

# «Lost in Transition» Bridge-Schools, Jobs and Unemployment

*A longitudinal Analysis of Trajectories from School to Work in Basel*

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## Background, Focus & Limitations

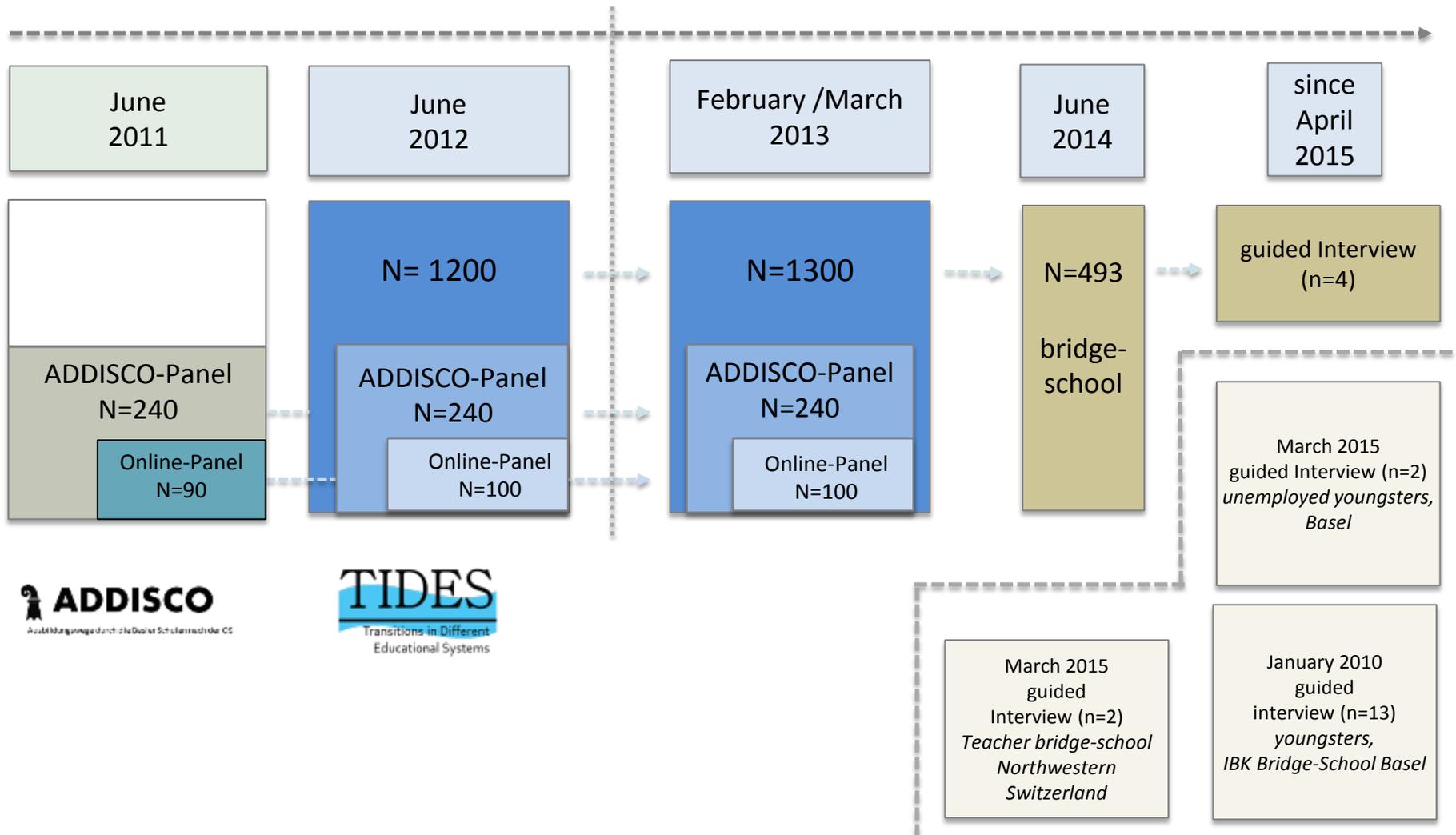
- trying to (re-)construct transition from school to work by focusing on youngsters and young adults of whom we are assuming that they are «lost in transition» (Briton 2010)
- based on a research project of the school of education focusing on transition in post-compulsory education in the city of Basel
- we want to know more about bridge-schools and youngsters who are using this option

Why bridge-schools? And why in Basel?

# Data: ADDISCO & TIDES

longitudinal survey of all pupils in the city of Basel

*End of Compulsory Education*



# Research Questions

1. descriptive statistic of youngsters using the option of bridge-schools in relation to gender, (migration and social class)

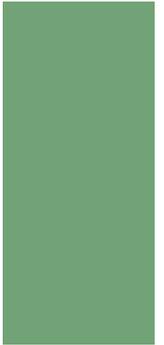
A) Who is in the schools?

B) What do they do afterwards?

2. What are the aspirations and perspectives of young people who used the option of bridge-schools?

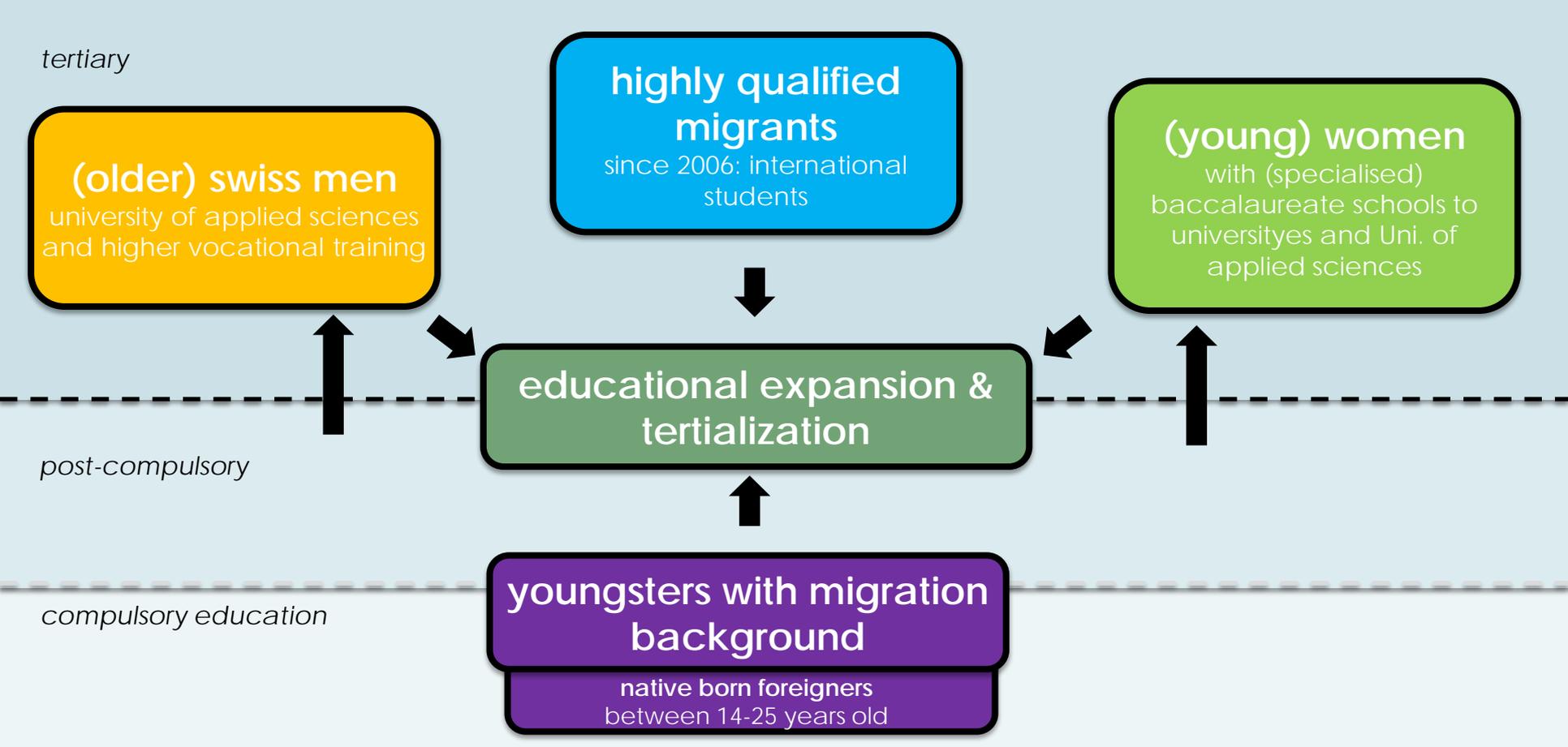
ADDISCO, TIDES

guided interviews



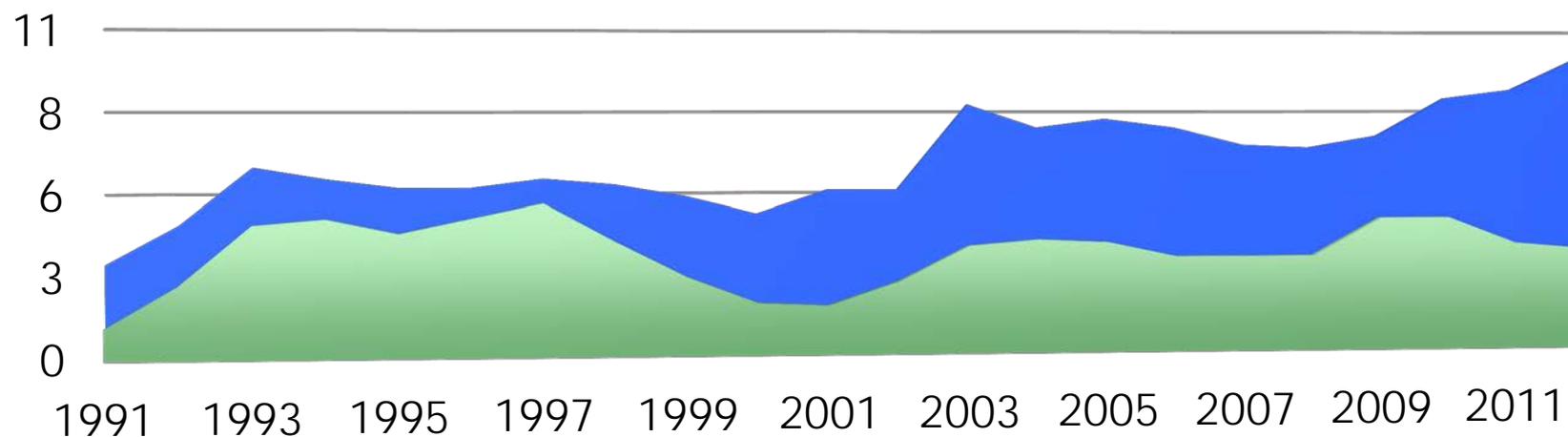


# Context 1: Educational Expansion and Tertialization since the '90s in Switzerland



source: Federal Statistic Office (2015)  
Aratnam (2012)  
Aratnam, Schmid & Preite(2015)

## Context 2: Registered Unemployed Population & Unemployed Youngsters (age 14-24) in Switzerland

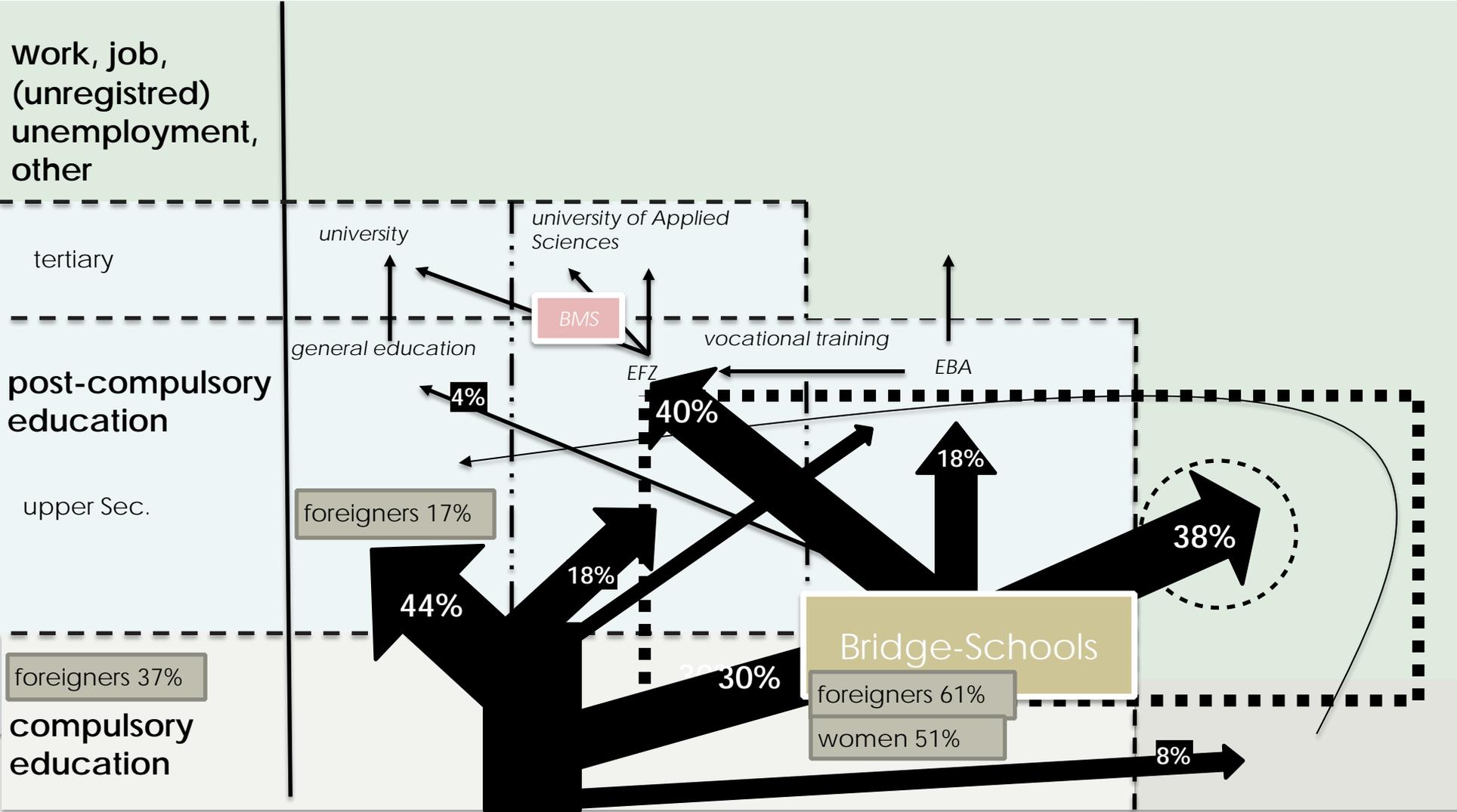


Source: SAKE (2012) ■ registered Unemployed ■ unemployed  
SECO (2012)

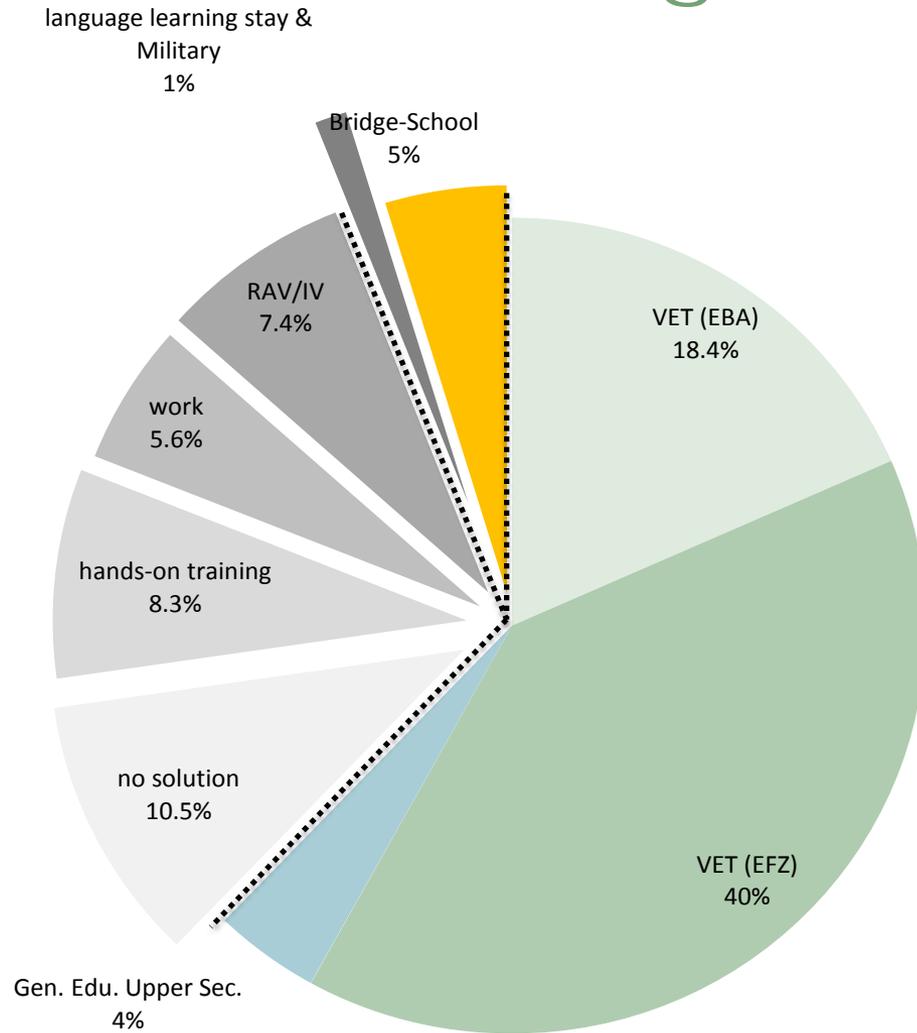
Idea: Heinimann (2006)



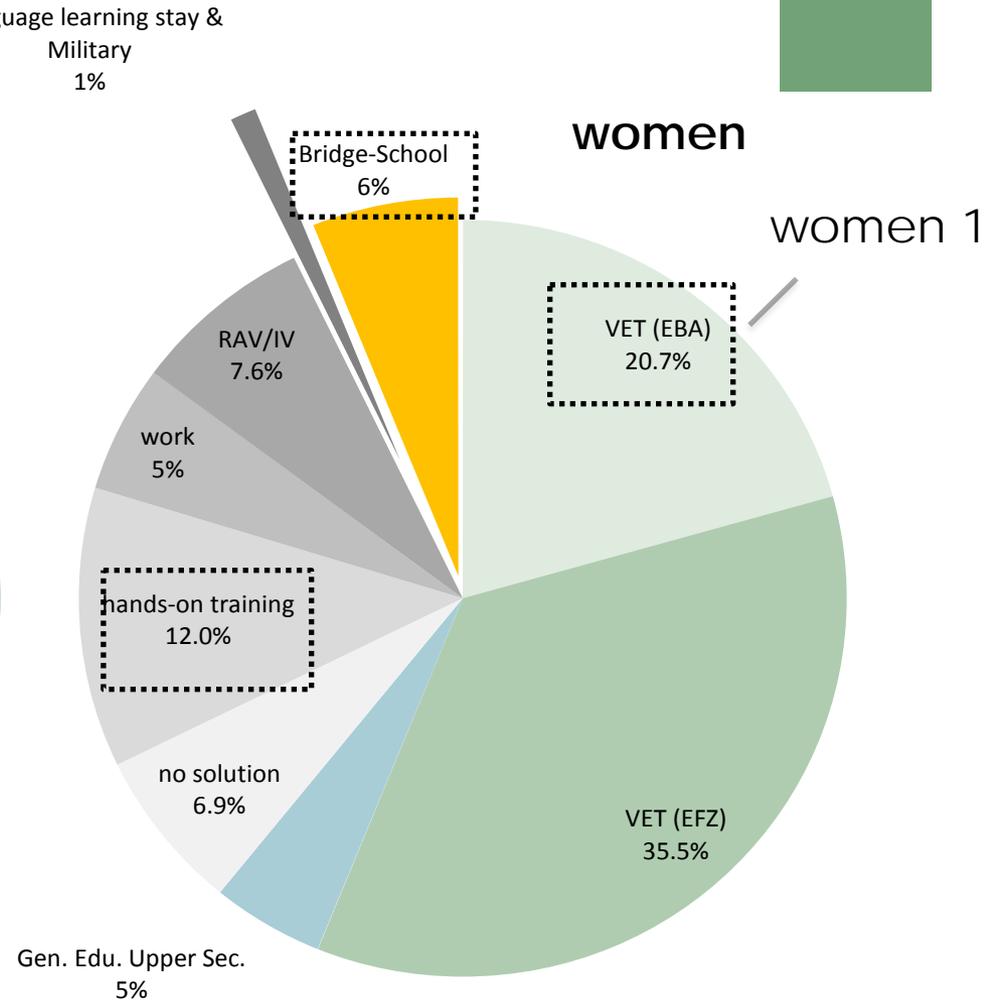
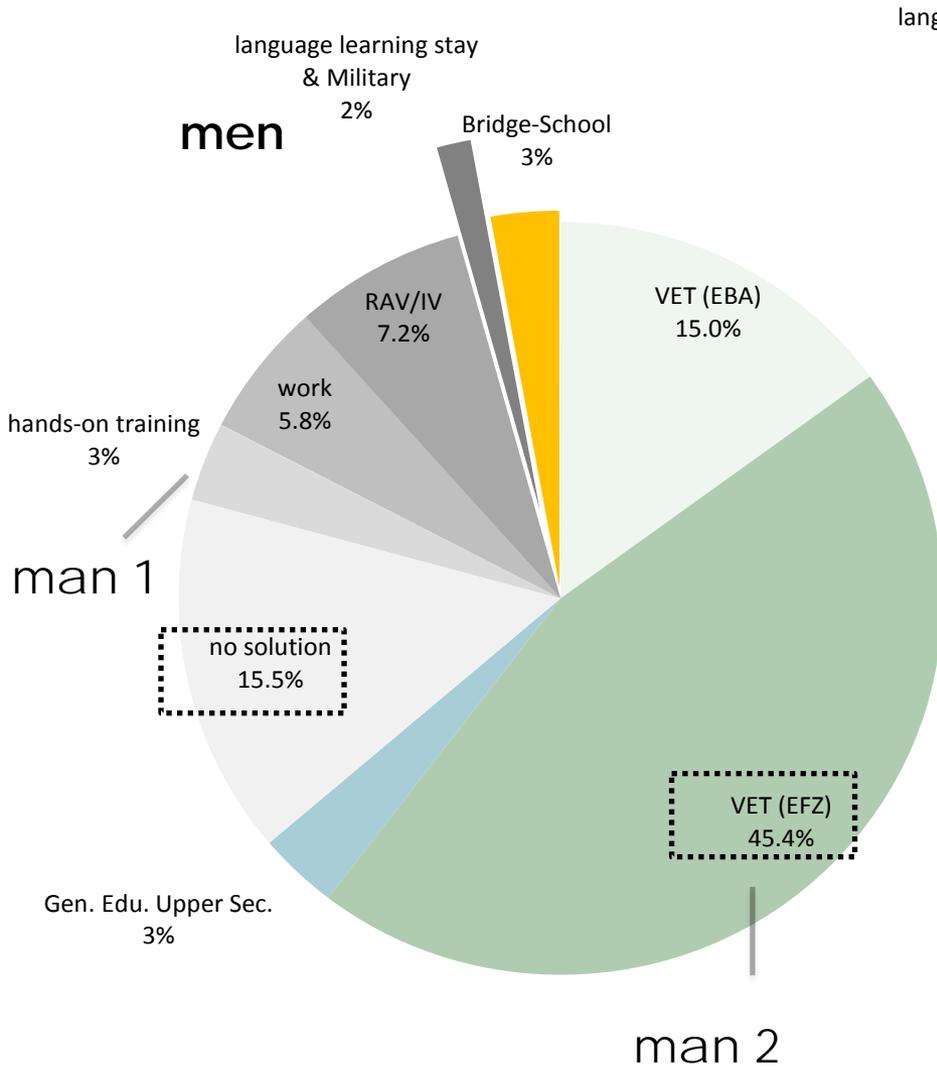
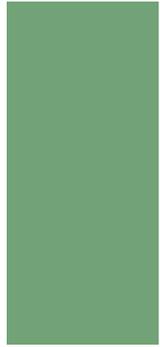
# Transition into Post-Compulsory Education in Basel (2013/14, 2014/15)



# Future Paths after Bridge-School



# Future Paths after Bridge-School in Relation to Gender



## "Cooling-Out" (Goffman) and Capacity to Act

Woman 1 (native born foreigner)

- "I wrote around 70 applications for an apprenticeship training position. I had only refusals and the last two were letters of acceptance. [...] It's important to not take it personal: it's just a refusal; it's not about you. [...] But in the beginning I was doubting a lot and at the end it's normal. You accept it and send the next application letter."
- "At the end of the day I'm tired. Working in the pharmacy is tough. At least I can relax at school. [...] Now I want to finish this apprenticeship (EBA) and then I want to go further. I want to study."

# „I didn't want to stay at home“

Man 1 (native born national)

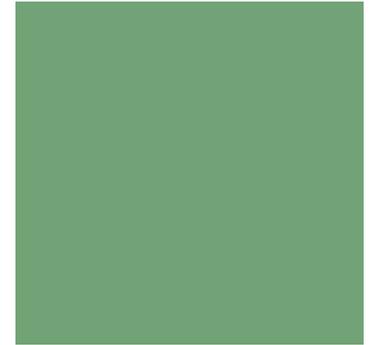


- “A colleague of mine didn't do anything after [Compulsory] School. He stayed at home for one year. At the beginning I thought: Cool! Always holidays. That's an easy life. But after three months he was annoyed. We was alone. All the other colleagues were at school or working. So what can you do? Watch TV? Play some online-games? That's why I didn't want to stay at home.”
- “A colleague of mine told me about the “Job Factory” and his 1-year-training. So I also went there. Now I am working there at the take-away. Before that I worked with furniture: we were building up some IKEA-furniture. It wasn't too interesting. First to change to catering was interesting; but now I found out that this is also not my field.”

# „I need time to think about who I am and what I want to do“

Man 2 (native born national)

- „I’m at home since four years. I need time to think about who I am and what I want to do. After Vocational Education (WMS) I worked for two years. Then I quit and went for a travel to the US. My plan was to study applied psychology afterwards. I didn’t get a place to study; I failed. So I stayed at home. I still have some money from the working experience and I’m still living at my parents home.“
- „Today I regret that I haven’t done more in this four years when I stayed at home. Can you imagine? I could have done everything. But I did nothing. [...] Today it’s difficult for me to go outside, for example to buy some food. I can’t. [...] Now I’m in a psychotherapy. [...] I thought about asking for a pension from the disability-insurance.“

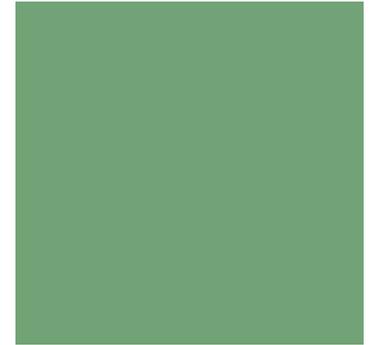


# Conclusions

- a "cheated generation" in a „generational conflict“ (Bourdieu 1987)
- expected participation in post-compulsory education without transition-guarantee
- **ambivalent blockages** (concerning individual and structural relations)

*„Why are you doing this research?  
Is it for me, or is it for you?“ (Man 2)*

# Literature



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