Turin meeting - June 16th and 17th

Social inclusion in VET schools in Kosovo

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Outline

1. Context of investigation;

2. Evidence base used for this presentation;

3. Main findings and concerns.
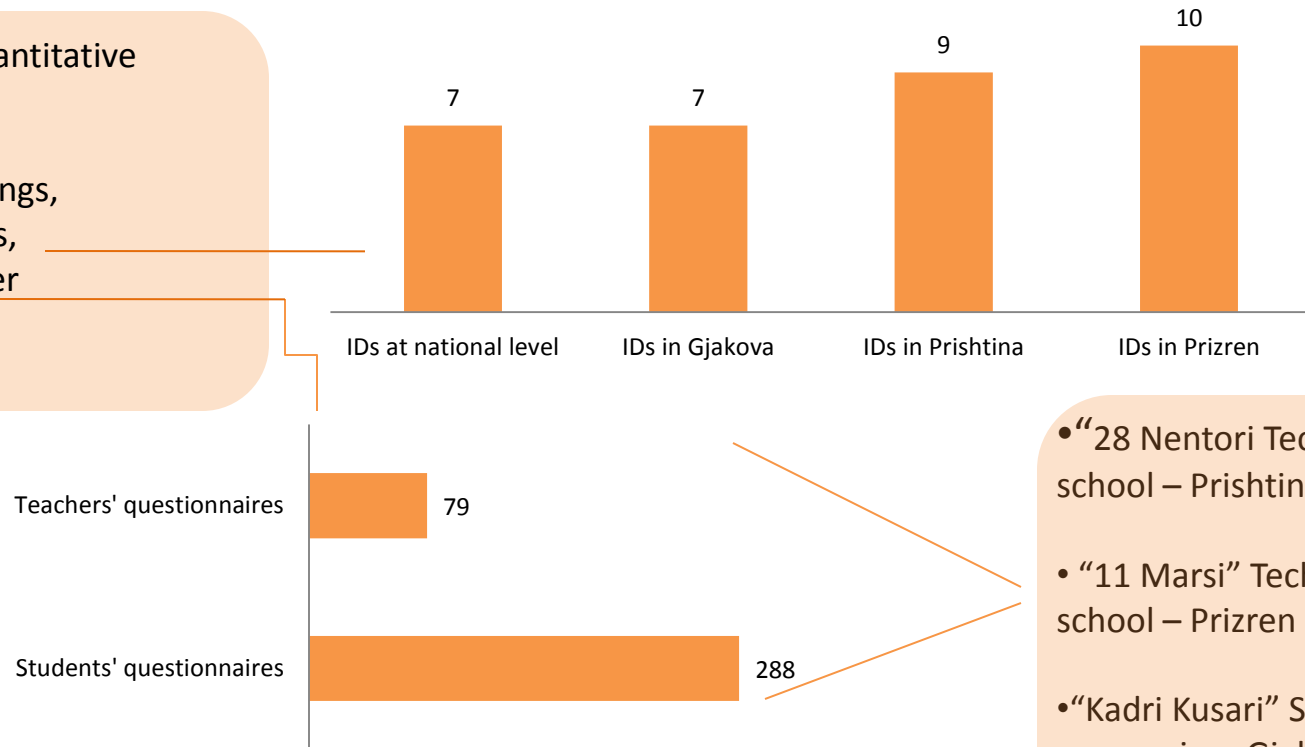
1. Context of investigation

- Nearly 60% of secondary school students in Kosovo are enrolled in VET schools;

- Vocational schools in Kosovo struggle with poor infrastructure, poor image, and low attractiveness to young people;

- Social inclusion is among main priorities of the government which is reflected in all strategies;

- However issues of equity and inclusion have not been central to most vocational schools;

- Social inclusion have usually been considered as something 'extra' (usually supported by donors) rather than as an integral part of the day-to-day functioning of the VET system (ETF, 2012).

2. Evidence base

1. A project financed by ETF on: Mapping of VET educational policies and practices for social inclusion and social cohesion in the Western Balkans, Turkey and Israel: 3 VET schools. The project based on the Participatory Action Research (PAR)

2. A project financed by Council of Europe on The Regional Support for Inclusive Education: 2 VET schools

2. Evidence base, cont.: ETF project

•Qualitative and quantitative methods,
•Desk research,
•Consultative meetings,
•in-depth interviews,
•student and teacher questionnaires
• focus groups

	7	7	9	10
	IDs at national level	IDs in Gjakova	IDs in Prishtina	IDs in Prizren

Teachers' questionnaires — 79

Students' questionnaires — 288

•"28 Nentori Technical school – Prishtinë

• "11 Marsi" Technical school – Prizren

•"Kadri Kusari" School of economics - Gjakovë

1
Focus group

National level (policy makers, mediators & experts

2. Evidence base: The Regional Support for Inclusive Education

Quantitative instruments/questionnaires:

- Teachers: 64 questionnaires

- Students: 267 questionnaires

- Parents: 174 questionnaires

- School management (10)

- Local community (2)

3. Main findings

3. Main findings: derived from Mapping of VET educational policies and practices
for social inclusion and social cohesion in the Western Balkans, Turkey and Israel

- Overall, schools opt for students that are more promising to perform well during their studies;

- Based on teachers' responses there is more interest in attracting male students;

- Lack of mechanisms to trace dismissed students and support their improvement and development (penalty practice applied) (school director in Prishtina – in-depth interview);

- The dropout rates reported are not high among the VET schools (4%-5%);

- Main reasons for dropping out: early marriages for girls , financial factor; loss of interest in schooling

3. Main findings: derived from Mapping of VET educational policies and practices
for social inclusion and social cohesion in the Western Balkans, Turkey and Israel

- Classrooms and workshops poorly equipped;
- No data on share of students that are placed in companies for professional practice;
- Lack of supervision while in professional practice;
- Lack of data on school-to-work transition for VET students;
- When data exists no information whether graduates employed in their field of study;
- Despite several initiatives there still remain weak links with business community;

3. Main findings: derived from Mapping of VET educational policies and practices
for social inclusion and social cohesion in the Western Balkans, Turkey and Israel

- Gender, ethnicity, religion and disability are not valued as barriers in finding a job;
- The main factors that bring about difficulties in finding jobs are the school attended and the kind of qualifications obtained;
- To some extent female students consider gender as a greater barrier compared to men;
- In one of the schools high rates of bullying and absenteeism;
- Motivation and discipline among students as the highest rated challenge;

3. Main findings: derived from the Regional Support for Inclusive Education

- A social inclusion index has been composed from the following indices:

1. *Inclusive practices for entry into school;*

2. *Inclusion within the school;*

3. *Inclusive teaching and practice approaches; and*

4. *Community engagement.*

3. Main concerns identified

At the policy level main challenges are (The following table):

- Lack of teaching assistants that currently is not obligatory and mainly paid by parents
- Access to entry another barrier

Name of the school	Abdyl Frasheri: Competence Centre				
Location	Prishtina; Skenderaj				
Number of classes	52; 15				
Number of pupils	1004: 342				

		Abdyl Frasheri		Competence Centre	
	Policy	Yes	No	Yes	No
General overview of inclusion policies	Procedures in place for reporting bullying	√			√
	Teachers design classroom rules at the beginning of the school year	√		√	
	Physical access for disabled students charge		√	√	
	Assistant teachers for children with learning difficulties	√			√
	Ethics code for school staff	√		√	
	Students involved in the evaluation of teachers	√		√	
	Organisation of extra-curricular activities free of charge	√		√	
	Procedures for cooperation with parents	√		√	
	Continuous professional development plan for teachers	√		√	
	Organisation of volunteering activities for students outside the school	√		√	
	Procedures for the evaluation of teachers	√		√	

3. Main concerns identified

Inclusive practices for entry into school

- The main concern of parents, students, school principals and teachers was related to the poor familiarisation with the school upon entry

- The overall index for all aspects of inclusive practices within schools was lowest among parents, followed by students and mostly valued by teachers. This may indicate that teachers either overestimate the situation or are not well informed about students' needs and concerns.

- Students and parents are not satisfied with the help that students receive on entry to the school.

3. Main concerns identified

Inclusion within the school (as indicated by students)

- Physical barriers (both schools)
- Participation in activities outside the school(both schools)
- Involvement in formulating rules
- Feeling that students are treated equally by teachers
- Inclusiveness as important policy of the school
- If the school includes all students (very low ranked in one of the schools)

3. Main concerns identified

<u>Inclusive teaching and practice approaches</u>

- Rules applied consistently
- Adequate support
- Extra-curricular activities
- Students' involvement
- Teachers help unhappy and students social problems
- Staff appointments made on merit basis

3. Main concerns identified

- **<u>Community engagement</u>**
- Parents' involvement (noted as not good by all: teachers, principals, parents and local community)
- Out of hours activities
- Poor cooperation and coordination with local community