LIVES Doctoriales
13th Edition

February 15, 2024

Thursday February 15, 2024

9:00-9:15 – Arrival

....

Session 1 – Room M3393
Chairwoman: Garnelle Ziade

....

9:15 – 9:45. Oscar Waltz. Recognition and vulnerabilities needs and obstacles in child protection policy.
Expert : Dre. Marie Garrau, Sorbonne University

Abstract. In this article, I will reflect on the notion of recognition and its analytical interest for a better understanding of the issues at stake in child protection policy. I'll try to highlight what this concept of recognition has to say about child protection measures, and more specifically about the identity-building processes of the actors involved (minors, parents, social workers).
First, I'll focus on the asymmetrical power relations at work in child protection measures. Minors and parents can be seen as "weak actors" (Payet, Giuliani, Laforgue, 2008) who are both disqualified but still have relative autonomy. Parents are monitored by social services and cannot escape an asymmetrical dependency relationship in which their parenting skills are assessed, as is the level of danger their child faces. I will show that one of the challenges of these asymmetrical relationships is to meet the recognition needs of the various actors, who can be both debtors and creditors of recognition (Payet, 2008). In this configuration, the question of recognition is particularly important because, as Honneth notes "(…) the experience of recognition is a constitutive factor of the human being: in order to achieve a successful relationship with oneself, one needs an intersubjective recognition of one's capacities and performances." (1995, p.166). In his definition of recognition, French philosopher Emmanuel Renault (2004) draws attention to the relational dimension of recognition which he sees as: "The confirmation by others of the conviction acquired by an individual of his or her own value, as a result of various identification processes." At the other end of the spectrum, Honneth uses the term "denial of recognition" to refer to what Renault calls "recognition in negative". "Those who do not deserve the respect or esteem of others cannot enjoy the status of full members of society." (Renault, 2004)
In what follows, I'll show how recognition needs are crucial for individuals, and more specifically for the development of their autonomy and identity. Anderson and Honneth link the recognition received by an individual to the construction of his identity and the development of his autonomy: "Full autonomy, the real and effective capacity to develop and pursue one's own conception of a worthwhile life – is facilitated by relations-to-self (self-respect, self-trust, and self-esteem) that are themselves bound up with webs of social recognition." (2009, p.137). I will highlight some of the issues to the development of this autonomy, drawing on Marie Garrau's distinction between fundamental and problematic vulnerability (2008, 2022a, 2022b). In particular, I will outline how the objectives of recognition and protection proposed by Garrau in her vulnerability policy can be relevant to a child protection policy. For the families involved, achieving such a degree of autonomy means considering this objective from a relational point of view. It is in this spirit that Martha Fineman calls for "recognizing that autonomy is not a naturally occurring characteristic of the human condition, but a product of social policy." (2008, p.23). We must also question the protection required for these families caught up in processes of domination.

9:45 -10:15. Leonhard Unterlerchner. Transitions from school to work after an apprenticeship: Impact of COVID 19 pandemic.
Expert: Dr. Glauser David, University of Bern

Abstract. The COVID pandemic impacted both school and work life domain, at leat on the short term (Bussink, Vervliet, and Weel 2022; Goller and Wolter 2021). In parallel youth is found as a particularly vulnerable group regarding the effect of the pandemic. Our work stands in the interaction of those three fields by focusing on the consequences of the pandemic on the transition to work of apprentices in Switzerland.
Vocational Education and Training (VET) is depicted as granting a fast and smooth transition to employment. VET is followed at the secondary level by 60% of the pupils, training them for a more than 200 occupation, from bank clerk to organ builder (Oesch and Korber 2016). The speed and the ease of the transition has been found to vary importantly according to the occupation considered (Salvisberg and Sacchi 2014). Moreover, apprentices have diverse sociodemographic backgrounds and intrinsic characteristics. These have an impact on the transition as well (Gauthier and Gianettoni 2013; Samuel, Bergman, and Hupka-Brunner 2013). While the quality of the transition is well studied for normal times, the effect of the pandemic remains unknown. Our paper aims at filling that gap by studying the variability of the transition according to the occupations and their characteristics. Gender segregation of the diplomas and whether they take place in firm or in school is central to our research. Typologies of transitions are created using sequence analysis and then used in multilevel models.

10:15 – 10:45 Coffee break

LIVES
SWISS CENTRE OF EXPERTISE
IN LIFE COURSE RESEARCH

....

Session 2 – Room M3393
Chairwoman: Garnelle Ziade

....

10:45 – 11:15. <u>Guillaume Fernandez</u>. A Relational approach to adverb use
Expert: Dr. Mattia Vacchiano, University of Geneva

Abstract. Individual language use is a matter of choice in particular interactions. But what are the factors and constituents of such a decision? And how can the language vary from one interaction to another? The presentation proposes a conceptual and theoretical framework with methodological consideration to develop how language produced in dyadic relations is to be considered and situated in the larger social configuration the interaction is embedded within. An integrated and comprehensive view is taken social interactions are expected to be ruled by a normative context, defined by the chain of interdependences that structures the personal network. In this approach, the determinants of discursive practices are not only constrained by the moment of production and isolated from broader influences. Instead, the position the individual and the dyad have in the personal network influences the discursive practices in a twofold manner: on the one hand, the network limits the access to linguistic resources available within it, and, on the other hand, the structure of the network influences the agency of the individual, by the social control inherent to particular network characteristics. Concretely, we investigate how and to what extent consistent ego is from one interaction to another in his or her use of adverbs. To do so, social network analysis (SNA) methods are mobilized. The personal network of significant ones of each individual is created using name generators and edge interpreters, with a focus on social support and conflict. In terms of analyses, two are envisaged: First, OLS regressions including network-level measures, such as density and reciprocity, and individual-level measures, such as centralities, are performed to understand the tenets of linguistic similarity from one interaction to another. The second analysis considers each social tie as nested within ego networks. Multilevel models are performed to investigate how the different types of ties may influence the likelihood to use adverbs, by controlling structural properties of the personal network. Primary results suggest that the more cohesive the network, the less likely is the individual to change his or her manner of speaking, and social support increases the use of adverbs in interactions.

11:15 – 11:45. Lisa Bornscheuer. Childhood adversity and disadvantage trajectories in adulthood: A comparison of mediating and moderating factors by gender.
Expert: Dre. Charikleia Lampraki, University of Geneva

Abstract. Background: Resilience and vulnerability processes are shaped by the resources individuals can access in relation to the stressors they encounter (Spini et al., 2017; Ungar & Theron, 2020). Furthermore, different factors mediate parts or all of the impact of adversity on later outcomes (Fritz et al., 2018). Empirical enquiries into these mediators or moderators of adversity, sometimes referred to as resilience factors (RF), may accordingly facilitate our understanding of how we can support resilience or interrupt vulnerability processes. With CA being a substantial contributor to health and socioeconomic disadvantage in adulthood (Nelson et al., 2020), understanding the links between CA and adulthood disadvantage patterns is highly relevant for public health, and numerous studies have explored the mechanisms at play, with mixed results (Fritz et al., 2018).
Studies on RFs in relation to CA are often limited to retrospective self-reports of CA, short follow-up, or cross-sectional designs (Ben-David & Jonson-Reid, 2017; Panagou & MacBeth, 2022). Outcomes are mostly conceptualised in terms of one dimension of disadvantage, for example mental ill-health. Furthermore, few studies investigate gender differences in resilience and vulnerability processes in the context of CA (Afifi & MacMillan, 2011).
We contribute to the field by investigating RFs in relation to CA and adulthood disadvantage with particular attention to putative differences by gender. Our study addresses the limitations outlined above in the following ways: We use administrative data on out-of-home care experiences (OHC) of children up until the age of 12 as a proxy of CA, thereby avoiding problems associated with recall bias. In order to achieve a multidimensional and longitudinal conceptualisation of disadvantage, we construct trajectories based on several socioeconomic and health indicators. Proposed RFs are measured in early adolescence (age 13), including one indicator of social capital, namely friendships at school, and one indicator of educational capital, namely cognitive ability.
Methods: As a first step, we will conduct group-based multi-trajectory modelling (GBTM) in order to derive outcome profiles of adulthood disadvantage. In a second step, we will conduct multinomial logistic regression analysis using these outcome profiles as dependent variable. Mediation is then explored by means of the KHB decomposition method, whereas moderation is studied by the inclusion of 2- and 3-way interaction terms (CA x RF and CA x RF x gender).

11:45 – 12:15. Paul Schuler. Mapping social network: Exploring Geography's role in young adult's social capital and support in Switzerland.
Expert: Prof. Leen Vandecasteele, University of Lausanne

Abstract. In life course research, the 'linked lives' concept describes individual life trajectories to be linked with those of others. Relationships are essential for the existence of social capital and social support, which is important for the well-being and the professional development of young adults. Extra-familial ties are formed in places and so-called social foci – social contexts like schools, clubs or associations in which individuals come together. The opportunities to create ties vary, however. Individuals with a lack of resources tend to be limited in their spatial mobility and their participation in social life.

Neighbourhood studies in countries like the UK use multiple deprivation indices that look at factors like unemployment rates, average income, and crime rates to examine adverse conditions of the environment to access services and to connect to others with more and novel resources. Both individual and residential deprivation may hinder the creation of large, diverse, and resource-rich social networks and have implications for social isolation and loneliness as well as social capital which may be crucial in the job search. Switzerland lacks a comprehensive nationwide deprivation index making it more difficult to systematically analyse residential effects on the availability of social capital and social support. In this paper, I examine how the sociodemographic background and the residential environment of young adults in Switzerland relate to the composition of their personal networks, using descriptives and multilevel models. More than just accounting for clustering in the data, multilevel models allow us to analyse the interdependency of individual characteristics and their place of residence, acknowledging the multidimensionality of life. I will focus on how factors used in foreign deprivation indices are related to diverse (alters with distinct roles and residing in various places) and resource-rich (socio-economic background of alters and provided support) networks of young people in Switzerland. I use the 2020-2021 subsample (n=15,800) of a cross-sectional survey of young adults (aged 18-20) living in Switzerland and with Swiss citizenship as part of the Swiss Federal Survey of Young Adults (CHX-YASS). The questionnaire was administered either in person or through an online survey. I make use of the location data of the respondents and their network members to examine the geographical characteristics of their networks, enriched with data from the Federal Statistical Office. Through this, I aim to enhance the understanding of the links between geography and the social networks of young adults in Switzerland.

12:15 – 13:30 Lunch