

L'Amérique sur écoute pose cette question actuelle de la place et du statut à accorder à la narration audiovisuelle dans le périmètre des sciences sociales.

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Bergman, Manfred Max, Sandra Hupka-Brunner, Anita Keller, Thomas Meyer & Barbara E. Stalder (eds.): *Youth Transitions in Switzerland*. Results from the TREE Panel Study. Zürich: Seismo. 2011. 299 p.

The transition from the educational world to the labor market is crucial in the lives of young people because it determines the initial settings of their later social positions. The book *Youth Transitions in Switzerland* contains twelve articles addressing the issues related to the education paths of young people after completion of compulsory schooling. It focuses on the reasons for successful completion or failure of post-compulsory education and tries to answer questions regarding when and how the transition from education to employment takes place.

The authors, who originate from three different academic disciplines (sociology, economics, and psychology), examine these issues by means of the first and so far only longitudinal study (2000–2014) involving educational policies of *TRansitions from Education to Employment* (TREE) in Switzerland. The TREE study consists of a sample of roughly 6 000 youths who completed or left compulsory school in the year 2000. The data set contains information related to the students' performances (namely the results from the year 2000 PISA study) and their pathways through education. In addition, the data includes variables concerning the

students' health, personality, and family situation.

Manfred Max Bergman and his collaborating editors have composed a representative selection of research papers using the TREE study data between 2000 and 2007. The first part of the book explains the study and the context in which it takes place. It provides an overview of the Swiss education system and its inequalities. Furthermore, it gives a detailed description of the study design.

These initial explanations are followed by a chapter written by Thomas Meyer, Sandra Hupka-Brunner, and Anita Keller, providing an overview of the post-compulsory education pathways taken by the young people. With a share of two-thirds, the Vocational Education and Training (VET) is the most important upper secondary education in Switzerland. One fourth of the cohort follows a general education school (like academic Matura schools). The restriction of access to upper secondary education often leads to discontinuation in education pathways. Nevertheless, six years after leaving compulsory school 84% of the cohort have obtained an upper secondary degree, and most of them find work afterwards in the occupation they have been trained for. But those overall positive labor market parameters vary considerably depending on gender, region, and the type of diplomas they have so far attained. Thomas Meyer and Kathrin Bertschy show that women experience significant wage discrimination from the moment they enter into working life. A spatial analysis reveals that in French- and Italian-speaking areas of Switzerland more education pathways with high requirements have been completed (i. e., more demanding VET programs and a higher proportion of tertiary education); yet the dropout rates are higher, while the employment rates are lower, and employment conditions are worse. Unfortunately, the authors neither barely establish connections between the results, nor provide substantial explanation for the observed disparities.

Another section of the book broadens the analysis of inequalities of the Swiss education system. According to Bourdieu's theory of cultural reproduction, disparities in parents' cultural, economic and social capital directly influence the possibilities for academic achievements. Based on this framework two articles analyze the impact of social origin on the shift from compulsory schooling to upper secondary education.

Stefan Sacchi, Sandra Hupka-Brunner, Barbara E. Stalder, and Markus Gangl found that the students whose parents have a lower education have fewer chances for a successful transition into an upper secondary education. However, the authors do not find evidence for an impact of the father's status (the mother's status is not taken into account). They argue that the preservation of the social status is not a relevant factor during the transition to upper secondary level. But it is possible that the factors status and education level are correlated¹, which could cause that only the education level appears significant in the analysis. An interpretation that status has an effect on educational aspirations would be in line with Bourdieu's theory. Furthermore, the analysis reveals that it is harder for the young migrants to get access to apprenticeships. Based on a study, which shows that the young entrants with foreign origin face a statistical discrimination due to their family names, the authors suggest that the same effect could lower young migrants' chances to receive an apprentice training.

Students with a migration background therefore face cumulated difficulties during the transition into an upper secondary education. Their lower social status affects their educational achievements. As school based programs mostly require better academic

records, it makes them more dependent on the apprenticeship market, where they are discriminated on the ground of origin.

A particular strength of the TREE study data lies in the combining of information about school performance with the education pathways of the participants. Taking advantage of this, two studies analyze the possibilities of predicting the success of education pathways based on PISA scores. Barbara E. Stalder, Thomas Meyer, and Sandra Hupka-Brunner verify the OECD claims, which state that students who score lower or equal to 1 on the PISA reading literacy scale (which ranges from 0 to 5) are at a high risk of neither entering into an upper secondary education, nor finishing it. But the TREE study sample (in which 18% had a PISA score lower or equal to 1) shows that even 60% get an upper secondary degree from among the students with very low level of competence. This implies that the Swiss education system is able, to a certain degree, to incorporate students with low level of competence.

Another study examines whether PISA scores can predict a successful transition into the working market. Kathrin Bertschy, M. Alejandra Cattaneo, and Stefan C. Wolter suggest, that the type of education in the upper secondary level is crucial, and PISA scores only have an indirect impact on that.

A further contribution written by Barbara Müller and Jürg Schwenner analyzes the reasons and the consequences of occupational changes after the completion of an apprenticeship. The motives behind changing the occupations lie mostly in high unemployment rates in the trained occupations as well as in low satisfaction with the job. As changers earn about 5% less than people working in their trained occupation, the authors conclude that during an apprenticeship a specialization in a chosen field of concern takes place, which is rewarded by the labor market.

The volume concludes with a chapter coming from the field of psychology. Jeanette Brodbeck, Monika Martter, and Franz Moggi examine the connection between the consumption of cannabis and biopsychoso-

1 The status is measured with the ISEI (International Socio-Economic Index of Occupational Status), which is based on education and income. See Ganzeboom, Harry BG, Paul M. De Graaf, and Donald J. Treiman. 1992. A standard international socio-economic index of occupational status. *Social science research* 21(1): 1–56.

cial stress. Without wanting to give a causal explanation for observed results the article shows that the young people who admitted to an infrequent consumption of cannabis (up to 3 times a month), had more physical complaints and reported more critical life events than the non-consumers. Even though this contribution seems thematically somewhat disjointed, it shows that the TREE study data allows for a variety of topics besides educational sociology that remains yet to be analyzed.

Overall, the vast number of results provides a valuable overview of the education paths of Swiss youth and shows that the Swiss education system is not by far able to assure equal educational opportunities. Unfortunately, the analysis concentrates apparently on a descriptive level and the interrelationship between the different results could have been fleshed out more.

Altogether, the book offers a significant contribution to the research of youth transitions and it reveals the strengths and the weaknesses of the Swiss education system. The work is therefore interesting for scholars and experts who work in the fields of education, inequality prevention or youth transitions. Of the twelve chapters contained in the book, two are written in French and five in English and five in German. A glossary containing translations of the technical terms as well as abstracts of the articles in all three languages facilitate the understanding of the book.

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Scheiner, Joachim: Sozialer Wandel, Raum und Mobilität. Empirische Untersuchungen zur Subjektivierung der Verkehrsnachfrage. Wiesbaden: VS Verlag für Sozialwissenschaften. 2009. 219 S.

Mit seinem Beitrag «Sozialer Wandel, Raum und Mobilität. Empirische Untersuchungen zur Subjektivierung der Verkehrsnachfrage» schliesst der Dortmunder Planer und Soziologe Joachim Scheiner an seine früheren Arbeiten im Bereich Mobilitätsforschung im Kontext von Verkehrsverhalten, Alltags- und Wohnmobilität an. Fragen zur Prognostizierbarkeit und Steuerbarkeit von Verkehrshandeln thematisiert er mit Bezug auf die Individualisierungsthese, die These über räumliche (Wohn)Strukturpräferenzen und dem mobilitätsbiografischen Ansatz und mit Hilfe eines Methodenmix aus quantitativen und qualitativen Ansätzen. Schon im Vorwort lässt Scheiner eine intensive Beschäftigung mit den Werken von Schütz, Luckmann und Giddens erkennen. Darauf basiert auch sein wissenschaftstheoretisches Plädoyer für die Notwendigkeit von qualitativer und quantitativer Empirie. Die Fragestellungen und grundlegenden Theorien des Buches werden nachstehend kurz dargestellt und die Rezension endet mit einer kritischen Würdigung des Beitrags.

Im einleitenden Kapitel stellt Scheiner seine thematische Herangehensweise vor, indem er Mobilität in den Kontext von Lebensstilen, Wohnstandortpräferenzen und Mobilitätsbiografien setzt. Damit greift er die bestehende Kritik an rein planerischer Prognostizierbarkeit von Verkehrshandeln auf und führt sie im gesamtgesellschaftlichen Kontext weiter. Der Problemaufriss gelingt, weil Scheiner die genannten Teilbereiche im Zusammenhang mit sozialem Wandel beschreibt und die entwickelten Forschungsstränge als mögliche Antworten auf die immer noch bestehende Wissenslücke über Planung und Entstehung von Verkehrshandeln thematisiert.

In Kapitel 2 beschreibt Scheiner ausführlich die drei (hauptsächlich) verwendeten Theorien, die in den anschliessenden Ka-