

VET Education Policies and Practices for Social Inclusion and Social Cohesion – Macedonia

and

Baseline survey on inclusive policies and practices - Macedonia

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Findings from local level research in schools/localities

Local level findings (administrative data):

- **Enrolment** trends across schools in a two year period:

ASUC Boro Petrusevski (Skopje) – 67% enrolled in the first cycle in 2012/2013, remain stable for 2013/2014

Riste Risteski - Ricko (Prilep) – 70% enrolled in the first cycle, decreased to 60% in 2013/2014

Nikola Stejn (Tetovo) - 91% enrolled in the first cycle, increased to 100% in 2013/2014

Findings from local level research in schools/localities

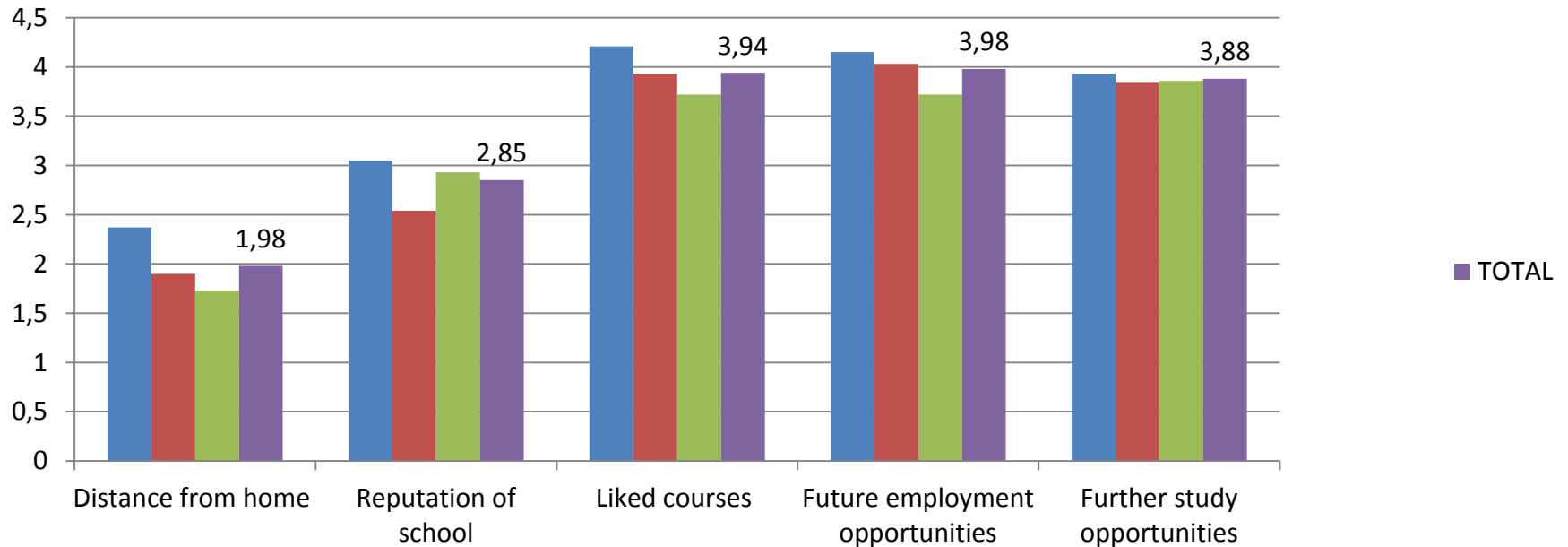
- Selection: nationally set criteria-enrolment in secondary school is based on grades in primary education
- Tracking: some evidence of selection of pupils in classes based on their ability
- Drop-out: small; well organized system in place, mandatory secondary education
 - supported by free transportation, free textbooks

Findings from local level research in schools/localities

- Curricula: Reforms in the curricula: only in 4-year VET; in general, lack of textbooks for VET schools (further exacerbated for ethnic minorities)
- Internship: weak formal connection with the business; little practical classes
- Transition to work: increased trend towards enrolment into HE institutions; difficult school-to-work transition

Comparative analysis between the three schools:

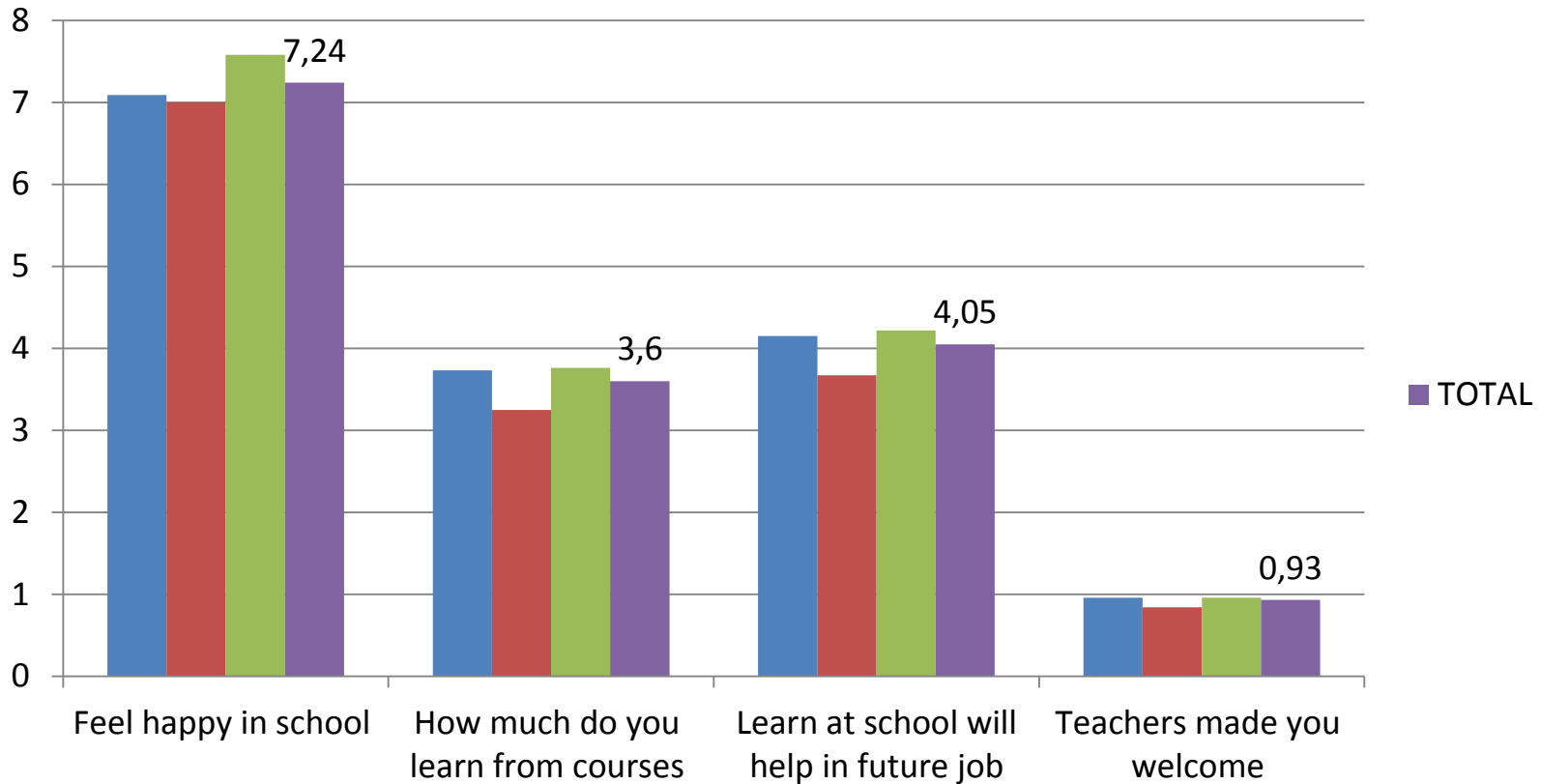
Reasons for school choice:



- These 3 parameters remain most important across genders, parental education and employment status.

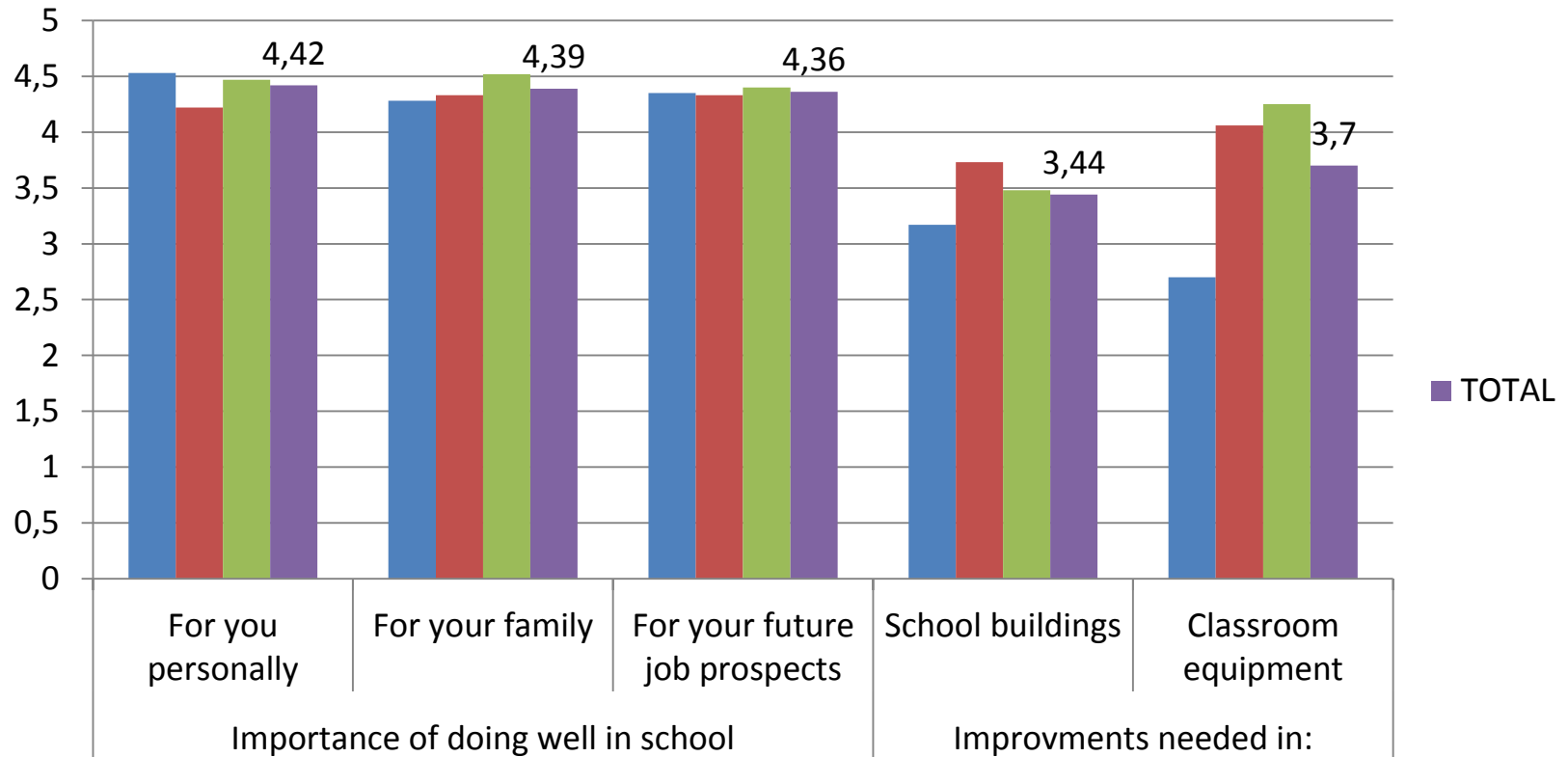
Comparative analysis between the three schools:

Experience in school:



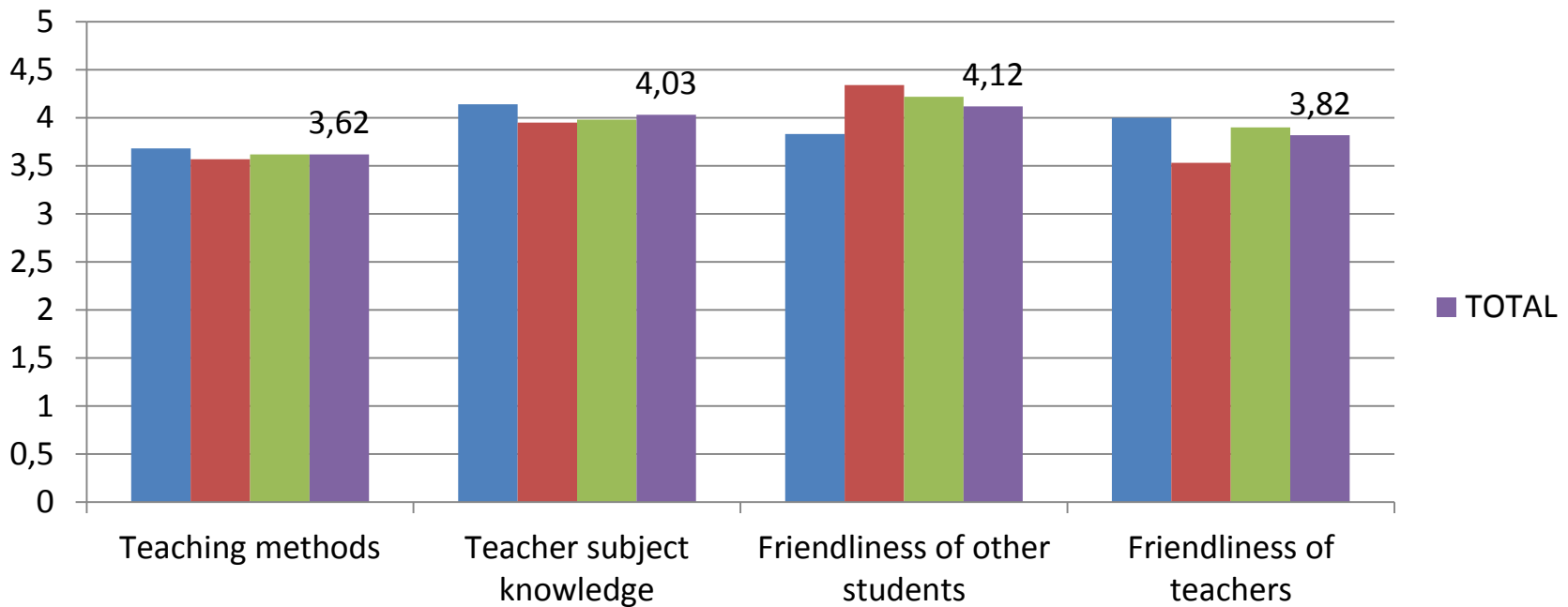
Comparative analysis between the three schools:

School motivation and environment:



Comparative analysis between the three schools:

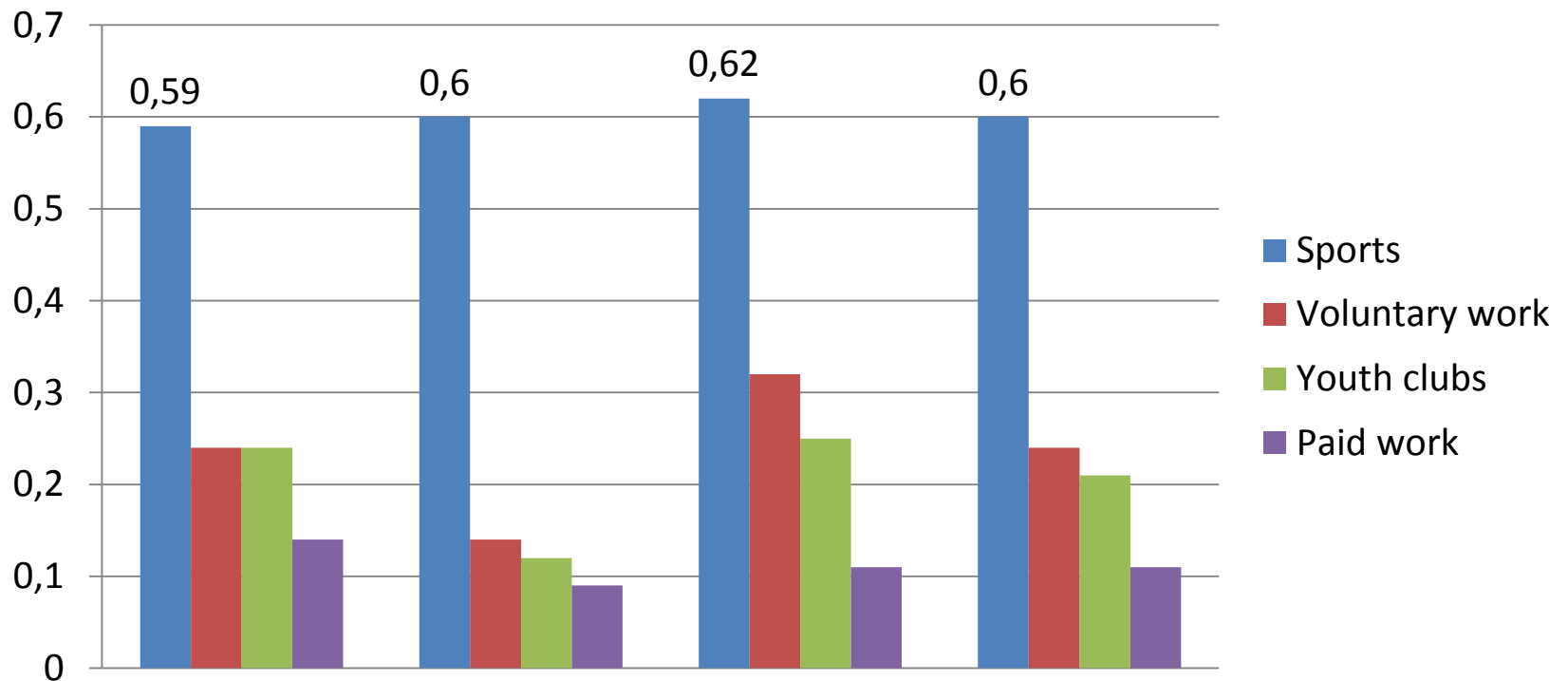
School rating:



- Younger students tend to rate school higher than the older ones – higher expectations and motivation?

Comparative analysis between the three schools:

Extra-curricular activities:



Comparative analysis between the three schools:

- Plans for future:

- 54% plan to look for paid work after high school,
- 32% plan to continue with their education,
- 5.8% will look after their family (66% of males),
- 4.1% will work in their family business,
- 4.1% plan on emigrating.

-There is no difference in answers between genders, except for “taking care about family” and “emigrating”

-Most students believe that the PES would be of greater help than career centers in schools or teachers.

Index for inclusion - baseline survey and findings

Dimension	Dimension description	Answered by:		
Index for inclusion	3.96		3.74	3.48 (lowest)
A	Inclusive practices for entry into school	teachers, principals, parents	4.02	3.72
B	Inclusion within schools	students	3.33	3.44
C	Inclusive teaching and practice	teachers and principals	4.07	3.61
D	Community engagement	teachers, principals, parents, local community	3.54	3.14

Index of social inclusion-baseline survey and findings

- Lowest scores on Dimension D: involvement of parents, communication with public, links with alumni
- Largest variation in Dimension B: involved in formulating rules, activities outside of school and equal treatment by teachers
- Parents tend to perceive school practices as least inclusive, and principals as most inclusive
- Notable differences between perceptions of pupils and parents, and teachers and principals
- VET schools (and secondary schools) have lower index

Index of social inclusion-baseline survey and findings

- Activities to familiarise students and their parents with the school, prior to their enrolment
- Strengthen the inclusion practices within the schools - greater transparency in formulation of classroom rules, involvement of pupils, etc.
- Greater transparency of the process of teacher appointments and promotion
- Develop community engagement plans

Index of social inclusion-baseline survey and findings

Drop outs

- Mostly at age of 17
- Small share have completed school
- Reasons for dropping out: unfriendly teachers, employment, sickness, unfriendly pupils
- Prior performance: satisfactory, but also pupils with good performance
- Teachers found helpful when pupils experienced problems
- Large variations between schools

Inclusion in VET schools

Discussion!