Can VET combine high esteem and social inclusion?

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How is the problem definition?

• Lack of skilled workers
• Too many students in general education
• Too many drop outs
• Inequality between different educations
• Social inequality
Why low/falling esteem: a fact or a discourse?

• Facts:
  • Compulsory education
    • Including weak learners
    • Including not motivated students
  • Educational hierarchy
    • Not a choice between a number of – horizontal – educational possibilitees
The character of VET

- Lack of training places
- Workshop culture
- Learning environment
- Different youth culture
- Blind alley/dead end?
Education or social work?

• Discourse:
  • Social inclusion: education becomes (more or less) social work
  • Teacher or social worker?
  • Teaching or caring?
  • VET as a learning place or a drop in center?

• The image of apprenticeship as a social policy measure affects the image of it
Innovations to social inclusion

• SE
  • Apprenticeship tracks as regular part of the gymnasium (Y 11)
  • Individualized trajectories
  • But recognized as a route for weak learners

• NO
  • Apprenticeship as an integrated part of the educational model (2+2)
  • Local training agencies (LTA) (Oplæringskontor) (Voluntary local member firms)
  • Certificate of practice scheme (2006) (weak learners)
Innovations to social inclusion

- **FI**
  - Promoting linkages between educational institutions and the world of work
  - More work based learning (curriculum reforms)
  - Increased participation – but many drop outs

- **DK**
  - Individual support: Mentors, contact teachers, psychologists
  - Training centres (in stead of training places)
  - Breakfast etc
  - Separation of young and adult people
Innovations to raise the esteem

- EUX (hybrid of VET and gymnasium; “Craftsman with cap” (DK)
- Technical general studies (NO)
- DM i Skills (Danish Champion in skills)
- Skills competitions (FI)
- Individualized trajectories (SE)
- Supplementary courses in general education (NO)
- Better access to higher education
Conclusion

Do the new apprenticeship programs first and foremost work as a supplement or an alternative to other educational pathways?
How does it affect the esteem if/when they work as a supplement?
How does it affect the esteem if/when they work as an alternative?
How to combine high esteem and social inclusion?

- Political and structural level: from qualifications til participation
- Institutional level: transitions from primary school, coorporation with local society
- Teaching level: Belonging and participation not (only) acquisition of skills
Questions to discuss

• Which innovations can/should be added?
• How to research in this dilemma? What kind of theoretical framework could be relevant and useful?
• Which educational model can be an answer to the question: How to combine high esteem and social inclusion?