Country specific findings-Serbia

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TARGET SCHOOLS

- 3 Primary schools
- 2 General secondary
- 2 VET

1.Finding- Index for inclusion in VET schools

School name	Primary school	Primary school	Primary school	Gymnasium,	Gymnazium	VET school	VET school
	Average						
Dimension A	4.15	4.5	4.05	4.12	4.25	4.03	4.09
Dimension B	3.58	3.58	3.77	3.48	3.53	3.38	3.31
Dimension C	4.10	4.53	4.29	4.35	4.43	4.05	4.43
Dimension D	3.66	3.86	3.48	3.57	3.96	3.39	3.47
Index for inclusion	3.87	4.12	3.90	3.88	4.04	3.71	3.83

Dimension B- Inclusion within the school -perception of students

VET School

Do you feel welcome at school?	4,00
Are other students friendly?	4,07
Are teachers friendly?	3,53
Has experienced bullying	4,73
Feels involved in formulating rules	2,27
Do teachers help with problems?	3,30
Do other students help with problems?	3,34
Participates in activities outside school	2,15
Feels that classroom rules are fair	2,75
Feels that teachers treat students equally	2,66
Are teachers fair when they assess your work?	3,00
Whether physical barriers to access school	3,92
Whether physical barriers to enter school	4,08
Whether school includes all students	2,91
Whether inclusiveness is important policy	2,97

VET School

Do you feel welcome at school?	4,02
Are other students friendly?	4,11
Are teachers friendly?	3,61
Has experienced bullying	4,75
Feels involved in formulating rules	2,26
Do teachers help with problems?	3,29
Do other students help with problems?	3,40
Participates in activities outside school	2,38
Feels that classroom rules are fair	3,02
Feels that teachers treat students equally	2,35
Are teachers fair when they assess your work?	2,82
Whether physical barriers to access school	4,15
Whether physical barriers to enter school	4,14
Whether school includes all students	2,79
Whether inclusiveness is important policy	3,65

Mapping VET policies and practices for social inclusion and social cohesion

Extracurricular activities – perception of students in all schools
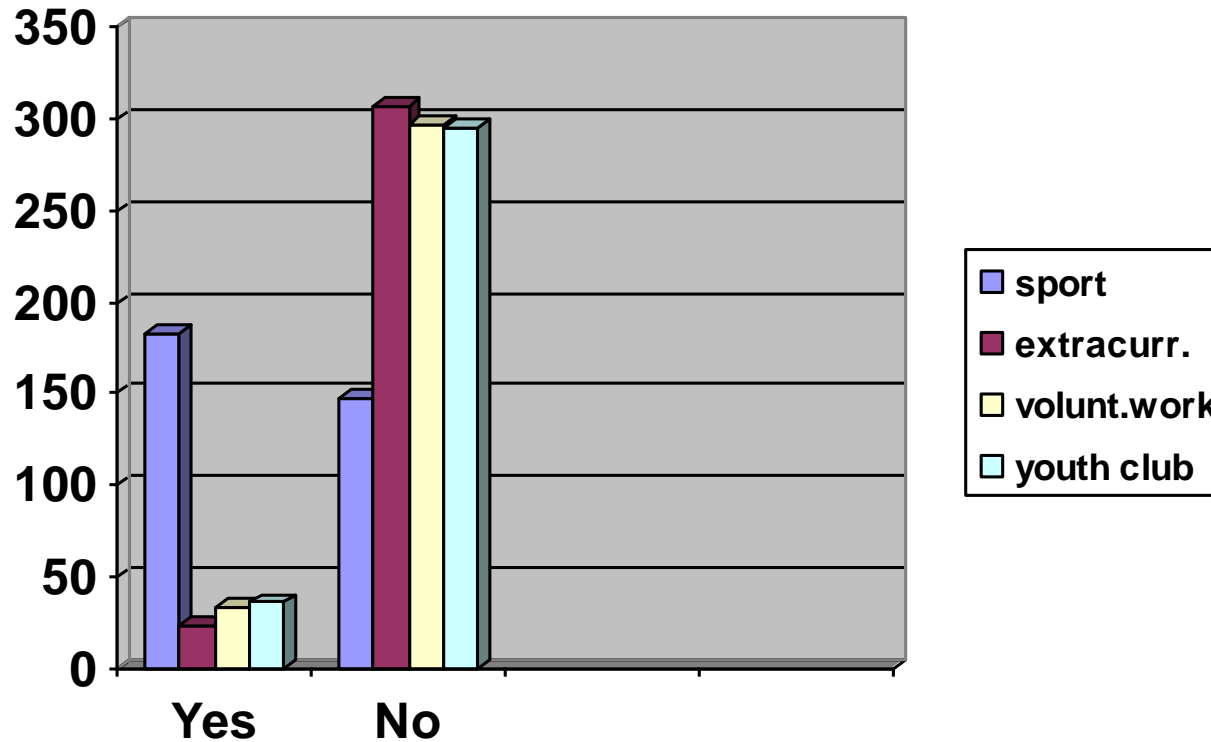
Dimension D - Community engagement

VET School	Teachers	Principals	Parents	Local authority
Parents are involved	**3.51**	**3.20**	**2.33**	**4**
Coordinate with municipality	4.18	4.00	3.38	5
Out of hours activities	**3.49**	**2.40**	**2.25**	**4**
Rooms for public activities	**3.31**	**1.80**	**2.53**	3
Collaboration	3.78	2.00	2.53	2
Awareness of resources	**4.12**	**3.80**	**2.90**	**2**
Local authority encourages	3.45	2.60	2.70	4
Students maintain links	**3.73**	**3.40**	**2.23**	**3**
Other schools engage	3.96	4.20	3.00	4
Mission to engage	4.31	4.40	3.23	5
Equal treatment	4.63	5.00	3.85	5
Good relations with parents	4.45	4.00	4.18	3
Average scores	3.91	3.40	2.92	3.67

Dimension D average   3.47

VET School

	Teachers	Principals	Parents	Local authority
Parents are involved	3.02	2.60	2.44	4
Coordinate with municipality	3.61	2.80	3.02	4
Out of hours activities	3.05	2.60	2.24	4
Rooms for public activities	3.07	3.40	2.48	3
Collaboration	3.59	3.40	2.80	4
Awareness of resources	3.57	3.00	3.02	3
Local authority encourages	3.32	2.60	2.62	3
Students maintain links	3.09	2.80	2.22	3
Other schools engage	3.84	4.40	3.16	3
Mission to engage	4.05	4.60	3.28	4
Equal treatment	4.55	4.80	4.10	4
Good relations with parents	3.98	4.00	4.02	4
Average scores	3.56	3.42	2.95	3.58

Dimension D average   3.38

Gymnasium	Teachers	Principals	Parents	Local authority
Parents are involved	3.50	3.40	3.18	4
Coordinate with municipality	3.98	4.20	3.70	4
Out of hours activities	3.23	3.40	3.06	5
Rooms for public activities	3.49	3.40	3.52	4
Collaboration	3.76	3.80	3.34	5
Awareness of resources	3.89	4.60	3.68	4
Local authority encourages	3.46	4.00	3.46	4
Students maintain links	3.88	4.60	3.71	4
Other schools engage	3.78	4.00	3.56	4
Mission to engage	4.05	4.40	3.94	4
Equal treatment	4.61	5.00	4.48	4
Good relations with parents	4.32	4.60	4.24	5
Average scores	3.83	4.12	3.66	4.25
Dimension D average				3.96

2. Finding – Inclusive practices for entry into school

	All students welcomed	Difficulties of entry	Students helped on entry	Familiarisation	
VET students	3.42	4.35	3.16	2.69	Average
VET parents	3.83	4.59	3.71	3.16	Average
VET teachers	4.62	4.33	4.43	4.15	Average
VET Principles	4.7	5	4.5	4.3	Average

	All students welcomed	Difficulties of entry	Students helped on entry	Familiarisation	
Gymnasium students	3.96	4.64	3.37	2.68	Average
Gymnasium parents	4.15	4.78	4.05	3.32	Average
Gymnasium teachers	4.76	4.51	4.53	4.02	Average
Gymnasium Principles	4.6	5	4.6	4	Average

- The results reveal as well that in all schools the lowest grade refers to the issue of familiarization. i.e. the steps taken by the school to familiarize students and their parents with the school prior to their enrolment in all schools.

- A certain gap is easily noticeable between the averages obtained by the students and parents and the averages acquired from the teachers and principals.

- Furthermore, scores regarding teachers and principals' answers are higher, over 4, amounting 4.5 in some schools.. **From teachers view a**ll *students welcomed upon the entry to their background* and *students helped on entry by teachers and other staff when they join the school* , appeared to be lower than 4 as well.

- The results show that parents may be generally unfamiliar with schools' inclusive policy and its implementation. Consequently, the reasons for parents being unfamiliar with schools' goals, strategy, and curriculum prior to their child enrolment should be tackled as well.

- This may be the result of school's inactivity regarding information flow with local community and relevant stakeholders, or the parents should be more open towards activities organized by schools and take more proactive approach towards them.

3.The selection of vocational schools

Baseline survey on inclusive policies and practices
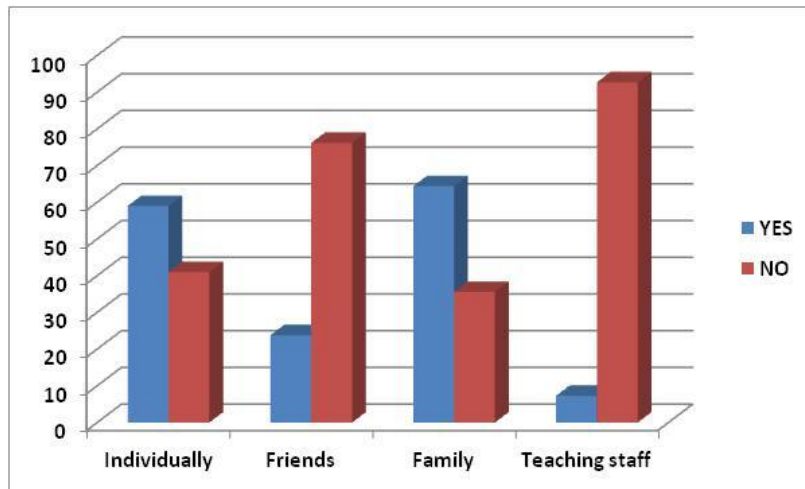
Mapping VET policies and practices for social inclusion and social cohesion
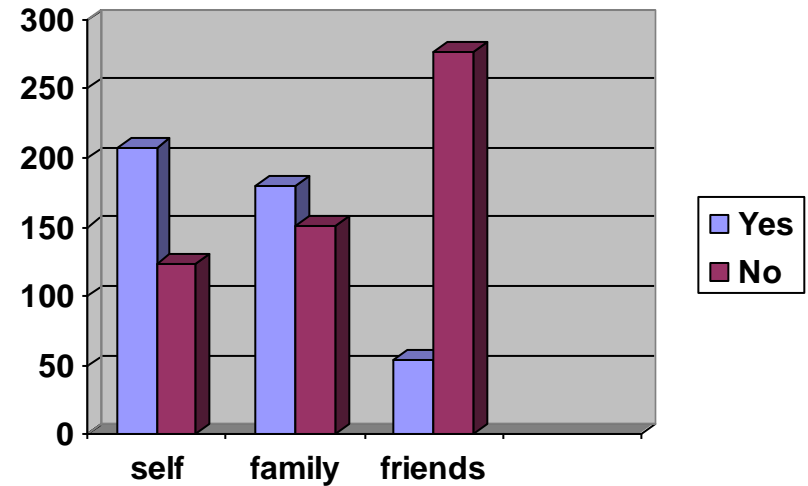
Employment as a reason for selection

- Baseline…
  - 64.1% of the respondents chose the school following the advice of their parents
  - VET schools and teaching staff have poor influence on the choice of students, which coincides with the issue of familiarization
  - Future employment (60%)

- Mapping…
  - 54.1% of the respondents chose the school following the advice of their parents
  - Future employment (42%)
  - Family business (33.8%)

– Family background should be considered as the important factor, which may influence a student's decision regarding future education. It reveals a strong link between the level of parents' education and the student's selection of vocational school.

Career development of students

	VET school	VET school
Job search	27,4 %	36,8%
Further education	59.3 %	54,1%

- The general belief of more than half of the respondents is that the career counseling within the schools has to be improved
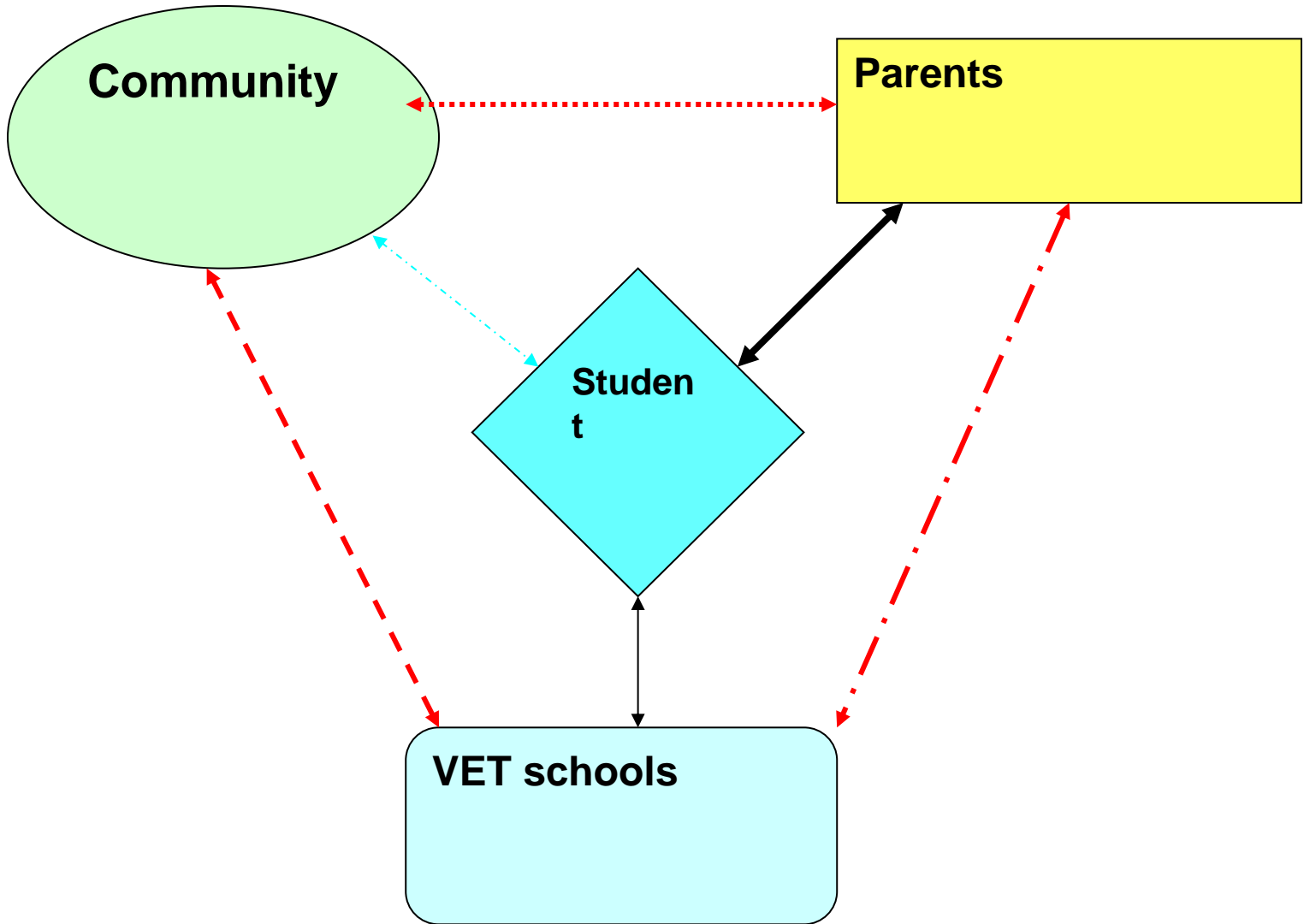
Conclusions

- Improvement implementation inclusive practice in VET schools (new Action plan for the realisation of Strategy for development of Education 2020, other tools and mechanisms). The role and responsibilities of VET schools in inclusive practice

- Developing new models or form of cooperation and communication with parents regarding inclusive practice (Existing mismatches between parents', students', teachers', principals' and local authorities' perception regarding inclusive practices in VET schools)

- The familiarization of the parents and the students with the school and its activities, goals, and principles should be one of the most important activities within the school.

- Improvement and stressing better or more sufficient communication and cooperation with communities (local institutions, authorities, employers,…). It is essential to enhance the collaboration between the schools and local community and all its members in order to familiarize all relevant stakeholders with schools' activities, creating equal opportunities for school enrollment.

- Supporting and developing career guidance and counseling in VET schools
- Strengthening the role of school boards, students' parliaments, and supporting the establishing of career centers within school, which will intensify the role of open door activities and other career activities in schools and communities