

TREE/SHP-Conference:

25 Years of Longitudinal Surveys in Switzerland

**IMPACT OF REDUCED INDIVIDUAL LEARNING
OBJECTIVES AND ACCOMMODATIONS ON POST
COMPULSORY EDUCATIONAL TRAJECTORIES**

Lausanne, 4 June 2025

Sara Lustenberger, Kathrin Brandenburg, Caroline Sahli Lozano

PHBern

OVERVIEW

1. **Bernese Longitudinal Study on Integrative School Measures (BELIMA)**
2. **Substudy LABIRINT**
 - Key Questions and Research Background
 - Transition from Lower to Upper Secondary: Main Results
3. **Summary and Outlook**

1. BELIMA

INCREASE IN INTEGRATION IN SWITZERLAND



Source: Lanners (2021) based on data from BfS (2021)

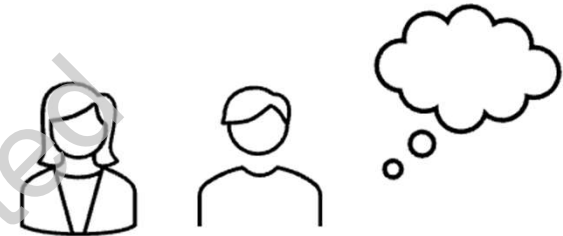
KEY QUESTIONS

1



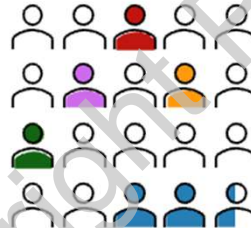
What role does social background play in the allocation of the measures?

2



How do the measures influence teachers' expectations?

Integrative Measures



How do the measures influence performance development and integration of pupils?

3



4



How do the measures influence transition, vocational training and professional integration?

1. BELIMA

INTEGRATIVE SCHOOL MEASURES (ISM)

	RILO 	AC 	SET 
	Reduced individual learning objectives	Accommodations	Support by a special education teacher
Target group	Low academic performance potential and/or cognitive impairment	Average or above-average academic performance potential but with specific disadvantage (e.g. Dyslexia, ADHD)	Children with assumed impairment (regardless of cognitive potential and severity)
Learning objectives	Reduced	Not reduced	-
Measure	Reduced learning objectives & content	Assistive tools	Support by a special education teacher
SET mandatory	No	No	-
Diagnose required	Only if for ≥3 subjects	Recommended	No
School Report	Noted	Not noted	Not noted

Source: Bildungs- und Kulturdirektion des Kantons Bern (BKD), 2024

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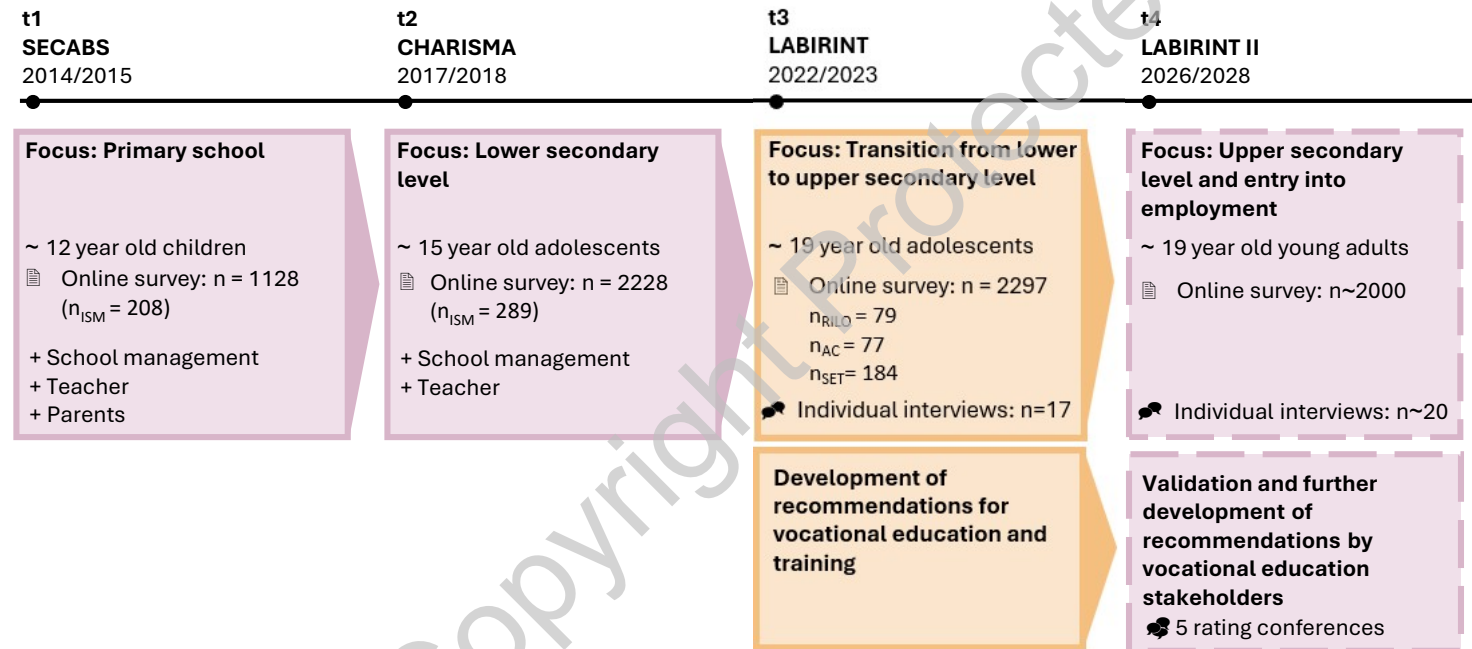
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1. BELIMA

STUDY DESIGN



Notes: SECABS = Selektivität und Effektivität des Chancenausgleichs an Berner Schulen, CHARISMA = Chancen und Risiken integrativer schulischer Massnahmen, LABIRINT = Langfristige Bildungsverläufe von Regelschüler:innen mit integrativen schulischen Massnahmen, n_{ISM} = Number of students with integrative school measures.

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KEY QUESTIONS LABIRINT



1. How do integrative school measures affect...
...the transition to upper secondary school?
...educational trajectories at upper secondary level?
2. How are these measures subjectively perceived by the learners concerned?
3. What kind of support do learners with integrative school measures receive at upper secondary level?

ISM AND TRANSITION FROM LOWER TO UPPER SECONDARY EDUCATION

- **Ascriptive characteristics** (gender, nationality, social background) affect educational transitions alongside performance-related factors
(Glauser, 2015; Gomensoro & Meyer, 2022; Becker, 2009; Becker & Glauser, 2018; Becker & Zangger, 2013; Kronig, 2007; Stalder, 2012).
- **Integrative measures** can impact educational outcomes similar to tracking in lower secondary education or special classes.
- **Labeling & stigmatization** (Fox & Stinnett, 1996; Goffman, 2009; Koonce et al., 2004; Ohan et al., 2011):
Special education labels lead to less favorable expectations from others.
- **Self-stigmatization** (Haeberlin et al., 2004; Imdorf, 2007, 2014; Solga, 2005):
Internalization of labels reduces self-confidence and leads to less favorable expectations for their own academic careers.
- **Signaling theory** (Spence, 1973; 1974):
RILO notation in school reports signals "risk" to potential employers, as they cannot observe actual productivity and use these ability signals to guide hiring decisions.

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DATABASIS

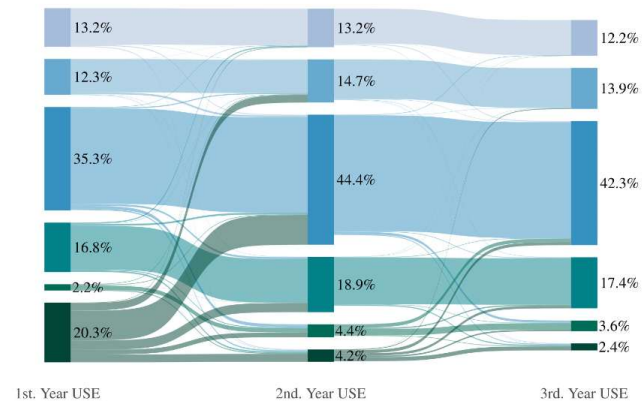
- Data basis: BELIMA study t2 and t3 (lower and upper secondary education)
- 2,297 individuals were contacted and 1,348 participated in t3 (response rate: 60%)
- Data supplemented with cantonal administrative data (+ 824 educational pathways)
- The different educational programs were coded according to the academic demand level by Stalder 2011
- Missing data imputed using MICE (Multiple Imputation by Chained Equations)

2. LABIRINT

EDUCATIONAL TRAJECTORIES UPPER SECONDARY EDUCATION:

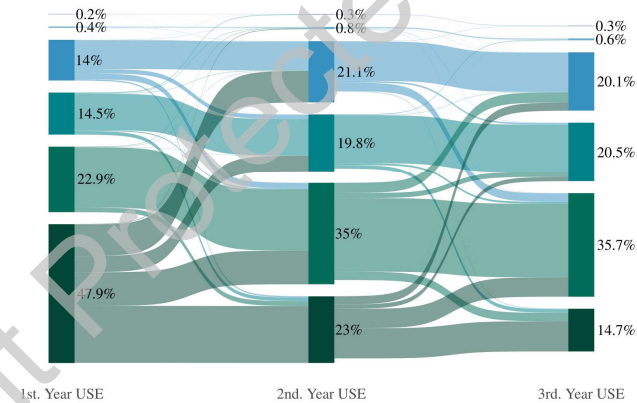
STUDENTS WITHOUT ISM

a) Students without ISM on LSE
n = 2135



STUDENTS WITH RILO

b) Students with RILO on LSE
n = 85

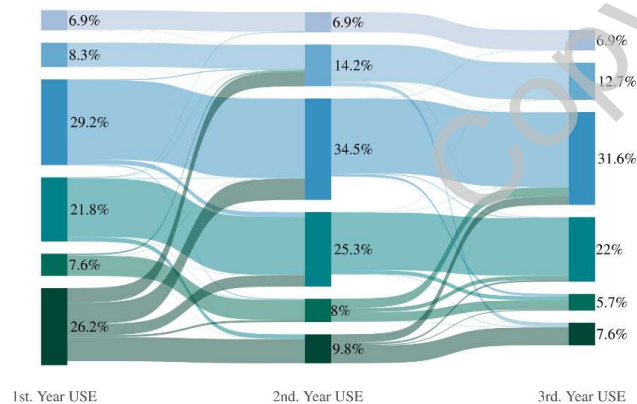


Education USE

- General education (LD 5)
- VET: 3–4 years (LD 4)
- VET: 3–4 years (LD 3)
- VET: 3–4 years (LD 2)
- VET: 2 years (LD 1)
- Not in education or training/interim solution

STUDENTS WITH AC

c) Students with AC on LSE
n = 77



Education USE

- General education (LD 5)
- VET: 3–4 years (LD 4)
- VET: 3–4 years (LD 3)
- VET: 3–4 years (LD 2)
- VET: 2 years (LD 1)
- Not in education or training/interim solution

PROPENSITY SCORE MATCHING (PSM)

RILO

n=85

AC

n=77

1:3 genetic matching



Matchingvariables:

Students' characteristics

Sex
Age
Intelligence
School type German
School type Math
School performance German
School performance German
Anxiety disorder
Depression

Family context

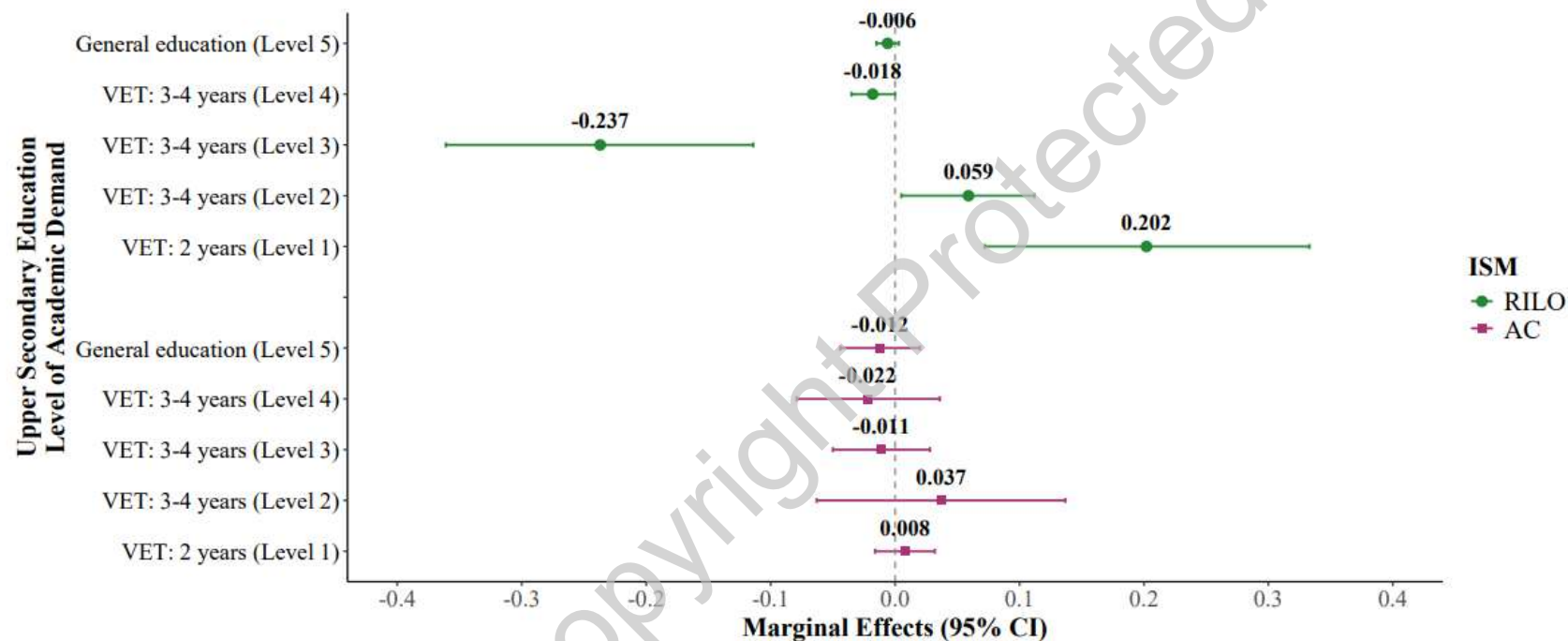
SES
Education level
Immigration background
Language spoken at home

Integrative school measures

Support by SET
RILO
AC

MAIN RESULTS

Figure 3: *Average Marginal Effects of RILO and AC on levels of academic demand of upper secondary education.*



Notes. The figure displays marginal effects with 95% confidence intervals for students with RILO (green) and AC (pink) compared to students without these measures across different levels of academic demands (LD) in upper secondary education. ISM=Integrative school measures. RILO=reduced individual learning objectives. AC=Accommodations. VET=Vocational Education and Training. LD=Level of academic demand, ranging from LD 1 (lowest) to LD 5 (highest).

LIMITATIONS

- Limited statistical power due to small RILO/AC sample sizes
- Ordinal hierarchy may oversimplify educational pathway complexity
- Person-education-fit, student interests, and well-being outcomes not captured
- Economic conditions affecting apprenticeship market not accounted for
- Results transferable to cantons/systems with comparable measure implementation

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SUMMARY

- No negative effects of AC on educational transitions
- Students with RILO enter programs with lower academic demand compared to similar students without RILO
- Positive Intent vs. Unintended Consequences
 - RILO aim to promote inclusion and equitable access to education
 - However, RILO shows potentially stigmatizing effects
 - Critical examination of RILO implementation needed

OUTLOOK

- Article on qualitative data in progress

- Qualitative Data Preview: Student with RILO

"[...] I always knew there was EFZ, but I didn't know what EBA was. Then they said, that's for people who aren't so good. And then I thought to myself: Yeah okay, then I don't want that, so (laughs), yeah. Um, and I then thought to myself: Okay, what exactly is that? And went online to look up what EBA means [...]. But well -, because so much happened in upper secondary school, I thought, maybe I just need a slow start right now and then thought maybe EBA."

(Transcript_120720113, Pos. 84)

- Original career aspiration: Healthcare EFZ since 7th grade
- External influence: EBA term introduced from outside
- Initial reaction: Rejection due to negative connotations
- Turning point: Own research and reflection on school experiences
- Conscious decision: EBA chosen as "slow start"

Thank you for your attention!

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