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# **Swiss Journal of Sociology**

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## **Sociology of Vocational Education and Training in Switzerland, France and Germany**

Edited by Christian Imdorf, Mona Granato, Gilles Moreau, George Waardenburg and Manfred Max Bergman

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11 Social Origin and Access to Upper Secondary Education in Switzerland: A Comparison of Company-based Apprenticeship and Exclusively School-based Programmes [E] | Sandra Hupka-Brunner, Stefan Sacchi and Barbara E. Stalder

When making the transition from compulsory school to upper secondary education and training, young people in Switzerland have two main options: company-based apprenticeships or exclusively school-based programmes. Based on Bourdieu, we assume that schools and training firms each have their own particular selection procedures. We expect these different procedures to change the patterns of the influence of social origin on transition – even when controlling school achievement. We test our assumptions by applying event history analyses to Switzerland's first nationwide longitudinal survey of young people (TREE). As expected, cultural capital of the family of origin is highly relevant for access to school-based programmes, whereas economic capital favours the entry into apprenticeships.

Keywords: transitions from education to employment, exclusively school based educational programme vs. company based apprenticeship, social origin, Bourdieu

**33 Social Production of Educational Inequalities Studied through the Schooling Trajectories of Swiss Apprentices [E] | George Waardenburg**

Dual apprenticeships are a major component of the Swiss educational system. However, this does not prevent the Swiss educational system from reproducing social inequalities as those revealed by Pierre Bourdieu's analysis of the more school-based French system. We observe this social production of inequalities through in-depth interviews with Swiss apprentices in the French-speaking printing industry on an individual level. We also observe different complex social processes at work, which cannot be grasped by Bourdieu's theory of social reproduction alone. These ask for a systematic theoretical and empirical study of both the antagonism between school-based and VET education, and the role this antagonism plays in the educational career of pupils.

Keywords: VET, inequalities; school, social background, dispositions

**53 A Reflection on Inequalities at the Crossroad of Education and Work – The Case of French Apprenticeship [E] | Prisca Kergoat**

With an increase of close to 70% in the last 20 years, the decline in French apprenticeship has been successfully curbed. The 1987 reform brought in measures intended to give apprenticeship a "facelift" by the creation of a training program, at parity with general education. The reform was intended to encourage access to jobs while at the same time reducing social inequalities.

Nevertheless this last objective is far from being reached. The reform of apprenticeship, furthered by the policies of the major enterprises, is gradually reconfiguring the traditional hierarchies by combining two forms of inequalities; the inequalities due to the education system and those of the work environment. Not only are the ranking and selection processes legitimated but they are reinforced since they are actually displaced prior to apprenticeship training.

Keywords: Apprenticeship, education and labour, inequalities, selection.

**73 Becoming a Mechanic – Affiliation and Desaffiliation of Apprentices in the Car Mechanics' Professions [F] | Gilles Moreau**

Learning a profession is not just to acquire professional know-how. This is at least the hypothesis we want to put forward to understand the training difficulties, which the professions of car mechanics in France have been facing in the last several years. Indeed, car mechanic apprentices, depending on their social and educational history as well as on their empirical experiences during training, construct various relationships to their professions. Thus, one can distinguish three types of affiliation (weak, strong, distant), which likewise represent three "value systems" with differing visions of the labour market and the profession.

Keywords: education, apprenticeship, profession, affiliation and desaffiliation

**91 Metamorphoses of Vocational Training in the Basel Chemical and Pharmaceutical Industry. Social Integration of Factory Workers and Lab Technicians at a Turning Point [G] | Peter Streckeisen**

This paper is about vocational education and training (VET) in the chemical-pharmaceutical industry of Basel. It shows the role of VET in the process of factory workers' and laboratory employees' social integration during the decades of economic expansion after World War II, and how the meaning of VET has changed since then in the context of what sociologist

Robert Castel describes as the new social question. In order to understand the metamorphoses of VET, we go beyond the industrial functionality of training and skills, and analyse them as carriers of a social value in a whole set of social inequalities.

**Keywords:** Vocational education and training, industrial work, social inequality, social integration, chemical and pharmaceutical industry

**109 Dynamics of Differentiation and Inequality in the Social Middle [G] |**

Reinhold Sackmann and Thomas Ketzmerick

With globalization social inequalities have been increasing in the OECD countries resulting in shrinking middle social strata. The article examines whether the dual education system in Germany moderates this development. The system has been reacting with institutional differentiations: in the upper layer with “professional academies” as part of a dual college system, and in the lower layer with school based vocational trainings. The differentiations in the lower sector have quantitatively greatly outnumbered those in the upper sector. Therefore, in sum the dual education system in Germany has aggravated the global tendency towards a “shrinking middle” in the last two decades.

**Keywords:** Vocational training, social structure, differentiation, transition structure

**131 Are Women and Men Working Below Their Value? On the Influence of Vocational and School-based Training Occupations – On the Bad Match Between Employment and Qualification in Germany [G] | Anja Hall**

Germany is characterised by the particularly close connection between its education system and the employment system. The job markets are strictly divided into professional compartments, and the profession has a high value and a great social binding power. Women learn not only different professions than men, they also get more frequently their qualifications through the school-based part of the vocational training and have therefore different educational resources than men. Still, little is known about the chances of women and men to pursue and build on their original non-academic training in the long run. Based on a representative survey of employed persons in Germany the article analyzes whether women with a vocational training manage to the same extent as men to find a professional position appropriate to their level of qualification. Differences between training institutions (in-company versus school-based) as well as between learned occupations are investigated.

**Keywords:** vocational training system, school-based training system, educational resources, vocations, adequacy of apprenticeship

**161 When Graduates Assess the Use of Their Vocational Training: What do Their Ratings Stand for? A Critique of Evaluative Research in VET [G] | Ursula Beicht and Joachim Gerd Ulrich**

The evaluative research likes to question those completing initial or continuing training about the use of their training. The present paper adopts an actor-theoretical viewpoint and examines the functions which such retrospective evaluations may have for the respondents and the extent to which these evaluations correspond to inter-subjectively verifiable effects of the training. The analysis on a sample of approximately 1 700 people who have completed vocational education and training shows that the respondents perceive their evaluations not only as an assessment of the training course they have attended, but also as a judgement

of the part they themselves play in their own educational and occupational biographies. Accordingly they tend to make positive evaluations whilst neglecting actual occupational developments following the training.

Keywords: Frame selection theory, theory of action, *homo oeconomicus*, *homo sociologicus*, individualisation