Effects of dual education at different levels

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Research evidence

- Many countries select more able students into academic pathways and less able students into vocational pathways (tracking).
- Selective education leads to greater inequality in educational outcomes across countries with different educational systems (Hanushek & Woessmann, 2006).
- But, selection may provide a learning environment more suited to students with different abilities.
Pathways of transition from school to work in a selective school systems
What do PISA results show about the abilities of the students?
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Support the claim of different level of quality between tertiary education track and VET

The difference remains between all socio-economic categories of students
Equality of opportunity

• In Germany poor parents are more likely to send their children to vocational schools, restricting intergenerational mobility (Dustmann, 2004)

• In Switzerland early selection reinforces the relative advantage of children of highly educated parents (Bauer and Riphan, 2005)

• In Sweden, 1950s reforms introduced comprehensive education and increased both educational attainment and equity by generating improvements for children of unskilled parents (Meghir and Palme, 2005)
Unemployment rate %, 25-29 age group, (Eurostat 2017)

- North Macedonia: 33.9
- Greece: 31.2
- Serbia: 23.1
- Spain: 23.0
- Montenegro: 22.9
- Italy: 21.2
- Croatia: 17.3
- Cyprus: 15.4
- France: 12.5
- Portugal: 11.3
- Slovenia: 10.4
- Belgium: 10.1
- EU28: 10.0
- Slovakia: 9.8
- Denmark: 9.3
- Finland: 9.3
- Bulgaria: 8.4
- Latvia: 8.2
- Ireland: 8.1
- Sweden: 7.8
- Romania: 7.6
- Austria: 6.4
- Poland: 5.9
- Germany: 5.0
- Hungary: 4.8
- Netherlands: 4.4
- United Kingdom: 4.3
- Czechia: 3.5
Graduate labour market, 2015

- Unemployment rate in Western Balkans: 23.9%
  - compared to 9.4% in the EU
- Graduate unemployment rate in WB: 16.2%
  - compared to 5.6% in EU
- Unemployment rate of recent graduates is 37.1%
  - Compared to 49.0% youth unemployment rate
Employed share and unemployed share by educational level, 2007 (%)
In former Yugoslavia, vocational education was well developed with strong links to the business sector.

In most successor states, structural change was driven by privatization and deindustrialization that broke the links between VET schools and the business sector.

In the Western Balkans, graduates of vocational schools have suffered disproportionately from unemployment.
Transition from school to work in selective systems – VET education versus general education

• Within upper secondary education, VET may lead to improved labour market outcomes and better wages than those graduates from general schools who do not progress to university (Ryan, 2001).

• Beyond upper secondary education, the labour market advantage of VET education disappears due to the higher returns and lower unemployment rates of university graduates.
In the USA early studies showed higher returns to vocational track than general tracks at school, although more recently this wage differential has been reversed (Meer, 2007).

Brunello and Checci (2007) found that VET education provides reasonable returns only in countries with well developed VET systems.

In the UK studies fail to find a wage gap between vocational and general education (Dearden, 2002). However, for students of lower ability, vocational education provides higher returns.
Conclusions: vocational schools

Education systems in Western Balkans are a powerful source of transmission of social exclusion.

There is a cascading effect of exclusion as students progress through school and beyond.

Selective systems in Western Balkans channel disadvantaged children into poorly resourced vocational schools and poor labour market outcomes.

Vocational schools should be better resourced and better links established with business sector.
Conclusions: higher education institutions

University reform

• Modernize curricula
• Use creative thinking and problem solving teaching methods,
• Teach more in small classes,
• Provide work placements
• This should ensure students achieve learning outcomes and raise completion rates

University-business cooperation

• Cooperation over design of curricula
• Recruitment policies
• Provision of work experience

Career guidance systems

• Provide better support to graduates in their job search so they are not reliant on family support and nepotism
Thank you for your attention