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

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Educational stratification in the 4th 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)
Example

Figure 11.2. Main Flows in the Dutch Educational System
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

Years after completing vocational training

Failure rate - percent re-entering

Failure rate - percent re-entering

Czech Republic  Hungary  Poland  Slovakia
Failure rate by type of instruction

![Graph showing failure rate by type of instruction. The graph compares the failure rate for regular instruction and evening classes over years after completing vocational training. The x-axis represents years after completing vocational training, ranging from 0 to 20. The y-axis represents the failure rate in percentage re-entering, ranging from 0 to 10. The graph shows that the failure rate for both regular instruction and evening classes decreases over time, with evening classes showing a slightly higher failure rate initially but converging towards regular instruction as years pass.](image-url)
<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Full-time vs. no re-entry</th>
<th>Part-time vs. no re-entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0.482***</td>
<td>-0.030</td>
</tr>
<tr>
<td>Parental education</td>
<td>0.065**</td>
<td>0.061***</td>
</tr>
<tr>
<td>Parental ISEI</td>
<td>0.016**</td>
<td>0.020***</td>
</tr>
<tr>
<td># of siblings</td>
<td>-0.040</td>
<td>-0.034</td>
</tr>
<tr>
<td>Parents CP members</td>
<td>0.037</td>
<td>0.011</td>
</tr>
<tr>
<td>Respondent CP member</td>
<td>0.506</td>
<td>1.219***</td>
</tr>
<tr>
<td>Any property confiscated?</td>
<td>0.304**</td>
<td>0.232***</td>
</tr>
<tr>
<td>Cohort (1948-59, ref. cat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960-69</td>
<td>-0.310</td>
<td>0.831***</td>
</tr>
<tr>
<td>1970-79</td>
<td>0.026</td>
<td>0.919***</td>
</tr>
<tr>
<td>1980-89</td>
<td>-0.443**</td>
<td>0.632***</td>
</tr>
<tr>
<td>Constant</td>
<td>-7.674***</td>
<td>-6.352***</td>
</tr>
</tbody>
</table>

*Country dummies & time variables not shown*
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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