Two Studies on VET and Social Inclusion

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Outline

- Two studies – ETF 2013 & CoE 2014 (baseline)
- Methodologies – surveys and interviews
- CoE survey based on work by Booth and Ainscow on Index for Inclusion
- LSE part of CoE study to measure this index
- Main findings
  - Primary schools more inclusive than secondary schools
  - Inclusiveness diminishes with school size
  - Perceptions of inclusiveness differ between stakeholder groups
- Recommendations and action points

The VET schools in the studies

- **ETF study**, 2013 – 27 VET schools in 9 countries

- **CoE study**, 2014 – 14 VET schools in 7 countries

- Only 4 schools were included in both studies
    - Durres (AL), Čakovec (HR), Plav (ME), Skopje(MK)

Methodologies

- **The ETF study** used key-informant interviews and focus groups
  - 84 national level interviews
  - 223 Local level interviews
  - 21 focus groups
- **Both studies** used questionnaire surveys of Students and Teachers;
  - The CoE study also surveyed Principals, Parents, LAs

Questionnaire surveys

- Student questionnaires
  - **ETF** study N = 2,830 students, of whom **2,242** were from Western Balkan countries
  - **CoE** study N = 4,432 students, of whom **1,951** were in VET schools
- Teacher questionnaires
  - **ETF** study N = 745 teachers, of whom **575** in Western Balkan countries
  - **CoE** study N = 1,916 of whom **562** were in VET schools

Social Inclusion Index

- **The ETF study** focused on 3 different stages of social exclusion
  - entry
  - in-school experience
  - exit to the labour market or further education
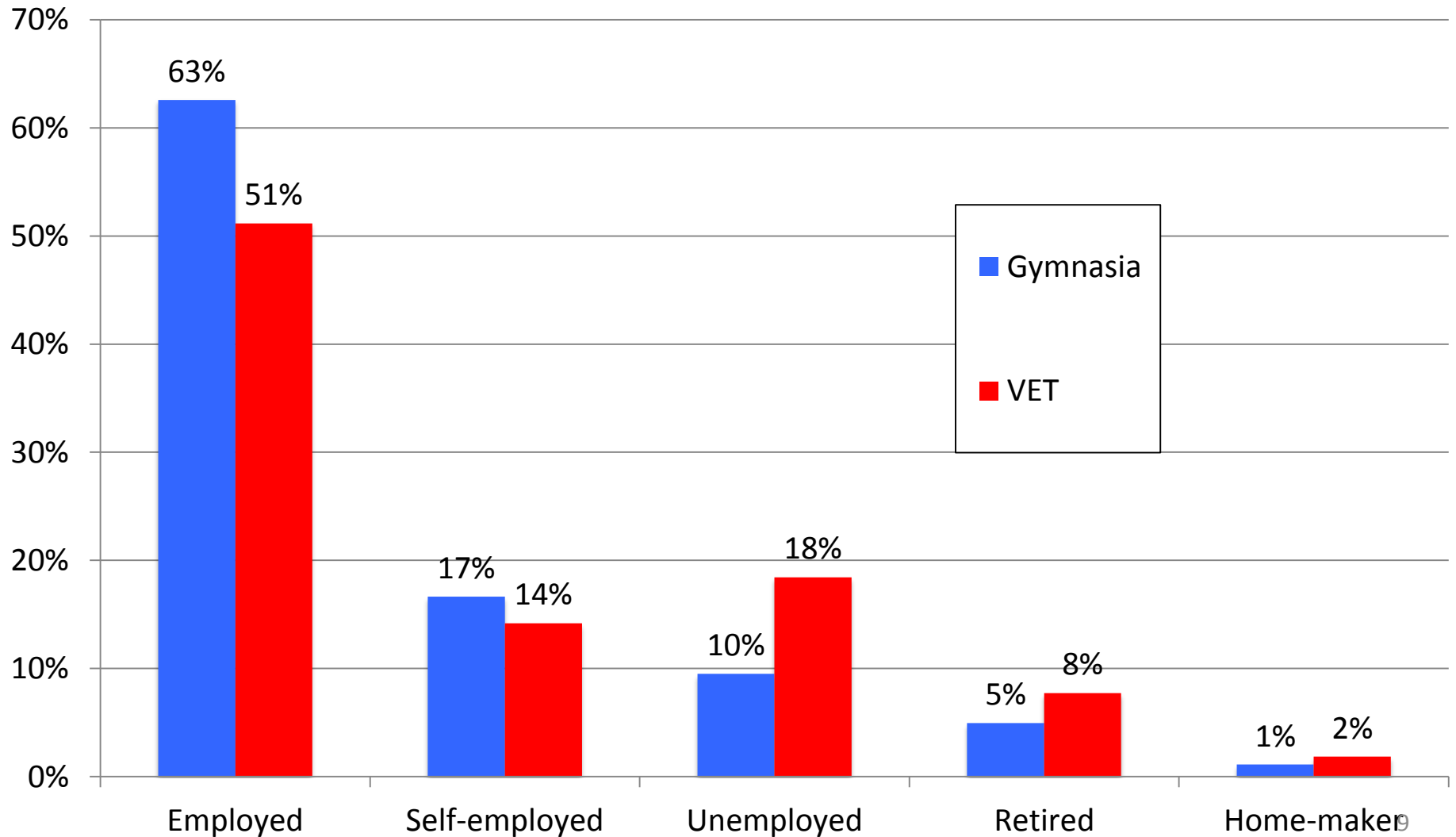- **The CoE study** formalises this in the concept of the "Social Inclusion Index" with 4 "Dimensions"

Dimensions of the Index

- **A**: Inclusive practices for entry to school
- **B**: Inclusion within the school
- **C**: Inclusive teaching and practice approaches
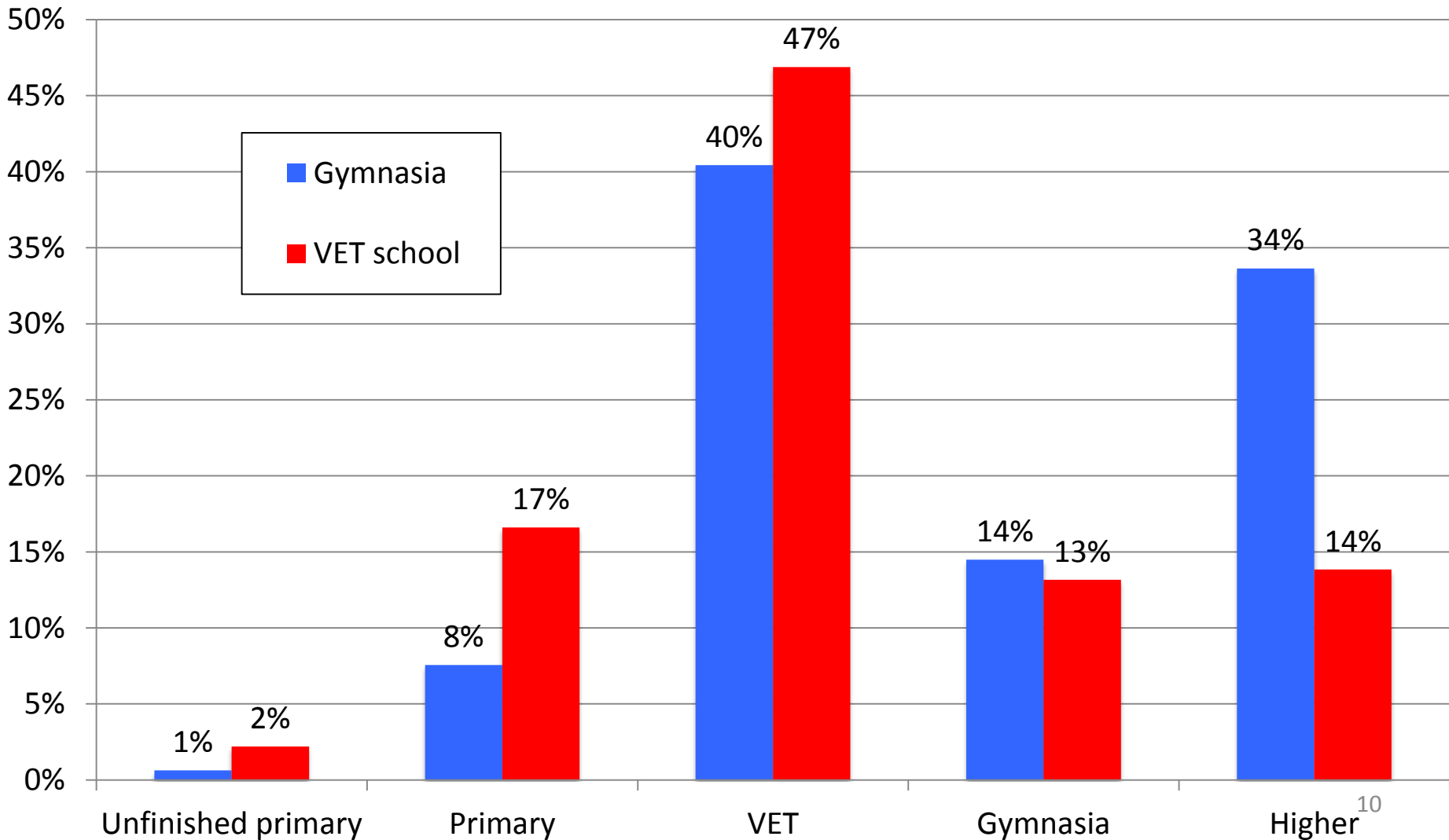- **D**: Community engagement

Entry into school

- **ETF study** – strong link of family background on entry into VET school
- **CoE study** – confirms this effect (see next two slides)
  - Evidence that selective school systems reinforce social stratifications
- CoE study **Dimension A** ("welcoming on entry" and "familiarisation prior to entry"):
  - Primary schools   3.92
  - VET schools   3.62
  - Gymnasia   3.52

Father's Employment Status by Secondary School Type

Chart data:

	Gymnasia	VET
Employed	63%	51%
Self-employed	17%	14%
Unemployed	10%	18%
Retired	5%	8%
Home-maker	1%	2%

Father's education background by secondary school type

Experience in VET school

- **ETF study** – VET school experience reinforces disadvantage.
- While most students are happy, a large minority reported:
  - Poor quality of buildings
  - Poor quality of equipment
  - Outdated curricula
  - Poor teaching methods

Experience in school

- Student survey revealed problems in the following areas:
  - Teachers welcoming and friendly (22% said not)
  - Bullying at school (one fifth of students)
  - Other students unfriendly (15% of respondents)
- Students become progressively less happy as they progress through school
- Disabled students less happy than others

Exit from school & community engagement

- **ETF study**
  - Practical work placements varies across schools and countries
  - VET schools generally have weak links with employers and business sector
  - One tenth of students say skills learned at school will not help them find a job
 - Most graduates expect family and friends to help them find a job (social networks)

CoE study and school inclusiveness

- In the **ETF study**, the only measure we have for inclusiveness of VET school is a question about happiness at school, measured on 1-10 scale
  - Problematic issues raised above are closely related to level of happiness at school
- In **CoE study**, we have a direct measure if inclusion – Index for inclusion
  - **Dimensions B and C** measure inclusiveness within the school
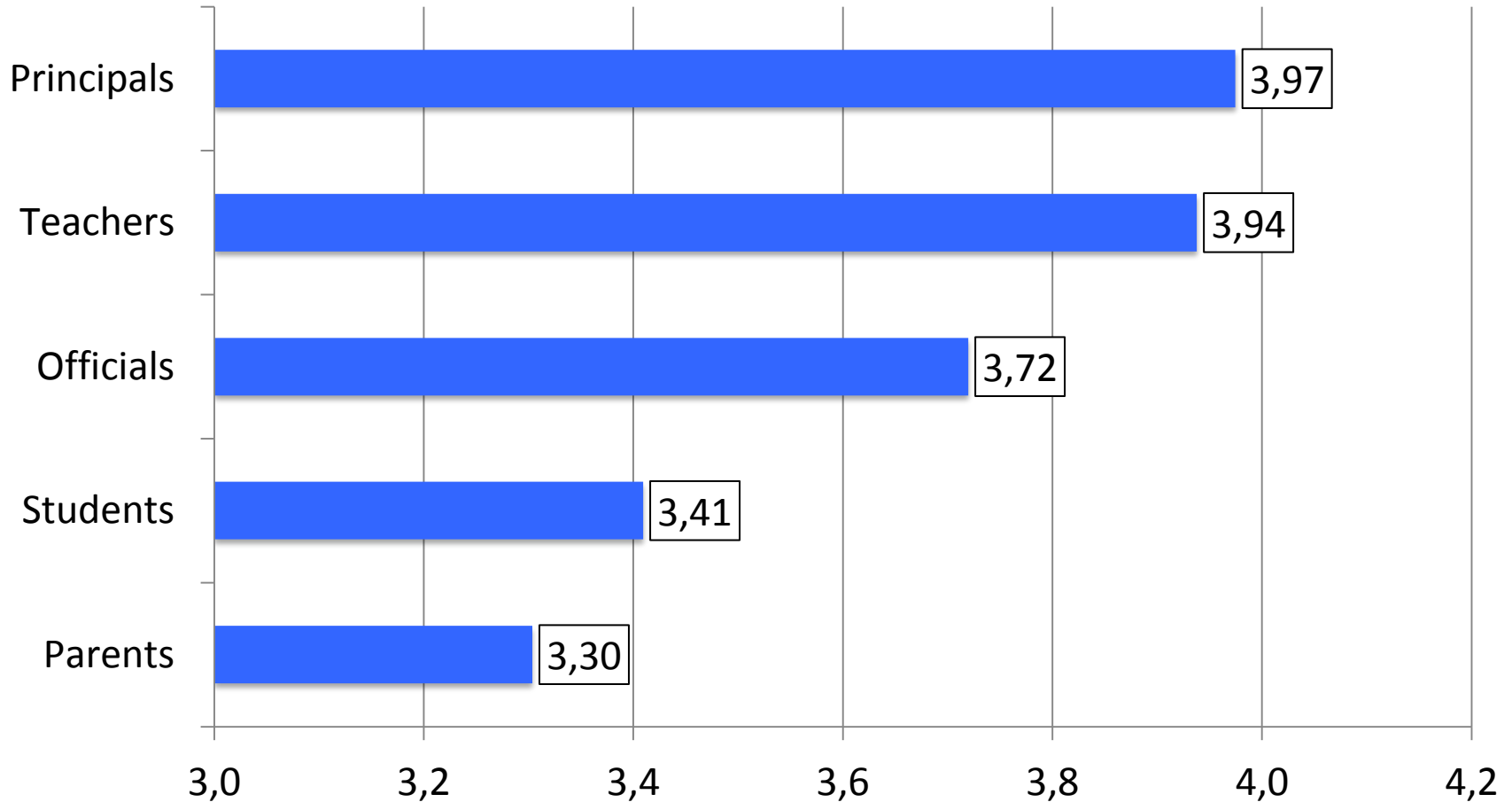 - **Dimension D** measures community engagement

Dimension scores

Dimension A	**3.91**
Dimension B	3.55
Dimension C	4.10
Dimension D	3.48
INDEX	**3.76**

Index by school type
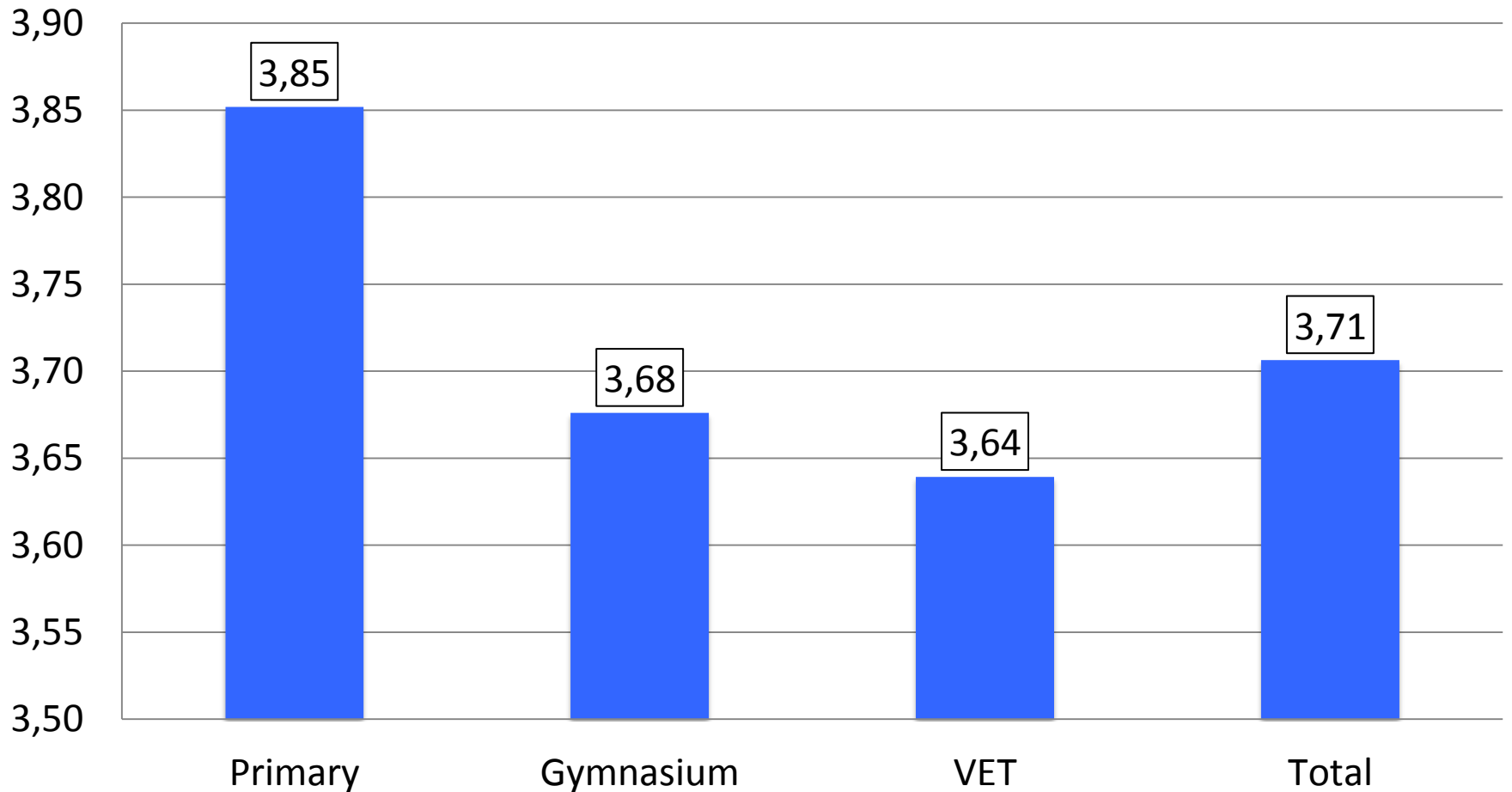
Index for Inclusion by stakeholder type

Some findings about Dimensions

- **Dimension A**: greatest differences in question about "familiarisation": students scored 2.64; Principals 3.85

- **Dimension C**: two questions elicited different responses from teachers and principals:
  - "Students able to provide feedback": Teachers scored this higher than principals
  - "Inclusive practices are important": Principals scored this higher than Teachers

Low Scores on Dimension B

Feels that teachers treat students equally	**2.72**
Participates in activities outside school	**2.76**
Feels involved in formulating rules	**2.87**
Feels that classroom rules are fair	3.26
Are teachers fair when they assess your work?	3.26
Whether school includes all students	3.45

Dimension D: Community engagement

- Parents gave lower scores than other stakeholders (Teachers, Principals, LA officials)
  - "Are parents involved in school activities?": Parents' gave very low score (2.88)
  - "The school treats all families in neighbourhood equally", parents score lower than teachers
  - "Good relationship between school and parents": all stakeholders gave relatively high score (3.9)

Further analysis

- **PCA analysis** revealed two essential components of inclusiveness in schools:
  - The first main factor relates to **inclusive teaching practice** both within the school and in relation to entry and community engagement
  - The second main factor relates to the **school atmosphere** within the school
- **Primary schools** more likely than others to have good school atmosphere **and** inclusive teaching practices
- **School atmosphere** better in smaller schools

Conclusions and recommendations

- **ETF study** came up with numerous **recommendations**, for example:
    - Review selectivity of system
    - Improve quality of buildings and equipment
    - Update curricula
    - Improve teachers' skills for inclusive practice
    - Strengthen links with business sector
    - Include parents in school activities and governance
    - Promote extra-curricular activities
    - Provide more formal career guidance

Conclusions of CoE study

- **CoE study** has provided a **baseline** measure of the **Index for Inclusion**
- It has found that pupils, students and parents have a lower perception of school inclusiveness than teachers, principals and local government officials
  - Future policy initiatives should pay more attention to views of students and parents
- Particularly low scores were given by students and parents to issues of
  - "familiarisation",
  - "parental involvement",
  - "equal treatment"
  - "activities outside school"