

Table of Contents

1	Introduction	1
2	Theoretical Perspectives on Educational Careers and Institutions	5
2.1	The Life Course Perspective	5
2.2	The Five Principles of Life Course Research	6
2.3	Social Origin Resources.....	8
2.4	Educational Decisions.....	10
2.4.1	Boudon's Primary and Secondary Effects.....	11
2.4.2	The Integration of Boudon's Primary and Secondary Effects into a Rational Choice Model.....	12
2.5	The Educational Systems in East and West Germany	15
2.5.1	The West German Education System.....	16
2.5.2	The East German Education System from 1950 until 1990	21
2.5.3	The East and West German Education Systems after German Unification in 1990	24
2.5.4	The Permeability of the German Education System and the Decoupling of School Form and Educational Certificate.....	25
3	Research Design	29
3.1	Data and Sample	29
3.2	Dependent Variables	33
3.3	Methods of Analysis	35
3.4	Independent Variables	38

4	Expansion of the Transition to Upper Secondary School and Its Consequences for Inequality of Educational Opportunities in East and West Germany	45
4.1	Educational Expansion in East and West Germany	47
4.2	Recent Research on Educational Inequality at the Transition to the Academic Track.....	49
4.3	Theories and Hypotheses	51
4.3.1	The Family as the Unit of Social Origin and Mother's Education ..	51
4.3.2	Conceptualizing and Measuring Social Origin	53
4.3.3	Hypotheses on the Effects of Parental Education	54
4.3.4	Hypotheses on the Effects of Parental Class	55
4.3.5	Hypotheses on the Effects of Parental Status	57
4.3.6	Hypotheses on the Effects of Gender in the FRG and GDR	58
4.4	Results.....	61
4.4.1	Description of Changes in the Transition Probabilities to the Academic Track	61
4.4.2	The Impact of Different Dimensions of Social Origin on the Transition Rate to the Academic Track in West and East Germany.....	62
4.4.3	The Associations of Social Origin and Gender with the Transition to the Academic Track.....	87
4.5	Summary.....	91
5	Social Origin, Between-Track Mobility, Early Dropout, and the Attainment of 'Atypical' Degrees in the General Education System in East and West Germany	95
5.1	Educational Reforms and the Changing Permeability in the General Education System.....	96
5.2	Review of Previous Research Findings	98
5.3	Theories and Hypotheses	100

5.3.1	Dropping out of the General Education System without any Educational Degree	100
5.3.2	Downward Mobility to the Non-Academic Track.....	101
5.3.3	Upward Mobility to the Academic Track.....	103
5.3.4	Changes of Mobility Rates between Tracks Across Birth Cohorts.....	106
5.3.5	East-West German Differences in Track Mobility.....	106
5.3.6	Gender Patterns of Track Mobilities	107
5.3.7	Leaving the General Education System with an 'Atypical' Degree	108
5.4	Results.....	110
5.4.1	Dropping Out from the Educational System without any Educational Degree	110
5.4.2	Inequality of Educational Opportunity and Upward and Downward Track Moves.....	114
5.4.3	'Atypical' Educational Degrees on the Non-Academic and Academic Tracks.....	119
5.5	Summary.....	124
6	Social Origin, Mobility Flows between Vocational and Academic Tracks and Highest Level of Educational Attainment.....	129
6.1	Educational Reforms Creating New Alternative Pathways to Higher Education	131
6.2	Current State of Research	133
6.3	Theories and Hypotheses	136
6.3.1	Students Who Have Attained a 'Hauptschulabschluss' or 'Mittlere Reife' and Their Further Educational Careers	137
6.3.2	Students Who Have Attained a 'Fachhochschulreife' or an 'Abitur' and Their Further Educational Trajectories.....	138
6.3.3	Transition to Higher Education After Completion of Vocational Training.....	141

6.3.4	Changes in Vocational Training and Higher Education across Birth Cohorts.....	142
6.3.5	East-West Differences in Vocational Training and Higher Education	142
6.3.6	Gender Differences in Vocational Training and Higher Education	143
6.4	Results.....	144
6.4.1	Educational Careers After Obtaining a 'Hauptschulabschluss' or a 'Mittlere Reife' as the First School Degree.....	144
6.4.2	Educational Careers After Obtaining a 'Fachhochschulreife' or 'Abitur'	152
6.4.3	Which Individuals With a Vocational Training Certificate Go on to Graduate From Tertiary Education?.....	162
6.5	Summary.....	165
7	Summary and Discussion	171
7.1	Central Findings and Implications	171
7.2	Is There an Overall Decline in Educational Inequality in the German Educational System?	178
7.3	Limitations of the Book	189
	References.....	191
	Appendix.....	215
A.1	Appendix Chapter 4	215
A.2	Appendix Chapter 6	226
A.3	Appendix Chapter 7	228