

**AIEJI – International Association of Social Educators
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Research in an International Perspective

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Research in an International Perspective

- Concepts of globalisation
- Global tendencies in international research
- Central approaches to research in an international perspective
- An international European research project – YIPPEE – young people from public care background pathways to education in Europe

The concept of globalisation

- First used by economists
- Sociological concept
- National states, international organisations – centre of power

Global tendencies in international research

Two types of individualisation:

- Individualisation as a result of modernity – individual no longer has any tradition to rely on result in an *individual responsibility to choose and act* – two folded individualisation: risky freedoms
- Social policy – new institutional *demands, forms of control and hindrances* – exercised through contracts and specifying goals

Hermann Giesecke

- Pluralistic society
- Society parted in areas with un-identical values
- Knowledge and rules for behaviour cannot be transferred from one place to another
- Background for individualisation

Nigel Parton

- Tendencies to a reduced state *and* to a strong state
- Supervising role and only intervene when things go completely wrong
- Individuals responsible for their own actions
- Little emphasis on structural and material factors
- Social work becomes controlling, authoritative and determining

Integration in highly individualised society

- Integration gives the individuals access to vital resources and independent choices
- Critical changed conditions in respect to *the social*
- The agenda in social work – the capacity to participate in social communities
- Demand of extending the social networks and communities supporting the young people's choices and actions

Agenda for research in social education

- Focus at the individual and the family's internal social relations
- Societal and structural reasons that are made invisible
- Research must make the societal and structural reasons for the young people's marginalisation visible
- International research – disclose these global tendencies and account for the consequences for social education

International and comparative research

- International test research
- International reviews
- International comparative research as a method

International test research

- Test are used to determine the students competences
- Countries are ranked according to performance
- Standardisation of methods in social work
- Which countries obtain the best results with the same method

International reviews

- The research sums up the national research for several countries
- Often referred to as general knowledge
- Knowledge is build on a huge, empirical dataset
- Difficult to transfer knowledge from one country to another
- Range of reductions in reviews

International comparative research as a method

- Aiming to create **new** knowledge
- Approach – a method of agreement *and* a method of difference

YIPPEE – young people from public care background pathways to education in Europe

The project aims

- To investigate educational pathways among young men and women from a public care background after the end of compulsory schooling
- To examine how more young people from this background can be retained in further and higher education

Partners

- Institute for Social Policy and Labour, Hungary
- Research Institute on Quality of Life, University of Girona, Spain
- Göteborg University, Sweden
- Institute of Education, University of London, UK
- Danish School of Education, University of Aarhus, Denmark

Methods

Literature review, including available statistics

Secondary analysis of national statistics/survey of agencies

In-depth case studies in five regions of each country,
including survey of young people aged 19+; interviews
with young people at two time points, interviews with
nominated adults and/or professionals concerned with
care leavers, and analysis of policy documents

Approach adopted

Young people from a public care background have very poor outcomes. Very little is known about their participation in post-compulsory education but it seems likely that they are highly socially excluded as adults, in part as a result of non-participation in education. Addressing the situation for this group may throw light on other groups of socially excluded young people.

Comparing practice and policy in the partner countries, which represent a range of welfare regime types, may illuminate how different approaches to caring for young people away from home produce different educational pathways for this group.

Some comparative points

Context

Centralised administrative arrangements in
Denmark, Sweden, Hungary

19 autonomous regions in Spain; four nations in
the UK

Split ministry responsibility in Denmark, Hungary,
Sweden, Spain; one Department for children,
schools and families in England

Devolved responsibilities for care and education to
local authorities and agencies

National policies on education for those from care

Trend towards combining universal access with attention to individual needs

E.g., DK: everyone should have the same access to education and training, which should be adapted to individual situations and potential

Only England has specific duty to promote the education of children in care and specific provision to promote attendance at university

Numbers in substitute care

% of population under 18 years

- DK: 14,000 or 1%
- HU: 17,000 or 0.8%
- ES: 33,332 or 0.6%
- SW: 20,700 or 1%
- UK: 62,000 or 0.4%

% in placement type (approx)

	Foster care	Residential
Sweden	70	30
Denmark	49	40
Hungary	50	50
Spain (Catalonia)	43	24
UK	71	14

Leaving care

- 18 years in DK, HU, SP, SW and England
- All countries encouraging YP to stay longer
 - 18 years most common age to leave in EN; have support if in education or disabled up to 21+
 - 4000/21000 in HU are over 18 years
 - 6-7 % in DK stay in placements, 6-7 % have other kinds of support up to 22 years
 - Most of those in FC in Spain stay in placement if both want to; assistance with housing and support available for others through an interdepartmental plan for 18 – 21 year olds

Post-compulsory education and care leavers


- All countries are pursuing policy of raising participation rates in HE, but almost nothing is known about position for care leavers
- Some hints:
 - DK: 15% of YP never gain further education
 - HU: 32% of YP attending vocational training school drop out, where majority of YP from care are schooled
 - UK est of 1 - 6% of YP from care attend HE; very few YP from care attain 'good' exams compared to all YP

Further information can be found
on the project website:

<http://tcru.ioe.ac.uk/yippee>

Concluding comments of the discussion of international research

- You can either be dimmer or wiser
- *Dimmer* if you believe that national research results can be added together and can be applied to all countries
- *Wiser* if you focus national differences and their background
- *Wiser* if you cooperate with researcher from other countries and use the differences to elaborate the knowledge of national and international conditions

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Enjoy the rest of the congress