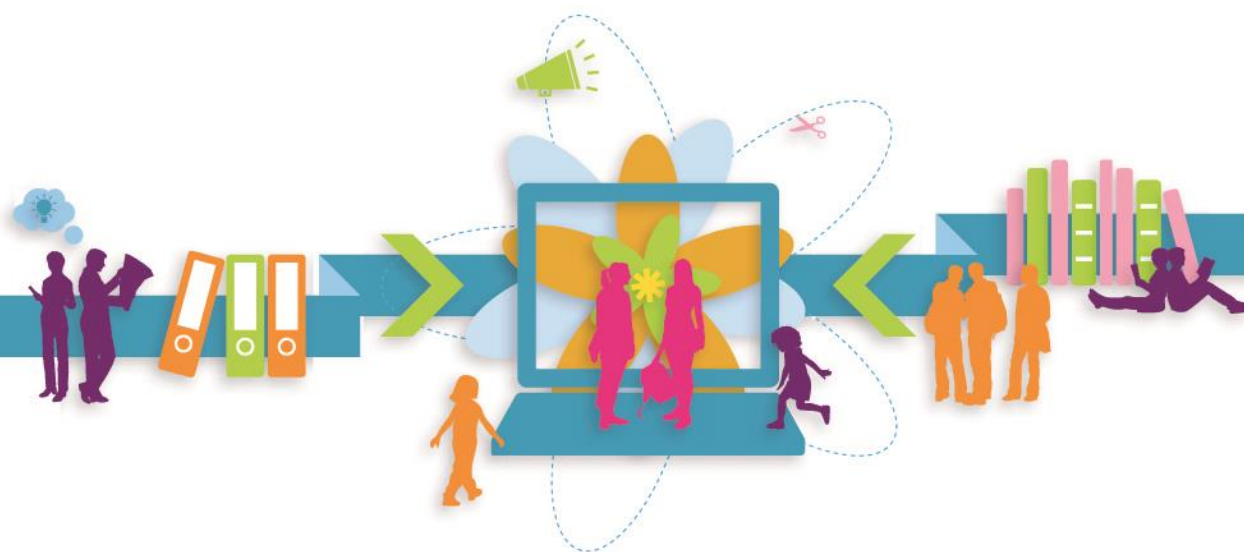


MAPPING OF VET POLICIES AND PRACTICES

FOR SOCIAL INCLUSION AND SOCIAL
COHESION IN THE WESTERN
BALKANS, TURKEY AND ISRAEL

Tel Aviv, Israel, 11 - 13 November 2013



Cross-country analysis

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Outline of Presentation

1. Aims and Methodology

2. Overview and key findings

- Policy framework
- Entry into school: selection and choice
- Experience at school
- Dropping out
- The transition from education to work
- Social cohesion

3. Conclusions and Recommendations

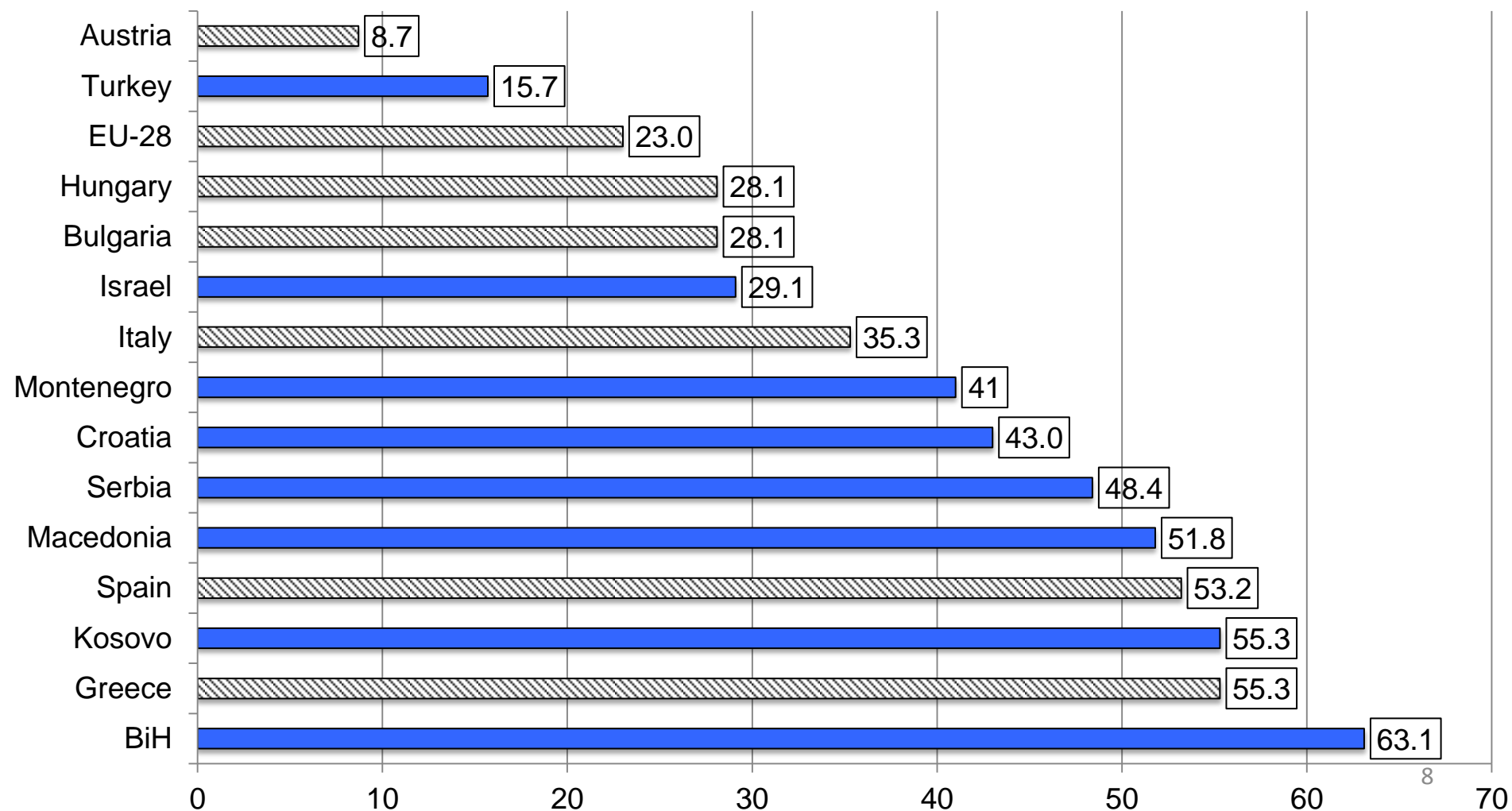
Aims and Methodology

- To understand the barriers and opportunities for building inclusive and equitable VET systems in the Western Balkans, Turkey and Israel
- To provide new evidence on the role of VET in combating social exclusion and contributing to more cohesive societies
- **Methods** included a combination of qualitative and quantitative methods:
 - Interviews and focus groups
 - student and teacher surveys

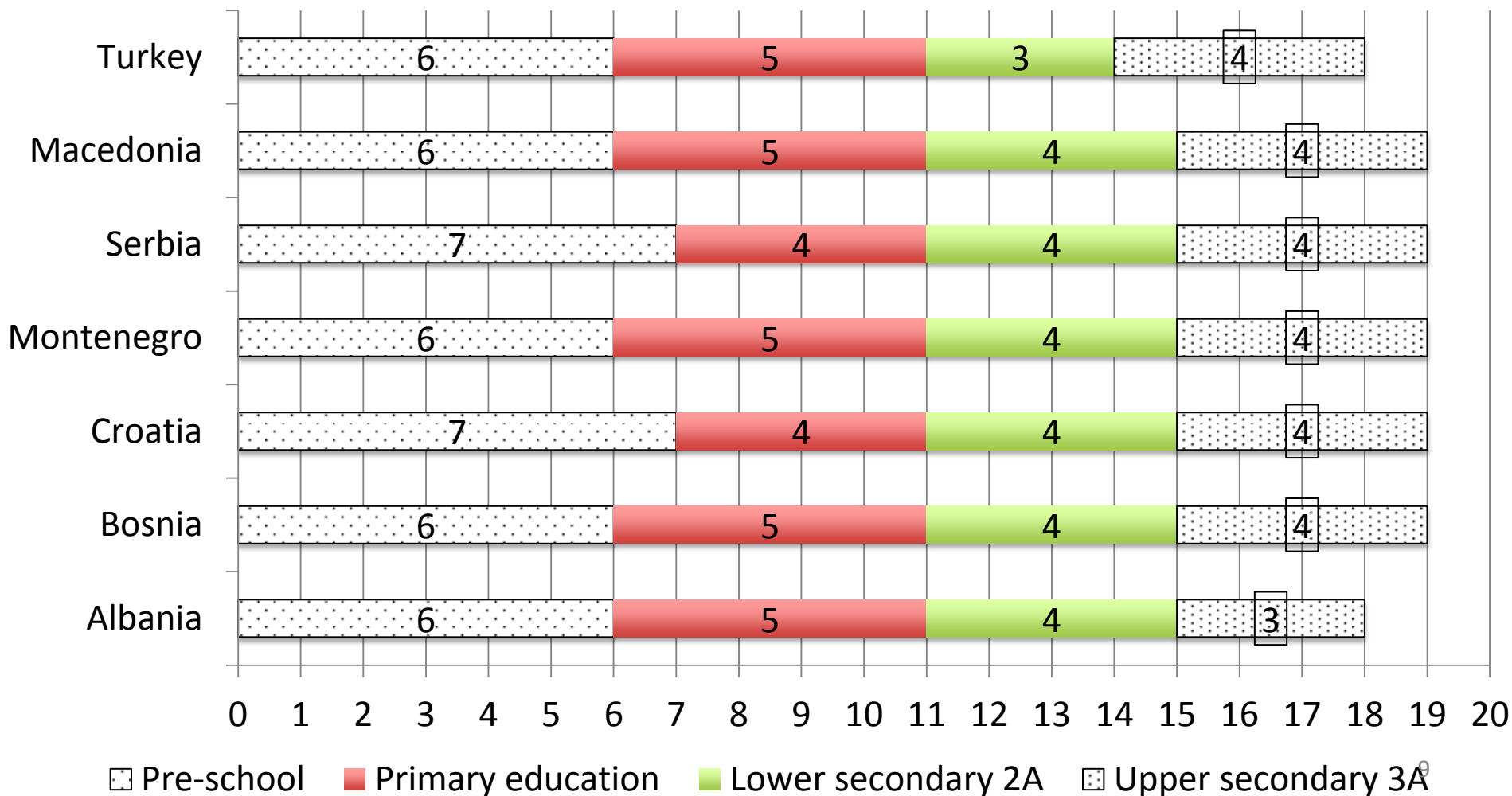
VET Policy Orientations

- VET Strategies that emphasize social inclusion and social cohesion
 - Macedonia, Montenegro, Serbia
- VET Strategies that emphasize adjustment to labour market
 - Albania, BiH, Croatia, Israel, Kosovo, Turkey

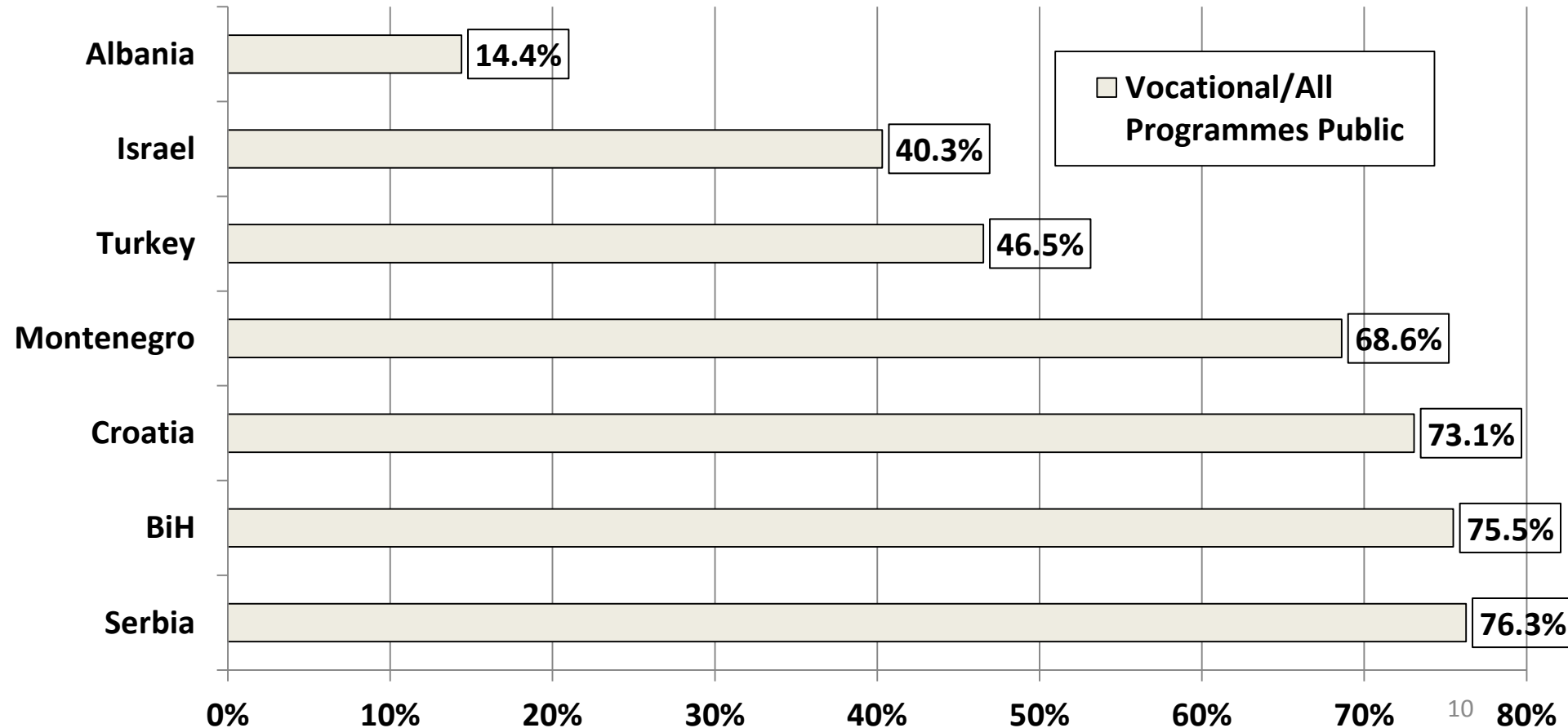
Youth Unemployment (%)



Similar school systems...



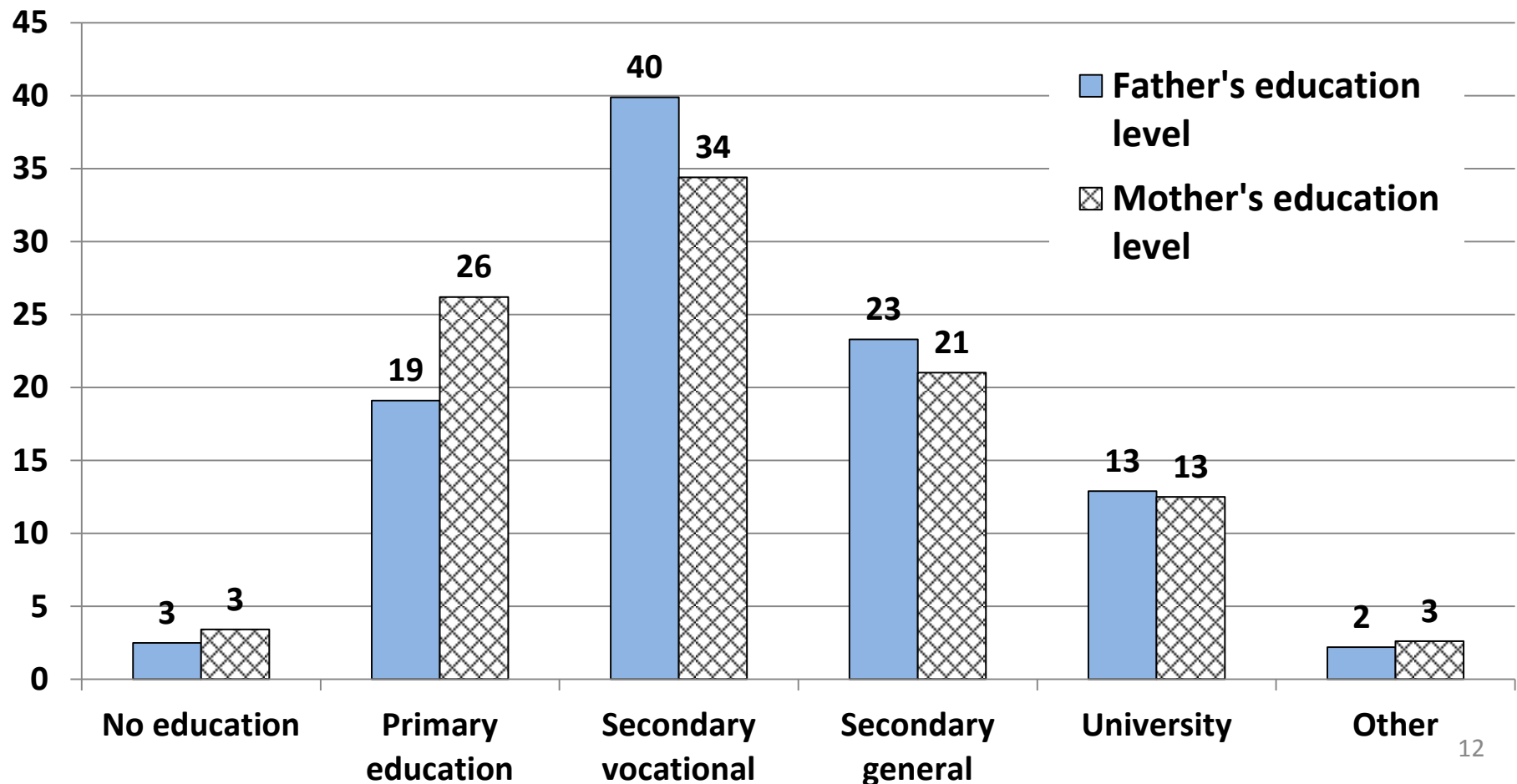
...but difference in VET enrolment



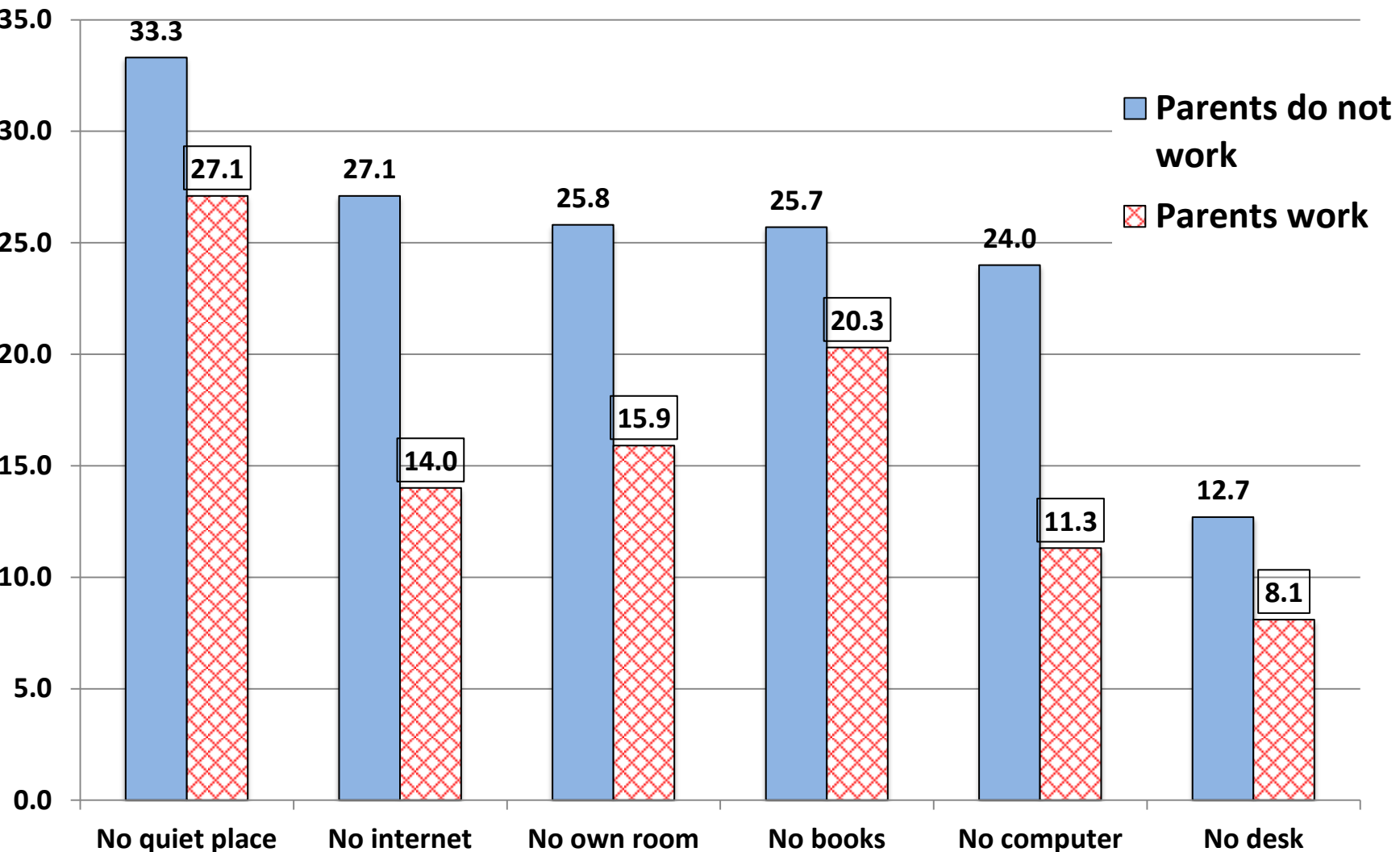
Selection and its effects

- In most countries, entry into upper secondary education is **selective**
- **Selection reinforces social differentiation**
 - children of middle class parents are more likely to enter academic schools,
 - children of working class parents are more likely to enter vocational school
- Vocational schools tend to be **less well resourced** than academic schools leading to lower quality of education
- Consequently, initial gaps in student performance may widen, **increasing inequality in educational outcomes**

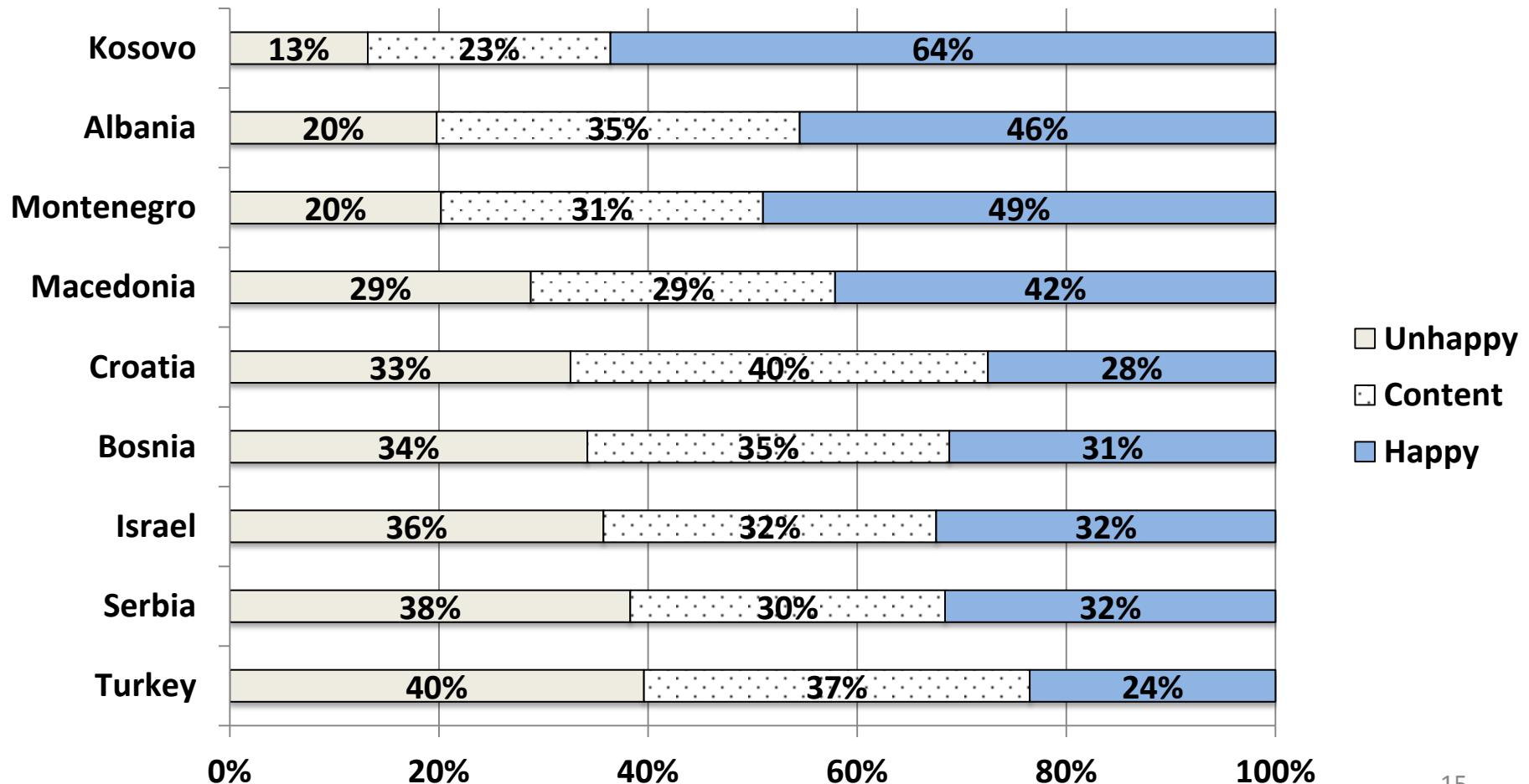
Parents' educational level



Parental employment and home study deficit



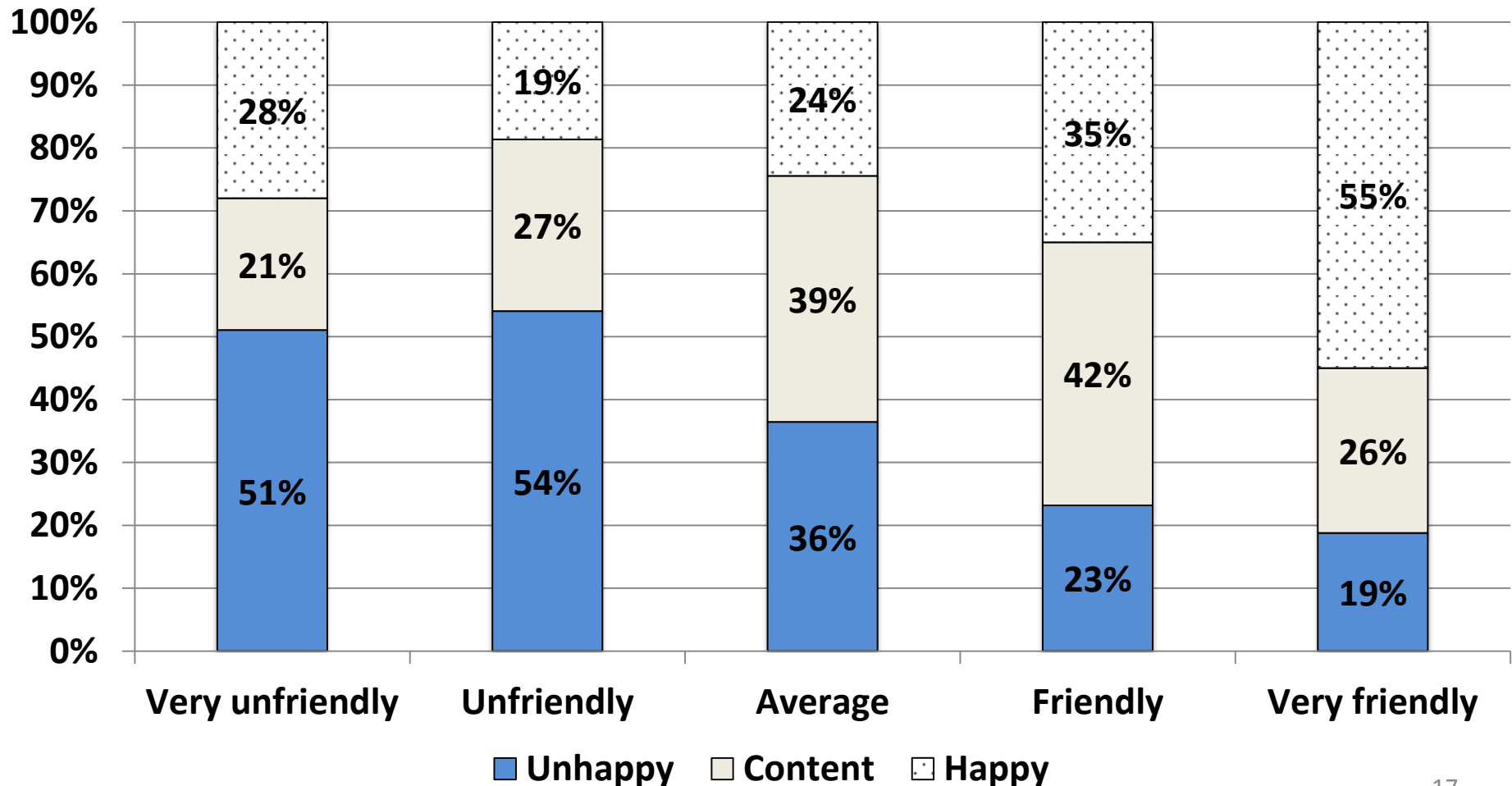
Happiness at school



Experience at school: main trends

- Almost three fifths of the students say that ‘much’ or ‘very much’ improvement is needed in **school equipment**, while almost a half say the same for **school buildings**
- One fifth of students found **teachers were not welcoming** when they began their schooling
- A fifth of students also experienced some form of **bullying** at school
- Students are **ambitious**
 - Almost all (84%) realise that it is very important for them to do well at school for their future job prospects.

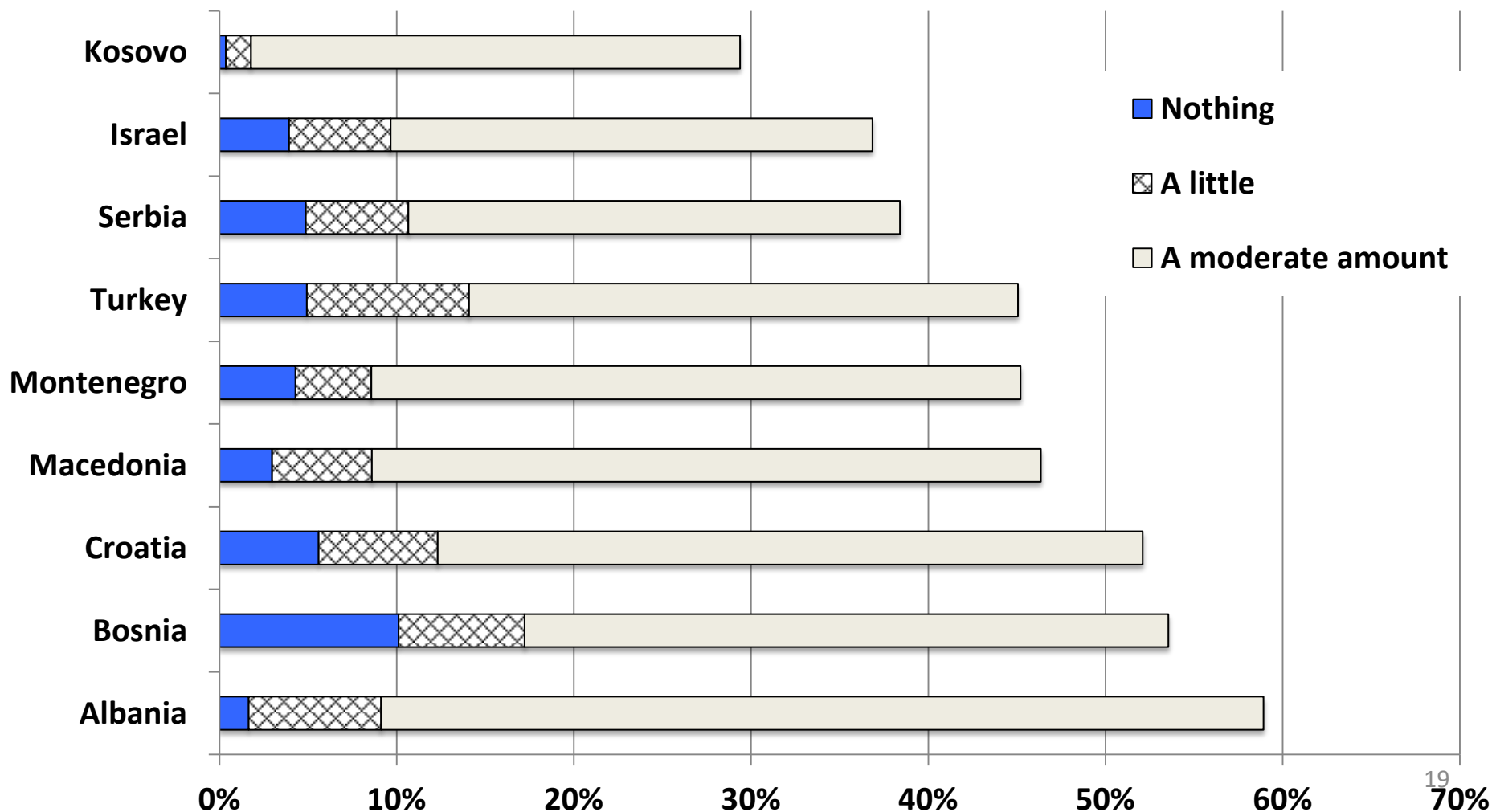
Whether teachers were friendly and student happiness



Experience at school: teaching quality

- Students were ambivalent about the **quality of teaching**:
 - Over half say that they learn “very much” or “much” from their course, while **10% say they learn “little” or “nothing”**
 - Only one fifth of students said that they thought the **teaching methods** were “very good” while **15% found them “very bad” or “poor”**
 - Over two thirds reported that **teachers’ knowledge of their subjects** is “very good” or “good”, while **13.4% found them to be “very bad” or “poor”**.

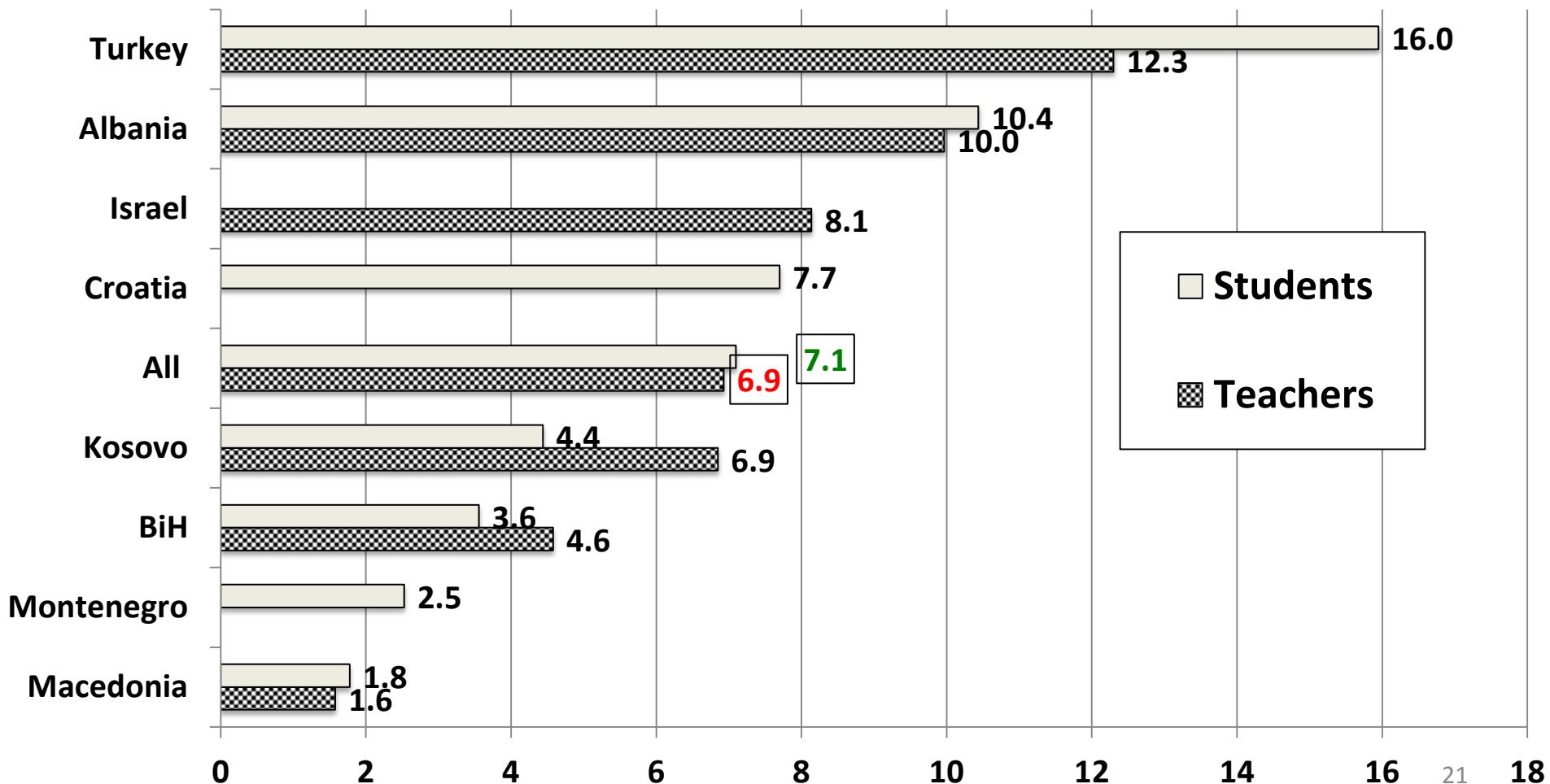
How much students learn



Practical training

- **Practical training**, either within school or in a local company as an intern or apprentice, is insufficient to provide a sound basis of vocational knowledge and experience (*interviews*)
- **Hours in work placement in a company** differ widely across schools and countries vary from a low of 0.6 hours in Podgorica to 15.2 hours in Karlovac in Croatia
- There is also a huge between-school and cross-country **variation in weekly hours spent in practical lessons**

Hours spent in practical lessons



Social networks and job search

- **Over three quarters of students expect to receive help from their families**
 - Only about one third expect help from PES or school
- A major hindrance to students in their attempts to find a job is the **lack of career guidance and counselling**
- Students whose parents do not go out to work rely less on family assistance in finding a job than those with a parent in work
- This suggests the **importance of social networks and connections** in finding a job in the WBT+I countries.

Conclusions (I)

- Education systems are a powerful source of transmission of social exclusion
- Cascading effect of exclusion as students progress through school and beyond
- Selection on entry channels disadvantaged children into vocational school
- Family background has strong effect on school selection and on educational outcomes

Conclusions (II)

- **Experience in school** reinforces social exclusion of disadvantaged students due to:
 - Under-investment in equipment and buildings
 - Outdated curricula
 - Poor teaching methods
 - Apprenticeships offered to more advantaged students
- **Transition from school to work**
 - Lack of career guidance
 - Strong role of family contacts in finding a job

What can be done? - Students' views

- **What do students think** could be done to improve their job prospects?
 - Almost two thirds - **better access to computers**
 - Almost two thirds - **better teaching methods**
 - Three fifths of - **better job counselling**
 - More than half - **better equipment**
 - More than half - **more relevant curricula**
 - Almost half - **better buildings**
 - Just under a half - **better out of school training** in companies

Recommendations

VET policy

- More **cooperation** needed between ministries and agencies involved in setting the institutional and policy framework for inclusive VET systems
- More **integration** between education and social policies for vulnerable groups
- More **engagement** by the social partners and local government institutions in the policy debate

Entry to school

- VET secondary schools should improve **cooperation** with primary schools to improve selection of disadvantaged students
- The number of **scholarships** for VET studies from local and national governments and other stakeholders (e.g. businesses) should be increased

Experience at school

- **Parents representatives and social partners** should play a stronger role in school governance
- The skills and professionalism of teachers should be improved through **additional teacher training** especially for dealing with socially excluded students
- Governments should seek infrastructure loans to **improve school buildings** from WBIF and other sources

Dropping Out

- Reduce drop out by creating a **more friendly environment** for all students
- Offer **individual guidance** to students at risk of dropping out
- Improve the capacity of schools and local institutions to **monitor dropout** and identify its causes

Transition from Education to Work

- Provide more and better **career guidance services** to improve the social inclusion impact of vocational education
- **Local employers** should enhance their cooperation with schools to:
 - ensure updated curricula
 - increase the number of practical classes out of school
 - provide apprenticeship training for students

Social Cohesion

- Schools should seek to support more **extra-curricular activities**, including volunteer internships, voluntary work, and greater involvement with youth clubs and other community organisations
- Vocational schools should forge **closer links with local communities** especially with NGOs and other voluntary organisations to develop a socially inclusive profile for VET schools

Thank you for your attention !!!