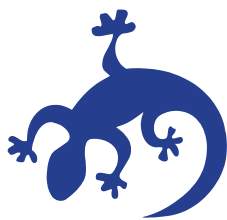


COMPARATIVE ANALYSIS:
UNITED KINGDOM, TURKEY, ROMANIA, FRANCE



GECKO



Erasmus+



PRAXIS
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EXECUTIVE SUMMARY

WHAT IS TEACH?

Teach (Tackling Educational deficits through Arts and Crafts based Enterprise Learning) is a cross field partnership of Adult Education, VET and Employer bodies, funded by the Erasmus+ Programme.

The partnership is represented by partners from the United Kingdom (Praxis Europe and Gecko Programmes), Turkey (Etkin Egitim Org – ISMEK), Romania (Heart of a Child - Inima de Copil) and France (Chambre de Métiers et de l'Artisanat du Rhône) - organisations that have joined together with the aim of developing a training provision to better engage and support disadvantaged adult learners through the use of traditional arts, crafts and enterprise.

Praxis Europe has extensive expertise on the development of innovative community focused activities; **Gecko Programmes** joined the partnership as an experienced UK VET training provider with focus on the creative sector, providing mentoring into employment and self-employment; **ISMEK** is the training arm of Istanbul Metropolitan Municipality and provides a broad range of vocational courses for disadvantaged adults; **Inima de Copil** is a NGO providing education, care and social reintegration for those who are at risk of social exclusion. **Chambre de Métiers et de l'Artisanat du Rhône** have joined the partnership as a sector representative, due to its extensive network of employers. The current comparative analysis aims to provide a comprehensive perspective detailing the socio-economic factors that lead to “disadvantage” in each of the countries, and the benefits of arts and crafts learning and teaching methodologies and pedagogies used by partner states with the view of tackling the educational deficits of disadvantaged learners and create employment and self-employment opportunities. The analysis is comprised of seven sections followed by recommendations aimed at helping stakeholders address employment by introducing sustainable arts and crafts training provision.



SECTION 1:

ISSUES SURROUNDING THE LEARNING NEEDS OF DISADVANTAGED LEARNERS (CULTURE, CIRCUMSTANCES, EDUCATIONAL ATTAINMENT)

This section defines “disadvantage” as not being centred primarily on structural causes such as health, poverty and education but focused on denied access to the opportunities needed for self-sufficiency.

In the countries of the OECD¹ often referred to as developed, nearly one schoolchild in five does not reach a sufficient level of competency to develop normally in society. Personal and social circumstances facing learners inevitably affect their chances of academic and consequently professional success. According to the OECD, the probability that students from low-income and disadvantaged socio-economic backgrounds are less efficient is twice as high.

In the **United Kingdom**, a disadvantaged learner is defined by the particular pattern of denied resources and barriers it faces, rather than attributable to structural causes. In this respect, they may face more than one barrier. Some barriers may be more easily surmounted or removed than others. Overcoming “disadvantage” in terms of learning and employment, therefore, means overcoming or removing the barriers to self-sufficiency or self-determination. This can take many forms, depending on the pattern presented, but would include enabling or empowering the learner’s own efforts to develop the opportunities or resources needed for their own self-sufficiency. According to UK disability statistics published in 2014 by The Family Resources Survey there are just over 12 million people

with disabilities in the UK. This represents nearly one-fifth of the total population in the UK.

In **Turkey**, the percentage of people with disabilities is considerably lower than in the UK, with a 12.29 percentage, which makes 1.559.222 individuals living with this stigma. The number of schools for disabled students is 814 and they are all private schools running under the rules of Ministry of Education. That means students with disabilities have to pay for their education themselves. This is a big problem for some families who cannot afford to pay for their children’s education in these schools and for these kind of families there is the support of the government. Some families prefer to send their children to the formal public schools and they receive the same education and training as the students without any disabilities, which makes it challenging for students with disabilities.

In **France**, the 750 sensitive urban zones (ZUS), with its 4.4 million people account for most of the disadvantaged learners, together with rural areas, where factors such as the geographic location or the lack of resources are the drivers for learning deficits.

ZUS experience more difficulty integrating into the labour market than anywhere else in the country. The employment rate among women and foreigners is particularly low. 34.5% of foreigners between 25 and 49 in ZUS are employed, against 60.0% in the urban areas and 76.2% of French of the same age from the same urban units.

Whereas in Turkey, the UK and France the “disadvantage” label gravitates mainly around non-structural causes, in **Romania** the factors giving rise to disadvantaged learners are structural causes (i.e. the Roma minority and the institutionalised children). These two groups of disadvantaged learners are

¹ <http://www.oecd.org/fr/apropos/membresetpartenaires/>

classed as vulnerable groups, due to the societal pressures they face. A UNICEF² study elaborated in 2012 identified poverty and socio-economic conditions as the main drivers for learning disadvantage. According to the data from European Commission - Country Report Romania 2016, despite progress, 27% of Roma children still receive education in de facto segregated schools, as defined by the Roma Inclusion Index (2015). The early school leaving rate remains high due to an insufficient focus on early detection and prevention, poverty and low availability of remedial programmes. Romania's early school leaving rate increased to 18.1 % in 2014, nearly 7 pps. above the EU average and the national Europe 2020 target. The early school leaving rate is much higher for rural residents, Roma and children with special needs. Support for parents and teachers working with pupils at high risk is insufficient. This phenomenon conducts to a new phenomenon - 'disadvantaged workers', unqualified persons for the labour market, with no chance in obtaining a job. According to the Institute of Educational Sciences (ISE)³ there is an important gap between areas of residence: almost 1/5 of the young people from the rural area at scholar age 15 - 18 years old, do not accede to the secondary level at education.

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- 2 UNICEF (2012), ISE - *All children at school until 2015. Global initiative regarding the children outside the educational system in Romania*, Fartusnic C.(coord.), p.37 - 42, available online at: <http://www.unicef.ro/wp-content/uploads/Toti-copiii-la-scoala-pt-web.pdf>
- 3 Institute of Educational Sciences, *And now? Where? Scholar route of the graduates of VIII class in ZEP schools*, available online at: <http://www.ise.ro/iar-acum-incotro-parcursul-scolar-al-absolventilor-clasei-a-viii-a-din-scolile-zep>, extracted in March 2016



SECTION 2:

LABOUR MARKET ISSUES IN UNITED KINGDOM, TURKEY, ROMANIA AND FRANCE

Eurostat's latest statistics⁴ show an overall decrease in the unemployment rates, with 5% in the UK, 9.9% in France and 6.6% in Romania. OECD's Employment Outlook 2016 for Turkey⁵ shows 9.6% unemployment rates for March 2016.

One of the main labour market issues in the **United Kingdom** is the productivity performance. The UK's productivity performance could be boosted by improving the skills of its workforce but also through better use of the skills of workers.

Turkey has a population of 77.7 million, of which a half is under the age of 30, so Turkey's labour force consists of over 28.1 million people. The young population is an important contributor to labour force growth and has contributed to Turkey's rank over its competitors. The labour force's dedication to work is shown via Turkey's high productivity, low absenteeism, and its status as one of the countries with the highest annual working hour rates. Yet the low labour force participation rate for women and the high youth unemployment rate are the most serious problems faced by the Turkish labour market. Turkey's labour market inhibits the business environment due to a general lack of education among the workforce and low levels of participation in the formal labour market, particularly female participation.

According to European Commission - *Country Report Romania* 2016⁶, labour market conditions have

4 http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

5 <https://www.oecd.org/turkey/Employment-Outlook-Turkey-EN.pdf>

6 European Commission (2016) - *Country Report Romania* 2016, available online at: http://ec.europa.eu/europe2020/pdf/csr2016/cr2016_romania_en.pdf

been broadly stable, but the employment rate is still below targets. The Romanian labour market is faring overall better than in previous years. The unemployment rate remained broadly stable just below 7% and well below the EU average of 9.5%. Romania is facing strong outward migration weighs on human capital and adds to the challenges of an ageing society. In 2013 2.5 million Romanians (about 12.5 % of the population) were estimated to be living abroad.

Despite the fact that the unemployment rate in **France** is higher than in Romania or the UK, the number of unfilled jobs in France is estimated at 300,000, situation that points to the country's structural deficits. Craftsmanship, the leading enterprise in France, offers 250 craft skills and more than 510 different job opportunities, bringing together a diverse collection of know-how and skills. Craft enterprises wishing to recruit are facing a shortage of qualified profiles due to the mismatch between training policies and programs and the economic reality of enterprises. In France unemployment affects the population very unevenly, and is even discriminatory, and vulnerable groups are affected first.

Considering the situation of the labour market data for the UK, Turkey, Romania and France presented above, we may assume that art and crafts based enterprise learning could have a positive contribution besides other national measures and initiatives (i.e. addressing the productivity performance in the UK, re-thinking the apprenticeship methods in France to attract more learners, encourage female participation in the labour market in Turkey and human capital retention in Romania) in tackling structural imbalances of the labour market, especially concerning problematic areas of interest, such as youth unemployment, NEETs and rural areas.

SECTION 3:

AN EXAMINATION OF THE TEACH PROJECT PARTNERS' PEDAGOGIES. PROVISION OF STATUTORY AND NON-STATUTORY EDUCATION IN UNITED KINGDOM, TURKEY, ROMANIA AND FRANCE, AND THE IMPLICATIONS OF THE LEARNER

This section looks at the transferable skills that can be accrued through training in the arts and creative subject areas, exemplified with case studies from each partner organisation involved in this study.

The desk research shows that creative arts and crafts courses can contribute towards motor skills growth, language development, decision making, visual learning, development of inventiveness, cultural awareness, self-regulation, self-esteem and team work.

The 2013 OECD Survey of Adult Skills shows that **England and Northern Ireland** rank 13th on literacy and 16th on numeracy out of 22 developed OECD countries. Hence, the UK education curricula shifted heavily towards common core subjects such as literacy, numeracy and IT at the cost of abandoning arts and crafts courses.

Having been partially removed from the formal education system, the arts and crafts courses are still in demand, and in the UK, organisations such as Praxis Europe and Gecko Programmes develop projects to address this skills deficit.

The *Praxis Europe Creative Minds (PECM)* project provides disadvantaged inner city young people with the opportunity to learn from, and share their learning of creative and performing arts with other European countries. Teaching is very much informal (with

a heavy emphasis on mentoring), although it does provide a springboard for learners to progress to more formal qualifications through the project's close links with local colleges. The project works with around eighty 16-21 disadvantaged young people each year on programmes such as photography, dance and music. Beneficiaries are mostly those not engaged in employment, education or training (NEET). They rely heavily on word-of-mouth recruitment and social media, such as Facebook, to attract young people on to their programmes but have been experiencing problems meeting recruitment targets over the past year. Retention levels however, at around 80%, are reasonable given the background of the beneficiaries.

The project offers careers advice to beneficiaries and there is an emphasis in the project on encouraging young people to be independent and to look for employment opportunities, including self-employment. There are no formal procedures for embedding enterprise-based training in the project's programmes but advice and support from self-employed people who act as enterprise mentors is available. Two of the project beneficiaries have recently set up part-time enterprises, working as photographers and dance performers, using skills acquired on the project.

In **Turkey**, ISMEK carries on its trainings pursuant to above 7/v section titled the duties and responsibilities of metropolitan, district and first degree municipalities of Metropolitan Municipality Law numbered 5216: "To execute all types of social and cultural services to adults, old and disabled people, women, young people and children with health centres, hospitals, mobile health units; and with this purpose establish social

7 <https://www.erasmusplus.org.uk/casestudy/praxis-europe>



facilities, provide occupational and skill training courses, exploit these or get them exploited; during the execution of these services make cooperation with the universities, faculties, occupational high schools, public foundations and civil public organizations.”

In **France**, the Chambers of Trades and Crafts have a network of Decision Making Help Centres *Centre d'aide à la Décision (CAD)*. These centres are a point of

reception, information, guidance and recruitment assistance for young people. This service is also open to adults and businessmen. Within the chambers of trade and crafts, this service helps young people find their way, informs them on contracts, trades and diplomas. It works in partnership with professional organisations and local stakeholders in guidance and vocational training, professional and social integration.

SECTION 4:

SOCIETAL PRESSURES (ECONOMIC, HEALTH, WELFARE)

Societal pressure is the force that those considered to be “the norm” in society exerts on those considered to be disadvantaged to conform to certain expectations. Although it has wider implications, this section of the report focuses on the social pressures exerted through poverty, disability and welfare systems.

POVERTY.

Poverty is defined by the **UK** government as when someone lives in a household in which the weekly income is at least 60% of the median equivalised (taking into account the number and ages of people in the household) household income (approximately £453 p.w. in 2015).

Currently there is one in four children (25.6%) in the UK who, on the basis of this definition, are growing up in poverty, according to a UNICEF study carried out in 2014⁸. By contrast, **in 2014, almost a third (30.6%),**

respectively 30.2%) of Romanian and Turkish children were living in severe material deprivation and one in two children was at risk of poverty or social exclusion. While the children poverty rate is lower in the UK and in France (18.6%), the figures show a worrying positive increase in child poverty, with France at the forefront.

Rank	Country	2008	2012	Change (2008-2012)
25	United Kingdom	24.0 %	25.6 %	1.60 %
9	Turkey	33.0 %	30.2 %	-2.76 %
12	Romania	32.9 %	30.6 %	-2.30 %
30	France	15.6 %	18.6 %	3.00 %

Children Poverty (figures based on a poverty line fixed at 60 per cent of median income). Source: UNICEF Office of Research (2014). 'Children of the Recession: The impact of the economic crisis on child well-being in rich countries', Innocenti Report Card 12, UNICEF Office of Research, Florence.

Turkey's strong growth over the past decade has paved the way for convergence in living standards with higher-income OECD countries. Improvements in life expectancy and expected years of schooling have fostered human development. And yet, Turkey ranks as Absolute poverty (under 60% of the national median), measured as the share of people living below the national poverty line declined sharply, from 28.8% in

⁸ UNICEF Office of Research (2014). 'Children of the Recession: The impact of the economic crisis on child well-being in rich countries', Innocenti Report Card 12, UNICEF Office of Research, Florence.

2003 to 13.3% in 2006, and settled at 1.6% in 2014 according to national sources (Turkstat, 2006 and Turkstat, 2014).

Although declining, in 2014 the rate of people at risk of poverty or social exclusion in **Romania** (40 %) was the highest in the EU. Despite the declining trend, more people are facing monetary poverty against the background of increasing inequalities and a limited impact of social transfers on reducing poverty. Severe material deprivation continues to be a challenge: 26% of the population (three times the EU average) and 31% of people with disabilities cannot afford items considered to be desirable or necessary to lead an adequate life. In-work poverty remains the highest in the EU⁹.

In **France**, the poverty rate, which had risen sharply between 2008 and 2011 from 13 to 14.3%, has now stabilised at 14%¹⁰. The increase in the poverty rate has been halted: the policies implemented are now cushioning the effects of the economic crisis for the most vulnerable households and avoiding break ups for many of them. On the other hand, reports show that the financial crisis has exacerbated the impoverishment of youth. It is now estimated that one in five young people live below the poverty line.

The impact of poverty on someone's chances of success in education is significant. There are large differences in educational achievement according to socio-economic standing, with children as young as three years old from poor families displaying cognitive ability well below that of children from better-off families.

Children and young people experience the consequences of poverty and inequality differently from adults. While poverty may be a temporary experience for an adult, experiencing poverty as a child or young person will have a significant effect on their health and education. It's not the purpose of the education system to alleviate poverty in a household but they can make the child or young person's experiences of school as free from the stigma of poverty as possible.

9 European Commission (2016) - *Country Report Romania 2016*, available online at: http://ec.europa.eu/europe2020/pdf/csr2016/cr2016_romania_en.pdf

10 INSEE, Les niveaux de vie en 2012, accessible online at http://www.insee.fr/fr/themes/document.asp?ref_id=ip1513

HEALTH.

Very much linked with poverty, health is one of the factors that negatively impact on one's academic attainments.

Generally, access to care in the **United Kingdom** health system is good. Spending out-of-pocket on health goods and services is low, and unmet care needs for medical or dental care are also comfortably below the OECD average. Waiting times for planned interventions such as hip and knee replacement are now lower than in most other OECD countries reporting data. Coverage of vaccinations, for example influenza vaccinations for the over 65s, is also good and has been improving, and breast and cervical screening rates are well above the OECD average¹¹.

In 2013, **Turkey** registered its biggest increase in health spending since 2007 as per capita expenditure grew in real terms by 5.4%. This followed reductions in health spending in four out the previous five years and meant that per capita levels of spending were back above those in 2008¹².

Health outcomes in **Romania** are poor and access to healthcare remains a major concern. Despite a mandatory health insurance system, only 86% of the population was insured in 2014. Life expectancy at birth is well below the EU average both for men (71.6 years compared with 77.8) and women (78.7 years compared with 83.3). The mortality rates linked to the circulatory system and infant mortality (74) are particularly high. Only 55% of the population has access to water supply and its quality is sub-standard. In addition, Romania has one of the highest rates of potentially amenable and potentially preventable deaths, which should not occur with timely and effective health care¹³

11 <https://www.oecd.org/unitedkingdom/Health-at-a-Glance-2015-Key-Findings-UK.pdf>

12 <https://www.oecd.org/els/health-systems/Country-Note-TURKEY-OECD-Health-Statistics-2015.pdf>

13 European Commission (2016) - *Country Report Romania 2016*, available online at: http://ec.europa.eu/europe2020/pdf/csr2016/cr2016_romania_en.pdf

The **French** enjoy relatively long life expectancy compared to other OECD countries (82.3 years against 80.5 years on average in OECD countries), but significant differences persist between men and women¹⁴. The French generally have good access to care at relatively low cost compared to other OECD countries. Nevertheless, a certain proportion of the population (particularly those with lower incomes) report having unmet health needs either for financial reasons or because the services are not available nearby, or because of waiting time considered too high.

WELFARE.

In the **UK**, the Welfare Reform Act 2012 gained Royal Assent on 8th March 2012. The Act facilitates the greatest shake-up of the benefits system in the UK for over 60 years. It introduces changes to virtually every form of benefit including the way benefits are paid. The scope of the Act changes the design of the UK benefit system with the aims of achieving simplification and transparency, incentivising (and smoothing) progression into work and contributing to, along with the work programme, an initial £18bn in savings from welfare.

The **Turkish welfare** regime is characterized by the role of employment as a central determinant of welfare provision. Besides, while some individuals receive large levels of protection other receive little insurance or assistance. However, in the case of health a few steps have been given to provide some minimum level of security. Finally, family and others informal arrangements also intervene as welfare production mechanisms. For the purpose of this paper we will like to emphasize the fact that employment insurance is at the basis of the welfare regime.

In **Romania**, at present, **the activation of people on social benefits is low**. Although beneficiaries of the guaranteed minimum income are required to register with the National Employment Agency, they are not offered tailor-made activation measures. Job-search re-

quirements are not adequately checked and enforced. About 80 % of beneficiaries are in rural areas, where employment opportunities outside (semi-)subsistence agriculture are rather limited. **Institutionalized children and people with disabilities are at higher risk of poverty**. In June 2015 there were approx. 58 000 children in the child protection system, of which one third in residential institutions. Poverty is the main cause of separation from parents. Prevention remains a key challenge considering that approximately 5 000 children enter the system every year. There are plans to revise the quality standards for childcare services and to simplify and speed up national adoption procedures. Authorities are developing a deinstitutionalization plan to run from 2016 to 2020¹⁵. **The situation of Roma is especially problematic**. Roma have a much higher risk of poverty, considerably worse educational attainment, much lower employment rates and low participation in early education and care. All these factors act as an obstacle to increasing Roma participation on the labour market and make it difficult to break the cycle of poverty and exclusion

Not always 1st ranking in the index of human happiness, **France** remains the champion of social aid. Welfare in France brings together all the services and benefits for individuals and families living in poverty or at risk. One of the main bodies distributing aid is the Family Allowance Fund (CAF). According to **OECD**, France dedicated approximately 32% of GDP (gross domestic product) to welfare spending in 2014, more than 10 points over the average of OECD countries.

As shown above, **poverty, health and welfare** count as substantial factors that may lead to “disadvantage”. Below is a summary of the many socio-economic factors that may affect someone from achieving academically:

- Lack of exposure to reading material.
- Lack of stability in the household.

¹⁵ European Commission (2016) - *Country Report Romania 2016*, available online at: http://ec.europa.eu/europe2020/pdf/csr2016/cr2016_romania_en.pdf

¹⁴ <http://www.oecd.org/fr/social/depenses.htm>

- Malnutrition due to lack of food or unhealthy diets.
- Poor health care.
- Lack of suitable role models in the households.
- Being teased or bullied because they don't have the latest fashion accessories due to poverty.

SECTION 5:

THE ARTS AND CRAFTS BASED ENTERPRISE LEARNING. IMPLICATIONS TO FAMILIES AND COMMUNITIES

This section looks at how unemployment affects families and disadvantaged people, and how this can be addressed through the stimulation of social enterprises and self-employment.

In 2015, the Organisation for Economic Co-operation and Development (OECD) and European Commission examined how social enterprise and entrepreneurship interacts with and support disadvantaged family groups. Their report, *The Missing Entrepreneurs 2015*¹⁶, indicated that:

- Less than three per cent of the unemployed people in the European Union **successfully entered self-employment** in 2013.
- Disadvantaged families facing social exclusion in the European Union are less likely to have a member of the household who is in legitimate self-employment and if they do, they often operate low quality businesses or work in the informal economy.
- Key barriers are faced by these groups in the areas of accessing **finance**, acquiring entrepreneurship **skills** and building entrepreneurial **networks**.

In the **United Kingdom**, The Family Action *Young People's Building Bridges (YPBB)*¹⁷ project indicated that stigma of disadvantage can often be a barrier to families seeking help and support.

In **Turkey**, the implications may be economic, educational, psychological and socio-cultural. Some of the parents can oppose to participate in adult education because of their traditional beliefs. Campaigns, promotional events, the success stories promoted by ISMEK in the media contribute to breaking these beliefs. People who do not have vocational training and wish to continue their careers in different fields can benefit from the training courses provided by ISMEK. One of the most important influences of ISMEK on the Turkish society is that the people who come from different socio-economic and cultural sectors have a meet-up place in ISMEK. We contribute to the creation of social interaction and peace. Another important effect of the ISMEK courses are the psychological functions of rehabilitation. ISMEK provides many different branches which enormously affect people's lives positively.

In **Romania**, **cooperatives** are a real opportunity for small local producers or consumers with no sufficient economic force in the global competition, to act jointly with more success in market failure situations, and gain improved access on oligopolistic markets, an instrument for promoting local development, and for developing agriculture – a strategic sector for Romania, cooperatives could play a significant role in the so-

¹⁶ OECD/European Union (2015), *The Missing Entrepreneurs 2015: Policies for Self-employment and Entrepreneurship*, OECD Publishing, Paris

¹⁷ Family Action. *Evaluation of Young People's Building Bridges. A case study approach using Social Return on Investment (SROI)*. Full Report. March 2012

cio-economic development of Romania, in particular of its rural areas.

Sheltered workshops are considered to be part of social economy, *in particular those functioning in the framework of associations and foundations that thus meet the social economy / social enterprise criteria.* They are in many ways similar to Work Integration Social Enterprises - WISE. Sheltered workshops, **organizations with an important role in work integration of people with disabilities**, are organizational forms very close to the model of work integration social enterprise. They are established, authorized and function according to the Law 448 / 6 December 2006 regarding the protection and the promotion of the rights of persons with disabilities. According to this law, sheltered workshops are independent organizations or sections with own management in organizations, which has at least 30% employees with disabilities working with individual labour contract in the total number of employees. Social enterprises, acting locally, are possible to solve major **Romanian** socio-economic challenges: big gaps in living standards between rural and urban areas, poverty and social exclusion, unemployment and substantial informal and black economy, and even the future consequences of an ageing population. The main key actors of Romanian social economy are: associations and foundations, cooperatives (craftsmen's cooperatives, consumers' cooperatives, credit cooperatives) and credit unions (credit unions of employees and of pensioners). Also, Romania has another forms of social economy entities, like authorized sheltered workshops and commercial subsidiaries of NGOs. **At the end of 2012, sheltered workshops employed** an approximate number of 4.600 persons, from **which approximate 2.000 persons with disabilities**, representing 42% in total employees for this type of organization, according to an ISE report¹⁸.

In **France**, social entrepreneurship is rooted in the tradition of the social and solidarity economy (SSE). Historically, ESS focuses on the non-profit aspect of the work, through several specific legal statuses, while

social entrepreneurship emphasises the social impact of work, regardless of the status.

It is clear from the desk research carried out in the UK, Turkey, Romania and France, that inclusive entrepreneurship policies have an important role to play in overcoming the barriers to quality business start-ups and to reduce the levels of disadvantage. There is however, according to the OECD, no silver bullet solution to addressing this challenge and a multi-pronged approach is necessary that addresses both the macro issues of policy formation and the micro issues of barriers posed through background and individual characteristics.

While self-employment is not the universal panacea to those who through disadvantage may not present as good recruitment prospects, it does offer a viable alternative to unemployment.

¹⁸ Constantinescu St. (coord.), Social Economy and working force employment. Integration of vulnerable groups on labor market, Institute of Social Economy (CSDF), 2013

SECTION 6:

WIDER NATIONAL AND EU WIDE IMPLICATIONS IN LIGHT OF POLICIES

This section reviews the wider national and EU-wide Implications for people disadvantaged in accessing employment, education or training opportunities.

From a pan European Union perspective, because disadvantage is a relative concept, there are few reliable statistics relating to the extent of disadvantage in the EU. There are however approximately 80 million people with disabilities in the European Union (more than 15% of the EU population). It is the equivalent of the population of Belgium, Czech Republic, Greece, Hungary and the Netherlands all together. The more severe the degree of disability, the lower the participation in the labour force (only 20 per cent of people with severe disabilities compared with 68% for those without disabilities). People with disabilities are more than 50% less likely to reach tertiary education compared to non-disabled people and 38% of disabled young people (in the age range 16-34) across Europe are not, or have never been, in paid employment.

European Union is working to build a more competitive economy based notably on higher employment rates to end this crisis in which many of the member countries have stalled.

In the **United Kingdom**, the 2010 Equality Act is the current statute of anti-discrimination law. Historically, it follows laws on sex discrimination (1975) and race discrimination (1976) which were UK developments; and the laws on sexual orientation (2003), religious beliefs (2003) and age (2006) which were the results of European Union laws.

Although disadvantaged students face lower performance, as is the case in many OECD countries, **Turkey** has an above-average percentage of students

who succeed academically despite the odds. Schools in Turkey tend to be homogenous in both student socio-economic background and academic performance, indicating low levels of social and academic inclusion. PISA 2009 indicates that most of the difference in academic performance between schools (51.7%) is explained by economic, social and cultural status of schools and students. Nonetheless, 42% of 15-year-olds from low socio-economic backgrounds performed better than predicted (compared to the OECD average of 30.8%).

In **Romania**, in February 2016 the Romanian Government launched **an integrated package of anti-poverty measures for all ages**, which entails 47 different measures, which worth over 1 billion Euros to be financed by the state budget and European funds. These measures have the aim to meet some of the objectives of the Europe 2020 Strategy. A Business Angels Law was adopted in 2015 and support for other new forms of financing is being exploited. The creation of two investment funds is envisaged – one with opening and seed capital for entrepreneurs with innovative ideas and one with venture and growth capital for innovative start-ups.

In 2012, 8.5 million **French** people lived below the poverty threshold, which was set at Euro 987 per month, according to a study Insee, published in September 2014¹⁹. And half of poor people living on less than Euro 784 per month, or, in constant Euro, a level that had not plunged so low since 2006. The INSEE study on living standards published in September 2015, showed this time that in 2013, inequality had declined in France. This is a sharp decline, of a magnitude unobserved since 1996. In just one year this decline erased the steady increase recorded since 2008 .

¹⁹ INSEE, Les niveaux de vie en 2012, http://www.insee.fr/fr/themes/document.asp?ref_id=ip1513

SECTION 7:

IMPLICATION FOR ARTS AND CRAFTS SKILLS. ARE THEY FORMAL ENOUGH?

The European Parliament defines basic knowledge as a base of skills necessary to guarantee every person the conditions for personal development, their active citizenship, their social and cultural integration and their working integration.

A significant number of people have left school with little or poorly learned basics in written or oral communication and are struggling through adulthood. Reading, writing, counting, organising, knowing how to express oneself orally are all essentials to enter the world of employment.

The achievement of functional literacy (the ability to read and write at a level that enables development and functioning in society at home, school and work) is the indispensable starting point for:

- Access to employment
- Facilitating certain professional situations
- Learning new skills or consolidating knowledge
- Professional development

Over the years, arts and crafts courses have proved to be an invaluable tool to enhance functional literacy.

The key components that make up the arts learning infrastructure in the **United Kingdom** are:

- **The public school system:** This is the primary source of arts learning for the young. No other system has so much access to the young, the resources with which to teach them, and the responsibility for ensuring they have equal opportunity to

become knowledgeable about the arts.

- **Further education:** This is the source of arts learning that offers career opportunities in the arts and crafts sector to young people and adults.
- **Adult & Community Centres:** Arts learning in the community is offered to adults through community centres and, to a lesser extent, arts organisations. Most of these programs focus on artmaking and performance for learners pursuing art as a hobby.
- **Higher education:** These are by far the most important sources of broad-based arts education for adults. This is in addition to their primary focus on preparing professional artists, arts specialists, general classroom teachers, and scholars.
- **Private training providers:** Performing arts organisations are offering considerably more educational programming than they did even ten years ago, but programmes for adult audiences of arts organisations are still limited in scope and reach.

There are three reasons to be concerned about declining demand for the arts and the growing imbalance between artistic supply and demand.

- If demand for the arts, and therefore the earned income of arts organisations, keeps declining, it is unlikely that government support and arts philanthropy will be able to take up the slack
- Declining demand leads to a loss of the public and private benefits derived from the arts.
- Declining demand is likely to be associated with increasing inequity in how the arts-derived benefits are distributed.

Too much emphasis on the formal aspects of art learning, with little to offer in terms of employment, can, quickly become a deterrent to all but those who have real artistic talent or a burning desire to want to work in the arts & craft sectors. Learning the arts should therefore be fun and appealing: informal in the first instance but offering opportunities for those who want more formal learning. The **Praxis Europe Creative Minds** project attempts to do just that. Dance festivals that focus on cultural exchange have been a great success, attracting contributions from a number of European countries. They have proven that European partners have much to offer in terms of their indigenous dance skills. This is a principle that can be extended to cover a much wider range of arts and crafts.

In **Turkey**, ISMEK is the ultimate example of both formal and informal arts and crafts training. The organisation provides a vast range of certificated courses, where formal pedagogies blend with informal workshops. By doing so, ISMEK increases the individuals' chances of employability and helps them acquire financial independence through their labour. Every year almost in a feast air, the General Exhibition and Festival of ISMEK is opened with a magnificent ceremony. The exhibition is being held in the Feshane International Congress and Culture Centre. The exhibition consists of more than 225.000 students' works.

Even not so much developed, with an untapped potential, and not seen as an autonomous field, we may say arts and crafts learning is formal to some extent in **Romania**:

1. In form of **scholar entities**: technical high schools, artistic high schools (art, music, choreography, visual arts) and professional schools. Probably the most important are professional schools, even if their educational mission fulfilment is sometimes put under a question mark, because they do not assure in all cases skills validated on the labour market and the real transition of the pupil to the job. In the table below is presented the evolution of the number of such entities by type of entity, in the period 2010 - 2014; even if the number is small, we can notice a good trend for 2014, when the number of professional schools - secondary education cycle 2 increased substantially, especially in

rural areas, where, as we have already shown in the previous sections of the report, the learning and employment needs are very high.

2. In form of **lifelong professional training organized by the National Agency of Labour Employment** for the persons who are in process of seeking a job, by its network of Counties Agencies for Labour Employment. Also, there are beneficiaries of free professional training services the persons who perform activities in rural areas and they did not have monthly incomes or have monthly incomes smaller than the unemployment benefit and who are registered at the agency.

3. In form of lifelong professional training of workers, **qualification and re-qualification courses organized in the framework of projects financed by European Social Fund, Sectorial Operational Programme - Human Resources**.

The **French** obsession with the diploma has often pushed learning by apprenticeship or non-formal learning into the background. The result? Getting into the labour market is hard, especially for the young. The desk research carried out by the CMA show that apprenticeships could address the labour market issue, but since 2005, the entire growth of the apprenticeships takes place in higher education. Learning is thus polarised at the two qualifying ends (CAP infra-bac and higher education). Apprenticeship remains relatively undeveloped at the level of vocational baccalaureate. Indeed, 83% of young people preparing a professional baccalaureate do so through schooling. In addition, learning is almost non-existent at the semi-skilled level 4 ISCED classification.

RECOMMENDATIONS

Even though a small partnership such as TEACH cannot influence the policy makers to address the structural problems outlined in this report, we hope that the TEACH partners' best practice can influence other stakeholders in adopting similar measures to tackle educational deficits through the use of arts and crafts. In this respect, a ten-point plan has emerged that serves to turn disadvantage into "advantages". This is represented in the form of a mnemonic.

Autonomy

Disadvantaged people must be allowed and encouraged to develop their arts and craft skills in ways that are true to their principles, ideals, and capabilities. They should not be denied access to informal learning if that is their chosen path. The opportunity to develop their talents must also be available.

Development incentives

Disadvantaged people need support in their efforts to achieve self-sufficiency in terms of education, training and employment in the arts and craft sector. Too many existing resources, alleged to serve a disadvantaged group, in fact perform a disservice, by reinforcing dependency or by falling short of expectations, thereby compromising the reality of self-development.

Vision

Disadvantaged people need to know about opportunities in the arts and craft sector and the tools available to them, and to know how to use them to promote their own skills and development.

Access to just employment

Employment in the arts and craft sector, at a subsistence-level income, is not sufficient for becoming self-sufficient. What is needed is "just" employment, which entails employment free from limiting, damaging, or self-fulfilling stereotype, meaningful work, safe work, exploitation-free workplace, career development and advancement opportunities based on merit, job security, and the freedom and means to pursue work.

Networks

People of like situation need each other to form a base of support for creating, using, and maintaining the tools for self-sufficiency.

Taking responsibility for decision-making

Disadvantaged people should not be deprived the opportunity to participate in decisions that affect their own livelihood and well-being.

Access to education

Education that enables progression in the arts and craft sector should enhance the values of someone's own culture, and be relevant to the values of other segments of society, to their own potential for development, and to employment opportunities.

Growth

While growth capital is obviously needed to be self-sufficient, certain disadvantaged groups are denied the opportunity to create or keep capital. Often, government or corporate practices serve to keep capital away from smaller institutions, especially those that focus on the arts and craft sector. Many creative enterprises

are content-based businesses with intangibles that the investment community often finds much more difficult to value, monetise, and sell in case of default. This leads to a host of creative enterprises finding it impossible to access growth financing and points to the need for more public policy incentives to ensure creative industry equal access to financial investment and business support programs.

Emotional Energy

To grow towards self-sufficiency, disadvantaged people require the sort of personal and emotional energy that comes from self-respect. The notion of a powerful creative economy challenges artists and creatives alike to reconsider their role in society, perhaps seeing themselves as leaders and drivers of this new world order instead of being a vital and necessary drain on limited resources.

Support systems that are responsive

These include accessible transportation, safety and security, food and clothing, strong neighbourhoods, social services, advocacy and influence, and social, recreational, and aesthetic opportunities.