation of the job due to the integration of the Kindergarten into the school organization, as it has happened in the educational reform named 'HarmoS'.

In an ongoing ethnographic study on Kindergartens (SNF No. 100019_159328) we look at and analyze this institution - and namely the work done within it - from the perspective of the "negotiated order-approach" (Maines und Charlton 1985; Strauss 1978; Strauss et. al. 1975) as it has been developed within Symbolic Interactionism (Fine 1984).

While the formal organization and the documents in use refer to schooling and the state, the everyday life on a mundane level presents a constant and suspenseful tension between normalcy and deviance, which is produced, handled and balanced by the Kindergarten teachers according to their professional pedagogical knowledge. Their registers of practical action and the accomplishments thereof yield and transfer a culture of 'how to do things right' as situated requirements and as cultural patterns or themes for all those involved. What emerges are very basic and foundational structures of the social order, which are produced together with the children and their families. Therefore, we question the low appreciation granted to the job of the Kindergarten teacher in the media and the educational bureaucracy because:

a) a complex and demanding form of teachers work with specific requirements emerges;
b) this work is neither simple, nor easy to do or to learn;
c) the work refers to fundamental social competences for children and their parents in society.

Put together, this job as work requires full professional attention and capability. Seen from this perspective, we challenge the view of the Kindergarten's teachers work as something trivial but suggest looking at it as the production of essential contributions to the society.

Silvia Sá

Mechanisms of quality assurance in vocational training schools: regarding adoption and new configurations

Over the last few decades, educational institutions are receiving a transposition of new management measures (Barroso, 2007), driven by the New Public Management movement (Giauque, 2003). Reflecting a managerial approach (Barrère, 2013), we are witnessing the growth of new modes of governance, focused on transparency, evaluation of results and performance (Broadfoot, 2000, Maroy, 2012, Mons, 2008, Taylor, 2007). In this sense, the various school professionals must respond to sustained forms of mobilization (participatory dynamics), accountability and self-regulation.

Management tools are reinforced in the functioning of organizations (Moisdon, 1997) and schools do not escape this trend. Quality management systems (QMS), as management tools that frame the work, allow to "anticipate, decide, control" (Moisdon, 1997), being embeded with these new modes of governance. In Switzerland, the institutionalization of SGQ has gradually been adopted in vocational training schools. The development of quality is formally determinate in the regulatory bases (article 8, LFPr) and many labels (i.e. EFQM, ISO, Q2E, etc.) are available to institutions. From a logic of voluntary application, we have moved to a regulated procedure. However, the highlighting of its systems underlines their dose of autonomy and accountability, favoring a logic of continuous improvement and local adaptation of standards. This implementation poses a real challenge, because it is not in a conformation way, but rather in a logic of exploration of the new, with all the uncertainty associeted.

This adoption challenges and the induced changes in the school environment led us to a main question: what are the job reconfigurations derived from this implementation of QMS? We are thus led to question the relationships that stakeholders have with the tool, as well as transformations and tensions that may happen with this implementation, between the flexibility that school actors may have and the accountability that prevail at the organizational and institutional level. The hypothesis explored here, is that the implementation of these standardization mechanisms engages and reshape the organizational contexts, reconfiguring the sense of professionalism of the school actors. We are at the heart of professions that can not be reduced to an "objective efficiency" (Dubet, 2016), but school actors (school directors, teachers, etc.) see their profession changing, towards a obligation of reflexivity and results (Demailly, 2001, 2009). Daily, the introduction and use of these instruments reinforces formalization and increased rationalization (i.e. measuring instruments, information, etc.), lead to new market-oriented culture, generates modes of organizing collective work and brings a reorganization of work at different levels (i.e. new dispositions, ongoing standardization of procedures, new statistical and computer monitoring tools, etc.). The request of external experts or the internal emergence of new roles, such as "quality manager", is one of the visible parts of these regulatory mechanisms.

This reflection points out to research on management tools, in an appropriation perspective (de Vaujany, 2006, Grimand, 2016), highlighting the political dimension of these type of instruments (Lascoumes & Le Galès, 2005). Our communication aims to question how the deployment of a QMS impacts the daily work of professionals with prudential practices (Champy, 2011). To this end, we rely on a documentary analysis (legal bases, official documents, quality charters, manuals, procedures, etc.), some exploratory interviews in vocational training schools as well as scientific literature.

First, we will examine the context of implementation and the normative dimension of these systems, bringing a panorama of empirical research on the relevance and applicability of international management standards to the educational environment. Secondly, we will focus on questioning implementation paths. We willl rethinking the QMS in a complex articulation, with configurations derived from this management culture imported from the corporate world and the appropriateness of the models by actors.

Our contribution is based on the first stage of a doctoral research project and our remarks will be discussed in terms of research perspectives.

Marco Allenbach

"Knotworking" and role negotiation of resource educators and specialists in school: professional identity dilemmas in cross- boundary practices.

Inclusive education policies, community based health programs in school, early school leaving prevention and systemic perspectives on school psychology, come all along with recommendations to develop collaborative practices. Resource teachers, school nurses, psychologists, and speech therapists are invited to vary their ways of action: inter-professional cooperation, consulting for

teachers, co-teaching, school projects... (Thomazet and Merini, 2014; Moreau, 2016; OMS, 1986 ; Gilles, Potvin and Tièche Christinat, 2012; Curonici and MacCulloch, 1997). This communication will present a synthesis of researches (Allenbach, 2015, 2016, 2017) trying to understand how these collaborative practices get either developed or relinquished, and how this increasing diversity of professional activity impacts on the actors themselves. Defining their role is often identified as a central issue by practitioners, and by researchers (Dupanloup, 1998 ; Pulzer-Graf, 2008 ; Gordon and AuCoin, 2012 ; Lecaplain, 2013).

The role is considered here as a dynamic structure (Maisonneuve, 1993), and professional activity is studied from three different perspectives:

- Clinical analysis of activity (Clot, 2006) reveals the dilemmas that professionals have to deal with, when they try to develop collaborative practices.
- A systemic perspective (Engeström and Sannino, 2010) explores the features of cross-boundary activity, as resource educators and specialists are working between health and school institutions
- Comprehensive sociology helps us to understand how the increasing complexity of labour division (Dubet, 2002) impacts on professional identity development (Martucelli, 2002).

Interviews, based on comprehensive sociology (Kaufmann, 2008) and activity analysis (Vermersch, 2006), have been conducted with resource educators and specialists of the Canton de Vaud (Switzerland) having developed various types of collaboration.

Additionnaly, five professional experience sharing groups have accepted to record their bimonthly meetings during two years. Then, the analyses of these two data types have been debated with the research participants (Dubet, 1994).

This transversal study reveals similar dilemmas despite the professional diversity of research participants. To be able to collaborate, resource educators and specialists seem to develop negotiation practices, but have to deal with frequent double binds in this cross-boundary activity. The analysis of their professional courses shows how these double binds can cause creativity, suffering or withdrawal on individual treatments. The development of collaborative practices needs to be constantly supported by specific professional groups, multidisciplinary teams and interpersonal alliances.

Ghislain Leroy
New public management in French preschool: the issue of children and teachers work.
This paper focuses on the changes of french preschool for 40 years, under the influence of new public policies, and what this modifications induce on the question of the representations of the work of the child and the adult-teacher.

From the 1980s, french preschool is deeply reshaped, rethought, as evidenced by the study of official texts and institutional changes we have been able to carry out, in continuity with the work of Garnier (Garnier, 2016 ; Leroy, 2017). The objectives of struggle against school failure and search of the educational system efficiency, related to the new public management (Bezes, 2009), deeply modify the State's expectations toward this institution. Representations of french preschool are revised, particularly the idea according to which it would be located in a time and a space in rupture with the constraints of the adult world (Watanabe, 2010). These evolutions are found partly in other preschools at the level of Europe (Veuthey, Marcoux, & Grange, 2016) and even of the world (Kaga, Benett & Moss, 2010). A comparison of two corpora of 25 inspection reports, one from 1965-1970, the other from 2000-2010, will be mobilized here to study the evolutions in the representations of the child (Hamelin Brabant & Turmel, 2012), at work at the level of the real curriculum. An inflation of the notion of 'work' of the child implements itself. Completely absent from the reports of the first corpus, it is omnipresent in the second. From now the child activities at the nursery school are apprehended like constraining, laborious activities, allowing to teach the child to defer immediate gratification of his desires. However, this concept of work is sometimes correlated to the concept of occupation : children 'work' is then put in parallel of the adults work. The french preschool would have to introduce the child to the constraint which will not fail to impose itself to him in his future professional life.

Fifty days of observation were also carried out in french preschool classes from 2011 to 2013 to continue the investigation around the 'work' concept, as well as 10 semi-directive conversations with teachers. This investigation allowed to show that a culture of evaluation was setting up in french preschool ; it results in an evaluation of the children, sometimes not without links with logics of precocious responsibilisation of the latter related to their results. This seems a translation/reformulation at the real curriculum level of the evaluation objectives which were imposed on the preschools, under the influence of the new public management. Besides, on the question of the representations of

teaching work by teachers themselves, this investigation allowed to show that they feel « working » when they make the children work. Deep down, representations of occupation appear, which it is advisable to investigate. Also is the question of relationships between these representations and the reality of the contemporary working world. The whole finally questions the evolution of today's teaching work (Farges, 2017). One can make the assumption of a strong responsibilisation of teachers about the results of their pupils, indissociable of a stress in the performance of their duties.