

# Social Origin, Skills and Graduates' Outcomes in Employment in Brazil



**18 January 2024**

00:33:50.180 --> 00:34:01.360

Simon Marginson: well, welcome everyone to our Cg. Webinar with Andre Vera and his topic is going to be social origin skills and graduates outcomes

63

00:34:01.370 --> 00:34:14.949

Simon Marginson: in employment in Brazil, and transition from higher education to employment of great interest in every country, so I would expect this will be a webinar, which will be viewed

64

00:34:15.120 --> 00:34:20.159

Simon Marginson: often after being given today through the Youtube Channel.

65

00:34:21.659 --> 00:34:28.230

Simon Marginson: Now, before I introduce Andre properly, I'm going to take you through the

66

00:34:28.800 --> 00:34:31.099

Zoom protocols.

67

00:34:31.620 --> 00:34:45.269

Simon Marginson: Now remember that the webinar is being recorded. and that you'll be able to access it. As as I just mentioned, on our Youtube channel through and through the Cg website, which takes you into that

68

00:34:45.340 --> 00:34:46.670

Simon Marginson: same channel.

69

00:34:47.190 --> 00:34:53.069

Simon Marginson: Now, during the webinar, we advise you to keep your sound off.

70

00:34:53.389 --> 00:35:09.690

Simon Marginson: Extraneous noise can interfere with the presentation, and also you don't need to have your camera on until we get to the Q and I stage and you come into the QA conversation at that point. We'd like you to turn your microphone on as well as your camera, if you can. Of course.

71

00:35:09.800 --> 00:35:21.270

Simon Marginson: During the webinar we advise you to use. The Speaker view command and rate at the top right hand side of the screen, and

72

00:35:22.300 --> 00:35:25.089

Simon Marginson: to join the Q. And a

73

00:35:25.460 --> 00:35:29.579

we advise you to use the chat function in zoom. So

74

00:35:29.990 --> 00:35:48.960

Simon Marginson: you know, to to ask the speaker a question, to make a statement, the the step you need to go through is to put that information into the chat. Say that you're you're good. Th? This is my question. I'm going to ask, what then happens is that I, as the chair of Webinar, then select you into the discussion. In a sequence

75

00:35:49.300 --> 00:36:17.660

Simon Marginson: we set up this double process because, we do need to make screen the questions or stipends to make sure that people are relating to the theme of the webinar, and sometimes people coming to advertise things, and so on, which is, is not very helpful. So we we have to do some preliminary that that one preliminary screening process and also we arrange the questions in ways in which you know will be, facilitate the maximum involvement of everyone.

76

00:36:18.120 --> 00:36:29.420

Simon Marginson: so so post your questions in the chat and and when you're invited to speak, and I'll send you a note in the chat beforehand, saying we're about to invite you in

77

00:36:29.730 --> 00:36:43.250

Simon Marginson: when you're invited to speak you. You turn on your mic, and if you can, you turn on your camera and you tell us who you are and where you are from. And then you say what you want to site now, Andre is an assistant professor

78

00:36:43.280 --> 00:36:51.239

Simon Marginson: at the Department of Sociology and Methodology of Social Sciences, at the Fluminense Federal University.

79

00:36:51.410 --> 00:36:57.550

Simon Marginson: an associate researcher at the research group on structuring inequalities

80

00:36:57.580 --> 00:37:02.320

Simon Marginson: and the laboratory for research into higher education.

81

00:37:02.700 --> 00:37:03.740

Simon Marginson: So

82

00:37:03.770 --> 00:37:13.690

Simon Marginson: it's employability. But it's about social inequality as well. And I think this, both those things together are of great interest to our webinar audience. So, Andre. It's over to you.

83

00:37:15.410 --> 00:37:21.100

Andre Vieira: Thank you, Simon. Hi, everyone! It's a great well pleasure pleasure to be here today and

84

00:37:21.300 --> 00:37:26.490

Andre Vieira: be able to share in some of our research and and discuss, then, with you all.

85

00:37:26.860 --> 00:37:32.380

Andre Vieira: and think about how the Brazilian system of higher education can inform

86

00:37:32.410 --> 00:37:35.640

Andre Vieira: our research on it can inform

87

00:37:35.850 --> 00:37:40.639

Andre Vieira: decisions in other countries as well, similar or not with Zoom.

88

00:37:40.930 --> 00:37:46.480

Andre Vieira: And so thank you. Cj. For the invitation we're excited to to

89

00:37:46.880 --> 00:37:47.850

Andre Vieira: share

90

00:37:47.990 --> 00:37:50.460

Andre Vieira: all we have done. So I'm I'm

91

00:37:50.580 --> 00:37:54.180

Andre Vieira: start to share. I mean. one more time.

92

00:37:54.940 --> 00:38:01.730

Andre Vieira: can you see? Okay, Mike.

93

00:38:02.300 --> 00:38:03.279

Andre Vieira: my screen.

94

00:38:04.660 --> 00:38:07.660

Andre Vieira: It's fine. Andre, I can say everything. Okay, how did you?

95

00:38:08.610 --> 00:38:14.780

Andre Vieira: So I must start. Say that these studies I'm going to present today are

96

00:38:15.210 --> 00:38:34.140

Andre Vieira: brought part of broader research projects involving at least 3 research groups in Brazil. So I must start by buying all of them. Besides the research group on inequalities from the Federal Defumunacy Federal University.

97

00:38:34.470 --> 00:38:45.169

Andre Vieira: We have colleagues working on these projects in the laboratory, on research and higher education lapis in the Federal University of Houstoniru.

98

00:38:45.430 --> 00:38:51.629

Andre Vieira: Hit also at settings. That's the center of research and social social stratification

99

00:38:51.730 --> 00:39:01.340

Andre Vieira: at the State University of Eugene. So we have. It's a collective effort, and we have some colleagues in the audience, and I'm very happy to to

100

00:39:01.530 --> 00:39:06.190

Andre Vieira: to invite them as well to participate in the discussion and

101

00:39:06.720 --> 00:39:14.379

Andre Vieira: and help us debating our findings. So I'm sorry to.

102

00:39:14.750 --> 00:39:15.580

Andre Vieira: Okay.

103

00:39:16.590 --> 00:39:28.489

Andre Vieira: so we, these research projects I mentioned are motivated basically by 3 facts about the Brazilian higher education system.

104

00:39:28.820 --> 00:39:38.420

Andre Vieira: So the first one is that although the system has expanded rapidly in the recent decades, mainly through expanding distance, courses

105

00:39:38.570 --> 00:40:02.900

Andre Vieira: and through for profit, private institutions completing higher education, Brazil continues to be a highly selective in an equal transition. So currently, we have, about half or 55% of students. Winter college in Brazil drop out before graduating both in public and private institutions.

106

00:40:03.480 --> 00:40:14.169

Andre Vieira: This percentage is even higher in the private institutions and science technology, engineering and math courses. So I brought this figure to

107

00:40:14.520 --> 00:40:17.350

Andre Vieira: to illustrate. This is from study

108

00:40:17.740 --> 00:40:24.150

Andre Vieira: from flabk capitalizing, and 2 of my colleagues in these projects

109

00:40:24.200 --> 00:40:33.200

Andre Vieira: from a paper of 2,019, which shows that students from high socioeconomic status

110

00:40:33.310 --> 00:40:44.690

Andre Vieira: are almost twice as likely as the low-income computers to graduate from very high return courses. These bars at the left and the opposite is through

111

00:40:45.120 --> 00:40:56.790

Andre Vieira: for low, for low return courses. So this is considering data from the universe of institutions and undergraduate courses in Brazil.

112

00:40:57.120 --> 00:41:02.399

Andre Vieira: The second fact is that persuasion of graduates in the liver market itself

113

00:41:02.570 --> 00:41:08.549

Andre Vieira: is highly heterogeneous, as in Brazil as well, which has consequences, as we know, for

114

00:41:08.680 --> 00:41:18.539

Andre Vieira: different outcomes of interest, such as wages, possibly of career, progression, and social schemes, or or social social recognition.

115

00:41:18.960 --> 00:41:34.400

Andre Vieira: Here another figure. To illustrate this, it shows the the percentage of graduates among occupational positions in Limo market in Brazil, by feud of study, the data comes from the 2,010

116

00:41:34.440 --> 00:41:48.289



Andre Vieira: population census. That's the last one published in Brazil. So we can see that, for example, education, humanities in law. but mostly education in the humanities have high

117

00:41:48.460 --> 00:41:55.939

Andre Vieira: percentages of graduates working as CPU servants. That's the the the bar at the column at at the left.

118

00:41:56.110 --> 00:42:04.200

Andre Vieira: So we say, education. For example, professors and teachers are amongst the most formalized occupations in Brazil

119

00:42:04.510 --> 00:42:08.240

Andre Vieira: and and the other direct extreme.

120

00:42:08.290 --> 00:42:15.479

Andre Vieira: We can see medicine in law, for example, with high high representations of whether it's working as self-employed

121

00:42:15.580 --> 00:42:19.889

Andre Vieira: in Brazil, which is a position that on average

122

00:42:20.120 --> 00:42:31.369

Andre Vieira: attains higher wages than formal employment in in graduates working as self-employed has advantages tax

123

00:42:31.510 --> 00:42:40.100

Andre Vieira: advantages. In Brazil, for example, we can talk about that later. So we can. We can see that we have a very heterogeneous feature

124

00:42:40.110 --> 00:42:54.800

Andre Vieira: regard. When when we look at, look at at the special positions of graduates in Brazil. and the last, the last factor is that higher education matters for the results of rabbits, of course, but

125

00:42:55.160 --> 00:43:02.190

Andre Vieira: in a industry in a homogeneous way, in a in a very particular way in Brazil, because, as I said.

126

00:43:02.400 --> 00:43:14.389

Andre Vieira: higher education system is expanded mostly through distance courses in private institutions and through opening of courses. Low cost courses

127

00:43:14.740 --> 00:43:28.779

Andre Vieira: in the fields of education so applied. Social sciences, for example, business? All as well are among the most the most the areas that that are expanding most rapidly resume.

128

00:43:28.920 --> 00:43:29.910

Andre Vieira: So

129

00:43:30.250 --> 00:43:45.590

Andre Vieira: the Ministry of Education. Other institutions, civil society are looking into how we can expand the system this way, at the same time keeping the quality, the

130

00:43:45.720 --> 00:43:51.310

Andre Vieira: of of it, and and monitoring, for example, graduates outcomes in the individual market.

131

00:43:51.410 --> 00:43:57.529

Andre Vieira: and there are set some efforts towards structuring data about how

132

00:43:57.560 --> 00:44:07.899

Andre Vieira: how graduates enter illegal markets. Peru, zu. So here's just another figure to to motivate us. We can see

133

00:44:08.040 --> 00:44:24.470

Andre Vieira: hourly earnings in in participation in top 10% earnings by field of study, some selected field of study in Brazil compared to upper, secondary and other another educational levels. So we can see some traditional

134

00:44:24.810 --> 00:44:29.059

feels that they're among the the most traditionally, among the most

135

00:44:29.360 --> 00:44:46.729

Andre Vieira: with the most, the highest earnings, such as architecture, architecture, engineering, law, health, mostly Madison here. and social sciences, is so on. So that's that's the highest percentage of graduates among the top 10% earnings, for example.

136

00:44:48.680 --> 00:45:00.359

Andre Vieira: to so based on these facts in the literature on it, we we first seek to to describe the transition patterns between higher education and illegal marketing. With zoom?

137

00:45:00.540 --> 00:45:07.799

Andre Vieira: Answering these 2 first questions, how do distinctive characteristics of higher education training.

138

00:45:07.890 --> 00:45:17.099

Andre Vieira: such such as the chosen field and the type of institutions one attempts explain the differences and outcomes among graduates in formal employment.

139

00:45:17.210 --> 00:45:43.520

Andre Vieira: the second, what what is the relationship between social disparities, it return to a diploma from employment and qualitative differences in higher education training. As I said before, we have this very important difference between in person and distance courses. We have universities universities, standards and faculties in Brazil, universities being institutions that are

140

00:45:44.030 --> 00:45:54.099

Andre Vieira: that must offer research. besides teaching and faculty, for example, that compose most of the system

141

00:45:54.340 --> 00:46:04.710

Andre Vieira: can only restrict their activities to teaching. For example. So we have this pollutive differences in in the system that that are very important for

142

00:46:04.920 --> 00:46:15.259

Andre Vieira: for our research. And besides describing these transitions, we we know because we know that both graduating the higher education

143

00:46:15.520 --> 00:46:18.009

Andre Vieira: and entering formal employment.

144

00:46:18.100 --> 00:46:29.669

Andre Vieira: our our processes. With a strong amount of selectivity, Social and statistical selectivity, we try to take a step forward and estimate

145

00:46:30.040 --> 00:46:44.189

Andre Vieira: causal effects of degrees on graduate outcomes. So we have these other 2 questions we we seek to answer. So 2 graduates of different courses have higher or lower wage and occupational returns.

146

00:46:44.380 --> 00:47:01.039

Andre Vieira: Then they would have, had they graduated graduated from another major. Or, in other words, does the observed returns result from selectivity bias, or from a genuine effect of college education, for example.

147

00:47:01.430 --> 00:47:10.699

Andre Vieira: and the last one, how, if at all, to the returns to undergraduate forces vary. So do we find that this of negative or positive selection hypothesis.

148

00:47:11.130 --> 00:47:12.320

so

149

00:47:12.470 --> 00:47:17.559

Andre Vieira: who who mo benefit most often undergraduate degree, for example.

150

00:47:17.800 --> 00:47:24.160

Andre Vieira: and I'm going to share some preliminary findings regard this last 2 questions, right?

151

00:47:24.970 --> 00:47:33.880

Andre Vieira: So how we do this, we use basically 3 different sources. The population did 2,010 population census. I mentioned before

152

00:47:34.180 --> 00:47:37.729

Andre Vieira: Inaji. There's the national exam of student performance.

153

00:47:38.050 --> 00:47:52.410

Andre Vieira: and we selected 3 years 2,009 to 2,011, because the national, this exam assesses all undergraduate courses in a 3 year cycle.

154

00:47:52.620 --> 00:47:54.099

Andre Vieira: So every

155

00:47:54.300 --> 00:48:12.050

Andre Vieira: every 3 3 years. All the undergraduate courses are assessed by energy and energy evaluates assesses, knowledge in a general inquiry, specific knowledge, for example, it's a standardized test. Every every graduate

156

00:48:12.340 --> 00:48:17.889

Andre Vieira: as a graduate needs to to, to apply, to answer.

157

00:48:18.080 --> 00:48:24.440

Andre Vieira: and it gathers as well informational, so social background in an academic trajectory

158

00:48:24.540 --> 00:48:33.360

Andre Vieira: from every student, and the annual report of social information or highs as Paul in 2,000. 12,015.

159

00:48:33.510 --> 00:48:49.830

Andre Vieira: It's a administrative record, published annually by the Ministry of Education, which provides information on all existing formal employment records in Brazil, including salary, occupation, employment, time, type of organization, and so on.

160

00:48:49.840 --> 00:48:54.320

Andre Vieira: So we were, we are, we were able to combine these 2 data sets

161

00:48:54.550 --> 00:48:59.920

Andre Vieira: using an individually individual identification.

162

00:49:00.350 --> 00:49:10.949

Andre Vieira: Then we could know, take a patient of destination of graduates. Only informal employment. Right? That's a limitation of our data.

163

00:49:11.120 --> 00:49:16.629

Andre Vieira: And currently, we cannot. We cannot access data to that.

164

00:49:17.310 --> 00:49:26.189

Andre Vieira: brings us information on other occupational positions, such as self employment. For example, we we don't have data available to us with zoom.

165

00:49:26.480 --> 00:49:40.929

Andre Vieira: Currently. So the outcomes we exploit, we analyze in these studies are employment, elite occupation. Considering considering professionals, those are patients that require higher education degree managers

166

00:49:40.980 --> 00:49:46.929

Andre Vieira: hourly wages and top 10% earnings. I'm because of our time. I'm going to.

167

00:49:47.060 --> 00:49:49.740

Andre Vieira: Bring only a few of them.

168

00:49:49.900 --> 00:50:01.829

Andre Vieira: We we use a set of covariates that are are occasionally used in these studies of demographics, socioeconomic information about agent recognition region.

169

00:50:01.950 --> 00:50:07.720

Andre Vieira: If students move to to study. And, as I said these scores

170

00:50:08.380 --> 00:50:18.210

Andre Vieira: in the the united desk, willing to knowledge Korea, specific knowledge in general knowledge, such as reading

171



00:50:18.360 --> 00:50:23.219

Andre Vieira: being able to analyze complex arguments, and so on.

172

00:50:23.240 --> 00:50:38.419

Andre Vieira: And we use to first describe the patterns of transition. We use linear in logistic regression models looking, for example, at employment and wages that are results I'm going to present.

173

00:50:38.650 --> 00:50:45.559

Andre Vieira: and also an augmented and universal probability. Weighted regression that seeks to overcome

174

00:50:45.750 --> 00:50:50.159

Andre Vieira: the problem I mentioned of differential selection into treatment.

175

00:50:50.510 --> 00:51:06.579

Andre Vieira: We can talk about that later. So we we could. We were able to estimate also effects controlling for the the selection process at the end of the higher education. That case.

176

00:51:07.300 --> 00:51:17.139

Andre Vieira: so the first the first outcome I think, is is about the first 2 questions III mentioned.

177

00:51:17.510 --> 00:51:31.269

Andre Vieira: So this figure represents the the predicted probability of being formally employed, employed by social strata of field of study and and institutional sector, of institution, of higher education.

178

00:51:31.500 --> 00:51:37.489

Andre Vieira: So we we measured. So she's rather using information about

179

00:51:37.620 --> 00:51:46.719

Andre Vieira: the parents education. So we we separate college residents whose parents at college, or more and less in high school.

180

00:51:46.880 --> 00:51:58.600

Andre Vieira: and and estimated it, predicted probably so. We have some some important results here in Brazil, graduates from higher social strata.

181

00:51:58.700 --> 00:52:08.030

Andre Vieira: particularly those from families with higher educational backgrounds. have a lower likelihood of it. Any formal

182

00:52:08.150 --> 00:52:21.050

Andre Vieira: employment in their early years their early career. Sorry so compared to their counterparts. With less educated parents, they are approximately overall right, one-third more likely to obtain

183

00:52:21.260 --> 00:52:22.620

Andre Vieira: for my blank.

184

00:52:22.750 --> 00:52:38.370

Andre Vieira: Oh, sorry, less likely. The inclusion of characteristics associated with academic trajectories, such as academic performance in Naji, in work, experience. That's another information we can. We can bring from energy

185

00:52:38.410 --> 00:52:45.740

Andre Vieira: does not significantly reduce the impact of social origin or the likelihood of being born employment.

186

00:52:45.770 --> 00:53:00.409

Andre Vieira: So these findings, such as in a current intuitive way that the conventional understanding of the formal, informal dichotomy that, using Brazil may not be applicable to the upper

187

00:53:00.440 --> 00:53:15.169

Andre Vieira: strata of the Brazilian workforce. So, in other words, the privileged students have seems to or postpone their entry in the labor market.

188

00:53:15.310 --> 00:53:28.570

Andre Vieira: Either by waiting for better options, job options, or to continue investing in their students, proceeding to graduate programs, for example.

189

00:53:28.840 --> 00:53:30.500

Andre Vieira: or entering

190

00:53:30.660 --> 00:53:46.940

Andre Vieira: self-employment or organizing employers. There are positions that have higher wages, for example, than form employment. Brazil. So that's an important finding, because in in Brazil overall formal employment is the most

191

00:53:47.060 --> 00:53:49.239

Andre Vieira: socially protected

192

00:53:49.310 --> 00:53:59.780

Andre Vieira: proportional position in Brazil, and we need to understand better how it works. When we are considering higher education graduates.

193

00:54:00.010 --> 00:54:03.990

Andre Vieira: And we, we observe some variations between feats of study

194

00:54:04.180 --> 00:54:32.009

Andre Vieira: which are in line with international literature. So the difference in probability of being employed between social strata is greater in the areas in the areas of education, as you can see, the the first 2 bars are college are the upper in in upper strata students whose parents are, have college or more and the other 2 bars are less in high school. So you can see that education, humanities.

195

00:54:32.410 --> 00:54:36.620

Andre Vieira: and social applied social sciences, the differences are are

196

00:54:36.710 --> 00:54:40.219

Andre Vieira: are greater, which are expected expected to be

197

00:54:40.480 --> 00:54:44.209

Andre Vieira: more permeable to the effect of social origin.

198

00:54:44.540 --> 00:54:56.980

Andre Vieira: but towards the opposite extreme we observe that there is little difference in the probability of being employed, formerly employed by social origin in law, sciences, and math, engineering.

199

00:54:57.070 --> 00:55:08.329

Andre Vieira: and mad scene here at this part of the figure which indicates that social inequities persist among graduates transitioning from a higher education to the workforce.

200

00:55:08.610 --> 00:55:22.250

Andre Vieira: particularly in areas that are less specific, occupationally specific, such as humanities, for example, who applied social sciences. and whose connection with the labor market is more susceptible to the effects of graduates. So

201

00:55:22.360 --> 00:55:24.540

Andre Vieira: socioeconomic background

202

00:55:25.110 --> 00:55:27.390

Andre Vieira: when we will see their

203

00:55:27.680 --> 00:55:33.859

Andre Vieira: is, is this figure presents the property. The probability of being formally employed, employed

204

00:55:33.960 --> 00:55:38.530

Andre Vieira: according to the quartile in career-specific knowledge in energy.

205

00:55:38.750 --> 00:55:41.500

Andre Vieira: We see also

206

00:55:41.550 --> 00:55:47.460

Andre Vieira: interesting in, in, somehow counterintuitive results. So we, we found in high performance.

207

00:55:47.490 --> 00:55:56.960

Andre Vieira: encourage specific knowledge, relates with an increased probability of foreign employment, adverse fields, such as education, law, and health. That's the third

208

00:55:57.080 --> 00:56:04.619

Andre Vieira: bar. Here, however, high performance is either not significantly associated, associated with formal employment.

209

00:56:04.750 --> 00:56:12.490

Andre Vieira: or is associated with reduced chances of employment or formal employment, such as we see in engineering

210

00:56:13.080 --> 00:56:16.069

Andre Vieira: sciences and math here.

211

00:56:16.310 --> 00:56:18.340

Andre Vieira: and applied social sciences.

212

00:56:18.900 --> 00:56:41.890

Andre Vieira: So particularly for engineering. That's the second one here in the figure. Engineering science and math graduates is plausible that those high performing graduates refuse unpalatable job vacancies or opportunities in Brazil, especially in the context of low economic, of low economic activity in the sector

213

00:56:41.950 --> 00:57:06.999

Andre Vieira: such as that of the period analyzed. That's the third 2,013 to 2,015 in Brazil, and prefer to work as self employed or employers. which, as I said before, enjoy higher average salaries than those inform employment. So we we may have, captured this this patterns of this distinct patterns of transition

214

00:57:07.060 --> 00:57:08.489

Andre Vieira: from higher education

215

00:57:08.860 --> 00:57:18.559

Andre Vieira: to labor market according to fees of study. So because so that's the first part II brought for our discussion today.

216

00:57:18.710 --> 00:57:26.719

Andre Vieira: and the second one is our exercise to to control for no random selectivity

217

00:57:26.760 --> 00:57:37.449

Andre Vieira: both into higher education degree and formal jobs based on fields of study, institutional institution and personal

218

00:57:37.630 --> 00:57:44.160

Andre Vieira: characteristics. So we ran this lpw notings if this one is

219

00:57:44.660 --> 00:57:57.070

Andre Vieira: our time. So we ran this in first public wedding for our early wages and elite occupations. So this first figure

220

00:57:57.300 --> 00:58:10.609

Andre Vieira: presents the average treatment effects of people's of fees of study on logged average, hourly wage using a lpw corrected and uncorrected models, or or vocational regressions.

221

00:58:10.830 --> 00:58:12.320

Andre Vieira: So

222

00:58:12.500 --> 00:58:18.000

Andre Vieira: selection in college completion seems to have a very heterogeneous importance

223

00:58:18.060 --> 00:58:22.160

Andre Vieira: with variation in salary returns between college college majors.

224

00:58:22.260 --> 00:58:33.459

Andre Vieira: So we see reduction of effect in high high return courses, such as, for example, engineering health, as we saw before, architecture, for example.

225



00:58:33.600 --> 00:58:41.949

Andre Vieira: but virtually no change in medium return courses such as, for example, social sciences, journalism, mobile

226

00:58:42.150 --> 00:58:51.159

Andre Vieira: and especially those that mobilize cultural skills and increase in salary penalty in low return courses, such as

227

00:58:51.240 --> 00:58:53.639

Andre Vieira: education and social services.

228

00:58:53.720 --> 00:59:00.689

Andre Vieira: So we found a substantial reduction in, in effect, of college majors in on wages as we expected.

229

00:59:00.940 --> 00:59:10.820

Andre Vieira: and indeed decreasing E. The effect of college majors on salaries ranges from 2% in in business to 34% here in architecture.

230

00:59:10.980 --> 00:59:13.180

Andre Vieira: so let me

231

00:59:13.380 --> 00:59:14.530

Andre Vieira: have

232

00:59:14.770 --> 00:59:36.119

Andre Vieira: change your occupation. Here we we estimate the also the treatment effects of the study, but now on a little patient, and once we control for the no random selection into college completion. We also see a major reduction in the effects of the degree or the chances of achieving a little patient.

233

00:59:36.470 --> 00:59:39.510

Andre Vieira: The effect of college majors

234

00:59:40.010 --> 00:59:50.600

Andre Vieira: on the odd ratio of access and early location decreases, decreases from 7% to social service to a fact of 2.4 in health.

235

00:59:50.630 --> 01:00:00.489

Andre Vieira: Right. We also highlighted here the reduction in penalty associated with some areas in the incorrect regression model, such as personal services

236

01:00:00.750 --> 01:00:03.240

Andre Vieira: here, life, sciences.

237

01:00:03.450 --> 01:00:13.500

Andre Vieira: and business here in the bottom of the figure 38% in business, for example. So I mean.

238

01:00:13.750 --> 01:00:15.809

Andre Vieira: go to some conclusions here.

239

01:00:15.830 --> 01:00:30.139

Andre Vieira: So again, we find some evidence that the caught me between formal employment and non-traditional forms of employment. So as as self-employed

240

01:00:30.370 --> 01:00:38.510

Andre Vieira: does not seem to apply to the others rather of the workforce those red mates from privileged social backgrounds and with a higher level of skills

241

01:00:38.540 --> 01:00:42.700

Andre Vieira: tend to remain out of the formal job market soon after graduation

242

01:00:43.060 --> 01:00:55.219

Andre Vieira: which seems to be related to the deteriorating job market conditions for graduates and Brazil. Specifically especially in the in the period we analyze right?

243

01:00:55.430 --> 01:01:02.790

Andre Vieira: we. We need to see now how these these banners behave after 2,015, for example.

244

01:01:02.930 --> 01:01:10.940

Andre Vieira: So we find evidence that the effect of simple selectivity on the graduates continue. The market varies greatly between fields of study

245

01:01:11.030 --> 01:01:18.960

Andre Vieira: labor, market outcomes, and we believe that we, this is a major contribution for the current state of literature

246

01:01:19.020 --> 01:01:27.589

Andre Vieira: in Brazil for this topic, mostly because we we have access to these very rich insects

247

01:01:27.640 --> 01:01:37.130

Andre Vieira: that allow us to to estimate this this effects. But we we know that it's a work in progress. So we are

248

01:01:37.350 --> 01:01:41.969

Andre Vieira: adjusting, fixing the models and and evaluating other

249

01:01:42.060 --> 01:01:46.300

Andre Vieira: other options as well, and we'd be great to to to hear from you

250

01:01:46.700 --> 01:01:56.900

Andre Vieira: about that. So in general terms, the results indicate that the social origin effect survives even after controlling for the selectivity effect

251

01:01:56.920 --> 01:02:02.360

Andre Vieira: which points to the possible limits for the equalization effect of the diploma, Brazil

252

01:02:02.470 --> 01:02:10.069

Andre Vieira: for that of controlling for selection into the college degree holder. Sample is issue is insufficient.

253

01:02:10.280 --> 01:02:25.180

Andre Vieira: Some methodological and specific questions we may open. First, 1, 2 degree effects persist. After controlling for selection of observables. For example, we need to.

254

01:02:25.210 --> 01:02:30.180

Andre Vieira: We are evaluating the limited patterns. limitations of the data sets we are

255

01:02:30.240 --> 01:02:37.389

Andre Vieira: using for this. And how do the effects vary between other institutional dimensions. Here we are considering

256

01:02:37.800 --> 01:02:45.100

Andre Vieira: fields of study in a public or private sector. but we are advancing in in the more

257

01:02:45.140 --> 01:03:03.299

Andre Vieira: in refining this institutional qualitative dimensions, for example, building types of measuring types of institutions, right? Combining different characteristics of them. For example, if they are university faculty university centers.

258

01:03:03.400 --> 01:03:05.860

Andre Vieira: Also sectors.

259

01:03:06.060 --> 01:03:13.800

Andre Vieira: but type of educational delivery, as I said, with person versus distance courses.

260

01:03:14.180 --> 01:03:21.770

Andre Vieira: and so on. So we are. We know that we we have a long path

261

01:03:21.950 --> 01:03:28.749

Andre Vieira: in front of us, and we'd be great to to discuss these findings we are sharing today.

262

01:03:28.920 --> 01:03:29.860

Andre Vieira: Thank you.

263

01:03:34.610 --> 01:03:41.850

Simon Marginson: Thank you, Andre, and lots of good data there. Thank you very much indeed. And we have already a question coming through

264

01:03:41.940 --> 01:03:48.160

Simon Marginson: from Rio Liga Barbosa. I want to ask my couple of questions first

265

01:03:48.230 --> 01:03:50.769

Simon Marginson: to get the balls rolling.

266

01:03:50.960 --> 01:04:04.180

Simon Marginson: the focus is shifting, I think, in thinking about the relationship between education and the labor market to the unequalising effects of social background. After graduation.

267

01:04:04.700 --> 01:04:08.530

Simon Marginson: you know, there was a brooking study, I think, which last year, which showed that

268

01:04:08.980 --> 01:04:11.980

Simon Marginson: elite graduates

269

01:04:12.000 --> 01:04:17.729

Simon Marginson: sorry elite graduates from elite institutions were slightly differentiated, according to whether they came from poor or

270

01:04:18.010 --> 01:04:29.850

Simon Marginson: or affluent social backgrounds. You know there are people coming into coming through elite institutions in the Us. Who are coming out with inferior labor market outcomes compared to those from Wifi and backgrounds.

271

01:04:30.090 --> 01:04:34.650

Simon Marginson: Pointing to the fact that a lot happens after graduation and

272

01:04:35.560 --> 01:04:45.670

Simon Marginson: your data begin to open up that domain as well. I mean, it's very interesting. Isn't that the privileged social background graduates? Outside the formal job market?

273

01:04:46.630 --> 01:04:48.909

Simon Marginson: So where are they? What are they doing?

274

01:04:49.190 --> 01:04:51.879

Simon Marginson: They don't need education question, mark.

275

01:04:52.250 --> 01:04:55.670

Simon Marginson: at the

276

01:04:55.700 --> 01:04:57.569

Simon Marginson: I suppose the question that that

277

01:04:57.750 --> 01:05:08.679

Simon Marginson: it trances me here is, what theoretical or conceptual framework can we have that which can unify the effects of education and the effects of social background before education and after.

278

01:05:08.970 --> 01:05:21.509

Simon Marginson: What? What framework, what economic or sociological framework would you use to try and model and measure across both the effects of education and the effects of social background across the whole continuum.

279

01:05:26.200 --> 01:05:27.630

Simon Marginson: That's my question.

280

01:05:27.750 --> 01:05:35.620

Simon Marginson: Yeah, thank you. Can can I answer that, Simon, or I'll I'll take the question individually until we get to, and then we'll pull them up.

281

01:05:36.770 --> 01:05:41.600

Andre Vieira: Okay, great thank you for comments and and questions.



282

01:05:42.200 --> 01:05:55.280

Andre Vieira: yes, that's a big question for us, too, cause that's as I said, counterintuitive and expected, because since the formally, the form employment in Brazil is the most protected

283

01:05:55.390 --> 01:05:57.959

Andre Vieira: form of questionable position.

284

01:05:58.240 --> 01:06:05.579

Andre Vieira: We need to understand better what is happening. And and this period of time we use. We earn a license.

285

01:06:05.770 --> 01:06:14.949

Andre Vieira: we're we've got the the the first 2 years of the last economic recession in Brazil that that happens

286

01:06:15.090 --> 01:06:17.979

Andre Vieira: from 2,014 to 2,016.

287

01:06:18.210 --> 01:06:23.630

Andre Vieira: So that's one question we we we make is

288

01:06:24.040 --> 01:06:28.440

Andre Vieira: what's happening here, because we don't have. As I said,

289

01:06:28.490 --> 01:06:34.239

Andre Vieira: available national data on that. So we actually don't know where our

290

01:06:34.270 --> 01:06:47.399

Andre Vieira: those privileged graduates, for example, Boeing, we don't know if we cannot measure. If they are, what's what are their destinations? Right? They're going to continue to study or self employment.

291

01:06:48.370 --> 01:06:51.700

We have. We have some. So we try to

292

01:06:51.870 --> 01:06:55.789

Andre Vieira: to go to literature, international and

293

01:06:55.930 --> 01:06:57.950

Andre Vieira: both internationally Brazilian 2

294

01:06:57.980 --> 01:07:05.129

Andre Vieira: to better understand if other studies have found that in Brazil we didn't fight one

295

01:07:05.370 --> 01:07:14.550

Andre Vieira: so. But we? We know that in other countries, for example, a study of Reiner and and other

296

01:07:14.920 --> 01:07:20.059

Andre Vieira: researchers in 2,008, I think, in for European Union

297

01:07:20.520 --> 01:07:24.260

Andre Vieira: found that privileged graduates

298

01:07:24.400 --> 01:07:29.090

Andre Vieira: adopted strategies to postpone their entry into

299

01:07:29.280 --> 01:07:35.920

Andre Vieira: market in in certain areas of low economic activities. So

300

01:07:36.040 --> 01:07:46.030

Andre Vieira: that's that's one, possibly. And we are trying to to get to gather some data, to, to, to test this hypothesis, probably.

301

01:07:46.300 --> 01:07:53.230

Andre Vieira: For these studies we are are not dialogue to with literature on both

302

01:07:53.390 --> 01:08:00.680

Andre Vieira: horizontal stratification in in higher education and stratification in in the labour market.

303

01:08:00.860 --> 01:08:08.720

Andre Vieira: And we are actually, we we use this data that links higher education

304

01:08:08.730 --> 01:08:14.299

Andre Vieira: to official opposition 3 years after graduation. So I agree with you.

305

01:08:14.510 --> 01:08:20.699

Andre Vieira: we have a lot going on between those 2 periods

306

01:08:20.740 --> 01:08:26.190

Andre Vieira: marks. And we are trying to to understand this better. But we are basically

307

01:08:26.680 --> 01:08:36.780

Andre Vieira: mobilizing, for example, theories about not only in the capital to think about knowledge and skills.

308

01:08:36.950 --> 01:08:44.889

Andre Vieira: but also how to what extent feeds of study and and and basically feeds off study are permeable to social oranging.

309

01:08:44.910 --> 01:08:56.710

Andre Vieira: the the power of the degrees to symbolize. The signals, power of degrees in political market, and so on. So we are mobilizing this literature.

310

01:08:56.870 --> 01:09:01.249

Andre Vieira: and III hope II have answered.

311

01:09:01.720 --> 01:09:03.420

Andre Vieira: Well.

312

01:09:03.840 --> 01:09:19.129

Simon Marginson: and I'm I'm worried about a timed to give more time to all your still fine thanks. And Brian, that you you point us towards various things to think about. There. Now, let's bring in maria! Lygia! Babosa! Maria, are you there, please.

313

01:09:19.770 --> 01:09:21.959

Maria-Ligia Barbosa: Hello! Hello! Thank you.

314

01:09:22.149 --> 01:09:27.530

Maria-Ligia Barbosa: Yeah, Andrea, it was very nice to see.

315

01:09:27.760 --> 01:09:44.960

Maria-Ligia Barbosa: Watch your your speak here, and I would just like to insist on a point that we. We've been studying the the back of institutional models

316

01:09:44.960 --> 01:09:58.590

Maria-Ligia Barbosa: on those trajectories. That's a way of connecting socio origins to social destinies. And it's interesting because

317

01:09:58.600 --> 01:10:06.210

Maria-Ligia Barbosa: the public sector is in in when we

318

01:10:06.340 --> 01:10:12.310

Maria-Ligia Barbosa: and take those and and

319

01:10:13.470 --> 01:10:19.350

Maria-Ligia Barbosa: when we and

320

01:10:19.440 --> 01:10:33.549

Maria-Ligia Barbosa: take those instead like that. We can find that public sector, contrary to the expected

321

01:10:33.580 --> 01:10:45.419

Maria-Ligia Barbosa: policies and politicians and ideological wills, a public sector is dedicated to elite

322

01:10:45.570 --> 01:11:00.280

Maria-Ligia Barbosa: Parsis and the people, and has a effects, including the area of education preparing teachers for job market.

323

01:11:00.280 --> 01:11:19.530

Maria-Ligia Barbosa: It is different. People who, pass through the public sector and the private sector, so I would like to as to highlight the the connections between the public sector and the lead preparation for the job market that

324

01:11:19.620 --> 01:11:24.400

Maria-Ligia Barbosa: should be caught more attention.

325

01:11:29.730 --> 01:11:35.410

Andre Vieira: Right? Thank Maria Ali. Alicia is one of our colleagues working together with us

326

01:11:35.490 --> 01:11:38.580

Andre Vieira: at the Federal University of future.

327

01:11:38.660 --> 01:11:44.240

Andre Vieira: And that's I think it's it's just a more a comment

328

01:11:44.370 --> 01:11:52.139

Andre Vieira: that are. I just wanted to say that. Yes, we are working those these other research project projects on

329

01:11:52.220 --> 01:11:57.399

Andre Vieira: on how special booming solutions are related to information with Zoom.

330

01:11:57.630 --> 01:12:02.690

Andre Vieira: and advancing, as I said, the presentation in measuring

331

01:12:02.720 --> 01:12:04.919

Andre Vieira: in a more refined way

332

01:12:05.040 --> 01:12:14.600

Andre Vieira: topology of Hartigan institutions in Brazil. So we should have more findings on that soon, and would be very

333

01:12:14.720 --> 01:12:19.250

Andre Vieira: happy to to share with you later. So

334

01:12:21.210 --> 01:12:22.570

Andre Vieira: but thank you again. Money.

335

01:12:23.450 --> 01:12:27.219

Simon Marginson: thanks, Marie, and let's bring in Susan Robertson, who's got a couple of questions.

336

01:12:27.570 --> 01:12:52.530

Susan Robertson: Yes, 2 questions. What is your data set? La, largely is, you know, around 2,010, some of it up to 2,015. So one question is, what's your sense of what's going on at the current moment? Because we've got a different political regime. This is kind of running through quite a turbulent time. You know, fundamentally in Bristol? That's the first question. But my other question really is I?

337

01:12:52.530 --> 01:13:17.389

Susan Robertson: Yes, it it. It strikes me as particularly if we're looking at the wealthy that we cannot. And Simon's kind of invitation. Really, we can't actually just think about people stay remain employed that the the operate fairly likely to be much more globally mobile. And then I'm wondering, are we able to see that in? Say, let's say the unesco statistics.

338

01:13:17.390 --> 01:13:42.349

Susan Robertson: you know, where we're able to look at who's moving? Into which particular countries. And and then I don't know, Simon, whether it differentiates between the undergraduate and graduate, but most definitely the graduate. Even the institution. I'm in recruit very heavily. The top elite from around the world that includes, you know, Chile.



339

01:13:42.350 --> 01:14:06.589

Susan Robertson: Brazil, and so on. And so that's the limitations really of a kind of a type of mythological nationalism that our explanations get drawn into that, because that's where the data looks, but actually in a much more mobile, at least for the upper elite. Then I'm thinking Stephen Ball's work. He was talking about schools, of course, but he's talking about

340

01:14:06.590 --> 01:14:28.470

Susan Robertson: circuits of schooling. And I'm thinking there's a parallel story there around circuits of higher education, and the elites are actually moving in very different kinds of circuits, potentially, globally, or even regionally, to those with rather different kinds of profiles. So that's just a question and a reflection.

341

01:14:30.660 --> 01:14:32.900

Andre Vieira: That's great, Susan. Thank you.

342

01:14:33.540 --> 01:14:39.640

Andre Vieira: Yes, we we are working. I'm working on this another project

343

01:14:39.930 --> 01:14:49.619

Andre Vieira: with a colleague, Alice, a lot from Edinburgh. And we are trying to get access to data about

344

01:14:49.900 --> 01:14:58.930

Andre Vieira: international mobility in Brazil. And and but that it's not booked till available, and we need to apply. That's

345

01:14:59.060 --> 01:15:02.240

Andre Vieira: how complex documentation to be able to access them.

346

01:15:02.300 --> 01:15:12.939

Andre Vieira: But that's for sure a possibility. And we don't just don't have the the data for for measuring it. It's just a hypothesis. For now.

347

01:15:13.140 --> 01:15:25.759

Andre Vieira: In regarding the the the the period of time from 2,000. 10,015. And what happened, or or has been the case since then?

348

01:15:26.090 --> 01:15:34.710

Andre Vieira: During the pandemics and and looks like we have not recovered fully from that

349

01:15:34.920 --> 01:15:47.560

Andre Vieira: percentage of graduates going to self employment exploded. So it it reaches the the highest percentages. Since the beginning of the series.

350

01:15:47.650 --> 01:15:51.700

Andre Vieira: at least since the the early 2,000 so

351

01:15:52.270 --> 01:16:06.740

Andre Vieira: and and we have. But it's we don't have, because this this kind of connection between information about careers. Institutions are not publicly available. We don't have up to now studies on that.

352

01:16:06.880 --> 01:16:11.100

Andre Vieira: but we have some for now only

353

01:16:11.240 --> 01:16:13.729

Andre Vieira: in the doctoral evidence

354

01:16:13.790 --> 01:16:19.490

Andre Vieira: that but overall. We know that graduates are going to

355

01:16:19.660 --> 01:16:27.779

Andre Vieira: self-employment especially, but formally self-employment, formal self-employment in in higher presentations.

356

01:16:28.000 --> 01:16:32.380

Andre Vieira: But yeah, it it a lot of questions, we may hope in all that. But.

357

01:16:32.390 --> 01:16:37.690

Andre Vieira: for example, how it varies among fields of study. We know that, for example.

358

01:16:38.010 --> 01:16:45.199

Andre Vieira: engineers in Brazil have found, engineers or or or Science fields

359

01:16:45.320 --> 01:16:58.189

Andre Vieira: have found difficulties to to get into form employment. Brazil. So some areas suffer from more adverse conditions. And this has not changed

360

01:16:58.330 --> 01:17:03.700

Andre Vieira: basically the last 5, 4, or even 10 years. So

361

01:17:04.040 --> 01:17:15.929

Andre Vieira: we have some hypothesis on that that. Some fields, some fields of study, especially in the art sciences. have found, and professionally specific as well

362

01:17:16.210 --> 01:17:21.109

Andre Vieira: have suffered from that. But that's only, for now some hypothesis.

363

01:17:21.510 --> 01:17:54.899

Susan Robertson: Can I just follow up as long as just invited me for a quick follow up and I listened yesterday to a paper that came out on a comparison between the millennials and the baby boomers. And what's very interesting is what they're looking at is us, based data. And they can see a decline in some of the kind of professional areas. Now that's the kind of thing. Also that Hugh Lauder and Phil Brown were flagging. Probably about a good 10 years ago, is that a number of occupational areas have actually become part of the global supply chain.

364

01:17:54.900 --> 01:18:17.720

Susan Robertson: And these are professional areas, you know so very well educated Indians who can do legal work, health read health data that kind of stuff overnight. Get it back. That kind of thing. So the other element that might be quite important is thinking about what's going on in the professions. Some bits of the professions are becoming much more

365

01:18:17.720 --> 01:18:41.580

Susan Robertson: tied into kind of global redistribution of the global labour market. And I think those insights of Phil and Hugh way back. Then, when there's a cost cost quality. Kind of it's much cheaper

to to do some of this work. We see that also in the publishing industry you get good quality much cheaper. And those who are doing it in these distant locations, professional work, actually

366

01:18:41.580 --> 01:18:51.719

Susan Robertson: are actually relative to their own population, getting quite well paid. So again, some. The global part of that story, I think, is quite

367

01:18:51.720 --> 01:18:55.759

Susan Robertson: important. And that's just a kind of reflection, Simon. I'll just leave it there.

368

01:18:56.100 --> 01:19:08.479

Simon Marginson: Hmm, let's bring in. Let's bring in our next question, and I will give you a spot at the end on drive, which so you can, so you can sum up. But let's bring in a next question, which is from Galovinzeki.

369

01:19:10.010 --> 01:19:12.740

Golo Henseke: Hi, Andre. Good to see you.

370

01:19:12.930 --> 01:19:37.929

Golo Henseke: greatly listen to your talk, and my question really ties in with all the others that have been raised is more or less. It's so from. If I understand your results, especially when you control for selectivity right? What we see is like this shrinking in this wage, differential and shrink and and overall decline in the heterogeneity of who gets into the top jobs. So inequality happens.

371

01:19:38.180 --> 01:19:50.259

Golo Henseke: the processes to generate inequality. They happen then, sort of before, either before higher education or after higher education, more or less or higher educations like not, neither helping these processes.

372

01:19:50.560 --> 01:19:52.429

Golo Henseke: nor does it do much

373

01:19:52.660 --> 01:19:54.139

Golo Henseke: to

374

01:19:54.170 --> 01:20:02.740

Golo Henseke: Nor does it do much to enhance them. So in the system. Where do you think is your sense where those inequalities come in.

375

01:20:03.790 --> 01:20:06.240

Golo Henseke: or am I mistaken and misratical results?

376

01:20:11.160 --> 01:20:16.529

Andre Vieira: Oh, sorry I was muted. No, you good to see you, too. Bolo, again.

377

01:20:16.610 --> 01:20:24.460

Andre Vieira: no, you're absolutely right. The the thing is yeah, prior to higher education, for sure. And we have in Brazil

378

01:20:24.770 --> 01:20:31.769

Andre Vieira: a huge problem in in, for example, high school.

379

01:20:32.030 --> 01:20:54.440

Andre Vieira: Let's let's start with that. We have higher a very high percentage of students in public schools that are not to not conclude not complete high school in Brazil. So we have a a very high selectivity both at the completion of high School Brazil, and at the end entry of of higher education.

380

01:20:54.550 --> 01:20:56.160

Andre Vieira: So

381

01:20:56.510 --> 01:21:04.380

Andre Vieira: Although in the last, in the last decade. For example, the law of quotas in the federal institutions of our education have

382

01:21:04.600 --> 01:21:11.550

Andre Vieira: try to tackle this issue of high inequality in entering in in

383

01:21:11.610 --> 01:21:12.850

Andre Vieira: higher education.

384

01:21:13.220 --> 01:21:19.930

Andre Vieira: We we assume it's we continue to to improve a lot of in a lot of ways

385

01:21:20.140 --> 01:21:25.090

Andre Vieira: the the the set of public policies developed in the last decade, too.

386

01:21:25.130 --> 01:21:28.259

Andre Vieira: to tackle inequality of opportunities in higher education.

387

01:21:28.360 --> 01:21:40.330

Andre Vieira: and so that's that's one dimension. We have, various selective process of entering in higher education. And we have also these.

388

01:21:40.840 --> 01:21:48.080

Andre Vieira: because we are looking only into those who complete higher education. As I said, we have very high

389

01:21:48.120 --> 01:21:49.790

Andre Vieira: of

390

01:21:50.350 --> 01:21:57.439

Andre Vieira: dropout rates also along in the higher education system. So that's that's one dimension

391

01:21:57.560 --> 01:22:08.430

Andre Vieira: the literature in Brazil needs to to to understand better, because we we have some issues, some challenges to measure dropping drop out in Brazil.

392

01:22:08.650 --> 01:22:16.029

Andre Vieira: and who drops out if if even if it's it's really dropping out. Or students are only changing

393

01:22:16.090 --> 01:22:21.070

Andre Vieira: courses or institutions. So that's



394

01:22:21.390 --> 01:22:29.450

Andre Vieira: some of some aspects, I would say, have to have to explain the process. We we are catching.

395

01:22:29.580 --> 01:22:31.129

Andre Vieira: I

396

01:22:31.180 --> 01:22:36.530

Andre Vieira: But we need to to think better about how how it relates to

397

01:22:36.740 --> 01:22:40.000

Andre Vieira: social inequalities before higher education, for sure.

398

01:22:40.210 --> 01:22:47.019

Simon Marginson: Hmm! Let's bring in. Oh, Hi, Delgado! Why are you there, please?

399

01:22:49.320 --> 01:23:01.110

Jorge E. Delgado, U.Pittsburgh/CIES: There he is. Hello! Yes, I am, hello, everybody. And Hi, Andrea nice to meet you. And I always love a a attending these webinars like we learn a lot. But also

400

01:23:01.360 --> 01:23:06.560

Jorge E. Delgado, U.Pittsburgh/CIES: I'm really really worried and interested in higher education. That might be so.

401

01:23:06.620 --> 01:23:14.359

Jorge E. Delgado, U.Pittsburgh/CIES: And I've been concerned for a long time about the relationship between education and employment at work. So I have this

402

01:23:14.390 --> 01:23:22.559

Jorge E. Delgado, U.Pittsburgh/CIES: this concern about what is happening right now in the world, with so much change in the economic sectors, in

403

01:23:22.670 --> 01:23:38.440

Jorge E. Delgado, U.Pittsburgh/CIES: with all the the progress of technologies and ways of more understanding. And also the way education, formal education is is offered or delivered.

404

01:23:38.460 --> 01:23:50.470

Jorge E. Delgado, U.Pittsburgh/CIES: So I have. I would like to hear about your take about precisely those changes that are taking place in the economic sectors. the modalities of employment cause a.

405

01:23:50.530 --> 01:24:12.219

Jorge E. Delgado, U.Pittsburgh/CIES: We've seen history and history, how at 1 point the public sector was the main employer. At 1 point, with reforms in certain trends we see more private sector being a main source of employment, and now we see a lot of informal, independent, and great different ways, and how

406

01:24:12.780 --> 01:24:18.210

Jorge E. Delgado, U.Pittsburgh/CIES: it is related at how it is affected by the major offerings that you see in education

407

01:24:18.300 --> 01:24:26.089

Jorge E. Delgado, U.Pittsburgh/CIES: how sometimes they are not regulated. And you've seen the market. A lot of people in in the market with the majors, or

408

01:24:26.210 --> 01:24:47.720

Jorge E. Delgado, U.Pittsburgh/CIES: that are not necessarily easily defined in certain ways of in certain types of employment and the types of education the students would see. So how precisely you talked about the attrition that we see in all America, but in different parts of the world. Students abandoning or not as well deciding not to go to right.

409

01:24:47.740 --> 01:24:53.929

Jorge E. Delgado, U.Pittsburgh/CIES: higher education. So I would like to hear a little bit this a kind of a complex question. But I think it's a complex topic.

410

01:24:54.430 --> 01:24:55.530

Jorge E. Delgado, U.Pittsburgh/CIES: So thank you.

411

01:24:57.160 --> 01:25:04.870

Andre Vieira: Yeah, thank you, George. Great questions. yes, so let me let me try.

412

01:25:05.380 --> 01:25:12.990

Andre Vieira: yeah, in Brazil we have, traditionally, the the as I said so for graduates go

413

01:25:13.100 --> 01:25:22.199

Andre Vieira: most of hype are more likely to go to other big sectors to to work as a city service.

414

01:25:22.220 --> 01:25:26.220

Andre Vieira: then in those red wits, in in private sectors.

415

01:25:26.370 --> 01:25:34.320

Andre Vieira: The fact is that my take is for example, in in terms of looking into the the education side of the problem.

416

01:25:34.500 --> 01:25:37.830

Andre Vieira: Private institutions have been able to

417

01:25:37.970 --> 01:25:57.599

Andre Vieira: address more rapidly the changes in in legal market in Brazil mainly. When you see this big educational groups for profit offering expanding very rapidly in distance courses with zoom.

418

01:25:57.670 --> 01:26:10.140

Andre Vieira: and they they are more much more articulated to the legal market. For example, then the public stations, public solutions in general universities which are mostly research oriented

419

01:26:10.250 --> 01:26:14.439

Andre Vieira: and and goes through mainly the academic legal market

420

01:26:14.690 --> 01:26:24.680

Andre Vieira: usually are averse to. for example, adopting technology mediation and teaching, or

421

01:26:24.720 --> 01:26:29.790

Andre Vieira: for example, changes in curriculum courses. Programs

422

01:26:29.800 --> 01:26:43.279

Andre Vieira: are, are slower than those processes in the private institutions, for example. So I think any Brazil we have, even in the private sector, a very intergenious scenario.

423

01:26:43.320 --> 01:26:44.340

Andre Vieira: So

424

01:26:44.690 --> 01:26:54.859

Andre Vieira: that's a great question to a great question to think about how, in the education side. the institutions are are responding to these changes in the liberal market.

425

01:26:55.110 --> 01:26:58.889

Andre Vieira: Looking at the the the liberal market side.

426

01:26:59.150 --> 01:27:09.470

Andre Vieira: Yeah, we see, we see that that, we have changes happening. Mainly, either. This field might take my impression, is

427

01:27:09.790 --> 01:27:21.319

Andre Vieira: in the field of for example, science, hard sciences and technology and all that following trains, international trains. Right? Brazil. We have seen that as well.

428

01:27:21.750 --> 01:27:24.740

Andre Vieira: but yeah, it it.

429

01:27:24.820 --> 01:27:29.149

Andre Vieira: I don't know how to an extended public sector

430

01:27:29.760 --> 01:27:40.249

Andre Vieira: has been responding to to these changes or thinking about I know that a a lot of virtualization. And automatization is going on

431

01:27:40.390 --> 01:27:47.879

Andre Vieira: and and skills requirements changing alongside.

432

01:27:48.120 --> 01:28:01.109

Andre Vieira: But I think that's a topic we need to to understand better. And I know that, for example, in terms of skills, go low, has has looked a lot into this question, how how the education system is is

433

01:28:01.190 --> 01:28:05.929

Andre Vieira: that's following requirements, skills, changes in the market. And I think in Brazil we have.

434

01:28:05.960 --> 01:28:15.670

Andre Vieira: We have a lot to do in that direction. So that's a complex question. I try to again. I hope I succeed.

435

01:28:15.770 --> 01:28:16.549

Andre Vieira: Thank you.

436

01:28:18.040 --> 01:28:19.770

Well, look, thanks.

437

01:28:20.070 --> 01:28:30.509

Simon Marginson: thanks very much, Andre, and that was really good seminar. And and I think, as will we. As I said before, we pay continued viewing repeated reviewing, the data are great.

438

01:28:30.870 --> 01:28:34.909

Simon Marginson: It's good to break up in such an important country as Brazil, and to see it

439

01:28:35.020 --> 01:28:45.179

Simon Marginson: laid out for us like that's very helpful indeed. And you know, we interested in your work to come back onto the the webinars.

440

01:28:45.310 --> 01:28:47.369

want to thank God, Vinceckney, who helped

441

01:28:47.540 --> 01:29:04.510

Simon Marginson: bring Andre to us today, and Golow has also helped bring to us our next webinar, which is by saying with Lee. And it's called job quality premium trend changes in job quality in South Korea. So glad we stay as next

442

01:29:04.620 --> 01:29:10.490

Simon Marginson: and that's happening on Tuesday. Andrise. There anything else you want to add to what you've already said.

443

01:29:10.950 --> 01:29:26.129

Andre Vieira: I just want to to say thank you very much for the comments for the invitation again, for the comments was great pleasure, as I said, and we learned a lot, and bringing a lot of of suggestions to improve our working projects

444

01:29:26.280 --> 01:29:31.220

Andre Vieira: my body. Feeling that I get from this and also from

445

01:29:31.400 --> 01:29:54.230

Simon Marginson: the work on in the UK, on the relationship between the global labor market and and education is that education in causal potency terms not as important as as it has been sold to be by Gary, Becker, and many, many ministers of education, of many university leaders, and others.

446

01:29:54.540 --> 01:30:05.690

Simon Marginson: education. Some causal potency needs to be somewhat diminished in social science, and it's relational aspects. Its interconnections with all the other causal factors need to be better understood.

447

01:30:05.760 --> 01:30:11.660

Simon Marginson: But we have tended in the practice of education to treat it like it's sweet, generous, and has.

448

01:30:11.780 --> 01:30:21.659

Simon Marginson: unique unique propelling power to change society, to creating equality and to to create wealth.



449

01:30:22.030 --> 01:30:28.130

Simon Marginson: Andre, you've helped us see it in this more complex way, and that's what we all need to do so. Thank you very much. And

450

01:30:28.550 --> 01:30:40.170

Simon Marginson: thank. Let me thank everyone for the participation. Excellent questions and discussion, and we look forward to seeing you all for more on our education in a live market next Tuesday, bye, for now.