

# Youth from peripheral Denmark and the Vocational Education System

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# Introduction

- First: a brief introduction to my PhD & myself
- Then: a focus on the need to bring the spatial dynamics of Danish Vocational Education Programmes to the attention of policy-makers.

# Education, mobility, place

My main focus area & guiding light for my problem formulation:

- Who is going to live in non-metropolitan areas in the future, and how are they going to make a living?

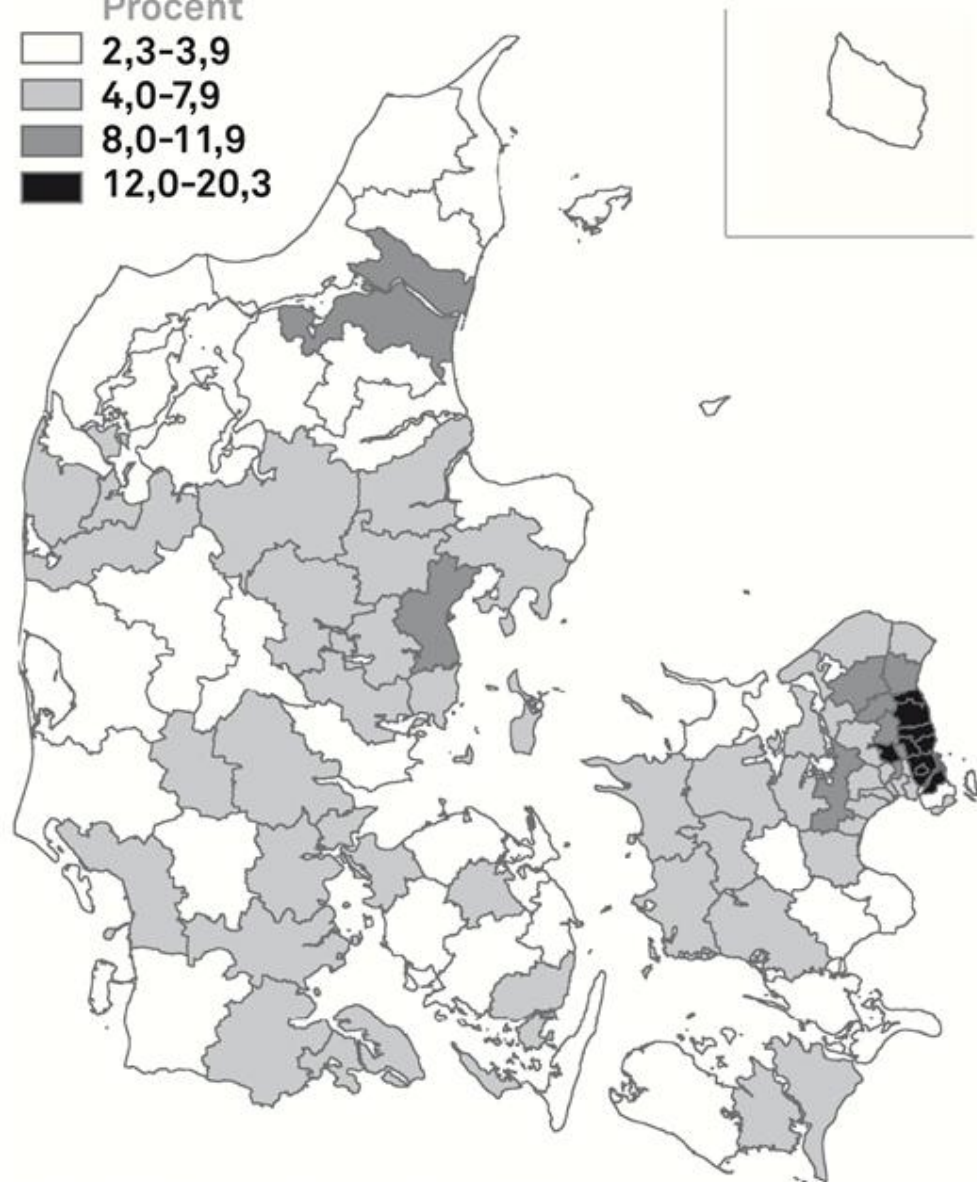
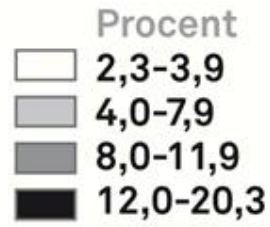
Working title:

- Youth in the periphery: education choice, migration patterns and attachment to place
- Youth who grow up in the periphery must make education choices which at the same time affect their future place of living and working.
- Getting an education when you are from the periphery in many cases requires capacity to move (migration, other forms of mobility)

# Theoretical frames

- Geography of education:
  - Urban, primary school level, neighbourhoods & socio-spatial inequality
  - Rural education: disembedding (learning to leave) vs. Local social capital.
- Economic geography:
  - hierarchy of (metropolitan) places based on access to knowledge/ creativity/ cognitive/ talented workforce
    - Scott, Hansen & Winther
- (Also mobility, place, the socio-economics of education choice)

# Andelen af beskæftigede med længere videregående uddannelse\* fordelt efter arbejdskommune.



Note: \*) Opgørelsen er fra 2009.

Kilde: Høgni Kalsø Hansen og Lars Winther Køben-

▼ Kort over uddannelsesinstitutioner

> Institutionsudvikling og institutionsstruktur

> Puljer

> Priser

> Stafetten

> Økonomiske analyser

> Forkortelser i uddannelsessektoren

# Jylland





> Institutionsregister

▼ Kort over uddannelsesinstitutioner

> Institutionsudvikling og institutionsstruktur

> Puljer

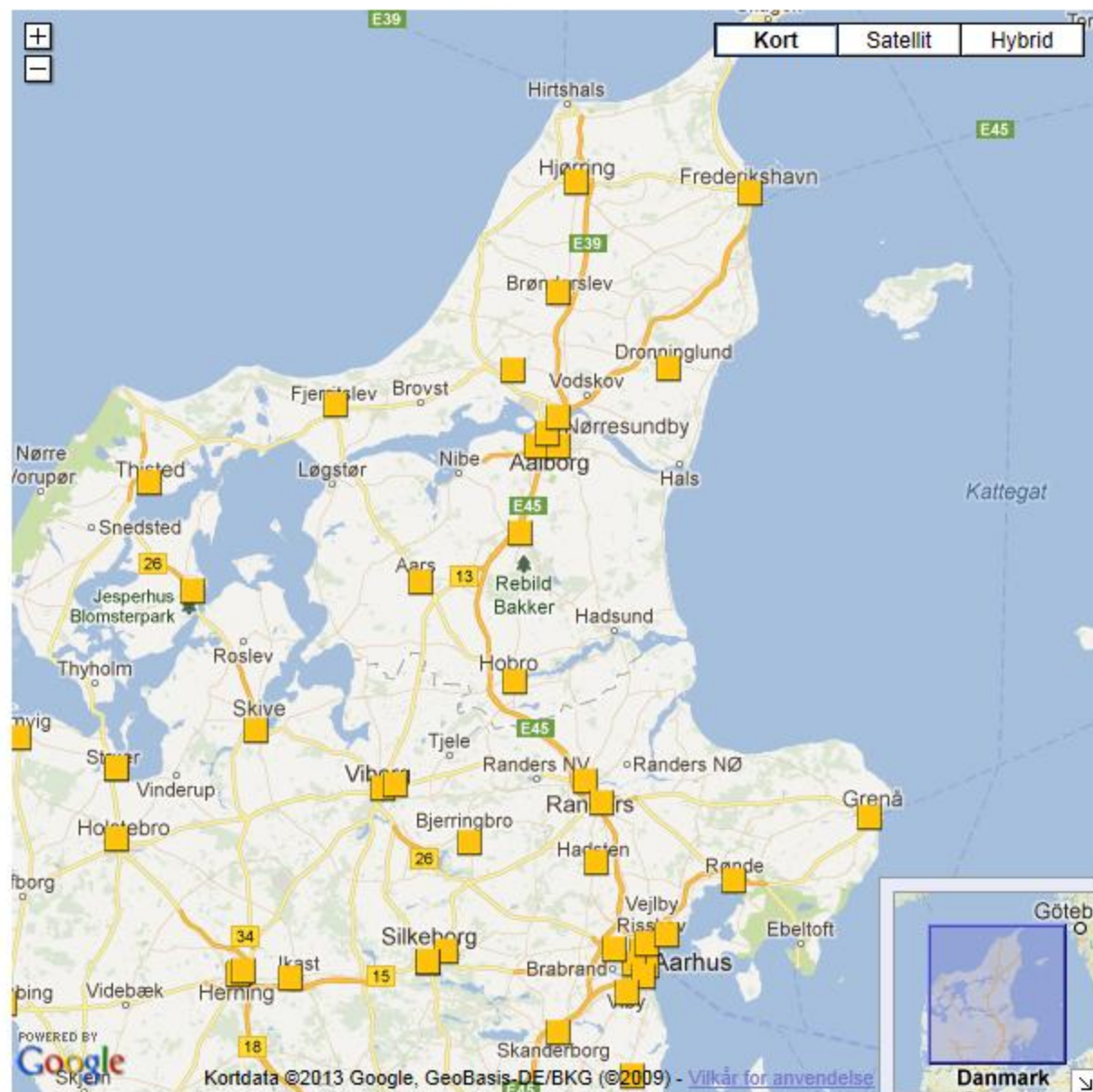
> Priser

> Stafetten

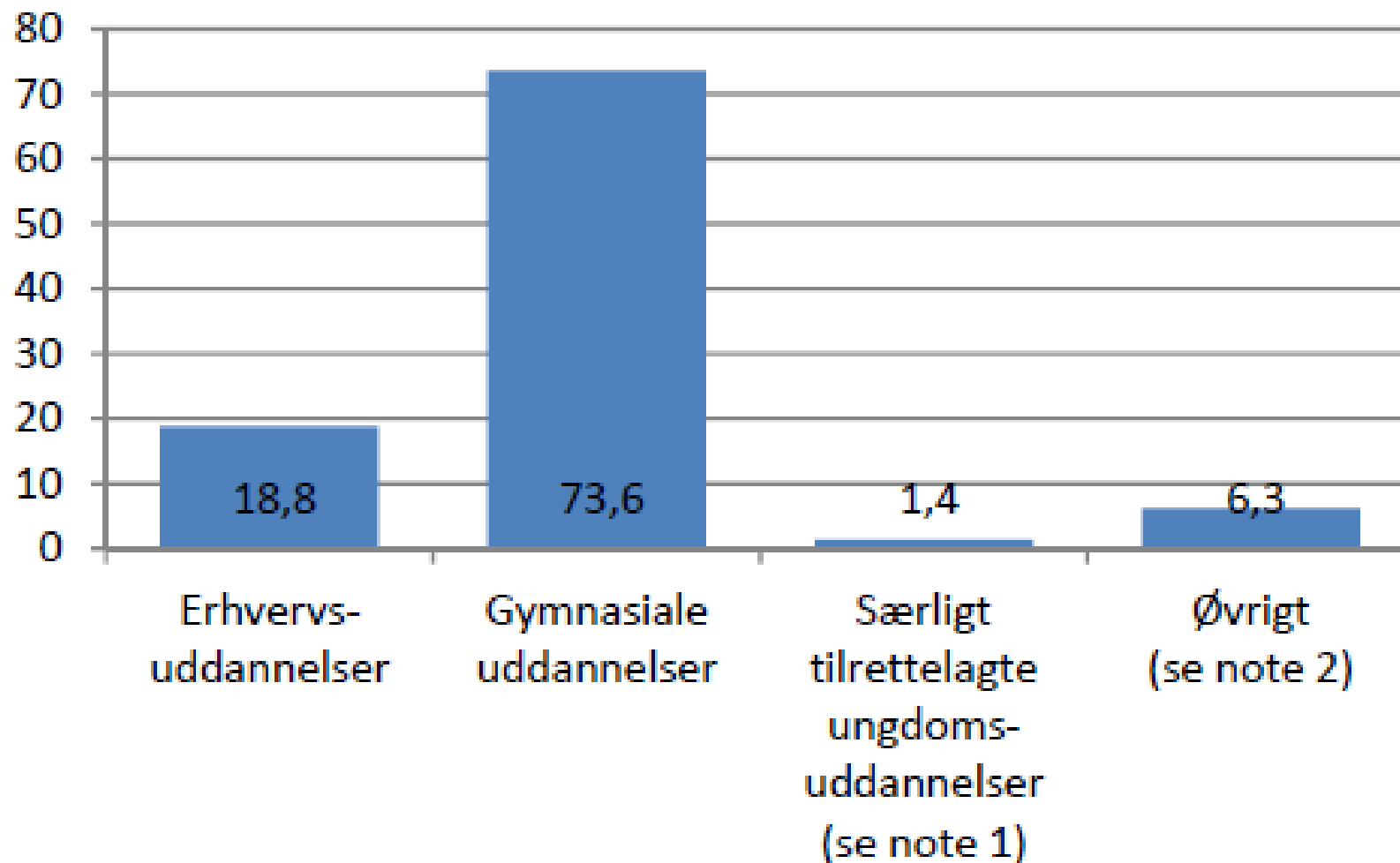
> Økonomiske analyser

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# Kort over almengymnasial uddannelser



**Figur 1 Tilmelding til ungdomsuddannelserne fra elever i 9. og 10. klasse, der forlader grundskolen i 2013, procent**





# Why focus on Vocational education?

- Reform of the vocational education system in Denmark urgently needed.
- By 2020 lack of vocationally-educated 32.000 persons.
- These make up more than 40 % of present employees in non-metropolitan areas
- Focus on 95 % + 50 %, not on vocational vs. Academic (UVM)
- National focus on knowledge economy and national ability to compete globally. Recently, new political discourse about importance of production – also for innovation. (V & Employ)

# Lack of qualified labour amongst vocationally trained in 2020 -AE 2013

# Trajectories

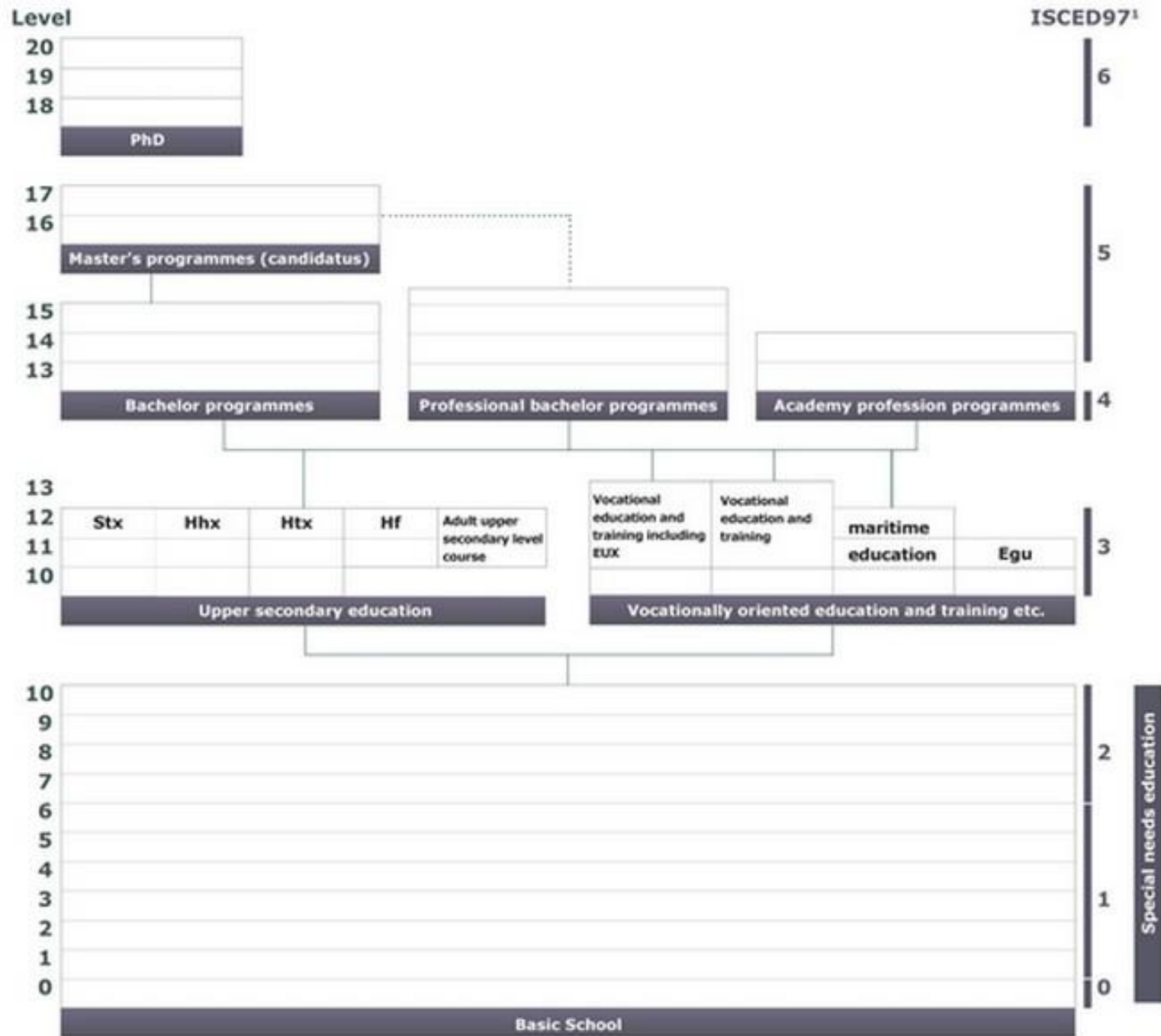
- Academic labour expanded: growing demand
- VEP lack of qualified labour: sharp drop in supply
- In past 10 yrs. 100.000 jobs in production have “disappeared”

Meanwhile, the Chinese are...



# Methodology

- Understand the context:
  - National spatial qualifications hierarchy in economy in transition
- Establish a base line:
  - Map the spatial dimensions of the VEP system and students moving through it
- Qualify individual motivations and attempt to tie in a hierarchy of place





# What is a Vocational education?

## Part 1:

Basic training course: at school, 12 entry courses. 20-60 weeks, average 25 weeks

## Part 2:

VET main programme: alternates between school and place of apprenticeship, 111 programmes. 1½-5 years, average 3-3½ years.

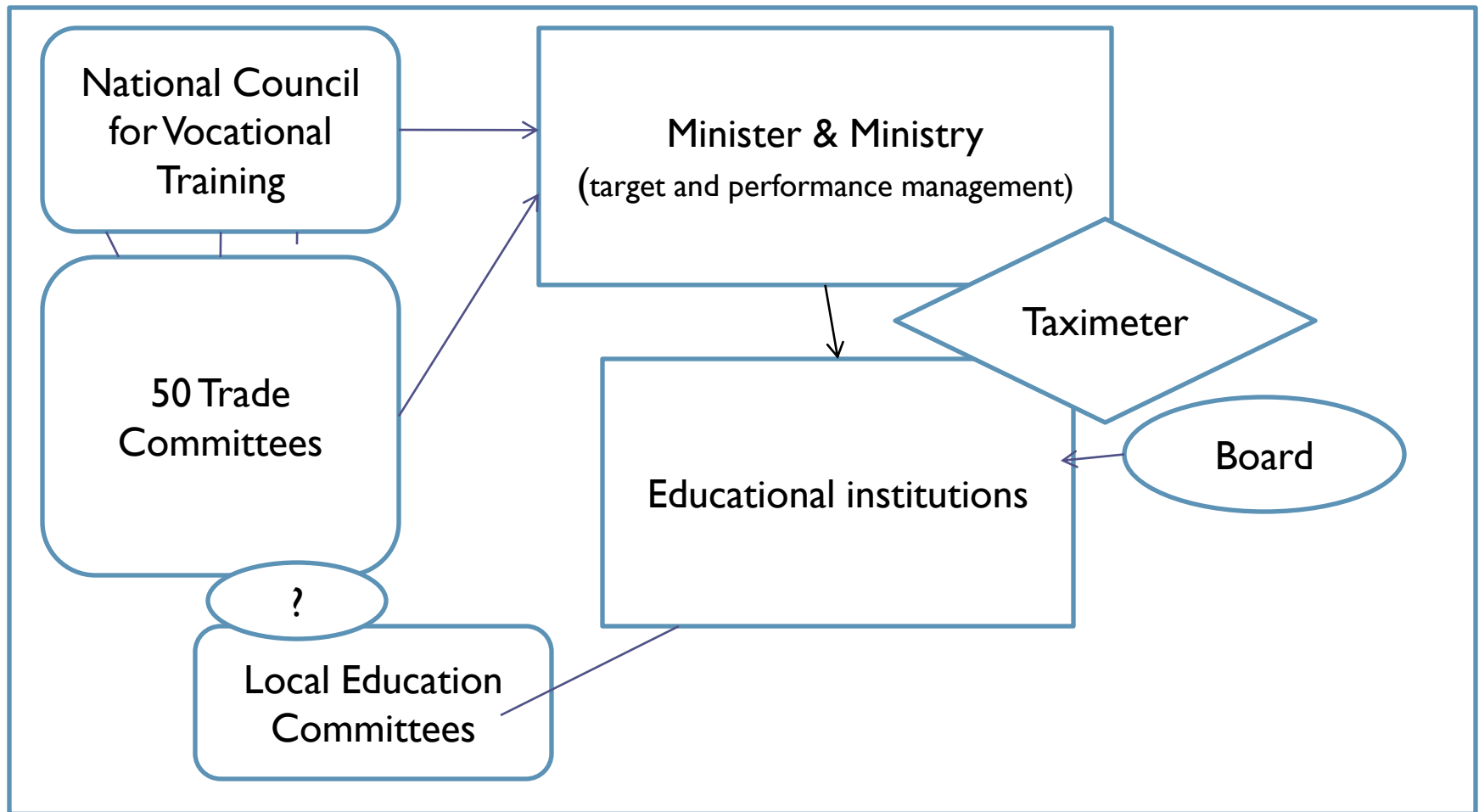
# From Guild, to industrialisation, to...?



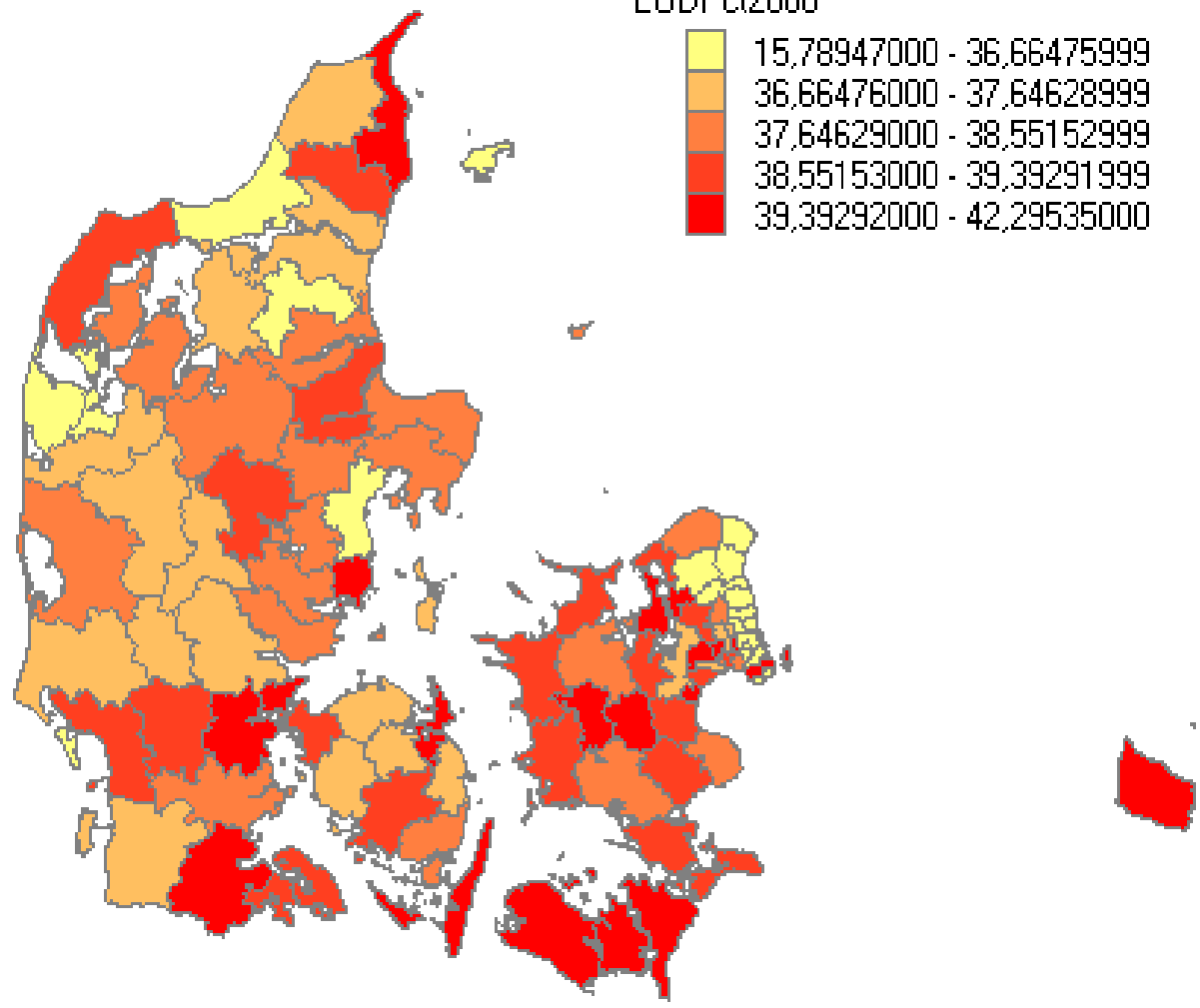
Nature of relationship between employer, student and government has completely changed. From Guild, to industrial classes (branch organisations vs. Workers Unions) to national education – 95 % national goal.



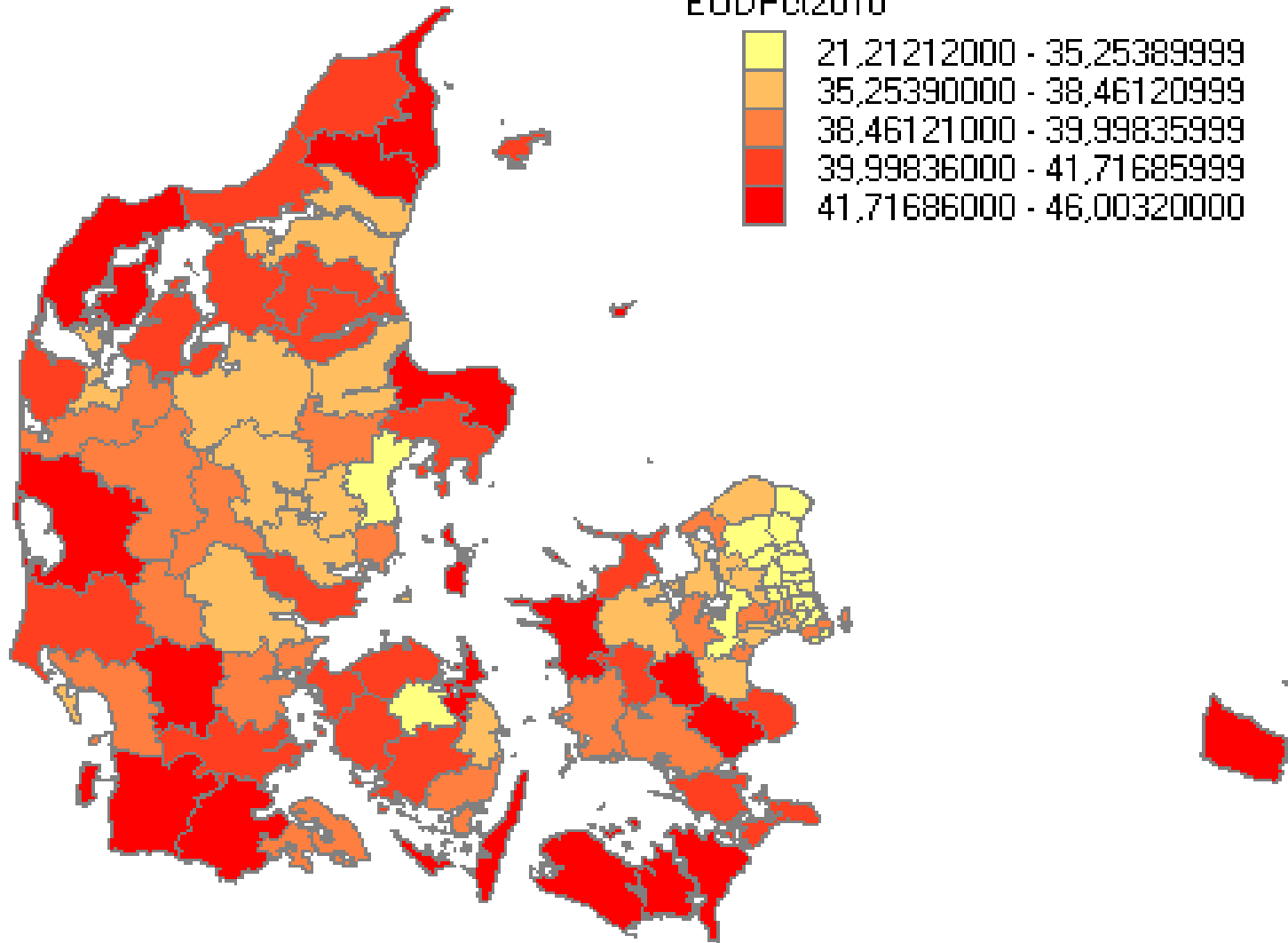
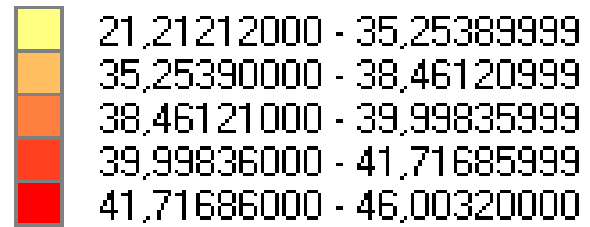
# Structure & administration of VEU



EUDPct2000



EUDPet2010



# 4 Cases

- Building & Construction
- Production and Develeopment
- Agriculture
- Health and health care
  
- 4 municipalities



# Example: Production and Development

2000: share of labour market: 6,6 %

2010: share of labour market: 6,1 %

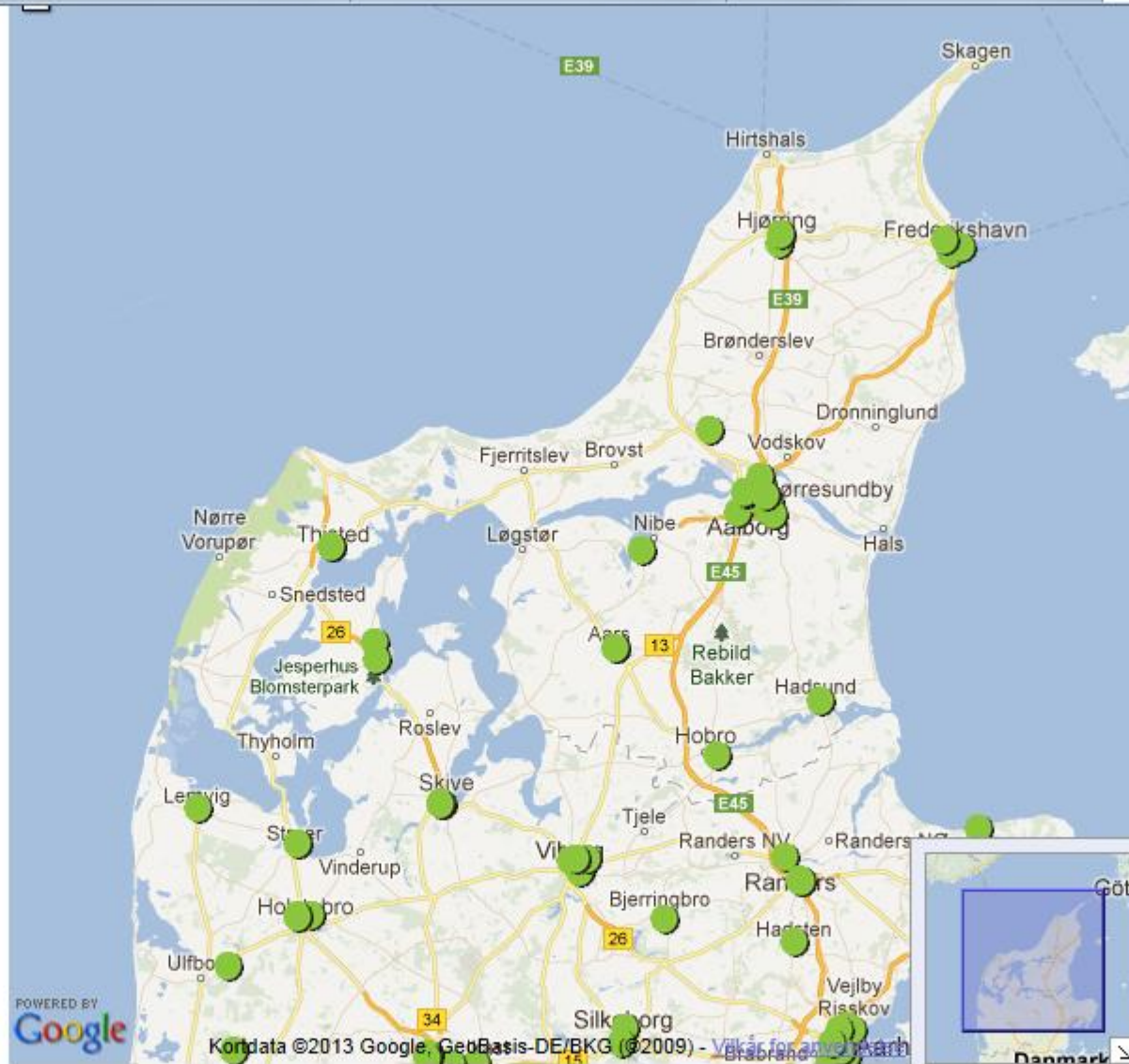
Municipalities with largest share of local labour market: >9,6%

Kalundborg, Lolland, **Kerteminde (15%)**,  
Frederikshavn, Rebild, Ringkjøbing-Skjern,  
Lemvig

Region of Northern Jutland: 6,4% (Aalborg)-9,8%  
(Frederikshavn)

institutionsstruktur

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Tegnforklaring

Vis Ikon

Beskrivelse

# VEP from a new angle: research

- Hitherto focus on the students and their lack of education capacity.
- When focus has been on the system, focus has been on drop-out rates and access to apprenticeship positions. Though Koudahl – and Rasmussen.
- Need to consider the geographical implications, mobility/ migration patterns and attachment to place by youth who would potentially choose a vocational education.

# Conclusionary remarks

- National educational policy is also local and regional development policy
- This is especially true of vocational education system.