




Higher Professional Education and Vocational Training based on Dual Educational Model: A Stable Factor in Differentiating Young People Position in the Labor Market

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Abstract: This article examines the position of young people in the labor market. The role of higher professional education, vocational training, educational policy and dual educational model is examined. The purpose is to analyze higher professional education systems in different countries, which makes a significant contribution to clarify the model of training and young people employment. Firstly, we emphasize the role of demographic factors, economic growth and labor market institutions to explain young people integration into the labor market. Secondly, we assess the differences in the organization and functioning of higher education and training policies in some countries as a stable factor in differentiating young people position in the labor market. Finally, we examine the application of dual educational model in higher education institutions in Samara region. The research methods are theoretical, empirical, statistical ones and etc. The results are the following: higher education systems should combine educational frameworks and quality standards with the experience of the economic sectors to adapt the higher education system to the needs of the labor market; dual educational model is a stable factor in young people integration into the labour market.

1 INTRODUCTION

Integration into the labour market is a serious problem to young people in many countries all over the world. In general, young people are less vulnerable than older employees, the economic crisis and the coronavirus pandemic have put a huge number of young people in the world on the brink of survival. In recent years, not all countries have managed to maintain stable employment of people of different ages and especially young people, and in some countries the unemployment rate has increased sharply.


According to the age classification adopted by the United Nations, the following age gradation is defined for young people: from 18 to 44 years.


It should be noted that dividing of age periods is conditional, since there are regional and country-specific features for residents of different continents.


In practices, the age classification is used to develop the main directions of socio-economic and demographic policy and the allocation of budget to solve the problems of different age groups.

In our study, "young people" are graduates of higher educational institutions, at the age from 21 to 25 years.

Institutional attitudes and public policies play a significant role in young people integration into the labour market. Several factors require taking into account considering the differences in young people integration into the labour market in different countries. Firstly, it is demographic changes and economic growth. Secondly, it is the relationship between the dynamics and long-standing institutional structures, in particular regulations affecting the supply of temporary or permanent jobs, as well as higher education and training policies (Quintini, 2007). Both general education and various forms of vocational training, whether at university or in the

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workplace, or a combination of both elements in a dual training, are necessary prerequisites for young people employment. Bringing education systems closer to the needs of changing and developing labour markets and economies can help young people develop their career path.

The purpose of this study is to analyze higher professional educational systems in different countries, which makes a significant contribution to clarify the model of training and young people' employment.

Research objectives:

- to analyse the main factors affecting young people unemployment during integration into the labour market;
- to study labour markets and the role of professional education and vocational training in different countries;
- to analyse the advantages and disadvantages of dual educational model;
- to analyse dual educational model in Samara Region.

2 MATERIALS AND METHODS

The analysis of young people integration into the labour market requires a structure that would allow understanding the main differences in time, as well as longer-term inter-country differences.

To compare young people position in the labour market we use standard indicators. However, it is required to be careful comparing these indicators due to a number of problems. First, according to the International Labour Organization, due to limited data, youth unemployment cannot be comprehensively studied. Second, some indicators may have different significance in a particular context. Third, it should consider a combination of different indicators.

According to the World Bank, the young people unemployment has increase in recent years. For instance, in some countries in Europe the unemployment rate among this age group is currently more than 20%.

To explain the differences in the integration of young people in different countries, it is necessary to consider the interaction of economic, demographic and labour market institutions.

Empirical studies demonstrated that demographic factors (the number of young people, and economic demand) play an important role in young people integration into the labour market (Korenman and Newmark, Freeman, and Garcia, 2011).

Institutional factors effect on structuring young people integration into the labour market, in particular the minimum wage, the level of education and vocational training (Gomez-Salvador and Leiner-Killenger, 2008).

Thus, higher education and vocational training are considered as the main factor determining the probability of a successful integration into the labour market. In some countries with a high proportion of university graduates, unemployment may be the result of a lack of education to meet the requirements of the labour market.

The research was based on the principles of integrity, consistency and historicism.

The research methods are a complex analysis, structural-functional method, theoretical, empirical, statistical methods and etc.

3 RESULTS

In the highly-developed countries the education system involves a two-stage integration of young people into the labour market. The first stage includes training and education. The second stage is integration into the labour market. There are some differences in the types and forms of higher professional education in different countries.

According to the UK Department of International Development, there is a difference between the training on specialization and degree of formalization. Professional training is divided into university training, dual system of training and on - the-job training.

It is proved that practice-oriented-training is often considered the best way to get well-paid jobs; there is a risk that it will be poorly linked to the demand in the labour market.

Dual educational model, which has gained international recognition as a form of training, combines work experience and professional training. Financial cost of dual training is often divided between the State and organizations. The purpose of Dual educational model is to complement the rather organization-specific technical skills acquired through on-the-job training as a part of the curriculum with general skills that can be passed on to employers within the profession. The standards of professional training in enterprises, as well as the harmonization of skills taught in higher education institutions and in the workplace, should also be ensured by cooperation with employers, trade unions and educational institutions.

Higher professional education or professional retraining is often carried out in training centres at the level of post-compulsory higher or secondary education.

On-the-job training allows young people integrate into the labour market and it leads to become well-paid specialists.

To sum up, dual educational model:

- develops the competencies that allow young people to consciously choose the career path;
- improves the quality of graduates' training and acquired skills;
- develops interaction between educational organizations and enterprises by involving them in the learning process;
- improves the level of professional training;
- reduces young people unemployment;
- improves the competitiveness not only of graduates, but also faculties and the university as a whole.

It should be noted, that in the field of dual education in many countries little is still being done, and companies do not often seek to offer internships to young people.

The analysis of the dual educational model revealed the advantages and disadvantages.

Advantages of dual educational model:

- young people acquire professional skills;
- apprenticeship contributes to the formation of a professional culture and work ethic;
- cooperation between companies and educational organizations strengthens the economy;
- the unemployment rate among young people is decreasing;

Disadvantages of dual education:

- formal cooperation between organizations and universities leads to inefficient training;
- students disinterest in working for low or no pay as an intern;
- the propensity of companies to exploit interns.

The analysis of labour markets and the role and type of higher professional education in various countries of the world allowed coming to the following conclusions: countries such as Austria, Denmark, Germany and Switzerland, which support a dual system of vocational training, demonstrate a smoother young people integration into the labour market and a lower unemployment rate among young people than other countries.

In the United Kingdom and the United States there is a gap between higher professional education, on the one hand, and on-the-job training, on the other one. It

makes young people very vulnerable in the labour market.

In Eastern Europe higher professional education is predominant.

In Spain there is a division between different market segments; higher professional education plays a secondary role. It is difficult for young people with low qualifications and academic training to find a permanent job.

In Africa the proportion of young people with higher education is increasing, but their integration into the labour market is very problematic, as the public sector is overcrowded, and the private sector is not sufficiently developed. The existing higher professional education is out-dated and disconnected with the economy.

Latin American countries still do not have a stable system of higher professional education. The demand for skilled specialists in the informal sector is still important.

Asia has a low unemployment rate among young people. General education prevails; it leads to informal employment and temporary work.

In Russia, mainly higher professional education prevails. Professional training is still relevant. The dual model of training is being implemented in various regions and is a way of transition from university education to professional activity and provides young people with a relatively smooth integration into the labour market to be done with the involvement of employers.

Thus, the scope of professional training in higher education institutions varies significantly from country to country.

3.1 Dual Educational Model in Samara Region

In the Russian Federation, the dual education model is being implemented in a number of regions. Samara region is among the regions that implement this model of education. The success of the dual training model in the Samara region is based on the use of the material and technical base of enterprises.

During the period of practical training at partner enterprises, bachelors consolidate the skills acquired during the period of practical training at the university in the chosen field of training.

Our study of the application of the dual educational system in higher education institutions of the Samara region, based on strengthening the practical orientation of professional training of bachelors, suggests that this system is an effective

technology for their training, contributing to young people integration into the labour market.

The assessment of the effectiveness of integration into the labour market was evaluated by university graduates. The method of data collection is an anonymous questionnaire survey of bachelor graduates of Samara National Research University named after Academician S.P. Korolev and Samara State Technical University. It includes 340 respondents. The number of bachelor's degree programs in the humanities and natural sciences is 18. The average age of respondents is 20.2 years. The survey was conducted in May – June, 2019.

Table 1: Participants of the survey.

University	Interviewers	
Samara University	215	17%
Samara State Technical University	125	15%

The first indicator of the readiness of young people integration into the labour market was competitiveness, in terms of assessing the chances of employment.

Table 2: Will your level of professional training allow you to find a job in your specialty?

The quality of professional training will allow me to get a good job	68%
There will be no choice with my quality of professional training	15%
I will not need to look for a job, I will be employed	4%
I will not be able to find a job due to the poor quality of training	6%
I don't know	7%

The survey revealed that about 15% of graduates is quite sceptical about the level of their professional training, believing that there will be no choice and is ready to work "wherever they will be taken". 6% of respondents assess their level of professional training – unsatisfactory, and believe that they will not be able to find a good job in their specialty. 7% - could not assess the chances of employment in accordance with their level of professional training. At the same time, the majority of young people said that their level of professional training would allow them to get a job successfully and choose a good job.

The next stage of the survey was to identify the difficulties that young people may face integrating into the labour market.

Table 3: What difficulties can you face in employment in your specialty?

There will be no problems with my employment	25%
Lack of work experience	58%
Lack of jobs	28%
Low level of salary	47%
High competition	18%
Poor working conditions	5%
Low level of professional training	8%
Lack of information about employment opportunities	6%
Need for Vocational training	12%
I don't know	7%

Most young people believe that they will have to face difficulties in the employment process. 25% are confident that they will have no problems getting a job. Lack of work experience, low wages, and lack of employment opportunities are highlighted as the main difficulties that graduates expect to have searching for the job. Only 12% of respondents are concerned about the need for vocational training.

Then, we assessed the employment opportunities in the chosen specialty.

Table 4: How do you assess the possibility of employment in your specialty?

It is almost impossible to get a job in my specialty	4%
It's hard to get a job, but it's possible.	47%
I can easily get a job in my specialty	42%
I have little information about job opportunities	9%
I don't know	6%
Other difficulties	1%

The analysis of the obtained data revealed that a third of respondents believe that they will be able to get a job in their specialty without any problems. About 60 % are sure that they will face difficulties in the process of employment in their specialty, but they will still be able to find a job in their specialty.

The following survey aimed to identify the awareness of young people about specific places of employment and ways of finding a job.

Finally, we assessed the ways of employment.

Table 5: How are you going to find a job in your specialty?

State Employment Service	17%
Private recruitment agencies	12%
Specialized Internet sites	36%
I will ask for help from relatives and friends	39%
In the company where I took an internship	41%
I will ask for help from the staff of the educational institution	17%

A comparative analysis of the data revealed that one of the most popular ways to find a job is social connections: relatives and friends. 39% of respondents plan to use this way. Slightly below 36% of respondents are going to use online job search resources. About 15% of young people are planning to apply to the state employment service and private recruitment agencies. Employment at the place of internship is the leading one.

Thus, the application of the dual educational model, in the young people point of view, is effective, promoting integration into the labour market.

4 DISCUSSIONS

Higher professional education and vocational training systems can increase the employability of young people and increase the chances of getting a stable job in the private sector. They reduce risks by linking the acquired skills to the current and expected demand of the labour market. This can only work with the systematic involvement of employers. Otherwise, it risks becoming out-dated and unattractive for both employers and young people.

While the dual system of vocational training contributes to relatively smooth young people integration into the labour market, international experience demonstrates that attempts to implement such schemes sometimes fail. Dual educational model can be effective only if employers are engaged, as well as systematic training based on modern training programs. It requires the collaboration of employers and educational institutions to develop training programs.

Finally, informal learning and related traditional forms of learning continue to be a basic form of employment and training of young people in many countries. Young people face particular difficulties when entering the labour market. In general, young people are more vulnerable and they are more exposed to economic fluctuations.

The survey of bachelor graduates in Samara region demonstrates the dual educational model is an effective way of integration into the labour market.

5 CONCLUSIONS

Higher professional education and vocational training based on dual educational model is a stable factor in differentiating young people position in the labor market. It is usually associated with smoother young people integration into the labour market and a low level of their unemployment, which minimizes the risk of negative consequences during career path in the labour market.

The dual training model is a starting point for further research on the differentiation of the position of young people in the labour market. It needs to develop a project management, productive and efficient professional environment. In addition, it is necessary to develop strategic planning for the implementation of this model in different countries of the world to reduce the unemployment rate among young people with higher education, taking into account institutional attitudes and public policies.

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