

# Vocational Education & Training

## Voices from Research

VI Stockholm International Conference &  
Research Workshop on VET  
May 08-09, 2017

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*Research Group VETYL (Vocational Education & Training/Yrkeskunnande och Lärande), Department of Education, Stockholm University*

## Book of Abstracts

### Research Editors

Lázaro Moreno Herrera, Marianne Teräs

### Technical Editor

Katrin Lindroth

## PROGRAM **Monday, May 08**

<b>12.00-13.00</b>	Arriving at Birka Terminal, <i>Stadsgårdsterminalen</i> , Stockholm Registration
<b>13.00 -13.30</b> <b>Room</b> <b>Waldermarsudde</b>	Opening and practical information <b>Professor Lázaro Moreno Herrera &amp; Associate Professor Marianne Teräs</b>
<b>13.30-15.00</b> <b>Room:</b> <b>Waldermarsudde</b>	<b>Keynote 1:</b> <b>Professor Krista Loogma, Tallin University, Estonia.</b> Historical legacy and institutional persistence in VET Chair/discussant: Professor <b>Per Andersson</b> , Linköping University, Sweden
<b>14.40-15.00</b>	Coffee break
<b>15.00-16.30</b> <b>Room:</b> <b>Waldermarsudde</b>	<b>Paper session 1: VET Teacher Education 1</b> <b>Birgit Schaffar-Kronqvist, Åbo Akademi University, Finland:</b> Teacher's work between motivating students and showing them the existential meaning of work <b>Hamid Asghari, Karlstad University, Sweden:</b> Vocational knowledge in industrial-technology program as it emerges from three vocational teachers' life stories <b>Lewis Hughes, Deakin University, Australia:</b> Maintaining <i>VETness</i> in a scholarly environment: Voices from exploration of Australian VET teachers including researching as part of their professional practice Chair/Discussant: <b>Haege Nore</b>
<b>PARALLEL SESSIONS</b>	
<b>Room:</b> <b>Kastellholmen</b>	
<b>Room:</b> <b>Beckholmen</b>	<b>Paper session 2: VET Skills, Qualifications and Quality</b> <b>Annica Isacsson, Haaga-Helia University of Applied Sciences, Finland:</b> Why are transversal skills needed in professional higher education in the future? <b>Naomi Alphonsus, University of Witwatersrand, South Africa:</b> The development of occupational qualifications: Has South Africa escaped the failings of the national qualification framework? <b>Staffan Bolin, Swedish National Agency for Higher Vocational Education, Sweden:</b> Quality and quality assurance in higher vocational education in Sweden Chair/Discussant: <b>Christof Nägele</b>
	<b>Paper Session 3: VET Research at Stockholm University</b> <b>Marianne Teräs, Ali Osman &amp; Johanna Lasonen, Stockholm university, University of South Florida, USA:</b> VET and new comers: Challenges of recognition and validation <b>Janne Kontio, Stockholm University:</b> Get off the phone! – The use of smart phones in vocational student's peer interaction <b>Katarina Lagercrantz, Stockholm University:</b> Participation and learning processed in VET: A study of students' experiences of adult-education program in health and social care <b>Lázaro Moreno Herrera, Stockholm University:</b> Research in VET and the methodological divides: Towards multimethodological strategies and theory diverse approaches – Contribution from a Swedish VET research perspective Chair/Discussant: <b>Karen Evans</b>
<b>16.30-17:00</b>	Boarding Birka Cruise - Check-in, boarding-cards and cabin keys Information about on-board programme and practicalities
<b>17.00-18.20</b> <b>Room: Stockholm</b>	<b>Keynote 2:</b> <b>Dr. Ruhi Tyson, Stockholm University/Waldorf Teacher Training College, Sweden:</b> Narrative explorations of vocational Bildung: Implications for VET research (The Rough Ground) Chair/Discussant: Professor <b>Franz Kaiser</b> , University of Rostock, Germany
<b>18.30-20:00</b> <b>Room: Roslagen</b>	<b>Paper session 4: VET Teacher Education 2</b> <b>Susanne Köpsén &amp; Per Andersson, Linköping University, Sweden:</b> Vocational students' workplacements as a learning opportunity for Swedish VET teachers

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<b>PARALLEL SESSIONS</b>	<p><b>Ramlee Mustapha, University Pendidikan Sultan Iris, Malaysia:</b> Globalisation and teacher education: Theory-Practice nexus</p> <p><b>Åsa Broberg &amp; Camilla Gäfväls, Stockholm University &amp; University College of Arts, Crafts and Design, Sweden:</b> The hidden curriculum in VET: A socio-material perspective on the influence of financial criteria</p> <p>Chair/Discussant: <b>Annica Isacson</b></p>
<b>Room: Sandhamn</b>	
<b>Room: Stockholm</b>	<p><b>Paper session 5: Validation and Identity</b></p> <p><b>Haege Nore, Oslo and Akershus University College of Applied Sciences, Norway:</b> Recognition of prior vocational learning among migrants and refugees in an European context</p> <p><b>Maria C. Johansson, Linnaeus University, Sweden:</b> The promise of validation: A policy perspective</p> <p><b>Eva Klope, Linnaeus University, Sweden:</b> The construction of the desirable and professional hairdresser</p> <p>Chair/Discussant: <b>Marianne Teräs</b></p>
	<p><b>Paper session 6: Research on Language and Simulations</b></p> <p><b>Valentina Kononova, Siberian Federal University, Russian Federation:</b> Ups and downs of lifelong language learning in "UNICO" TEMPUS project</p> <p><b>Nicole Kimmelman &amp; Nina-Madeleine Brummel, University of Paderborn, Germany:</b> Professional German language competences – Demands and strategies of promotion in training preparation modules</p> <p><b>Vibe Aarkorg, Aarhus University, Denmark:</b> Simulation-based teaching and learning in the social and health care programs</p> <p>Chair/Discussant: <b>Natasha Kersh</b></p>
<b>20:00-20:30</b>	Accommodation in cabins
<b>20.30</b>	Dinner & Social events

Tuesday May 09

<b>7.00-8.45</b>	Breakfast
<b>08.50-09.00</b>	Introduction to Day II
<b>09.00-10.00</b>	<p><b>Keynote 3</b></p> <p><b>Dr. Maarit Virolainen, Finnish Institute for Educational Research, Finland.</b> Changing patterns of transition to VET and from VET to higher education: The ongoing Finnish VET reform</p> <p>Chair/Discussant: <b>Pekka Kämäräinen, University of Bremen, Germany</b></p>
<b>Room: Stockholm</b>	
<b>10:00-10:30</b>	Coffee Break
<b>10:30-12:00</b>	<p><b>Paper session 7: VET Teacher Education 3</b></p> <p><b>Nicole Naeve-Stoss, University of Siegen, Germany:</b> Subject-oriented curricula – A challenge for teachers at vocational schools in Germany</p> <p><b>Hedvig Skonhoft Johannesen, Oslo and Akershus University College of Applied Sciences, Norway:</b> Vocational knowledge views in VET teacher's practices</p> <p><b>Viveca Lindberg, Gothenburg University, Sweden:</b> Swedish Vocational Teacher Education: admission requirements and content – changes since early 20th century</p> <p><b>Juan Alberto Mena Lorenzo, Reynaldo Néstor Cueto Marín &amp; Yuset Díaz Placencia, University of Pinar del Rio, Cuba:</b> The administration of the technological scientific training process of the professors of the technical and professional education</p> <p>Chair/Discussant: <b>Lázaro Moreno Herrera</b></p>
<b>Room: Roslagen</b>	
<b>PARALLEL SESSIONS</b>	
<b>Room: Sandhamn</b>	<p><b>Paper session 8: Gender, social competence and inclusion</b></p> <p><b>Francesca Salvà-Mut, Antoni Cerdà-Navarro &amp; Ana M. Calvo-Sastre, University of Balearic Islands, Spain:</b> Educational pathways and gender segregation: The case of upper secondary VET</p> <p><b>Natasha Kersh, University College London, UK:</b> The role of adult education in facilitating social inclusion and engagement of vulnerable adults: Insights from the Horizon 2020 project</p> <p><b>Kristina Kühn &amp; Michael Gessler, University of Bremen, Germany:</b> Fostering social competence of disadvantaged young people</p>

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<p><b>Room: Stockholm</b></p>	<p><b>Larissa Freund &amp; Michael Gessler, University of Bremen, Germany:</b> A case study about the innovative approaches of a German transplant in China: Make up for deficiencies in the prevailing VET system Chair/Discussant: <b>Janne Kontio</b></p> <p><b>Paper Session 9: VET Systems and work oriented-education</b> <b>Stephanie Matseleng Allais, University of Witwatersrand, South Africa:</b> Occupations, work, and work-oriented education in three African countries <b>Martin French &amp; Franz Kaiser, University of Rostock, Germany:</b> The Swedish system of VET - A German perspective <b>Johanna Köpsén, Linköping University, Sweden:</b> Higher VET in Sweden Chair/Discussant: <b>Petri Nokelainen</b></p>
<p><b>12.00-13.30</b></p>	<p>Lunch &amp; collecting luggage from cabins</p>
<p><b>13.30-15:00</b> <b>Room: Roslagen</b></p> <p><b>PARALLEL SESSIONS</b></p> <p><b>Room: Sandhamn</b></p> <p><b>Room: Stockholm</b></p>	<p><b>Paper session 10 VET, apprenticeship and adult learning</b> <b>Christof Nägele &amp; Patsawee Rodcharoen, University of Applied Sciences and Arts, Northwestern Switzerland:</b> Apprentices social integration in the work-group and reflection as a key factors for a successful onboarding and development <b>Petri Nokelainen, Heta Rintala &amp; Laura Pylväs, Tampere University of Technology, Finland:</b> Apprentices' adaptation and innovation styles in relation to dimensions of workplace learning environments <b>Petros Gougoulakis, Stockholm University, Sweden:</b> Pedagogics in VET for adults – Do adults learn a vocation differently? Chair/Discussant: <b>Asa Broberg</b></p> <p><b>Paper session 11: VET and adult education</b> <b>Chiara Biasin, University of Padova, Italy:</b> Adult education and vocational training in Italy: Issues and challenges <b>Fernando Marhuenda, University of Valencia, Spain:</b> Re-education adults through work: Job coach fostering informal learning <b>Karen Evans, University College London, UK:</b> Risky work – supporting learning in free-lance and contract-based employment Chair/Discussant: <b>Nicole Kimmelman</b></p> <p><b>Paper session 12: Methodological issues, company research and research on emotional capital</b> <b>Ines Langemeyer, Karlsruhe Institute of Technology, Germany:</b> Methodological challenges of investigating intellectual cooperation, relational expertise and transformative agency <b>Pekka Kämäräinen, University of Bremen, Germany:</b> Begleitforschung as mediator between action-oriented learning and digital change: On the role of accompanying research and training schemes in the Learning Layers construction pilot <b>Benedicte Gendron, University Paul-Valery Montpellier 3, France:</b> Enabling's organization as companies and schools: How to develop enabling teachers and managers? An approach via the emotional capital Chair/Discussant: <b>Hamid Asghari</b></p>
<p><b>15:00-15:15</b></p>	<p>Coffee break</p>
<p><b>15:15-15:50</b> <b>Room: Stockholm</b></p>	<p><b>Panel discussion:</b> <b>Teacher Training for VET: National Challenges and the Teacher Needed</b> Panel members <b>Haege Norge, Stephanie Matseleng Allais, Christof Nägele</b> Chair: Associate Professor <b>Viveca Lindberg</b>, Gothenburg University</p>
<p><b>15.50-16:00</b></p>	<p><b>Conclusions</b> Professor Lázaro Moreno Herrera &amp; Associate Professor Marianne Teräs</p>
<p><b>16:00</b></p>	<p><b>Arrival to Stockholm</b></p>

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## ABSTRACTS

### **Keynote 1: Historical legacy and institutional persistence in VET**

**Prof. Krista Loogma**

Tallinn University, School of Educational Sciences

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#### **Abstract**

In one or another way, many VET systems in EU are facing the similar key challenges related to the quality and esteem of VET: how VET can provide access both to higher education and to the labour market, attract ambitious students, and be socially inclusive? Despite the reform efforts to rise the quality and esteem of VET in EU, in many VET systems the negative selection into the vocational track is still occurring as the best students choose the academic track and vocational track is considered as for „losers“. This institutional pattern may result in the vicious circle of low standing of VE in society. In Estonian case this kind of complex of problems have emerged in the time of Khrushchev's education reform in 1960s and persisted up today.

The Estonian case illustrate why the institutional pattern has persisted over time, how the historical and cultural factors can contribute for the institutional persistence despite the deep changes and and long-lasting post-socialist reforms, that have been closely related to Europeanization tendencies and that historical perspective can be helpful to understand better the dynamics of continuity and change of institutional setup of VET systems.

**Keywords:** institutional persistence, VET system, esteem/standing of VET, historical perspective

#### **Bibliographical notes:**

Dr Krista Loogma work in Tallinn University, Estonia, as professor of vocational and professional education. Her competence areas are related to education sociology, education and labour market, education policy, research methodology.

She has been engaged into various international R&D projects, conducting original research and using data of international comparative reserach, particularly PISA and TALIS and conducting comparative analysis in the fields of skills, competences, learning outcomes.

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PAPER SESSION 1: VET TEACHER EDUCATION 1

**Teacher's work between motivating students and showing them the existential meaning of work**

**Birgit Schaffar-Kronqvist**

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**Abstract:** This paper presents a dilemma in the teacher-student-relationship between the didactical task to motivate students for improved performances on one hand and the existential task to be a fellow human being and professional role model on the other hand. How should the teacher motivate students for learning when there will be no reasonable opportunities to find a job after finished vocational training? This dilemma will be illustrated with examples that teacher students experienced throughout their educational training. The examples are linked to the recent reforms in VET in Finland.

**Keywords:** Motivation, teacher's professional ethics, VET-reform, Finland

**Bibliographical notes:**

Dr Birgit Schaffar-Kronqvist is a university teacher at the Faculty of Education and Welfare Studies at Åbo Akademi University in Finland. In her research she is interested in philosophy of education with focus on vocational education and vocational teacher training.

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## **Vocational knowledge in Industrial-technology program as it emerges from three vocational teachers' life stories**

**Hamid Asghari, PhD.**

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**Abstract:** In this study the focus is on three vocational teachers' stories of their lives and teaching experiences. The research method which I use in this study is life story and the teachers are Johnny, Oscar and Omed. From the teachers stories emerge the vocational knowledge that they believe that their students should learn during their Industrial-technology education.

In terms of analytical method I focused on the stories content and I chose to do a thematic analysis of the stories, and through a holistic approach to see the different patterns which emerge from the stories. Based on Johnny's, Oscar's and Omed's stories about their lives and teaching experiences, various themes of knowledge which their students should learn, became apparent. These themes are: *knowledge about being a good citizen, knowledge of technology, knowledge about coping with life as an adult, knowledge which can be used in real life and knowledge which can lead to employment*. In the article, I even discuss how these prominent aspects of knowledge can be understood in relation to Aristotle's definition of the concept of knowledge Episteme, Techne and Phronesis.

Johnny's, Oscar's and Omed's life stories show even an important thing. It shows that the vocational knowledge that teachers believe that their students should learn are contractions. In these contractions vocational knowledge "creates" in the interaction between teachers, students and their environment. And in this interaction teachers' life experiences even have certain significance.

**Keywords:** Vocational knowledge, vocational teacher, life stories

Bibliographical notes:

Dr Hamid Asghari is a senior lecturer in Educational work at the Department of Educational Studies at Karlstad University, Sweden. His research interests focus on vocational teacher and vocational teachers' life stories.

## **Maintaining *VETness* in a Scholarly Environment: Voices from exploration of Australian VET teachers including researching as part of their professional practice**

### **Lewis Hughes**

Director Enviro-sys and Honorary Fellow Deakin University  
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**Abstract:** Hitherto, VET in Australia hasn't given overt attention to teachers being *scholarly* in nature – including researching as part of their professional practice. However, there is an emerging VET system interest in nurturing this attribute. With this in mind, taking note of seeming reluctance of VET teachers to be thought of as *scholarly*, there is an imperative of preserving VET identity and character as being different to universities. The issue being that VET delivers, in the tertiary arena, high value learning which in its vocational purposefulness is different to university; and preserving this difference is important so as to maintain the VET, enriching, contribution to society. The potential hazard lies in the possibility that if VET teachers, as researchers, look like university academics then the respective identities may merge and much richness in post-compulsory education options is depleted. Accordingly, this paper addresses maintaining *VETness* whilst VET teachers engage 'in' and 'with', vocationally purposeful, *scholarly* research. Also, it may be that Australian VET teachers are more *scholarly* than they, themselves, realise – if so, there is a *VETness* foundation upon which to build.

**Keywords:** Scholarly, Vocational Education and Training, Research, VET Teachers, Educationalist

### **Bibliographical notes:**

Dr Lewis Hughes, is Director of Enviro-sys – a consultancy focused upon sustainability through nurturing and making best use of knowledge – and an Honorary Fellow of Deakin University, Australia. Valuing the 'E' in VET is a large component of his research and connected to '*educationalist*' teachers nurturing social capital attributes in their learners.

PAPER SESSION 2: VET SKILLS, QUALIFICATIONS AND QUALITY

**Annica Isacsson**

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## **Why are transversal skills needed in professional higher education in the future?**

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Learning is being challenged in the future in many unpredictable ways. According to the World Economic Forum 65 % of those who start school today will work in professions that do not yet exist today. The competence requirements of future working life will change, radically. It is not automation, globalization or machinelearning that change future work, but our way of life and our societies.

Capabilities such as creativity and sensing emotions are core to the human experience and difficult to automate.

Transversal skills are claimed to be important competences in the future, at e.g. working life. Yet, they are rarely systematically taught or applied in learning or guidance processes at universities of applied sciences in Finland. Nor are transversal skills assessed. It is still the substances that form the core in teaching, learning and assessment.

We define transversal competences as; character skills, thinking skills and emotional, collaborative, and interaction skills.

In our research conducted at three universities of applied sciences in Finland we, by using multiple methods, try to create an understanding on what skills students perceive important in future working life, how transversal skills have been present in their studies and/or assessment practices at school, and how those could be enhanced during studies.

Key words: transversal skills, future competences, enhancement of teaching and learning

### **Bibliographical notes:**

Dr (econ) Annica Isacsson is a Research Manager at Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education. Annica has extensive experience in the field of applied research. She has managed many projects, and is currently involved in projects related to the Finnish VET reform. Annica is a board member of the Finnish VET research association and chair of the Nordic VET pedagogical and didactical research network.

## **The Organising Framework of Occupations: Is there common language for occupations between educators and employers?**

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**Naomi Alphonsus**

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**Abstract:** In South Africa concerns around slow economic growth and high unemployment have given rise to critiques of post school education and training. These critiques are focused on the idea that education and training are not producing the right skills for the economy. In an effort to create the right skills for the economy, policy makers have introduced the use of the Organising Framework of Occupations (OFO). The OFO is an occupational classification system which is intended to create a common language between employers and educators. Currently, the OFO is used in several ways in South Africa: the definitions of occupations are used in workplaces to describe the composition of the labour force for workplace skills planning; it is used in skills planning to understand the required supply and demand of skills and it used by state authorities for the creation of occupational qualifications to prepare learners for the workplace. However, the use of the OFO in both labour market and education could be problematic as both systems are influenced by different stakeholders with different agenda. This paper outlines the proposal for the author's doctoral study.

**Keywords:** Occupation, Skills, Occupational Classification Systems

**Bibliographical notes:**

Naomi Alphonsus is a Doctoral student at the Centre for Researching Education and Labour at the University of the Witwatersrand, Johannesburg. Her research interests are education policy, unemployment and work. She is a teaching assistant on the Master of Education specialising Knowledge and work.

## **Quality and Quality Assurance in Higher Vocational Education in Sweden**

**Staffan Bolin**

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**Abstract:** This paper focuses on different aspects of quality and quality assurance in tertiary vocational education and training. The discussion is related to the quality principles governing Higher Vocational Education in Sweden (HVE).

HVE was introduced in Sweden in the middle of the 1990: s after extensive lobbying efforts, mainly from Swedish industrial organisations. They claimed that secondary and upper-secondary vocational education and training (VET) wasn't comprehensive and/or specialised enough to make pupils employable.

To ensure that HVE could match the more precise and detailed demands for specific competences in the labour market, this education concept was designed to function "from the bottom up", not in the traditional "top-down" way. This means that education providers apply for government funding for a special education program on the basis of a strong commitment from a group of employers. Employers are also active in different ways in the programs.

Today HVE consists of around 900 different education programs. Except for two vocations – dental nurses and driving instructors – all programs are designed on the provider level. But they all have to adhere to national quality standards. The paper will describe how our agency has applied quality assurance standards to this almost anarchistic education system.

**Keywords:** Quality, Quality Assurance, Demand driven

### **Bibliographical notes:**

Mr Staffan Bolin is a Senior Advisor at the Swedish Agency for Higher Vocational Education. He has worked with Quality Assurance Questions for the last 20 years, both in the school sector (Skolverket) and the last 14 years in Higher Vocational Education in Sweden.

## **VET and new comers: challenges of recognition and validation**

### **Marianne Teräs\***

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**Abstract:** Vocational education and training (VET) is often seen as an instrument to facilitate inclusion of newly arrived immigrants to labor markets. However, several studies have shown (cf. Andersson and Ali 2008, Lasonen & Teräs, 2015) that they face several obstacles when seeking jobs in their new host societies. This paper examines the policies of RPL (recognition of prior learning) in Finland and in Sweden. The aim is to compare studies in the field in the two countries and thus to enhance understanding of this complex question. In addition, we explore concepts of recognition and validation as well as their relationship to wider societal changes in the countries. We use critical social perspective to make sense of the issues addressed. Data comes from policy documents regulating validation and recognition of competences and prior learning in Finland and in Sweden. The expected result of the study is to delineate how the rules, process and practice of RPL is organized in Finland and in Sweden.

**Keywords:** Recognition, newly arrived immigrants, validation.

**Bibliographical notes:** Dr. Marianne Teräs is an associate professor at the Department of Education at the Stockholm University, Sweden. Her research interests focus on vocational and professional education and training, cultural practices of learning, and migration in relation to VET.

Dr. Ali Osman is an associate professor at the Department of Education at the University of Stockholm, Sweden. His research interest focus recognition of prior-learning and transition from education to work life.

Dr. Johanna Lasonen is Professor in Career and Workforce Education at the University of South Florida in the USA. She has carried out and led the comparisons of technical and vocational education systems. She has also studied gender equity issues in education and work. During the recent years the focus of her research has been on intercultural understanding and integration of immigrants into the workforce.

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## **Get off the phone! – The use of smart phones in vocational student's peer interaction**

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**Abstract:** Recently, many Swedish schools and municipalities have invested heavily in digital tools. In order to keep up the pace with the vast spread of media technology tools, the students of secondary schools are often provided with their own tablets or laptops - with the expectation that this will affect the teaching and learning positively. As a parallel development, the classrooms - through the students' own smart phones – have become connected to the online world from within. This article highlights the smart phone's role in the vocational classroom and I discuss both when and how smart phones occur and what social and educational implications that the phones can have in the students' interaction. The study material consists of observations and video recordings of teaching and learning in a vocational upper-secondary classroom of auto mechanics. The class studied consisted of 43 students, and the school is located in a mid-size Swedish city. The data collection consists of approximately 200 hours of recorded data. Overall, this study shows that the mobile phone, from a teacher's perspective most of the time appears as a serious problem in the classroom, often connected to safety hazards. As used in the studied examples the smart phone use is actually, in rare occasions, constituting a threat to the students' well-being. However, the smart phones are not necessarily competing with the teacher's agenda in education, but is most of the time rather used as a way to pass the time while waiting for new instructions; in what has been observed in recent research as a teaching "gap" (Olin-Scheller & Tanner, 2015). The extent of use varies between different students, but usually have little or no connection to the educational content. Conversation analyses further show how smart phone usage is coordinated with other aspects of classroom peer interaction.

## **Participation and learning processes in vocational education A study of students experiences of an adult- education program in health and social care**

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**Abstract:** The purpose of this study is to explore students' experiences of the health and social care adult- education programme, and participation and learning processes it represents. The program is considered the formal route to acquire a position as a nursing assistant or health and care assistant. Furthermore, the program can be seen as a combination of vocational training, and a measure to reduce unemployment.

The empirical material is based on 15 in- depth interviews with students in health and social care adult-education. These interviews are using a hermeneutic interpretation method, and draw on Lave and Wenger's theory of learning (1991). In addition to sociocultural theory according to Säljö (2005).

Findings indicate that the adult-education program in health and social care is not only a training process, but also a participation process. For the students, it is about gaining participation in the professional community, in Swedish society, and also about an existential safety in a social context. In order to gain participation, intellectual and physical artifacts, as well as personal qualities, are a prerequisite. Despite these requirements, and the challenges students face, the findings reveal that most students continue their studies. This finding leads to the idea that health and social care can be understood a discipline of inclusion.

These findings assist the health and social care field in understanding the connection between said artifacts for inclusion in working life and society; in addition, that such programs should be understood from a wider perspective and viewed in relation to the tension between three educational projects: the students' individual project, the program organizer's project and the national, societal education project.

**Keywords:** Vocational education for adults, health care, nursing assistant, health care assistant, adult education in health and social care, inclusion and exclusion, Lave & Wenger, Sociocultural theory,



**Research in VET and the methodological divides - Towards multimethodological strategies and theory diverse approaches – Contribution from a Swedish VET research perspective.**

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**Abstract:**

As acknowledge in earlier research the complexity of research in VET increases given by the fact that we are dealing with problems in different levels and with different character. At macro level research in VET is concerned, for example, with policy issues, international comparison as well as cross-national challenges of qualifications frame works and mobility of work forces. At what has been defined as meso-level, there are significant challenges from the need to deal with employability, structure of VET systems and dealing with drop-outs. Equally challenging are the problems at micro-level such as the complexity of organizing learning process in different contexts (classroom and workshop), the development of vocational knowing and technological literacy. From a Swedish VET research standpoint the paper attempt to look into how to approach research problems avoiding the divides that traditionally influence the selection of methodologies and theories, also which ontologies and epistemologies lays behind the ongoing research in VET and identify cases of multi-methodologies and multi-theoretical approaches worth studying closely and disseminating. This presentation is part of a contribution to a expected broader discussion within the frames of the European VETNET.

**Keywords:** VET research, research ontologies, research epistemologies, methodology of research.

**Bibliographical notes:**

Professor Lázaro Moreno Herrera, is the scientific leader of the research group of Vocational Education & Training (VETYL) at the Department of Education, Stockholm University of Dreamland, Country. His research interests focus on varios dimensions areas in VET notably policy issues, didactics and comparative international aspects.

## **Keynote 2: Narrative explorations of vocational Bildung: Implications for VET research (The Rough Ground)**

**Dr Ruhi Tyson**

Stockholm University

Department of Education

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**Abstract:** This compilation thesis, consisting of five articles, focuses on narrative explorations of vocational Bildung and wisdom in practice. It is an explicitly practical and empirical approach to what, for the most part, tends to be limited to philosophical discussions. This is motivated by the relative lack of systematic knowledge about how to enact wisdom in practice and afford vocational Bildung to those engaged in vocational education and training (VET). The absence of such knowledge makes it more difficult to develop VET practice and curricula and also leads to significant parts of the internal goods of practice to remain tacit, personal and local when they need to become articulated and shared. The aim of the five articles has been to explore how Bildung and practical wisdom can enrich our understanding of vocational practice and didactics on a theoretical, methodological and practical level. Conceptually the thesis draws extensively from narrative inquiry (Clandinin & Connelly 1995, 2000), reflective practice (Schön 1983, 1987), Aristotelian philosophy regarding practical wisdom (Aristotle 2009, Nussbaum 1990), MacIntyre's concept of a practice (2011) and the Bildung-tradition (Rittelmeyer 2012) to create a coherent framework for the inquiry termed vocational Bildung didactics (VBD). It is located in the phronetic social science paradigm articulated by Flyvbjerg (2001) where the main aim for research is to enrich practice rather than generate theory. The methodology for this kind of inquiry is the collection of narrative cases focusing on unusually rich/successful/wise cases of a practice, what Flyvbjerg (2001) terms extreme and paradigmatic cases. On a conceptual level the inquiry has resulted in the framework of VBD that provides the structure for engaging in this kind of research. It has also resulted in some further conceptualizations driven by the interpretation of cases, in particular a differentiation between vocational and cultural practices. On a methodological level it has resulted in a kind of double didactical method: the case narratives function as articulations of practical knowledge regarding vocational Bildung and practical wisdom but also as the didactical tools for teaching this. On a practical level the inquiry has resulted in suggestions for curriculum-development as well as ways in which the case narratives can be used to enrich the understanding of practitioners.

## **Vocational students' work placements as a learning opportunity for Swedish VET teachers**

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**Abstract:** How are vocational teachers retaining their original vocational identity, which is the basis for their teaching, when they have left a position as e.g. carpenter or nurse, to become teachers? This is crucial for quality of vocational education and training (VET). A VET teacher in Sweden normally has a full-time position, in a school-based VET system. However, the system includes at least fifteen weeks of work placements, during the three-year programmes, with teachers responsible for students' learning in school as well as in workplaces, although, students' work-based learning is guided by individual supervisors. Our paper investigates the value creation and learning potentials for Swedish VET teachers in working with students' work placements. The study draws on a socio-cultural perspective on practice, learning, and identity. Therefore, we see teachers' boundary crossings, between practices of school and workplaces, as crucial for them to maintain and develop their vocational knowledge and identity. Data has been collected in a survey distributed to 2,000 Swedish VET teachers, and qualitative interviews with 30 teachers.

We show how VET teachers' work with students' placements is valuable for opportunities to retain competent in the teaching subject, and consequently for retaining industry currency of VET.

**Keywords:** Vocational teachers, continuing professional development, boundary crossings, placements, industry currency.

### **Bibliographical notes:**

Susanne Köpsén is an associate professor of education at the Department of Behavioural Sciences and Learning at Linköping University, Sweden. Her research interests focus on teacher identity and the continuing professional development of vocational teachers.

Per Andersson is a professor of education at the Department of Behavioural Sciences and Learning at Linköping University, Sweden. His research interests focus on recognition of prior learning, and professional development among teachers in vocational and adult education.

## **Globalisation and Teacher Education: Theory-Practice Nexus**

**Ramlee Mustapha\***

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**Abstract:** The impact of globalisation on teacher education is unprecedented. Changing in the global education landscape has transformed the theory-practice nexus in teacher education. Another revolution is needed to transform educational system and prepare graduates for the 21<sup>st</sup> century realities. Drawing on the perspective of the stakeholders and focusing on digital learners is pertinent to bring teacher education onto a higher level of excellence. In the new millennium, education must focus on the whole child – morally, intellectually, physically, socially and aesthetically. In meeting the needs of the stakeholders, authentic learning, multi-literacies, innovative thinking and research-based improvements are keys to the 21<sup>st</sup> century teacher education model. Authentic learning could be a dynamic tool to enhance learning and to provide opportunities for students to engage in higher-order thinking and active learning. Leading high performing teacher education system is also critical. Educational leaders need to focus on seeking new innovative models of teacher education, pedagogy and learning, and support services. World-class teacher education program should develop thinking and well-rounded students who are the future high performing thinkers and innovators. For the innovation culture to flourish, granting flexibility and autonomy is a way of moving forward.

**Keywords:** Globalisation, teacher education, theory-practice nexus

### **Bibliographical notes:**

Dr. Ramlee Mustapha is a Professor of Technical and Vocational Education and the Director of University-Community Transformation Centre (UCTC) at the Sultan Idris Education University, Malaysia. His research interests lie in inventive thinking, creativity and innovation, experiential learning, teacher education, vocational education, indigenous learning of minority groups (special needs students and Orang Asli – Malay Aborigines), multicultural and sustainable development.

## **The Hidden Curriculum in Vocational Education and Training: A Socio Material Perspective on the Influence of Financial Criteria**

Åsa Broberg PhD  
Stockholm university

Camilla Gåfväls PhD  
Konstfack, university college of arts, crafts and design

**Abstract:** Financial criteria influence the content of vocational education, in a process mediated through participants' interaction with objects, space and time. Building on empiric data from field studies conducted at an upper secondary vocational education school in Sweden, this study inquires how vocational teachers address financial questions in relation to material. The study contributes to a socio material analysis of material and other resources in teaching, as well as an empirical-based discussion of how different materials communicate financial educational content. Informed by a socio material approach (Fenwick, Nerland & Jensen, 2012), the investigation addresses the development of professional knowing in vocational teaching. Sensory ethnography methods (Pink, 2012; e.g. Rose 2016) has inspired the fieldwork and data production, of observations in two different floristry vocational education settings; school-based teaching and students participating in sales activities. A comparative approach serves to highlight similarities as well as differences regarding the making and selling of services, as taught in different school activities. The aim of the study is to analyse and compare access and use of objects and spaces for teaching/learning in vocational education, in order to provide detailed descriptions of *how* the financial structures impact *what* professional knowing students gain access to in vocational teaching. The analytical framework pays attention to the 'everyday' physical surrounding, with the intention to expand thinking about 'taken-for-granted' materials in teaching as well as to expose the financial curricula embedded in the material, spatial and temporal conditions of an education. In this study, it is assumed that the financial logics, of both school and a particular trade, interact to shape the form and content of the teaching and learning activities, thus conditioning professional knowing. The study present empirical examples of how financial systems impact teachers' ways of planning, teaching, narrating professional knowing, and assessing student work.

Key words: professional knowing, socio material perspective, vocational education

## **Recognition of prior vocational learning among migrants and refugees in an European context.**

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**Abstract:** Fast intergration of migrants and refugees into practical/professional work or into training and education are political priorities in Norway as in most European countries (Norwegian White Paper 16 (2015-2016); Official Report Norway 2017:2). As part of the integration process, early mapping and recognition of prior learning (RPL) is needed, underpinned by conversations and career guidance (Official Report Norway 2016:7). A variety of tools and guidelines are developed by different stakeholders; some to inform about opportunities to map the level and amount of prior education and learning, some to get a vocational or professional profile, and some to map basic skills and /or transversal skills (Hawley and Ure, 2014). This paper will explore the consequences of using national guidelines built on curricula with learning outcomes for a specific Norwegian/European trade/vocation in a RPL process with migrants or refugees not familiar with “our” vocations, educational contexts or requirements of a skilled worker (Avis, 2014). The paper draws on experiences from two Erasmus+ projects implementing a learning outcome- based tool in accordance with EQF and ECVET in career guidance with migrants and refugees. Preliminary results show a stronger focus on transversal, cross-sectorial and interdisciplinary skills.

**Keywords:** Recognition of prior learning, refugees, vocationalism, transversal skills.

### **Bibliographical notes:**

Hæge Nore is an Associate Professor at the Department of Vocational Teacher Education at the Oslo and Akershus University College of Applied Sciences, Norway. Her research interests include vocational education and training, workplace learning, hybrid learning, assessment in VET and the training of trainers.

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## **The promise of validation: A policy perspective**

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**Abstract:** The global flow of humans, knowledge, and capital has drawn attention to the potential of recognizing and making use of people's prior learning through the developing practice of validation. Validation, sometimes labelled as recognition of prior learning or accreditation of prior learning is an emerging worldwide practice. Validation is an area of steadily growing interest. In policy documents, validation is presented as a promising opportunity, promoting both equity and economic growth. Guidelines and policy on validation are also aligned with current policy trends such as, learning outcomes and qualification frameworks. What is not fully accounted for in the documents is the complexity of workplace learning and vocational knowledge. Thus, the knowledge claims the promises are built on remains elusive. The aim of this paper is twofold; firstly it is to explore ideas and claims, related to vocational knowledge, which are constructed and circulated in policy on validation. Secondly, the possibility of interpreting validation as a developing institution and thus the relevance of institutional theory is discussed. The method used is document analysis. For the analysis some concepts from the toolbox of critical discourse analysis are borrowed. Theoretically the analysis is framed within institutional theory and discursive institutionalism.

**Keywords:** knowledge claims, new institutional theory, policy, validation, vocational

**Bibliographical notes:** Maria Johansson has a licentiate degree in educational science with a focus on workplace learning. She is currently enrolled as a Ph.D. student in pedagogy. Her research is focused on validation of vocational qualifications, prior to the Vocational Teacher Education (VTE) in Sweden.

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## **The construction of the desirable and professional hairdresser**

- Business, Chemistry, Craft and Florence Nightingale

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**Abstract:** This paper is part of an on-going study which aims to understand the creation of vocational identities within vocational education and training (VET) for hairdressers in Sweden. In becoming a hairdresser there seems to be a strong expectation for students to create identities where the vocation plays a significant role. At the same time the Swedish VET is integrated within upper secondary school and part of a full-time school based upper secondary education with small amount of workplace based learning. In this organisation of vocational education and training, industries have none or low impact on how VET is organised, its content and selection of students etc. Accordingly, there is a gap between school and industry in terms of expectations on both the desirable vocational identity and more. However, in some vocations as for example electricians and hairdressers the employers have introduced an independent model trying to bridge this gap through the collective agreement where students are supposed to get an employment as apprentices before being fully qualified for the specific vocation. In bridging this gap, it becomes relevant to question: Who is the professional hairdresser according to the employers and how is this professional hairdresser constructed? Through analysing texts in two dominating trade magazines from the hairdressing industry in Sweden this paper explores the ideas that constructs the desirable and professional hairdresser.

**Key words:** VET, vocational identity, hairdresser

### **Bibliographical notes:**

Eva Klope is a PhD student at the Department of Pedagogy at the Linnaeus University, Sweden. Her research interests focus on the creation of vocational identities of hairdressers during vocational education and training.



## **Ups and Downs of Lifelong Language Learning in “UNICO” TEMPUS Project**

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**Abstract:** The influential Western paradigm of lifelong learning was applied to language education in the TEMPUS project “Lifelong Language Learning University Centre Network for New Career Opportunities and Personal Development (UNICO)”, performed by the eleven universities in three countries: the Siberian Federal District of the Russian Federation, the Kyrgyz Republic, and the Republic of Tajikistan, in partnership with the Charles University in Prague, the Institute of Education from the University College London, and the University of Córdoba (Spain) in 2013-2016. The project was aimed at educational influence over society in the remote territories at large in terms of language learners’ new opportunities in the labour market and their personal development. Learning of diverse target groups - (1) non-university adult communities, including individuals with special needs, (2) universities for their better involvement into the global academic world, (3) governmental organizations, small and large businesses, (4) sports and cultural organizations, etc. – revealed a wide range of educational ups and downs. This paper builds up a picture of the UNICO learners’ profiles, their goals and expectations, tacit and explicit language knowledge, experiences, perceptions and perspectives.

**Keywords:** lifelong language learning, UNICO, career opportunities, personal development.

**Bibliographical notes:** Valentina Kononova is a director of the Language Centre UNICO in Siberian Federal University, and an associate professor at the Department of Modern Languages for Business (SibFU). Her research interests include English language teaching, lifelong learning, language corpora.

## **Professional German Language Competences – Demands and Strategies of Promotion in Training Preparation Modules**

### **Authors**

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### **Abstract:**

Training Preparation in the German Vocational Education system, which was developed to prepare students on their way from school to work, is faced with an increasing diverse background of students with respect to their mother languages and language abilities in German. Professional teachers/trainers are usually not qualified to deal with this linguistic diversity by adopting their qualification modules to students' language deficiencies. Concepts of integrated content and language learning/teaching emphasize the role of scaffolding approaches that require didactic strategies based on an analysis of language demand but also students' language deficiencies.

The project "Inclusive Qualification Modules (QBI)" connects to these challenges as it exemplarily analyses linguistic needs and students' language deficiencies in corresponding modules in four German vocational schools. Results of the analysis will be used to develop qualification modules that connect to language deficiencies of students in an inclusive way. Therefore, activities of analysis, development, implementation and evaluation will be connected in a circular design based research process.

The paper focuses on the first step of the project – the analysis of language demands and deficiencies as documented in the four case studies. Results are based on group interviews with teachers, curricular analysis, students' questionnaires or students' documents.

**Keywords:** Professional Language Competence, Training Preparation, Students' Linguistic Needs, Language in Vocational Training

### **Bibliographical notes:**

Prof. Dr. Nicole Kimmelmann holds a professorship for Business and Human Resource Education at the University of Paderborn, Germany. Her main areas of research: Diversity

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Management/Inclusion in Education, Integrated Content and Language Learning, Vocational Competence Assessment and Development, Transition from school to work.

Nina-Madeleine Brummel is a doctoral student he holds a master degree in International Economics and Management. Apart from vocational education and training as well as language science and application (English, German, French, Spanish), her main areas of research are: Innovations and Challenges in Language Learning in Vocational Training, Transition from school to work, Intercultural Training.

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## **Simulation-based teaching and learning in the social and health care programs**

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### **Introduction**

A new developmental project focuses on technologically based simulation in the Danish social and health care programs. During the period April 2017-December 2019 five social and health colleges will experiment with and reflect on methods for technologically based simulation in the school-based parts of the program. *The aim of the project is to strengthen the quality and effect of simulation-based teaching in the social and health care programs and to establish shared ambitious pedagogical and technical ambitious standards for this kind of teaching across the social and health care colleges in the region.* (Grant application, 2015, p. 7).

In relation to the developmental project a research project should be conducted, focusing on the following research question: How should simulation-based teaching be organised in order to benefit the students' learning? The students' learning includes the students' motivation for learning and their ability to comprehend, reflect on, and apply the content of the courses. The first part of the research project includes drafting an article based on a literature study of research-based results about simulation-based teaching, the purpose being to formulate assumptions concerning the impact of simulation-based teaching on learning. In the paper for the conference in Stockholm/ Åland I will present the results of the literature study.

### **Theory and methods**

In the *entire project* the theoretical frame concerning the organisation of simulation-based teaching includes John Dewey's thinking about experimental learning and Guy Brousseau's 'Theory about didactical situations'. The theoretical framework for the study of the students' learning includes theory factors that influence motivation and transfer of learning (Kontoghiorghes, 2002; Lim & Morris, 2006; Wlodkowski, 2008)

In the *entire project* the empirical data includes observerviews, i.e. interviews with teachers in the five colleges based on observations of the teachers' simulation-based teaching.

The literature study will include research about simulation-based teaching and learning focusing primarily on teaching in relation to social and health care, however including research in relation to VET and to dual programs. The time span will be around five years however including previous research if relevant.

## Results

Assumptions about:

1. The importance of the phase before the simulation (briefing) and the phase after the simulation (debriefing) for the students' learning.
2. The importance of reflection on the simulation as a means to enhance the students' learning
3. The importance of the teacher's knowledge about the students' activities during the simulation (the scenario phase) in relation to the students' learning outcome.

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## Keywords (3-5)

Simulation-based teaching and learning, social and health care programs, experimental learning, VET.

Keynote 3:

**Changing patterns of transition to VET and from VET to higher education: the on-going Finnish VET reform**

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**Abstract:** For a while, the Finnish vocational education and training (VET) system seemed to be a success story in contrast to many other European countries. It had managed to increase its attractiveness in comparison to general upper secondary education: the share of applicants to upper secondary VET increased in Finland since 1990s. At present the Finnish VET is going through extensive multi-level reform efforts. They change national qualification requirements, legislation, administration and regulation. The reformed model of VET should be implemented in 2018. At the same time the funding for VET education providers has been at stake due to recession since 2008.

The aim of the paper is to study the changing patterns of transitions to Finnish VET and from VET to HE, as well as to discuss the reform initiatives and effects of societal context for outcomes of the reform. In accordance, the paper compares how VET entrants of the year 2012 have progressed by 2015 compared to earlier cohort who studied in 2004-2007 in order to picture the situation before reform. Thereafter the societal context and its effects for the reform are discussed in contrast to developments in other Nordic countries.

**Keywords:** vocational education and training, transitions, higher education, reform.

**Bibliographical notes:**

Dr Maarit Virolainen is Postdoctoral researcher at the Finnish Institute for Educational Research at the University of Jyväskylä, Finland. Her research interests focus on learning from work experience, (internships, work placements), and related cooperation and collaboration between world of work and educational institutions; and educational pathways, transitions from education to working life.

**PAPER SESSION 7: VET TEACHER EDUCATION 3**

**Subject-oriented curricula – a challenge for teachers at vocational schools in Germany**

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**Abstract:** The planning of lessons that meet the requirements of individual life situations and learners' qualifications calls for the development of subject-oriented school curricular. Consequently, an intensive analysis and interpretation of curricular frameworks from a subject-oriented perspective is needed. As a result, vocational school teachers are facing complex didactic challenges regarding curriculum- and teaching development. However, on the one hand studies highlight that the interpretation of curricular standards is almost irrelevant when it comes to the planning of lessons (e.g., Seifried 2009). On the other hand, insights gathered from a project on the design of a competence-oriented curriculum for the apprenticeship of merchants for office management demonstrate that the planning of school curricular does not necessarily lead to educational changes (Tramm & Naeve-Stoß 2015). Therefore, based on the problem outlined above the paper discusses opportunities for an enhanced orientation towards a subject-oriented curriculum- and teaching development. For this purpose, the paper draws on the concept of development tasks (Havighurst 1963) as an opportunity for interrelating standardized and subjective educational programs (see Kutscha 2011). Particular attention is paid to the resulting requirements for curriculum development and lesson planning as well as for human resource- and organizational development. In addition, implications for existing research desiderata will be discussed.

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**Keywords:** Subjektorientierung, Curriculum- und Unterrichtsentwicklung, Personalentwicklung

**Bibliographical notes:**

Dr Nicole Naeve-Stoß is an full professor at the Institute for Vocational, Economic and Social Education at the University of Cologne, Germany. Her research interests focus on Curriculum Development, Teaching-Learning Processes in Vocational Education and Training as well as Teacher Education.

## **Vocational Knowledge Views in VET Teacher's Practices**

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### **Abstract:**

#### **Topic**

The knowledge views of technical and vocational teacher's in their professional practices are explored in this paper. The VET teachers regard theory and practice as integrated and mutually dependent, and emphasize the development of vocational and occupational bildung among their students. This is the opposite of the dichotomous relationship between mind and hand, in which theory and practice are seen as mutually exclusive binary oppositions.

#### **Methods**

The empirical material consists of qualitative interviews and participant observation with 27 vocational teachers teaching at the Norwegian school based VET at the upper secondary level.

#### **Expected findings**

1. The teachers in the study sample have a dialectical approach in which they regard the theory-practice dimension as a continuum in teaching VET. Theory and practice is thus not a binary dichotomy in the school based Norwegian VET.
2. Vocational and occupational Bildung is made a priority in the technical and vocational teachers teaching and training at the upper secondary level, whereas general Bildung is often ignored.

#### **Conclusion**

This paper brings new knowledge about the knowledge constructs and epistemologies of VET teachers, and can be regarded as contribution towards the discussion of the theory – practice and vocational knowledge views and practices.

**Keywords:** Vocational knowledge views, VET teachers.

#### **Bibliographical notes:**

Dr Hedvig Skonhøft Johannesen PhD is an Associate professor at the Department of Vocational Teacher Education at Oslo and Akershus University College of Applied Sciences. Her research interests are: Vocational Education and Training in the perspectives of Sociology of Knowledge, Culture, Class and Gender, and extends to Lifelong Learning.

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## Swedish Vocational Teacher Education: admission requirements and content – changes since early 20<sup>th</sup> century

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**Abstract:** Historical descriptions of Swedish VET-teacher education may give a uniform impression (Larsson 1989, 2001). However, most descriptions are related to VET-teachers for industry and craft, while VET-teacher education for other vocations has been little acknowledged in research, with few exceptions, e.g. health care, child and recreation, or general descriptions in governmental reports preceding reforming of VET-teacher education (cf. SOU 1994:101; SOU 2008:112).

The issue of this paper is firstly, to present the various types of VET in Sweden, and the requirements for VET-teachers in these; secondly, to trace sources that can contribute with information that broadens the picture of Swedish VET-teacher education; and thirdly to explore and map admissions requirements to and contents in VET-teacher education and how these have changed from the early 20th century. The study is based on secondary analysis of research and governmental bills and reports. Questions to the material are what vocational knowing is demanded for entrance to VET-teacher education? (How) are these admission requirements motivated? What is the content of VET-teacher education? What similarities and differences can be identified between VET-teacher education for different vocations, and from early VET-teacher education to date?



## **The administration of the technological scientific training process of the professors of the Technical and Professional Education**

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**Abstract:** The permanent formation in the technological - scientific area of the professors ones of the Technical and Professional Education Cuban constitutes an essential topic. In the work this problem is analyzed from different conceptions. The use of theoretical and empiric methods, endorsed by an integral investigative focus, allowed to characterize the state of the problem. As a result he intends a valid methodology that potentializes the - technological - scientific training of the professors ones in the companies, following a focus of administration of the knowledge. The approaches of the experts and the carried out experimental test assure their successful introduction in the pedagogic practice.

**Keywords:** knowledge administration; technological scientific training; technical and professional education

PAPER SESSION 8: GENDER, SOCIAL COMPETENCE AND INCLUSION  
**Educational pathways and gender segregation: the case of Upper Secondary VET**

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**Abstract:** Gender segregation in the labour market is very widespread in Europe where only 16% of workers are working in mixed professions understood as those in which the percentage of male and female workers ranges between 40% and 60% (European Commission, 2014).

The choice of field of study is one of the main causes of gender segregation which, in turn, is closely related to gender stereotypes (Birr, 2014; European Commission, 2009; Smyth & Steinmetz, 2008). Mainly, research into this subject has been developed in the field of participation of men and women in science and technology, focusing on the analysis of educational and labour market segregation (Meulders, Plasman, Rigo & D'Orchai, 2010). In contrast, research into the relations between gender and non-university vocational education is limited (Lamamra, Fassa & Chaponnière, 2014; Niemeyer & Colley, 2015).

In this paper, we analyse: (a) professional family's segregation in upper secondary vocational education in Spain and (b) the reasons of professional family's choice according to gender. Our paper is part of the project "Success and dropout pathways in vocational education and training in Spain" (ref. EDU2013-42854-R) funded by the Spanish Ministry of Economy and Competitiveness.

**Keywords:** gender segregation, field of study, VET, professional choice

**Bibliographical notes:**

VI Stockholm International Conference & Research Workshop Vocational Education & Training: Voices from research. May 08-09, 2017

Dr Francesca Salvà-Mut is a lecturer at the Faculty of Education at the University of Balearic Islands, Spain. She has been visiting researcher at several international centres, among which are: Université du Québec à Montreal and University of Toronto (Canada), and Institut Federal des Hautes Études en Formation Professionnelle (Switzerland). Her research interests focus on: school dropout, young people with low education profiles, gender work and education.

Antoni Cerdà-Navarro is a predoc researcher and a doctoral student in the Education Faculty of the University of Balearic Islands. He previously studied a sociology degree at the University of Valencia and a postgraduate course in Data Analysis and Social Applied Research at the Center for Sociological Research (CIS) in Madrid. His research interests focus on: vocational education, school dropout, sociology of education and labour market.

Dr. Aina Calvo is a lecturer at the Faculty of Education at the University of Balearic Islands, Spain. Her research interests focus on: community education, youth work, social empowerment, social participation and cultural cooperation.

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## **The role of adult education in facilitating social inclusion and engagement of vulnerable adults: insights from the Horizon 2020 project**

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**Abstract:** The paper is drawing on the Horizon 2020 project, entitled ‘Adult Education as a Means to Active Participatory Citizenship (EduMAP)’. The project commenced in February 2016 and this paper aims to present work in progress. The aim of the project is to advance understanding and further develop both the current and future impact of adult education on learning for active participatory citizenship in Europe. EduMAP endeavours to compile an inventory of the adult education policies and practices in EU Member States, specifically focusing on the extent to which these policies facilitate and promote the social inclusion of young adults, who are at risk of social exclusion. A range of educational practices, such as VET and adult education programmes, within and outside the EU are researched and reflected on. The project’s approach is based on the contention that in order to prevent social exclusion among vulnerable groups, empowering adults and ensuring their inclusion in the education system, society and the employment market is of critical importance. The paper aims to reflect on the project’s emerging findings, and stimulate a further discussion on issues related to the role of adult education in facilitating social inclusion and the engagement of vulnerable groups.

**Keywords:** adult education, vulnerable young adults, active citizenship, social exclusion

### **Bibliographical notes:**

Dr Natasha Kersh is an academic at the Department of Education, Practice and Society, UCL Institute of Education, University of London. Her research interests and publications relate to the study of workplace learning in the UK and international contexts as well as comparative education, lifelong learning, VET and adult learning.

## **Fostering social competence of disadvantaged young people – results of a design-based concept validation**

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**Abstract:** This study focuses on the fostering of social competence of disadvantaged young people based on the example of the educational course ‘Werkschule Bremen’. Theoretical approaches regarding social competence as a learning content mainly base on the model of social information processing, but the meaning of practical and experience – oriented approaches increase constantly. Taking the specific contextual conditions into account, the study combines qualitative and quantitative methods under the roof of the design – based research methodology, to answer the questions of how a location – independent didactical concept to foster social competence could be created and which comparable impact on the participants’ social competence could be verified. Results show that a basic didactical concept is thinkable, while the teaching and learning environment has a huge impact on the comparability. It became also clear that students’ motivation to participate depends on both, own and the teacher’s interest as well as the teacher’s capacity to provide safe relationships. As a core result, the study delivers a didactic model which is based on targeted controlled experience – oriented learning environments on the practical side and the term ‘social literacy’ on the curricular level.

**Keywords:** Vocational Orientation, VET, Vocational Preparation, Social Competence, Design – based Research.

**Bibliographical notes:**

Kristina Kühn is a scientific associate at the department learning, teaching and organization at the Institute Technology and Education (ITB), University of Bremen. Her research interests focus social teaching and learning processes within the field of the transition from school to vocational education and training targeting subjective and curricular perspectives.

Dr Michael Gessler is a Professor at the Institute Technology and Education at the University of Bremen, Germany. His research interests focus on transfer and innovation research in vocational education and training, vocational didactics, work-based learning, professional development and school-to-work transition.

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## **A Case Study about the Innovative Approaches of a German Transplant in China: Make up for Deficiencies in the Prevailing VET System**

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**Abstract:** This study draws attention to how German transplants in China respond to localized shortages of skilled workers in a conurbation of German manufacturing enterprises near Shanghai, China. Deficiencies in the vocational education and training (VET) system and poaching of skilled workers by other enterprises are the two major challenges in the local labour market of this area. The focus of this study is to examine the innovative coping strategies of different types of enterprises that are applied in order to achieve these challenges. Methodologically, the study design is based on case study research conducted by elements of on-site expert interviews, documentary analysis and inspection of the shop-floors. Cultural historical activity theory by Engeström is used to analyse the innovative approaches detected in the research field. The findings of this study show a range of innovative approaches within German enterprises. Depending on the needs and types of enterprises, we find linkages between the companies internal and the local external labour market as well as engagements with local institutions and forms of cooperations to meet their marketoriented requirements.

**Keywords:** China; Vocational Education and Training; VET; Skill Shortages; Employee Poaching; Local Labour Market

**Bibliographical notes:**

Larissa Freund, M.A., is a research associate at the Institute Technology and Education at the University of Bremen. Her research interests focus on international comparative research in vocational education and training with focus on China, skill formation and human resources strategies.

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PAPER SESSION 9: VET SYSTEMS AND WORK ORIENTED EDUCATION

**Occupations, work, and work-oriented education in three African countries**

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**Abstract:** This paper will present the methodology and some preliminary findings and analysis comparing the structure of labour markets with education and training systems in three African countries: Ghana, Ethiopia, and South Africa. These are countries officially classified as least developed, developing, and middle-income, which differ in terms of levels of economic development, provision of education, and the nature of technical and vocational education and training. This is part of a broader comparative study, which examines the viability of the notion of ‘occupations’, and which will compare these countries with three wealthy countries: Canada, Sweden, and Switzerland. The key research question is: what is the viability of the notion of occupations as a way of organizing work, organizing technical and vocational education and training, and supporting pathways from education to work in different countries? The current phase of the project focuses on an overview of the occupational structure and the ways in which occupations are organized and regulated across the countries. We aim to develop a picture at the broadest possible level of the labour markets—the extent to which they consist of organized occupations and the mechanisms for regulating occupations, including legal frameworks, license to practice, and collective bargaining, but also looking at less formal mechanisms and practices for regulating work.

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**Keywords:** Occupations, occupational identity formation

**Bibliographical notes:**

Professor Stephanie Matseleng Allais is the Director of the Centre for Researching Education and Labour at the University of the Witwatersrand. Her research interests are in the sociology of education, policy, education and development, curriculum, and political economy of education, focused on relationships between education and work. She teaches on a new M.Ed which she launched recently focused on Knowledge and Work, as well as supervising post-graduate students.

## **The Swedish System of Vocational Education and Training – A German Perspective**

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**Abstract:** In times of different megatrends like i.e. migration, digitalisation or inclusion vocational education and training (VET) should be seen more and more in a global context. Hereby the internationalisation of VET is both a fact and a challenge also for the Swedish VET system.

In the context of the International Handbook of VET, edited by the Federal Institute for VET Germany (BIBB) as a practically related standard work for comparative VET research, the contribution will provide an introductory insight into current structures, general socio-economic conditions, educational policy competences and trends of the Swedish VET system. This view on the school-based Swedish VET system will be done from a German perspective of dual VET structures.

We will not only analyse current important VET indicators in Sweden and do some comparison within in the EU, with focus on Germany. We will also highlight direct/indirect requirements and determinants of the Swedish VET system, like social, cultural and political roots of Swedish educational systems in general or the position/impact of VET in the Swedish education.

With regard to the German perspective some specifics will be pointed out as well, i.e. permeable paths vs. regulated structures, employability vs. occupation, educational programmes vs. occupational programmes and the pathway to become a VET-teacher.

**Keywords:** VET Country Report; Sweden; Culture/Society within VET; Germany

### **Bibliographical notes:**

Martin French is a scientific researcher, project manager and lecturer at the Chair of Business, Economics and Entrepreneurship Education at the University of Rostock. His research and development projects focus the (internationalised) qualification and professionalisation of educators in vocational education and training (VET), as well as the (internationalised) organisational development of VET service providers. The (inter)regional scope of the research and development activities is the Baltic Sea Region.

Prof. Dr. Franz Kaiser is full professor and director of the Institute for Vocational Education at the University in Rostock, Germany. His lectures and research focus occupational research, VET-teachers, International research in VET and critical theory of Bildung



## Higher VET in Sweden

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**Abstract:** Swedish political leaders fashioned an educational structure trying to perfectly match the labour market when creating the Higher Vocational Education (the HVE, In Swedish: Yrkeshögskolan or YH) in 2009. Within the HVE there is a wide range of programmes in many different fields of study aiming at different vocational areas. They are all at non-academic tertiary level (EQF: level 5 and 6) and the HVE allow adult students to further or change their careers through a form of education where programmes only are given if there is an explicit demand from employers pledging their needs and involvement. This means that there is a close, albeit compulsory, relation between education and employers giving the HVE and its programmes a distinctive character.

This paper presents the focus and theoretical outline of a doctoral study contributing to the exploration of VET and higher VET. This is done by exploring different dimensions and trajectories of meaning making in educational policy, curriculum and education practice in Swedish higher VET for adults, the HVE. The inquiries will be considered in a policy ethnographical study combining analysis of policy documents with case studies of HVE-programmes and their management.

**Keywords:** Higher VET, policy, curriculum, employability

### **Bibliographical notes:**

Johanna Köpsén is a PhD-student at the Department of Behavioural Sciences and Learning at Linköping University, Sweden. Her research interests focus on higher vocational education.

PAPER SESSION 10: VET, APPRENTICESHIP AND ADULT LEARNING

**Apprentices social integration in the work-group and reflection as a key factors for a successful onboarding and development**

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**Abstract:** For most companies, teams play a crucial role in its success. Teams ideally develop a shared understanding of work-related practises, methods, challenges, and goals to facilitate joint progress. When an apprentice starts working on a team she/he needs to learn about the explicit and implicit shared understanding of the team and to adapt to it to begin with. This is a demanding task, specially so in this case as the newcomers have little to no prior job related knowledge and no experience in working in a team in a company. We will discuss the crucial role of the apprentice's social integration in a team as a mandatory condition to gain access to knowledge, social conventions and other resources to successfully join the team. A positive social integration will partially depend on the apprentices ability to reflect on the adjustment process. The data of this study stems from a longitudinal study on the transition from school to work (N = 550), and a in-depth study with a small group of apprentices (N = 31). High quality VET depends on the teams and their ability to socially integrate the newcomer, as well as the apprentices' ability to reflect on the adjustment process.

**Keywords:** quality of VET, social processes, rflexivity, learning

**Bibliographical notes:**

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Dr. Christof Nägele is senior researcher at the School of Education at the University of Applied Sciences and Arts Northwestern Switzerland, Switzerland. His research interests focus on VET, vocational choice, adjustment processes, social and group process in VET, transferable skills.

Patsawee Rodcharoen is research assistant at the School of Education at the University of Applied Sciences and Arts Northwestern Switzerland, Switzerland. Her research interests focus on cognitive and developmental aspects of learning and adaptation with regard to various cultural settings. **Apprentices' Adaption and Innovation Styles in Relation to Dimensions of Workplaces as Learning Environments**

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**Abstract:** Previous research has shown that workplaces vary as learning environments, some providing expansive opportunities for developing expertise, while others restrict the possibilities of learning (Fuller & Unwin, 2003, 2004). James and Holmes (2012) have designed a survey (WLE, Workplaces as Learning Environments) to identify aspects of the workplace that contribute to offering more expansive working environments. In order to examine learner factors, we use the Adaption-Innovation theory (Kirton, 1976, 1980), which is premised on the idea that individuals can be placed on a continuum ranging from an extremely adaptive to an extremely innovative style. Cognitive style is distinguished from cognitive level (ability to successfully solve problems), and both styles are creative but in different ways (Chan, 1996). For the purpose of this study, a self-report version of KAI (Kirton Adaption-Innovation Inventory) was created and participants responded each item on two scales, first one measuring their own cognitive style, and the second one the style of their workplace. In this paper, based on a survey study ( $n=305$ ), we examine (1) how apprentices and their workplaces locate on a continuum of cognitive style ranging from adaption to innovation and (2) how the dimensions of WLE relate to KAI scores. The survey data is analysed with non-parametric frequentistic (descriptive statistics, correlational analysis) and non-frequentistic methods (Bayesian classification modeling) due to discrete measurement level of variables.

**Keywords:** apprenticeship, cognitive style, learning environments.

**Bibliographical notes:**

Dr. Petri Nokelainen is a Full Professor (Engineering pedagogy) in the Tampere University of Technology, Finland. His research interests include investigation of professional growth (workplace learning and mentoring), development of professional and vocational excellence (self-regulation, competence, regulation of learning), learning environments, educational technology applications (pedagogical usability, pedagogical design and scripting, learning analytics), and applied multivariate and Bayesian methods (hybrid modeling, psychometrics).

MA Heta Rintala is a PhD student in the Tampere University of Technology, Finland. Her research interests include VET systems, apprenticeships and work-based learning.

MA Laura Pylväs is a PhD student in the University of Tampere, Finland. Her research interests focus on professional and vocational expertise and excellence, workplace learning and intercultural competence.

## **Pedagogics in Vocational Education and Training for Adults – Do adults learn a vocation differently?**

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### **Abstract:**

Profound and rapid changes in society, determined by technological development and demographic trends (e.g. ageing population and migration flows), raise various issues of concern. They affect all sectors of social life, engineering thorough structural changes in labour markets all over the globe and highlighting the significance of recurrent and continuing education and training of every citizen. The demand and supply of a well-skilled workforce is of great economic and social value which requires access to a qualitative educational infrastructure for lifelong learning in society. Particularly the increasing participation of adults in vocational programs leads to a reconsideration of the organization, content and didactic approach of VET, school-based as well as work-based VET. In this paper an attempt is made to explore and analyse what official what the official policy documents, research reports and applicable regulatory records prescribe or indicate as relevant competencies for educators who teach in VET programs for adults. The questions to be discussed are whether VET for adults is aligned with andragogical/adult learning principles and what research is needed to provide a basis for the VET teachers' professional development.

**Keywords:** adult learning, VET for adults, andragogy, VET teachers competences

### **Bibliographical notes:**

**Petros Gougoulakis**, Associate Professor of Education at the Department of Education, Stockholm University. Since 1993, he has been teaching Educational Sciences in Teacher Education and developed courses in adult learning. His research interests deal with popular adult education, educators' competencies, and VET (Vocational Education and Training), in relation to prevailing discourses of lifelong learning. He has extensive experience of international research cooperation and was appointed as external evaluator of Greece's tertiary education institutions by The Hellenic Quality Assurance & Accreditation Agency for Higher Education.

VI Stockholm International Conference & Research Workshop Vocational Education & Training: Voices from research. May 08-09, 2017

PAPER SESSION 11: VET AND ADULT EDUCATION

### **Adult Education and Vocational Training in Italy: outstanding issues**

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**Abstract:** Data from the Program for the International Assessment of Adult Competencies (PIAAC-OCSE) show that Italian Adults' level in literacy, numeracy and problem solving ability is the lowest one between the 24 countries participating in the survey.

These data, elaborated in a national report by the Italian Institute for the Development of Vocational Training of Workers (ISFOL, 2014), indicate two major issues: firstly, a general lack of participation in formal learning activities after completion of compulsory studies, then a low need for Vocational Training and Adult Education among Adults from 16 to 65 years.

Starting from these evidences, this paper discusses the reasons underlying this negative situation. According to an historical point of view, the aim is to highlight delays in Vocational Training policies and stress structural weaknesses in Italian Adult Education System. Only by means a broad rethinking of the meaning and of the role of Adult and Vocational Education at all levels (institutional, social, educational, etc.) Italian people can understand and realize to full access the emancipative and transformative potential of Training and Education in Adult life.

**Keywords:** Adult Education, Vocational Training, Italian Adult Education System, Adult Competences

**Bibliographical notes:**

Prof. Chiara Biasin is Associate Professor at the Department of Philosophy, Sociology, Education and Applied Psychology at the University of Padua, Italy. Her research interests focus on adult education, transitions in life course, social pedagogy, and adult learning.

## **Re-educating adults through work: jobcoach fostering informal learning**

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**Abstract:** This paper is the follow up of another presented to this conference in 2015, ‘personal development and competence building in work integration companies’. I presented then our methodological strategy, and I am now able to present results based upon qualitative research. Our results show a variety of approaches towards reeducational practices of adults stigmatized with different features (migrant or ethnic origin, gender violence, long term unemployment, addictions), differential ways of addressing the strengthening of key and social competences.

We have found far less systematic approaches than we might expect in contexts like work integration enterprises, yet we have identified informal learning and support practices where the occupational contexts (recycling, catering, laundry) play a relevant role, but also where the organizational arrangements (of the companies and their networks) are able to result into differential successful practices.

We will show a couple of cases, the organization being the case, that will allow us to discuss theories of workplace learning (Malloch et al., 2011), based upon empirical research using Eraut’s notion of learning trajectories, in the search to provide tools to companies researched for their enhancement of workplace learning.

References:

Malloch, M. et al. (eds)(2011). The SAGE Handbook of Workplace Learning. London, SAGE.

**Keywords:** workplace learning, learning trajectories, social inclusion.

**Bibliographical notes:**

Dr Fernando Marhuenda is Full University Professor at the Department of Didactics and School Organization at the University of Valencia, Spain. His research interests focus on workplace learning, transitions between education and work and vulnerability.

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## **Risky Work –supporting learning in free-lance and contract-based employment.**

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**Abstract:**

The growth of ‘free-lance’ and contract-based work internationally generates a need to understand how experiences of these forms of work contribute to or constrain personal and professional development, and how the learning of workers can be supported. Research collaboration with a Singapore-based research team (led by Helen Bound) has produced a new analysis of the work and learning of free-lance and agencyworkers. This paper reviews findings from the Creative Industries sector, drawing some comparisons with the Continuing Education and Training (CET) sector and the low wage sector of Cleaning Services. The research has captured data about entry into and motivation for contingent work, how work-related networks and relationships are developed, how roles are negotiated. Using the ‘putting knowledge to work’ framework of Evans et al. (2011), the research explores how these workers think and feel their ways into occupational and social identities as they move between different sites of practice. These processes are embedded in ‘bigger’ sets of relationships that mediate day-to-day work. Modes of industry engagement; professional, industry and workplace discourses; funding and industrial relations, the degree of industry susceptibility and the organisation and flow of production, along with workers’ own sense of agency, influence learning and professional development.

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**Keywords:** workplace learning, adults, free-lancers, contract-based work, precarious work, affordances for learning.

**Bibliographical notes:** Professor Karen Evans is Emeritus Professor of Education at the UCL Institute of Education, University of London and Honorary Professor in the Economic and Social Research Council LLAKES Centre for Learning and Life Chances. She is also Honorary Professor at RMIT University, Australia. She has directed major studies of learning and work in Britain and internationally.

PAPER SESSION 12: METHODOLOGICAL ISSUES, COMPANY RESEARCH AND RESEARCH ON EMOTIONAL CAPITAL

**Methodological challenges of investigating intellectual cooperation, relational expertise and transformative agency**

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**Abstract:** Methodological issues arise with the research of societal practices of ‘knowing’. This object of study is neither understood in terms of the general capacities of the mind nor as traits, but as *concrete human*

*activity* that always integrates mental, communicative and practical behaviour in interaction and cooperation with others. Especially with regard to contemporary forms of labour in the high-tech-world, this issue has become a salient task. As it is explained, it implies investigation of the psychodynamics of people communicating while *developing* concrete forms of activity. In particular, the methodological issues concern the *social* quality of this practice. Theoretical concepts primarily understood in an individualistic way need reinterpretation. Within the tradition of cultural-historical research and activity theory, milestones of this matter have already been reached. Cultural-historical concepts like the ‘motive’ of an activity as well as the ‘emotions’ that bias the ‘experience’ of ‘engagements’ with the world show that their theoretical and methodological understanding are adept to approach the dialectics between the social and the individual quality of practice and agency. Another example is the ‘double stimulation’, a concept coined by Vygotsky to point out the significance of the use of symbols and signs for individual and cultural development. However, the paper discusses critically whether a system theoretical model of activities as, for example, Engeström introduced is appropriate here. A systemic perspective is not entirely rejected, but the argument is to overcome system theoretical shortcomings like functionalism and to strengthen psychodynamic concepts and dialectical thinking.

**Keywords: Activity theory, Critical Psychology, transformative agency, relational expertise, scientification of work, dialectics, double stimulation.**

### **Bibliographical notes:**

Ines Langemeyer is full professor for the research on teaching and learning in higher education. She has been a professor for adult education and further education at the university of Tübingen and at the university of education in Ludwigsburg. Before this she worked as a research associate at the Centre for Media Research (Free University of Berlin), the department of communication science (University of Erfurt), the Chair of Economic and Industrial Sociology (University of Technology Cottbus) and as a post-doctoral research fellow at InterMedia (University of Oslo). She holds a Diplom in psychology (FU-Berlin) and a PhD in vocational education (Helmut-Schmidt University, Hamburg). Main research interests are inquiry-based forms of teaching and learning, the scientification/epistemification of work, the development of cooperative competence and the conditions of high-performance workplaces on the labour market.

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### ***Begleitforschung* as mediator between action-oriented learning and digital change: On the role of *accompanying research* and *training schemes* in the Learning Layers construction pilot**

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**Abstract:** The paper examines the contribution of *accompanying research* to *innovations in workplace learning* in the recently completed EU-funded Learning Layers project (2012-2016). The aim of the project was to promote the use of digital media, web resources and mobile devices as support for learning in the context of work. The paper gives a picture of the interrelations between participative co-design of digital tools (in which the project engaged trainers and apprentices of the training centre Bau-ABC Rostrup). In this context the accompanying research team was supporting the co-design process and involved in the training activities. The accompanying researchers explored the possibilities to enhance the culture of *action-oriented learning* and *self-organised learning* (mainstreamed in Bau-ABC) with the introduction of digital media and web tools. By the end of the project the integrative toolset “Learning Toolbox” (LTB) was pilot tested by Bau-ABC trainers in their training



projects. The paper presents a secondary analysis on the interim reports and final deliverables of the Learning Layers construction pilot. Then it compares the findings of the Learning Layers project with the ones of other German researchers with earlier pilot projects in vocational schools and adapts their frameworks to the context of the Learning Layers project.

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**Keywords:** Digital media, vocational education and training, accompanying research, action-oriented learning, self-organised learning

**Bibliographical notes:**

Pekka Kämäräinen works since 2005 as a senior researcher at Institut Technik & Bildung (ITB) at the University of Bremen, Germany. Prior to that he worked as a project manager at Cedefop (European Centre for the Development of Vocational Training) in 1994-1995 (in Berlin) and 1995-2002 (in Thessaloniki). His research interests are related to European cooperation in the field of vocational education and training (VET), in particular with focus on pedagogic innovations, recently also to introduction of digital media in VET.

## **Title Enabling's Organization as Companies and Schools: How to Develop Enabling Teachers and Managers? An approach via the Emotional capital**

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**Abstract:** Inspired from Sen macro-approach of capabilities to an individual perspective, Gendron (2016) looks how schools, universities, organizations... and their collaborators, in an context of hyper-modernity, must become "enabling environments", "enabling managers" or "enabling teachers or educators". From the emotional capital development, she shows that all dimensions such as assessments procedures, gestures, attitudes, teaching and management styles, classroom, school and organization's managements are questioned and play an important role in promoting learning and developing autonomous people and revealing people creativity, and serving a better quality of life and social cohesion. Given globalization, international competition and the increasing diversity of students, workers, there is a need to question how enabling teachers and managers and their given organizations can support every person' wellbeing, empowerment and success ? In this presentation, those issues will be discussed through successful evidence based examples from freshmen students future teachers and adults trainees, current or futur managers enrolled in distance learning master 2 REFE program on Mindful and Enabling Management, how they develop their emotional capital facilitating their acceptance and creativity via active pedagogies. The outcomes underlined the faisability and emergency of management styles and pedagogy changes, to allow people to change themselves for a better quality of life and society.

**Keywords:** Enabling Managers, Enabling Teachers, Enabling Organisations, Enabling schools, Emotional Capital

**Bibliographical notes:**

Pr. Benedicte Gendron is a Professor of University at the Department of Education at the University of Montpellier 3, France. Her research interests focus on vocational education and new academic skills referring to emotional capital to move toward enabling organizations allowing creativity, well-being, performance and better social cohesion.