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Inequality, Poverty and Education in the Post-Yugoslav Space: from immobility to inclusion?

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This Presentation

- *The Tale of the President's Daughter*
- *Once Upon A Time There Was a Country: education and mobility in socialist Yugoslavia*
- *Educational Inequality in the Post-Yugoslav Space: knowns and unknowns*
- *Poverty and Education: findings from small-scale research*
- *From Bourdieu to Freire: thinking and performing education otherwise*

The Tale of the President's Daughter

Bi li Kolindina kći upala na Harvard da joj majka nije bogata predsjednica?

Kći Kolinde Grabar Kitarović primljena na Harvard. Stipendija joj je veća od godišnje majčine plaće

Ne, frustrirani jednici, Kolindina kći nije samo tako upisala Harvard

Radnička fronta o stipendiji kćeri predsjednice: 'Svojoj djeci osiguravaju sve, nama oduzimaju sve'


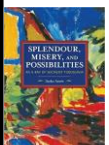


UPISUJE NA HARVARD 'Nisam se rodila sa srebrnom žilom, ali sve se može kad se hoće, ja sam živi dokaz'








Education and Mobility in Socialist Yugoslavia I

- *A Tale of Three Conjectures?:*
- 1. 1945/8 – 1960: fight against illiteracy, expansion of higher education; modernization and industrialization → real mobility; occupational mobility > educational mobility
- 2. 1961 – 1975: market socialism - solidification of 'new class'/'red bourgeoisie'; student protests (Belgrade & Zagreb); decentralisation; Šušter reforms; mobility on hold
- 3. 1976 – 1990: crisis, unemployment, debt, inflation austerity – mobility reversed

Education and Mobility in Socialist Yugoslavia II




• "Education has been developed as a specific ritual which selects a small proportion of the population for the social elites, and places them on a pedestal which is inaccessible to the vast majority of the population. ... the class function of education, in our society, unlike in the societies of exploitation, is not, or should not be, to help people escape the working class, but to enable them to fall back into it." (Stipe Šušter, 1977)

Education and Mobility in Socialist Yugoslavia III

Year	Higher ed institutions	No. of students	Students per 100,000 pop	% Female students
1938	26	16,978		22.6*
1955	81			
1960	204	140,547		28.9
1970	246	261,203	1,282	39.4
1975	294	394,992	1,850	39.8
1980	356	411,995	1,848	45.4
1985	300	350,334	1,515	45.8
1987	322	348,068	1,491	47.4

Source: Šoljan, 1991 and Milić, 1966

Education and Mobility in Socialist Yugoslavia IV

	Avg years of schooling (adults 15+)		Illiteracy rates (10+) %	
	1971	1981	1971	1981
Yugoslavia	6.3	7.6	15.1	9.5
Slovenia	8.2	8.9	1.2	0.8
Croatia	6.7	7.8	9.0	5.6
Serbia (inc. APs)	6.2	7.5	17.2	10.9
Bosnia-Herzeg	5.4	6.9	23.2	14.5

Source: Bevc, 1993

Higher Educational Closure in Croatia I

Figure 2. Tertiary level students by father's educational level (2001:2002–2011:2012). Source: Croatian Bureau of Statistics (CBS) form, in an email from CBS staff, 7 May 2015, author's calculation.

Source: Doolan, Pužić and Baranović (2017)

Higher Educational Closure in Croatia II

Source: Ilišin et al (2014)

Comparative Mobility by European Sub-Regions

Figure 8. Education mobility by European region, 1960–2010

Source: Cuaresmo et al (2013)

Equity in Education

BREAKING DOWN BARRIERS TO SOCIAL MOBILITY

OECD

Subjective mobility

EBRD Life in Transition III 2016


The Data: Life in Transition Survey III (2016)

Source: EBRD

Child Poverty & Household Coping Strategies in Croatia

(Paul Stubbs, Marko Ledić, Ivica Rubil, Siniša Zrinščak)

- Research project funded by Adris Foundation, December 2015 – March 2017
- Focus on households with school-age children, recipients of social assistance/guaranteed minimum income support
- Interrogation of EU-SILC data/Survey of 207 households inc 99 children aged 13 -17/Focus groups & indiv. interviews (20 people in total)
- Poverty from below – lived experience – how individuals make sense of their own environment
- „Coping strategies“; „Survival strategies“
... not always consciously chosen



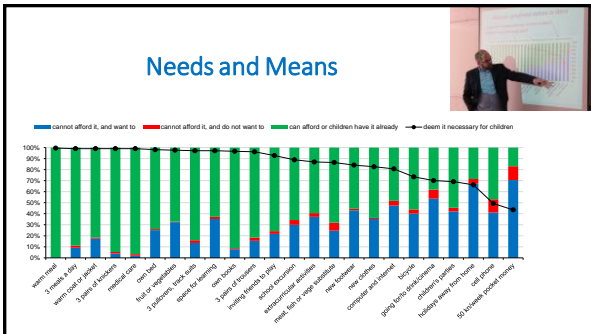


DIJEĆE SIROMAŠTVO
I STRATEGIJE NOŠENJA SA SIROMAŠTVOM
KUGANSTAVA U HRVATSKOJ


IZG I Zaklada Adris

Main Findings

- 67% report problems with bills (25% experienced disconnection from at least one communal service in the last year)
- 40% reported sometimes going hungry to ensure children do not
- Coping strategies include: occasional work/grey economy; selling household items; own food production; borrowing on neighbours' credit cards
- Reliance on family and friends; importance of CSWs; civil society not important or difficult to access
- Less than 33% of children had attended kindergartens regularly
- Parents had higher expectations regarding childrens' future than children did






Children's Plans for the Future




	Total sample	Parents with Lower Education	Parents with Higher Education
Finish secondary school and get a job	62.6	67.2	56.8
Finish a college or university and get a job	31.3	25.5	38.6
Get a job as soon as possible, regardless of finishing school	6.1	7.3	4.6


What might stop you fulfilling these plans?



	TOTAL
Lack of money	53.5
Nothing	29.3
Lack of real opportunities in my surroundings	17.2
Lack of good information and advice	10.1
Lack of correct qualifications for the job I want	9.1
Family obligations	3.0
Something else	2.0



“My daughter was a really good pupil and then they moved her into a different programme in the gymnasium and then she needed different books. I asked the teacher if we could exchange the books she had for the new books she needed but she didn't want to do it. And now she is failing at school because she doesn't have the books, she has to repeat a year and no longer has a right to a stipend. So we have enrolled her in a trade school instead.”





"I just can't make it possible that he has the same as his friends at school. Kids are always commenting on the kinds of clothes you come to school in."

"My daughter was 13 and she wanted to make herself up and she did not have trousers like the others and so they made fun of her. She came home in tears but I told her "hold your head high" and then the next month I bought her trousers. She also wants a computer but I really can't afford it."

From Bourdieu to Freire: education and inclusion



- Quality pre-school for all; Focus on key transitions
- Educational institutions as community resources
- Avoid 'banking' approach -> 'Conscientization'
- Education as commons



- Meaningful participation by children, students and parents at all levels
- Extend grants for living expenses – and focus on need not just ability
- Lifelong learning, second chances and multiple pathways/re-entry
- Prioritise children with disabilities and Roma children
- Reflexive anti-oppressive practice not technocratic control

