

Pre-university Educational System and inequalities in Kosovo

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Abstract

The institutional structure of the education system is crucial for understanding the educational inequalities. Kosovo is a young country and its education system is undergoing major reforms. Hence, studies and research in the impact that the educational system arrangement has on inequalities barely exist. The main goal of this thesis was to understand the institutional setting of pre-university education system in Kosovo and its impact in inequalities, especially in terms of labour market outcomes, social status outcomes and educational outcomes. After evaluation of Kosovo's education system along standardization and stratification dimensions introduced by Allmendinger, in the widely known typology for educational inequalities, Kosovo's pre-university education resulted to be highly standardized and highly stratified. Thus, the quality of education provision is uniform for all the students, which is reflected in their similar educational outcomes in PISA test. However, the students are stratified in different tracks, which influence and restrict their future outcomes in labour market and their status in the society. These conclusions were backed up with secondary data analysis which states that there are no inequalities in educational outcomes in Kosovo. While there are differences in terms of opportunities for vocational school students which are reflected in their labour market outcomes. The vocational students result to face higher unemployment than gymnasium students and have lower occupational status jobs, which determine their status in the society.