# Article information:

Impact of vocational education and training on adult skills and employment: An applied multilevel analysis - ScienceDirect  
<https://www.sciencedirect.com/science/article/pii/S073805931830258X>

# Article summary:

1. Vocational education and training (VET) has a significant impact on the skills and employment outcomes of adults.

2. VET graduates are more likely to have literacy skill disadvantages, short-term employment advantages, and long-term employment disadvantages compared to general education graduates.

3. There are substantial differences between work-based and school-based VET systems in terms of their literacy and employment effects, with work-based VET initially leading to higher employment rates but narrowing over time.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Impact of vocational education and training on adult skills and employment: An applied multilevel analysis" provides an analysis of the returns to Vocational Education and Training (VET) over a lifespan and the effects of national VET systems on economic outcomes. While the article presents some valuable insights, there are several potential biases, missing points of consideration, and unsupported claims that need to be addressed.

One potential bias in the article is the focus on individual returns to VET without considering broader societal benefits. The article acknowledges that VET is considered vital for economic and social development but fails to provide a comprehensive analysis of these macroeconomic and social returns. By neglecting this aspect, the article may present an incomplete picture of the overall impact of VET.

Another bias in the article is its limited focus on selectivity issues. While it acknowledges that ability level and family background can affect educational choice, it does not thoroughly address how these factors may influence the returns to VET. By not adequately controlling for these confounding factors, the study may underestimate or overestimate the true returns to VET.

Additionally, the article lacks a thorough exploration of age effects on returns to VET. It briefly mentions contradictory findings from previous studies but does not provide a comprehensive analysis of how age may influence these returns. This omission limits our understanding of how the benefits of VET may change over time.

Furthermore, while the article acknowledges that different national VET systems can have varying impacts on labor market outcomes, it does not fully explore these differences. It only briefly mentions that work-based VET-oriented countries initially have higher employment rates but fails to delve into why this might be the case or how it changes over time. A more in-depth analysis of these differences would provide valuable insights into which aspects of VET systems are most effective in promoting employment.

The article also lacks sufficient evidence for some of its claims. For example, it states that vocational track graduates are more likely to have literacy skill disadvantages compared to general track graduates, but it does not provide substantial evidence to support this claim. Additionally, the article claims that work-based VET systems have different literacy and employment effects compared to school-based VET systems, but it does not provide sufficient evidence or analysis to back up this assertion.

Moreover, the article does not adequately address potential counterarguments or alternative perspectives. It presents a one-sided view of the benefits and drawbacks of VET without considering potential criticisms or limitations. A more balanced analysis would strengthen the article's credibility and provide a more comprehensive understanding of the topic.

In terms of promotional content, the article does not appear to have any overt biases towards promoting a particular agenda or viewpoint. However, its limited focus on individual returns to VET and neglect of broader societal benefits may inadvertently promote a narrow perspective on the topic.

Overall, while the article provides some valuable insights into the impact of VET on adult skills and employment, it has several potential biases, missing points of consideration, unsupported claims, and unexplored counterarguments. A more comprehensive analysis that considers broader societal benefits, addresses selectivity issues and age effects, explores differences between national VET systems in greater detail, provides stronger evidence for claims made, and considers alternative perspectives would enhance the article's credibility and contribute to a more nuanced understanding of the topic.

# Topics for further research:

* Comprehensive analysis of societal benefits of vocational education and training
* Influence of ability level and family background on returns to vocational education and training
* Age effects on the benefits of vocational education and training
* Differences between work-based and school-based vocational education and training systems
* Evidence on literacy skill disadvantages of vocational track graduates compared to general track graduates
* Criticisms and limitations of vocational education and training

# Report location:

<https://www.fullpicture.app/item/68a7e7437dede69ae69b1e61e020a575>