



Masaryk University

**Faculty of Social Studies**

## The dual role of secondary school re-entry in socialist countries

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# Educational stratification in the 4<sup>th</sup> generation

- Increasing attention to institutional design of education systems and institutional context
  - From a **sequential logit model** (Mare 1980, 1981) to a **multinomial transition model** (Breen, Jonsson 2000) or to even **more complicated representations** (see chapters in Shavit, Arum, Gamoran 2007)
- Interest in changes in the institutional arrangements (differentiation vs. simplification)



# Education systems of former socialist countries

- Tracking at the secondary level
  - Vocational schools (3 years), no university entry. direct labor market entry – qualified manual labor
  - Professional schools (4 years), formally qualified for university entry (but uncommon)
  - Academic schools (4 years), college preparatory track

# But...

- People's behavior may not conform to the (implicit) assumptions of the institutional setting
  - Deviations in sequencing and timing of transitions
- Attention to **educational trajectories** (pathways)
- **Example:** almost **20 %** of vocational school graduates in former socialist countries re-entered secondary schools (mostly professional secondary schools)

# Research question

- Who were vocational school graduates re-entering secondary education in former socialist countries?

# Theory

- **Sponsored mobility:** they were selected on political criteria to become *working class cadres*
  - Membership in the communist party predicts re-entry
  - More frequent in part-time/evening education
- **Compensatory mobility:** they were children who were initially *denied access* to more prestigious secondary schools
  - High parental SES and political persecution predict re-entry
  - More frequent at institutions with regular instruction

# Data

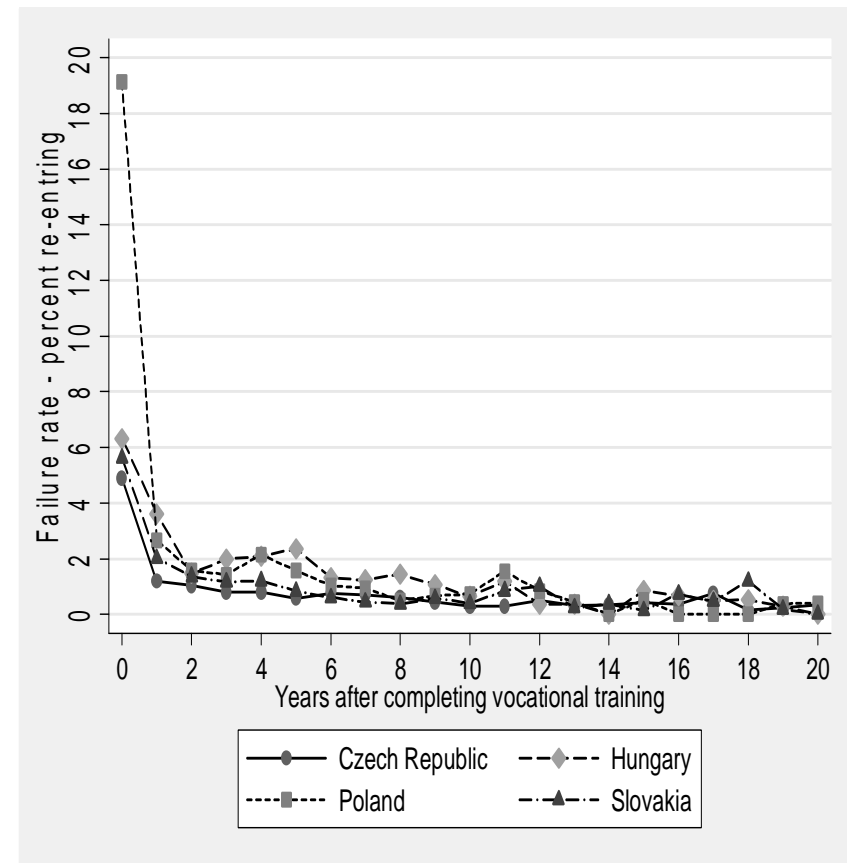
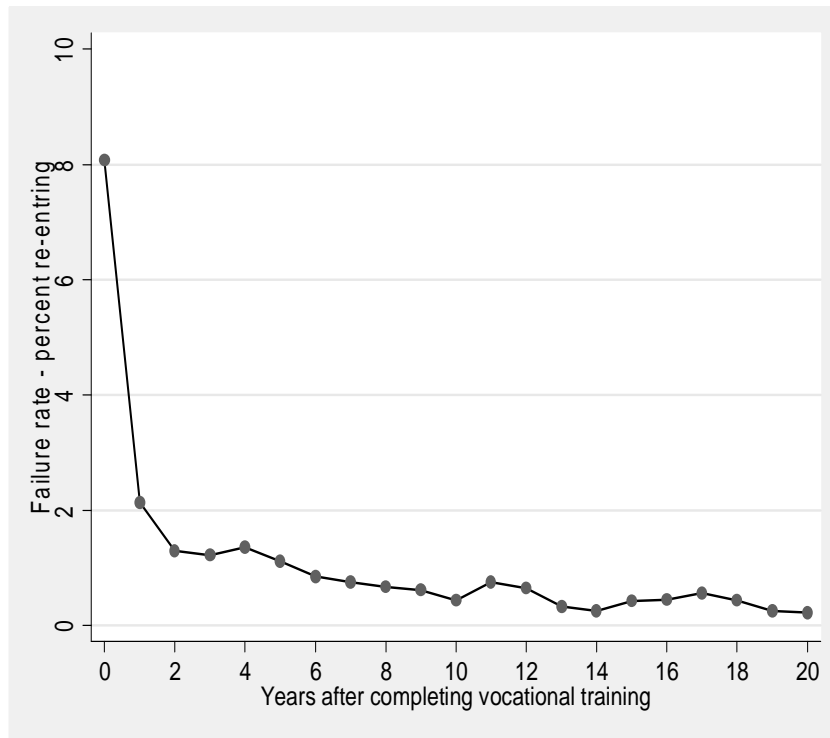
- Treiman & Szelényi: “Social stratification in EE after 1989” survey
- Retrospective life-history (education, employment, political activity) data
- I use 4 countries: Czechia, Slovakia, Hungary, Poland
- I take individuals who graduated from vocational schools after 1948



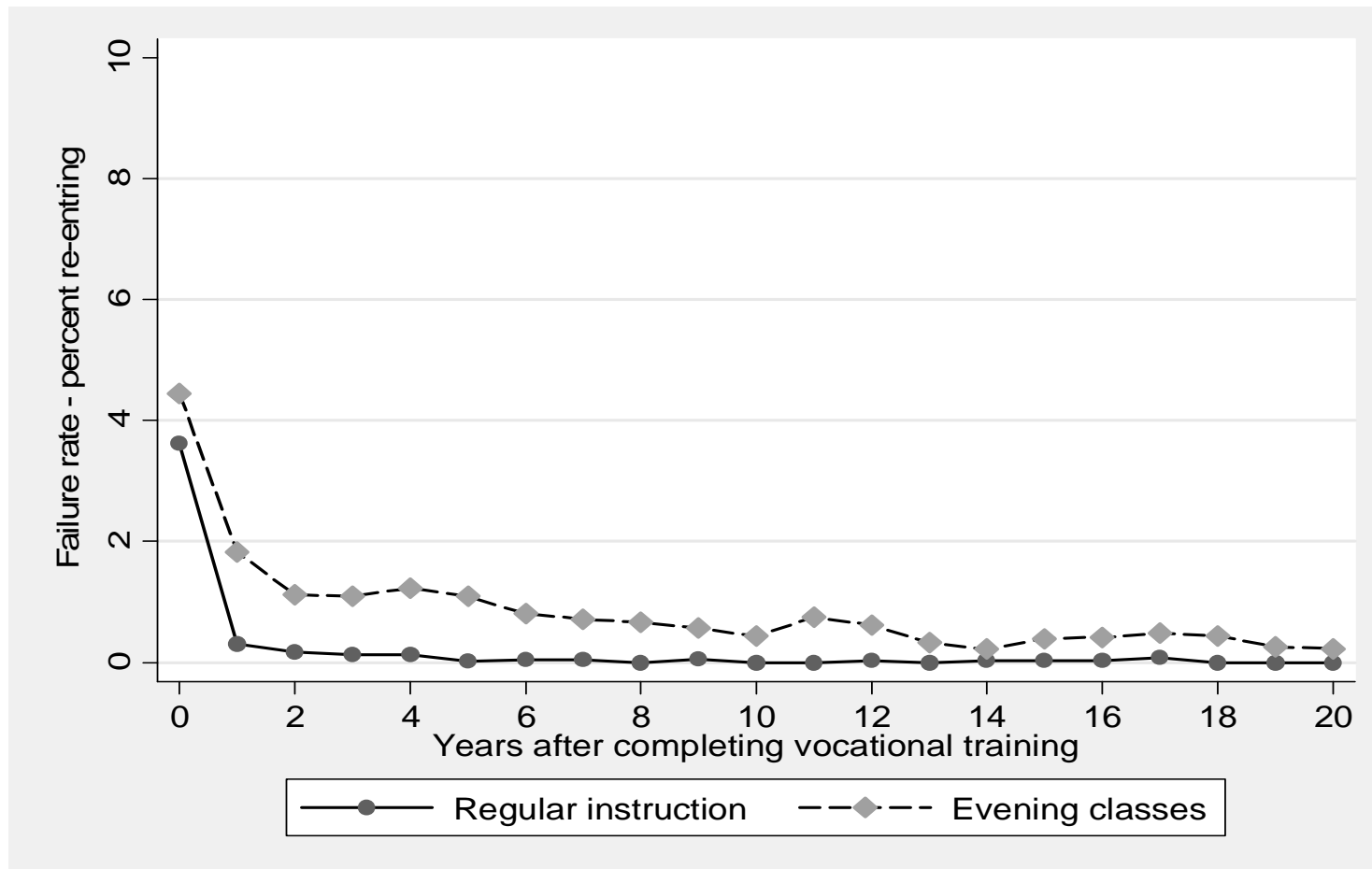
# Method

- Discrete-time event-history model with **competing risks**
  - **No re-entry** vs. **regular** (full-time) instruction vs. **evening** (part-time) classes
  - People come at risk when they graduate from vocational school
  - **Right-censoring** after 20 years or in 1989
  - **6509** individuals, **22% re-entering** (6 % full-time instruction)
  - **80692** person-years

# Failure rate



# Failure rate by type of instruction



Independent variables	Full-time vs. no re-entry	Part-time vs. no re-entry
Male	<b>0.482***</b>	-0.030
Parental education	<b>0.065**</b>	<b>0.061***</b>
Parental ISEI	<b>0.016**</b>	<b>0.020***</b>
# of siblings	-0.040	-0.034
Parents CP members	0.037	0.011
Respondent CP member	0.506	<b>1.219***</b>
Any property confiscated?	<b>0.304**</b>	<b>0.232***</b>
Cohort (1948-59, ref. cat)		
1960-69	-0.310	<b>0.831***</b>
1970-79	0.026	<b>0.919***</b>
1980-89	<b>-0.443**</b>	<b>0.632***</b>
Constant	<b>-7.674***</b>	<b>-6.352***</b>
<i>Country dummies &amp; time variables not shown</i>		

# Which effects differ across equations?

- Male – stronger (positive) in regular education
- Respondent's CP membership – stronger (positive) in evening education

# Are there any interactions?

- Yes
  - Respondent's CP membership\*cohort
    - Significant effect (on entry into regular education) in the 1948-59 cohort
  - Parental CP membership\*cohort
    - Effect on entry to evening education increases over successive cohorts
  - No change in the education/ISEI effects across cohorts

# Conclusions

- School re-entry played a **dual role** among vocational school graduates
  - Some were selected on **political criteria**
  - Some had been banned from directly entering more prestigious secondary schools directly and re-entry was the **second chance**
- Evening and special classes were more prone to serving **political goals**
  - More so in the **later cohorts**

# Thank you for your attention!

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