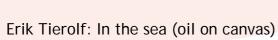


Work in progress – please do not quote without permission.

Research in the field of education and training













Socially creative strategies



Educational priority policies (EPP)

•The allocation of funds to schools depending on the proportion of pupils in the school at risk of being excluded



Target groups



Children from:

- Parents with low level of education and professional qualifications
- Immigrant families with low level of education and language barriers
- Travelling or itinerant families



Research in 6 European countries



- Belgium: qualitative research on the networks and conditions, quantitative research on students' performance
- Ireland: qualitative research on the structure of the actions,
 quantitative research on allocating funds among target schools
- Netherlands: quantitative research on students' performance, quality of the teaching staff
- Scotland: qualitative research on parent involvement and training of schools' staff, quantitative research into the rate of school attendence and student satisfaction.



Results of research into EPP



- Macro-level: No difference in students' performance between schools in EPP's and those outside them
- The number of teacher hours spent on extended care have a positive effect on the pupils' progress
- Disadvantaged schools face poor conditions for an optimal utilisation of extra funds
- On micro-level the positive results on students' performance are more evident



Instapje, Op Stap, Opstapje, Overstap



- Programs for children in backward situation in preschool period
- Quantitative research in quasi-experimental design
- Different results



The Valencia Experience



- Evaluation of education vouchers in Spain.
- To facilitate the entrance to pre-school of children in backward situation. This should result in a decrease of educational inequality



The Valencia Experience



- Method of research: 1) 7 year database of socioeconomic background of users of vouchers and 2) a survey amongst parents who used vouchers
- Results: more poor children entered preschool in the experimental period
- Through the vouchers more parents could choose freely the school for their children



The Valencia Experience



- Problems:
 - the research merely measured the use of vouchers;
 - the way this leads to less inequality is not made clear;
 - very few people used the vouchers, it is not made clear why?





Erik Tierolf: Jump (oil on canvas)