

INEQUALITIES FACED BY INDIGENOUS PEOPLES IN VOCATIONAL EDUCATION AND TRAINING

Jo Anni Joncas, & Kara Edward

Faculté d'éducation, Université de Sherbrooke, Québec (Canada)

Abstract

Vocational education and training (VET) is a key social justice sector because it increases graduation rates for students from discriminated groups (Avis et al., 2017; Beicht & Walden, 2015; Taylor et al., 2012; UNESCO, 2016). VET provides rapid qualification to a skilled trade and offers a stepping stone to postsecondary education, in addition to meeting society's workforce needs. Considering the high percentage of Indigenous people around the world who do not have a degree or are unemployed (Australian Bureau of Statistics, 2012; Statistics Canada, 2017; Statistics New Zealand, 2018; U.S. Bureau of Labor Statistics, 2019), VET is a promising avenue to promote graduation and access to employment among them. Nonetheless, studies show that Indigenous people in VET face discriminations that results in inequalities (Beaudry and Perry, 2020; Helme, 2007; Mangan and Trendle, 2010; Lawrence, 2006).

This led us to conduct a literature review in developed and colonized countries where there are Indigenous people. To carry out this review, we searched four databases. The keywords used were: Indigenous OR Aboriginal AND Vocational Training OR Vocational Education. A total of 624 peer-reviewed articles published after 2010 was identified, but a subset of 35 articles was selected on the basis of their relevance for our review, taking care to ensure “a degree of analysis and conceptual innovation” (Grant and Booth, 2009, p. 93) by refining the selection of papers several times over (by eliminating duplicates, selecting articles only in English or French, by limiting the review to peer-reviewed articles from Australia, Canada, the United States, and New Zealand, all of which have a VET system with a competency-based educational approach and industry-partnered programs).

We conducted a content analysis of the 35 articles selected. For each of the writings, we began by individually reading and coding the papers using NVivo 12 software. The pre-set nodes matched the main characteristics (authors, year of publication, location, objectives, theoretical framework, methodology, main findings) and three types of school inequalities according to the sociology developed by Dhume et al. (2011). These authors identify three types of research on school inequalities according to whether they focus on 1) the entry through the public, 2) the entry through the environment or 3) the entry through the school's action.

Our communication will present the results of this ongoing analysis according to Dhume et al.'s sociology. For example, the literature classified under the public entry focuses primarily on Indigenous social origin as a source of discrimination, minimizing other social affiliations such as being a mother. Those relating to the environmental entry examine the effects of school segregation actions on the indigenous people pathway or that VET programs focus more on government and labor market needs than on those of indigenous students and communities. The writings related to the school action entry analyze the impact of school actions on the construction or deconstruction of inequalities faced by indigenous people.

Keywords: *Indigenous people, vocational education and training, school inequalities, literature review.*

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