



## WP1.2 Education and training

Methodology and workplan

Work in progress – please do not quote without permission.

# Definitions of education

- i. Formal educational system
  
- ii. Non-formal / informal educational system

# WP1.2 - Education and (vocational) training Methodology

## Workplan of existential field 1.2

- Typologies of EDs
- Typologies of SCS
- Relations between SCS and EDs
- Scalar dimensions of SCS (socialisation)

# Dynamics of exclusion in education and (vocational) training

- i. Structural dynamics
- ii. Micro-level exclusion dynamics

# i) Structural dynamics

- Economic restructuring
  - Increase of large-scale classes
  - Increase of large-scale schools
  - Restructuring of the financial system of education
  - Reorganisation of the central and local government
- Educational selection
  - Revaluation of the minimal level to enter the labour market
  - Restructuring of the educational system
  - Consistent under-estimation of certain educational levels
- Social division
  - Age
  - Class
  - Gender
  - Ethnicity

## ii) At the level of the individual/specific groups

- Physical or mental handicaps
- Geographical opportunities
- Financial opportunities
- Religion
- Knowledge of supply of educational opportunities
- Discrimination
- Lack of familiarity with information and communication technologies and computer anxiety in certain groups

# Typologies of SCS

- A. Initial division: With regard to the EDs *from en through* education
- B. SCS sorted by Level
- C. Agents, networks and institutions

# Initial division: With regard to the EDs *from en through* education

SCS acting on:

- Exclusion *from* education
  - Mentally, physically or socially disabled
  - Refugees and asylum seekers with no proper status
  - Inadequate access to education
- Exclusion *through* education
  - Education which leads to a qualification which doesn't match the labour market (primary vocational training)
  - Primary schools of certain religious nature, which suppress the opportunities of their students in secondary education
  - Secondary schools of certain religious nature, which suppress the opportunities of their students in higher education
  - Many school use authoritarian pedagogical approaches. There are significant problems with pedagogical approaches in secondary and higher education. Although there are significant differences among countries and educational systems, this seems to be a general problem causing demotivation, truancy, drop out.



# SCS sorted by Level

- Pre-school
- Primary school
- Secondary school
- Vocational training
- University education
- Adult education
- Special education

# Agents, networks and institutions

- Top-down organisations (churches, political parties)
- Third sector (volunteers organisations, parents board, students board)
- Individuals

# Relations between SCS and EDs

	ED1	ED2	ED3
SCS1			
SCS2			
SCS3			
SCS4			
SCS5			

# Scalar dimensions of SCS (socialisation)

- Geographical scale
  - Local
  - regional
  - national
  - European
- Dependencies on environment
- Relations with other existential fields and/or other spheres (art)
- Dimensions of scale tells something about the socialization/institutionalization of SCS