

IX Stockholm International Conference & Research  
Workshop on VET  
May 14-16, 2024

**Book of Abstracts**



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

Marianne Teräs, Lázaro Moreno Herrera & Janne Kontio

## **Keynote 1: Enhancing the standing of vocational education through social partnerships**

**Prof. Sarojni Choy** PhD, Professor  
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**Abstract:** The vocational education and training (VET) sector is a key source of skilled workers yet there is a decline in uptake and completion by students. There is now urgency to enhance the standing and engagement in VET in response to emergent demands for skilled workers. Hence a more strategic approach is required to inform young people about employment-related pathways through vocational education and to assist them achieve their aspirations and employment goals. Such a goal can be realised through social partnerships between schools, industry bodies, local enterprises and tertiary educational institutions to inform and provide experiences that develop their capacities for fulfilling employment. This presentation is based on recent Australian studies on enhancing the standing of VET and the occupations it serves, and models of social partnerships to realise diverse post-school pathways.

Successful partnerships are premised on collaborations, collective efforts and commitments for learning and employment of young people. Five key factors form the foundations of social partnerships. These are: i) shared purposes, goals, and intended outcomes; ii) shared ownership, decision-making and relationships with partners; iii) resources and capacity building for partnership work; iv) governance and leadership; and v) trust and trustworthiness. These are illustrated through case examples.

### **Biographical notes:**

Professor Sarojni Choy has expertise in vocational and continuing education with a strong record of leadership in research, teaching, management, industry engagement, and policy at National, State and Institutional levels. Her research focus on adult and vocational education and training area includes workplace learning, practice-based learning, continuing education and training, integration of learning in different sites, and workforce development. It draws on how adults learn to develop their knowledge, skills and attributes for productive work, thereby contribute to personal, social and economic outcomes. These areas of interest have relevance to reforms relevant to contemporary industries and societies across the globe. Her research has strong implications for practice based and lifelong learning for workers to remain employed and employable in emerging economies. Prof. Choy's area of research investigations is informed through a combination of positivist and interpretive paradigms. Her leadership in research is demonstrated by a record of successful activities comprising academic publications, securing research funding, editorship of international journals, and developing novice researchers. Prof. Choy has successfully delivered a range of professional development programs to develop learning leaders locally, nationally and internationally.

**Tuesday, May 14<sup>th</sup>**  
**Paper Session 1: Didactics**

**Title: Exploring influential variables in Teaching Styles among VET teachers <sup>1</sup>**

**Authors**

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**Abstract:**

Teaching practice significantly influences teacher-student relationships, enhancing student well-being and motivation, while diverse teaching styles contribute to improved achievement and engagement. However, Spain faces high dropout rates, with 41.7% of Basic VET (BVET) and 30.7% of Intermediate VET (IVET) students leaving after 4 years. Collaborative efforts with teachers and educational centers are crucial for reducing these rates. This study examines the impact of gender, specialization, teacher training, employment status, teaching experience,

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<sup>1</sup> This study is part of the project “Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal”. The project PID2019-108342RB-I00 is funded by MCIN/ AEI/10.13039/501100011033

and VET instructional level on 277 teachers' styles, using the Situations in School (SIS) Questionnaire. Findings reveal that teachers' gender and instructional level (BVET and IVET) influence their styles. In conclusion, understanding these factors is vital to address dropout rates, promoting collaboration to enhance the educational experience and counter challenges leading to student disengagement and attrition.

**Keywords:**

Vocational Education and Training, teaching styles, teacher practice, dropout

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**Biographical notes:**

Dr. Elena Quintana-Murci is contract lecturer at the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB), Spain. Her research interests focus on early leaving from education and training, vocational education and training, youth transitions to adulthood and gender. She participates in both European and national projects aimed at the prevention of drop-out in vocational training. She is currently deputy director of the Laboratory for Research and Innovation in Vocational Training at the UIB.

Dr Maria Tugores Ques is a professor in the Department of Applied Economics at the University of the Balearic Islands. She is a researcher specialising in issues related to the labour market, industrial economics, and tourism economics. Participation in various competitive research projects. She is currently involved in the project funded by the Ministry of Science and Innovation on Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal.

Dr Carme Pinya-Medina is a professor in the Department of Applied Education and Educational Psychology at the University of the Balearic Islands. Co-principal researcher in the R&D project Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal (Ref. PID2019-108342RB-I00) (2020-2023). Currently working on lines of research on teacher education, inclusive education, teaching methods, educational innovation and Success and dropout pathways in vocational education and training.

Dr. Francesca Salvà-Mut is full professor in the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB). She is an active member of the Education and Citizenship Research Group and the Director of the Laboratory for Research and Innovation in Vocational Training (LRIFP) at UIB. Co-principal researcher in the R&D project Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal (Ref. PID2019-108342RB-I00) (2020-2023).

Arturo Garcia de Olalla Gutierrez is a predoctoral researcher and a member of the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands, Spain, by the Ministry of Science and Innovation of the Government of Spain (PID2019-108342RB-I00). He is currently working on his doctoral thesis.

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## Talk about hair and flowers in action – sensory knowing and aesthetic metaphors in interaction

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### Abstract:

This paper explores the everyday use of metaphors in Swedish upper-secondary level hairdressing and floristry education, with a specific focus on the craft processes of working with organic material (hair and flowers). The aim of the study was to investigate use of (verbal as well as potential non-verbal) metaphors in interactions and how it may influence epistemic positioning (Melander & Sahlström, 2010) in a broad multimodal context (Öhman, 2017; 2018). Simply put, a metaphor in this context, is understood as “experiencing one kind of thing in terms of another” (Lakoff & Johnson, p. 5). In like manner, the current research aimed to address the following question: *In what ways do metaphors mediate interaction in hairdressing and floristry education, respectively?* Methodologically, the study draws on work by Mondada (2019; 2021a, 2021b) and Goodwin (2018), adopting an ethnomethodological approach to analysing social interaction (Eilittä et al., 2023). Moreover, the study offers a methodological discussion of the use of line drawing as an analytic tool in the context of (multimodal) interaction, unpacking the local ecology of the classroom setting (Laurier & Boelt Back, 2023).

**Keywords:** hairdressing and floristry education, metaphors, local ecology

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## **Didactic dilemmas in value pedagogics and healthcare ethics in assistant nurse programs in Sweden**

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**Abstract:** Within nursing education ethics is both a content knowledge and a didactical approach. Furthermore, the students recruited to programs to become assistant nurses in Sweden, in particular within adult education (KOMVUX) are newcomers and have lived a considerable amount of years in another country. In addition to differences regarding lived ethics originating from class and gender for example, cultural differences could presumably result in an educational context in which education regarding healthcare ethics could be dilemmatic.

In order to identify what kind of conflicts that could occur within education on healthcare ethics within programs to become assistant nurses in Sweden we are analysing a specific task given to forthcoming teachers which demands for the students to “Describe how strategies aimed at countering discrimination, promoting gender equality, and fostering a democratic approach have been used in education.” The dilemmas that the students are expressing in these assignments will be presented at the conference.

**Keywords:** Healthcare education, ethics, value pedagogics, genderstudies

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### **Biographical notes:**

PhD **Mikael Persson** is a senior lecturer at the Department of Education at the Stockholm University in Sweden. His research interests focus on social justice and interactional patterns within music education and different vocational educational classrooms.

**Janne Kontio** is Doctor of Philosophy (PhD) in education, currently working as a senior lecturer at the department of Education at Stockholm University. He conducts empirical research in the field of education, with a special interest in the research areas of multilingualism, gender and embodiment as situated interactional practices.

## **Paper session 2: Educational Policy**

**The transfer of educational policies: analysis of the adoption process of the dual modality in vocational training in Spain.**

### **Authors**

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**Abstract:** In November 2012, the Spanish Government approved the Royal Decree 1529/2012, marking the beginning of the implementation of dual VET in some Autonomous Communities of Spain and giving legal coverage to those that had already started the implementation.

This paper analyses the form of educational transfer associated with the implementation of Dual VET. Fourteen semi-structured interviews were collected between December 2022 and April 2023 with various actors involved in VET governance and analysed through thematic analysis.

The results are divided into two themes: the origin and initial drivers of the transfer process, and the work of national and/or regional actors in favour of the implementation of dual VET in their spheres of influence. The paper concludes that the process of transferring dual VET to Spain has been articulated with variable forms of the transfer spectrum proposed by Phillips and Schweisfurth, (2014) evolving from indirectly coercive to more voluntary forms.

Likewise, what started as a quick-fix (Phillips and Ochs, 2003) and uninformed (Perry & Tor, 2008) transfer evolved into more realistic (Phillips and Ochs, 2003) and informed (Perry & Tor, 2008) forms.

**Keywords:** Dual Vocational Education and Training; Education policy; Educational Policy Transfer:

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### **Biographical notes:**

Luis Martínez Izquierdo is a PhD student, as a holder of a research fellowship of the Spanish programme for University Teacher Training (FPU) of the Ministry of Universities, in the Department of Pedagogy at the University of Granada. He is a member of the teaching staff of the University of Granada's Early Childhood Education Degree in the subject Comparative Educational Policies of the European Union. His research interests focus on vocational education and training, comparative education, policy transfer and education policy.

Dr Mónica Torres Sánchez, Mónica is Associate Professor of International and Comparative Education at the University of Malaga. She holds a Ph.D. in Educational Sciences at University of Granada. She was the coordinator of the Master Degree of the University of Granada in Research and Innovation in Curriculum and Teacher Education from 2016 to 2020. Her research interests focus on comparative education and educational reforms and educational policies. She is a member of the Comparative Education Society in Europe (CESE) and the Spanish Society of Education Compartive (SEEC).

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## **The Transfer of the Western European Technical Vocational Education and Training to West-Africa: a Comparative Analysis of Training Models**

**Alexandra Bohra, M.Eng.\***

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**Abstract:** This paper critically examines the transfer, translation, and transformation of French, British, and German Technical Vocational Education and Training (TVET) systems within West African contexts. It aims to illuminate the multifaceted socio-economic and cultural landscapes affecting various training models. Employing a qualitative comparative framework based on a literature review, the study analyses the extent to which these European TVET models are adapted to West African settings, with a focus on policy and governance structures, educational practices, technological resources, instructor expertise, accreditation standards, labour market relevance, access and equity concerns, funding mechanisms, and stakeholder and community engagement, alongside learners' needs. The role of neocolonial dynamics in shaping these transfer processes is also critically explored. This research seeks to offer valuable insights for policymakers, educators, trainers, and international development agencies engaged in TVET. By contributing to a more informed and critical dialogue on international educational practices, the necessity of tailoring TVET strategies to the unique contexts of West African nations is highlighted.

**Keywords:** TVET transfer, Neocolonialism, West Africa, Policy Analysis, cross-cultural

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### **Biographical notes:**

**Alexandra Bohra, M.Eng.** is a PhD candidate at the Ruhr West University of Applied Sciences, department of civil engineering. Her research aims to develop a framework for European SMEs on the equal qualification and acquisition of West-African craft workers in construction trades. She is also currently working on an InnoVET Project, called ProNet, which



is part of the innovation competition organised by the German Federal Ministry of Education and Research (BMBF) for excellent vocational education and training.

**Prof. Dr.techn. Felix Meckmann** is a Professor at the Ruhr West University of Applied Sciences, department of civil engineering. He is the Chair of construction economics. His research interests focus on innovation and transformation processes in the construction and real estate industry both in national and international contexts. He also addresses the topics of internationalisation, entrepreneurship, and the ethical use of large language model-based chatbots in his teaching and research projects.

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**Title:** The Dual Vocational Education and Training (VET) Programs at the National Institute of Apprenticeship (INA) in Costa Rica: National Interpretations, Particularities and Specifics.

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**Abstract:**

Dual training programs have been the focus of Costa Rican VET policy for a long time. The INA, as one of the most central and important providers of costa-rican VET, can look back on years of experience in the implementation of such programs, also in cooperation with Germany. In this context, the paper aims to describe the structural, organizational and operational aspects of dual programs provided by the INA, focusing the empirical analysis on the question of how the cooperation of learning venues has been nationally interpreted, organized and implemented. By conducting semi-structured interviews with actors like coordinators of INA VET schools and in-company trainers and their content analysis according to Kuckartz, informations and a synthesis on the characteristics, differences and particularities of INA´s duals programs and the learning venue cooperation in comparison with Germanies dual offers will be provided to contribute to VET cooperation´s within Costa Rica and Germany.

**Biographical notes:**

Dr. Irina Rommel, research associate at the Department of Vocational Education and Training at the Osnabrück University, Germany and Coordinator of the bilateral project CoRiVET – Costa Rican Vocational Education and Training. Stockholm International Conference on Research in VET Abstract

Enrique Angles, MA, is an associate researcher at the Department of Vocational Education and Training at the Osnabrück University, Germany. His research interests focus on International Technical vocational education and training (TVET), TVET research, training of TVET staff and learning within the work process.

**Keywords:** Vocational Education and Training (TVET), Models of Dual VET, Learning Venue Cooperation, Costa Rica

## **Paper Session 3: Recognition and Diversity**

### **Parallel universes: qualifications frameworks and the recognition of migrants' skills in Africa**

#### **Author:**

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#### **Abstract:**

This paper explores systems and mechanisms to support the recognition of migrants' skills and qualifications in Africa, with a focus on mid-level (vocational) skills in the Southern African Development Community. We wanted to understand the extent to which systems are benefiting migrant workers in practice. We found a bewildering number of agreements, policies, tools and structures in Africa for the recognition of skills and qualifications. Skills recognition is seen as a high priority for policy makers. Qualifications frameworks, as well as recognition of prior learning systems and credit accumulation and transfer mechanisms, are believed to be appropriate policy mechanisms for skill recognition. But there is limited information about the extent to which these are benefitting migrant workers, and a concerning dislocation between policy aspirations and the experiences of implementation to-date. Employers surveyed suggest that political factors are more important than qualification recognition in terms of barriers to employing migrants.

**Keywords:** skills, qualifications, recognition, migrants

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#### **Biographical notes:**

Professor Stephanie Allais is Research Chair of Skills Development and Professor of Education at the Centre for Researching Education and Labour at Wits University. She researches education and development and international education, focused on education/ work relationships.

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### **Recognizing foreign acquired VET qualifications: Potential to empower and challenge skill formation eco-systems in countries of origin**

By Jehona Serhati (M. Sc.; Emerging Researcher) & Linda Wanklin (PhD Candidate, Emerging Researcher)

#### **Abstract**

As a labour market institution, the recognition of foreign vocational qualifications (RFQ) plays a pivotal role in promoting mobility, flexibility, and lifelong learning, facilitating effective skills signaling and screening for both employers and employees. This is particularly significant for countries with elaborate vocational education and training (VET) systems grappling with demographic challenges and the trend towards increased academization. RFQ has emerged as a critical tool in such contexts, helping to address mid-level skill shortages while safeguarding occupational protectionism and standards. However, the impact of RFQ extends beyond the countries where

qualifications are recognized; it also influences countries of origin, where mid-skilled workers seek to have their credentials acknowledged for labor migration purposes. Given the rising prominence of RFQ as a labor market institution and the relatively limited scholarly attention it has received compared to higher education (e.g. Bologna processes), our paper seeks to understand how and why RFQ policies and practices in destination countries shape the skill ecosystem in countries of origin.

We focus our empirical analysis on the relationship between Germany, a nation with an elaborate, collectively driven VET system in high demand for individuals with VET credentials, and Kosovo, a country with a strong diaspora and positive migration inflows to Germany. However, in contrast to Germany's VET system, Kosovo's VET system is characterized by a predominantly school-based, centralized, and state-driven system, and complex historical challenges stemming from communist rule, conflict, and instability since gaining independence in 2008. We thus specifically investigate how the skill ecosystem has evolved due to increased RFQ policies and practices. This includes an analysis of the landscape of VET actors and their areas of (non-)cooperation, and the underlying politics explaining why the Kosovar skill ecosystem has transformed. The empirical focus is on Germany, a country with an elaborate, collectively driven VET system in high demand of individuals with VET credentials, and its impact on Kosovo's skill ecosystem, a country with a large and strong diaspora in Germany, and positive migration inflows. However, Kosovo's VET system is characterized by a predominantly school-based, centralized, and state-driven system, and a complex history with numerous historical challenges like communist rule, conflict, and instability since gaining independence in 2008.

The empirical analysis, with a particular emphasis on the health and construction sectors, draws on 11 interview transcripts with experts and stakeholders within the Kosovar VET system, along with grey and secondary literature. The case study reveals that Germany's policies and practices in facilitating RFQ have led to the emergence of new RFQ-driven VET programmes and transformed stakeholder landscapes in Kosovo. This includes a vocationalisation of the Kosovar skill-ecosystem oriented towards the German labour market, such as the rise in dualized VET programmes in occupational profiles in high demand in Germany, increased private and non-formal provision of VET aligned to German occupational standards, and greater enrollments of youth opting for VET programmes due to prospective migration possibilities. The political factors enabling this transformation include Germany's strong structural power, both economically and in terms of foreign aid, as well as a political elite benefiting from these transformations due to decreased internal pressures resulting from remittances and lower youth unemployment. These findings challenge the methodological nationalism prevalent in much VET scholarship, advocating for a new research agenda that considers the geography of skills development beyond national borders.

### **Key words**

Recognition of current competency, skilled migration, transition economy, foreign aid

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## **Title: VET and the Integration of Migrants in England: soaping project**

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**Abstract:**

The aim of this scoping research is to understand how vocational education and training (VET) shapes integration of people with a migrant background in the UK. By exploring the ways VET shapes migrant integration, we aim to explore what policies can help migrants achieve more favourable outcomes in education, labour market and social life. Through conversations with organisations supporting migrants we aim to focus on specialist ESOL provision across colleges in the UK. English language knowledge is vital in achieving social and economic integration of migrants.

ESOL students have a range of migration backgrounds and are eligible to study at a Further Education college and will therefore provide us with a snapshot of their migration history, educational and career aspirations. Through semi-structured interviews we aim to investigate their career aspiration, decision-making processes, how they are supported to achieve their aspiration, the challenges and barriers they experience. We aim to shed light on their learner journey and the ways in which they navigate into the labour market.

One college in England has agreed to take part in this study. Semi-structured focus group interviews will be conducted across one college in December 2023. We also aim to interview regional ESOL coordinators. This presentation will discuss the results of the interviews conducted with ESOL students and coordinators.

**Keywords:** migration, ESOL, integration, VET

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**Biographical notes:****Dr Andrea Laczik**

Andrea is the Director of Research at the Edge Foundation. She has over 20 years of education research and policy evaluation experience while working at Oxford and Warwick Universities and Edge. Her broad interests cover Vocational Education and Training (VET) and apprenticeships at all levels, employer engagement in VET and general education, skills development, innovative/alternative higher education, youth transition and trajectories and provisions for young people and adults from disadvantaged backgrounds.

**Dr Dana Dabbous**

Dana is a Senior education and policy Researcher at the Edge Foundation. Her research focuses on further education, vocational education and training, understanding good practice across all levels of education and labour skills shortages across the UK.

**Kat Emms**

Kat's is a Senior education and policy Researcher at the Edge Foundation. Her main areas of research are in higher education, vocational education, skills shortages in the economy and employability skills.

**Dr Natasha Kersh**

Natasha Kersh is an Associate Professor in Education at the IOE, UCL's Faculty of Education and Society (UK). Her research interests and publications relate to the study of VET and workplace learning, school-to-work transitions and adult education in the UK and internationally. Natasha is a Senior Fellow of the Higher Education Academy (UK).

**Dr Sait Bayrakdar**

Sait Bayrakdar is a research associate in the School of Education, Communication & Society at King's College London and one of the co-investigators of the ESRC-funded "Opportunity, equality and agency in England's new VET landscape: a longitudinal study of post-16 transitions" project.

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## **Paper session 4: Career Pathways**

**Unravelling the systemic entanglements in career construction. How do VET students tell the story?**

**Author/s**

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**Abstract:** Careers are constructed through systemic entanglements of personal and contextual factors. Critical awareness of these factors and the system of influences between them is a key element in the construction of meaningful careers in harmony with sustainable development. To understand this process, the TraSos interview was designed, integrating qualitative career diagnosis tools, arts-based methodologies and socio-critical reflection. The interview was developed in the framework of the Orienta-2O project (Plan PAIDI- P20\_01131) and has been improved in its application in the TEMPO project (PID2020-115711RB-I00). Sixty-five students from Intermediate VET and 21 young people from Second Chance Schools participated in the interview. The purpose of the interview was to understand the systemic relationships that occur between the different factors that influence the construction of their careers, from the narratives created by the young people themselves. A representation of their system of influences was co-constructed with each student. Based on the results, practical implications for sustainable career education are proposed.

**Keywords:** career education, systemic approach, qualitative career assessment, VET, sustainable careers

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**Biographical notes:**

Dr Soledad Romero Rodríguez is a professor at the Department of Research and Assessment Methods in Education at the University of Seville. She is a member of the research group CARDINALS (Career and Digital Education for social Justice, HUM 1101). Her research interests are the exploration of tools for career education and guidance from a systemic approach with young people (at social risk, in VET) from a social justice approach, in addition to narrative research methods.

Dr Celia Moreno Morilla is an associate professor at the Department of Didactics and Educational Organization at the University of Seville. She is a member of the research group CARDINALS (Career and Digital Education for social Justice, HUM 1101). Her field of specialization has been the investigation of literacy practices and the construction of the career with children and young people in Zones with Needs for Social Transformation (ZNTS), in addition to the application of diverse research methods.

Dr. Cristina Miranda Santana is a professor in the Department of Education at the University of the Palmas of Gran Canaria. She is a member of the research group GIES (Research Group on Social Education). Her line of research is career guidance and education for young people at social risk in dual VET, from a systemic and social justice perspective; likewise a qualitative approach to research.

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## **CAREER-ORIENTED PATHWAYS: ANALYZING THE TENDENCIES OF SECONDARY STUDENTS CHOOSING TVET PROGRAMS FOR HIGHER LEARNING**

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**Abstract:** In the year 2023, a significant proportion of secondary school graduates, precisely over 70 percent or above 300,000 individuals, exhibit a lack of inclination towards pursuing higher education at the postsecondary level. The potential consequences of the current situation on the future supply of skilled workers in the nation have raised concerns among stakeholders. According to the latest statistical data, the current workforce in the country comprises only 28 percent of skilled workers, which falls short of the desired threshold of 35 percent. One of the primary factors contributing to this situation is the presence of the gig economy, along with an increase in the cost of living and the availability of employment opportunities. This study examines students' understanding and interest in selecting Technical



and Vocational Education and Training (TVET) as their preferred option for tertiary-level education. This research employs a survey as the primary data collection method, and the collected data is subsequently subjected to descriptive analysis. The study's sample comprises secondary students in their final year in Putrajaya, Malaysia. The poll assessed students' comprehension of TVET, their familiarity with TVET, their level of interest in TVET, and their preparedness to participate in TVET to determine their inclinations. According to the survey findings, it is evident that a minority of students, namely fewer than 30%, exhibit interest and preparedness to enroll in technical and vocational education and training (TVET) programs for their postsecondary education. However, a significant majority of students, over 70%, possess a comprehensive understanding and awareness of the concept and nature of technical and vocational education and training (TVET). Even though students understand and know technical and vocational education and training (TVET), they hesitate to participate in TVET programs. This inquiry initiates an examination of the fundamental causes of this reluctance.

**Keywords:** Higher Learning, TVET, Student Tendencies, Secondary Student

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### **Why do students choose vocational education and why not? The rationale of current upper secondary school students for the choice of educational pathways.**

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#### **Abstract:**

In Iceland, as well as internationally, educational authorities have long emphasized the importance of increasing participation in vocational education and training (VET). Despite various measures to make VET more attractive to young people in Iceland, only about 15% choose VET directly after graduating from compulsory education. Overall, about 30% of upper secondary school students in Iceland are enrolled in VET, which is significantly lower than the EU and OECD averages (44–47%). Research in this area shows that the educational choice of young people is influenced by a constellation of individual and societal factors, and the disparity of esteem between VET and academic pathways is one. The aim of the study is to understand these influences and especially the role the different standing of VET and academic pathways plays. Questions on rationale for educational choice, different influences, and prior experiences and knowledge about VET pathways were included in a larger questionnaire administered to all upper secondary schools students in Iceland in the fall of 2023. Some of the questions were administered to the population, while a subset of the question was administered to a random sample of upper secondary school students. The analysis of the results will focus on comparing answers for the different pathways (VET or academic) students are enrolled in, but also by age, gender, and the background of the students. Furthermore, the influence of prior experience and knowledge of VET pathways will be investigated as a factor in influencing the choice of VET. The findings are expected to enhance the understanding of why students do or do not choose to study VET and how the standing of VET influences this decision making.

**Keywords:** Vocational education and training, Upper secondary schools, Educational choice, Educational pathways

#### **Bibliographical notes:**

Elsa Eiríksdóttir (elsae@hi.is) is an associate professor at the University of Iceland, School of Education. She completed a BA degree in psychology from the University of Iceland in 1999 as well as a master's degree and a PhD in engineering psychology from Georgia Institute of Technology in Atlanta in 2007 and in 2011, respectively. Her research interests include learning, transfer of training, skill acquisition, and vocational education and training.

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## **Paper session 5: VET Teachers Self Image and Identity**

**Title: The influence of socio-occupational characteristics in VET teachers' self-efficacy<sup>2</sup>**

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**Abstract:** (The abstract is expected to follow the layout as presented here and authors should keep to 120 to 150 words. Font size 12)

Despite significant advancements in vocational education and training in Spain, the persistently high dropout rates are a cause for concern, with 41.7% of students in Basic VET and 30.7% in Intermediate VET discontinuing their education. Previous research has indicated the positive impact of teachers' sense of self-efficacy on teaching practices and teacher-student relations, as well as the decisive role that teachers play in promoting student engagement. This study endeavors to examine the influence of socio-occupational characteristics including gender, specialization, teacher training, employment status, and professional teaching experience, on

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<sup>2</sup> This study is part of the project "Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal". The project PID2019-108342RB-I00 is funded by MCIN/ AEI/10.13039/501100011033

VET teachers' self-efficacy. To accomplish this, the Teachers Self-Efficacy Scale (TSES) was administered to 277 VET teachers. The findings elucidate the effect of certain socio-occupational factors on teachers' self-efficacy and allow us to anticipate the necessary measures that should be taken by the educational authorities to improve teachers' employment status and training to increase teachers' self-efficacy, and therefore prevent students' dropout.

**Keywords:** (Please choose 3–5 keywords. Font size 12):

Vocational Education and Training, Teacher's Self-Efficacy, Dropout.

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**Biographical notes:** (60 to 80 words, Font size 12)

Arturo Garcia de Olalla Gutierrez is a predoctoral researcher and a member of the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands, Spain, by the Ministry of Science and Innovation of the Government of Spain (PID2019-108342RB-I00). He is currently working on his doctoral thesis.

Dr Maria Tugores Ques is a professor in the Department of Applied Economics at the University of the Balearic Islands. She is a researcher specialising in issues related to the labour market, industrial economics, and tourism economics. Participation in various competitive research projects. She is currently involved in the project funded by the Ministry of Science and Innovation on Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal.

Dr Carme Pinya-Medina is a professor in the Department of Applied Education and Educational Psychology at the University of the Balearic Islands. Co-principal researcher in the R&D project Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal (Ref. PID2019-108342RB-I00) (2020-2023). Currently working on lines of research on teacher education, inclusive education, teaching methods, educational innovation and Success and dropout pathways in vocational education and training.

Dr. Francesca Salvà-Mut is full professor in the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB). She is an active member of the Education and Citizenship Research Group and the Director of the Laboratory for Research and Innovation in Vocational Training (LRIFP) at UIB. Co-principal researcher in the R&D project Teaching practice and the prevention of early leaving from vocational education and training: empirical approach and intervention proposal (Ref. PID2019-108342RB-I00) (2020-2023).

Dr. Elena Quintana-Murci is contract lecturer at the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB), Spain. Her research interests focus on early leaving from education and training, vocational education and training, youth transitions to adulthood and gender. She participates in both European and national projects aimed at the prevention of drop-out in vocational training. She is currently deputy director of the Laboratory for Research and Innovation in Vocational Training at the UIB.

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## **Title Why vocational teacher students see themselves as they do – Qualitative analysis of academic self-concepts and underlying comparison processes influencing their development**

### **Mats Vernholz\***

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### **Prof. Dr.-Ing. Katrin Temmen**

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**Abstract:** How do pre-service teachers perceive their own competencies in the different areas of their course of study? Why do they perceive their competencies like they do? The study at hand tries to answer these questions by qualitatively analysing the academic self-concepts (Marsh, 1986) of pre-service teachers in the field of didactics of technology and the influence of comparison processes (i.e. social (Festinger, 1954), dimensional (Möller & Marsh, 2013) and temporal comparisons (Albert, 1977)). For the first time, an interview study is being conducted to investigate self-concepts of pre-service vocational teachers and the associated ways of reasoning. The results show that especially social comparison significantly influence academic self-concepts and their development. Additionally, dimensional and temporal comparisons also play an important yet subordinated role. The study at hand provides essential in-depth insights into the self-concept development of pre-service technology teachers thus offering opportunities of fostering their self-concepts and hence their future competencies.

**Keywords:** Academic self-concept, comparison processes, didactics of technology, pre-service-teachers

### **Biographical notes:** (60 to 80 words, Font size 12)

Mats Vernholz finished his Master of Education in the area of didactics of technology at Paderborn University in 2020. He previously completed his bachelor's studies in mechanical engineering. His main research interests focus on pre-service teachers in the field of didactics of technology. Currently, he is working on his Ph.D., focusing on pre-service teachers' academic self-concepts and their formation along their course of study.

Katrin Temmen received her Diploma in Electrical Engineering in 1993 and Ph.D. in Electrical Engineering in 1998 from the University of Dortmund. Since 2010, she has been a professor and head of the department of the Didactics of Technology in the Department of Electrical Engineering in Paderborn. Her research interests include education in vocational schools and the didactics of further education in the field of engineering.

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## Positioning Vocational Teachers: Exploring Identities and Interactions in Contemporary VET

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### Abstract

Historically, vocational training followed a master-apprentice tradition where apprentices besides from learning vocational tasks were socialised into a vocational culture and identity. Nowadays, Swedish VET is primarily school-based, and instead of a master, VET-teachers teach students their future vocation. Interview studies with VET-teachers have revealed that they cross boundaries between an identity as a teacher and an identity related to the vocation he or she teaches. However, there is limited research on how VET-teachers are positioned by their students and how, in turn, they position themselves in relation to the students in school-based VET. Such knowledge is essential for understanding vocational identity in contemporary VET. This study aims to explore how vocational teachers' positioning is negotiated in VET, focusing on interactions between students and vocational teachers. Drawing on ethnographic material from Swedish upper secondary school's hairdressing education, preliminary findings identify seven subject positions: the VET-teacher as: a friend; a colleague; a teacher; a boss; a role model; a mother; a personal hairdresser.

**Key words:** Vocational teachers, positioning, ethnography, Vocational Education and Training

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### Biographical notes:

Eva Klope is a Senior Lecturer of Education at Linnaeus University, Kalmar, Sweden. She is a teacher educator, and her research interest include vocational education and training (VET), vocational identity and gender issues. Currently she is studying sexual harassment from third parties (e.g. customers, guests, patients) in VET and young peoples' lives.

## **Paper session 6: Challenges in Evolving VET Systems**

### **Author:**

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### **Unravelling the politics behind the new Finnish VET Act**

In 2018, a new Vocational Education and Training Act came into effect in Finland. This Act introduced a single legislation for initial and continuing vocational education and training (IVET and CVET, respectively). For more than 30 years prior to this, both subsystems had their own legislations, steering and network of VET providers. Officially, the new VET Act marks the culmination point of a major reform process that officially began after Prime Minister Juha Sipilä's right-wing government came to power in 2015. This qualitative research paper explores the origins and development of the new VET Act based on narrative analysis of expert interviews with 32 leading VET policy actors in Finland. We argue that although key elements of the new Act were based on the previous government's failed attempt at structural reform of upper secondary education, the two were politically and institutionally very different. The paper seeks to sketch out some of the long-term dilemmas and paradoxes at the heart of Finnish vocational and upper secondary education politics during the 2010s.

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### **The VET Context in Italy: A Perspective on Teachers and Students**

#### **Chiara, Ostuni**

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**Abstract:** This study presents the preliminary results of an action research conducted in collaboration with a Vocational Training Center situated in Bologna (C.E.F.A.L.). The research aims to define innovative objectives and tools for the educational context. The exploratory phase of the research carried out through focus groups, semi-structured interviews, and observations, aims to explore and analyse the educational and formative context of the host institution, with the aim of identifying needs, challenges, strengths, and areas for improvement. The data analysis highlighted critical aspects in terms of communication, collaboration, and difficulties in defining roles, as well as in the teaching strategies adopted by teachers in the classroom context. Subsequently, semi-structured interviews were conducted with students, recognizing them as the main recipients of the training. Consequently, following a co-design approach with the professionals involved, targeted interventions were proposed in response to the identified training needs.

**Keywords:** Life Long Learning; education and training needs; teacher training; educational innovation; Vocational Education and Training.

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## **Biography**

Dr. Chiara Ostuni is a PhD student at the University Alma Mater Studiorum (Bologna, Italy). She is conducting an action research in the field of Vocational Education and Training (VET) with a focus on teaching and learning innovation, student's learning needs and the competences of VET training professionals.

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## **The Theory of the Vocational Education. Agency Problems in Dual VET and how to overcome them.**

### **Authors:**

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### **Abstract:**

The Agent Theory is a cherished and widely used institutional economic concept for explaining contractual relationships in various contexts. It has proven to be applicable also in the area of education. However, it has not yet been applied to dual vocational education and training (VET), which is renowned for its unique institutional structure and successful application in Central European Countries. Using the explanatory power of agency theory in vocational education and training would be of great benefit for policy makers to help them identify the mechanisms that contribute to the successful institutional setup of dual VET and might pave the way for future reforms. To address this gap, this paper undertakes an institutional economic analysis of dual VET, modeling the challenge of private firms providing government-approved VET as an agency scenario. Through this approach, we have identified four mechanisms capable of overcoming the agent problem in VET.

**Keywords:** Vocational Education and Training, Agent Theory, Institutional economics, Dual Vocational System, Incentive Structure



**Biographical notes:**

Prof. Dr. André Habisch holds the chair for Christian Social Ethics at the Catholic University Eichstätt-Ingolstadt, focusing on Sustainability Management, Corporate Citizenship and CSR, Practical Wisdom in Management, Christian social ethics and business practice. Johannes Kellner, with a background in Industrial Engineering, has studied is currently pursuing a PhD in the dual vocational training system and chambers of commerce. Lucas Trutwin, having studied Business and Economics, is researching comparative vocational training systems for his doctoral thesis.

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## **Paper session 7: Transfer, Transition and Decolonization**

Comparing expectations and experiences of post-graduation transitions for higher vocational students after Covid-19 in Xi'An

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Abstract: Vocational training becomes a critical issue in China for a long time, where large percentages are regularly cited for unemployment statistics, and in particular for youth and post-school unemployment. Chinese vocational students are more from relatively disadvantaged backgrounds, the post-graduation transition for them has been more complex and high-risk due to China's economy experienced a huge shock during the recent 3 years. This article reports on a small study on the perceptions and experiences of 27 TVET final-year students from five colleges about their forthcoming transition. A follow-up qualitative research approach was used to collect data from participants. The important findings include that only 4/27 students choose to find a job and the rest of students are trying to go to a university. A clear understanding of the perceptions and concerns of TVET students in their post-graduation transition may assist in addressing issues locally, at colleges, and national policy.

Keywords: Vocational education; Transition; Student experience; China

### Biographical notes:

Mr Zihao Liu is a PhD researcher at the School of Education at the University of Nottingham, United Kingdom. His supervisors are Prof. Volker Wedekind and Dr. Rita Hordosy. His research interests focus on international vocational education, vocational student's transition, and knowledge in vocational education. Now his PhD study is focusing on China's higher vocational students' post-graduation transition, as well as working on a research project with Prof. Volker Wedekind about vocational education in South Africa.

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### **What contribution can design research make to fostering innovation transfer processes in VET?**

#### **Hubert Ertl**

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**Abstract:**

Theoretical findings indicate that the transfer of knowledge between research and practice should become a research object in itself, supported in the form of overarching “metaprojects”. The project “Accompanying Research InnoVET” represents such an undertaking and develops, tests, and evaluates support mechanisms that aim at improving translational processes between research and practice in the innovation transfer within the nationwide German InnoVET programme. In this context, this contribution examines the features that contribute to the success of a research-practice dialogue. It addresses the question which contribution design-based research (DBR) can make to (the transfer of) innovations developed in the InnoVET programme. Results emphasize, e.g., the significant role the interaction between research and practice plays, the importance of actors’ transfer-oriented mindset and furthermore, the need for exchange formats. The results demonstrate the contribution DBR can make to improve innovation transfer in large-scale programmes thereby generating new theories for transfer strategy measures. Systematic results are based on literature analysis, a survey of programme participants and development talks with practitioners and researchers.

**Keywords:** accompanying research, vocational education and training programmes, design-based research, innovation transfer, InnoVET

**Biographical notes:**

Prof. Dr. Hubert Ertl is Vice President and Director of Research of the Federal Institute for Vocational Education and Training in Bonn, Germany. He also holds a professorship for vocational education research at Paderborn University, Germany. The focus of his research is on areas including transitions between vocational and university-level education, international comparative research on higher education, European education and training policy, and the introduction and implementation of education and training reforms.

Dr. Nina-Madeleine Peitz currently is substitute professor at Paderborn University, Germany. Additionally, she is a program researcher in the division of the research director at the Federal Institute of Vocational Education and Training in Bonn, Germany. She holds a doctorate in business education and a Master's degree in international economics and management. Her research interests focus on InnoVET research support and programme management, successful and sustainable VET cooperations, translation processes and innovation transfer between science and practice, as well as language and communication in VET.

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**Title:**

**Decolonizing Recognition in VET: The Emancipatory Power of Narrative and Capacitating Pedagogy**

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Context: Constant developments in the world of work are disrupting the stability of professions and jobs, requiring them and their associated knowledge and skills to be updated (Ocde, 2019) and prior experience and learning to be recognized. This paper will focus on an innovative use of Recognition of Prior Learning and Experience (RPLE) run in a vocational master degree at University Montpellier 3 which is regarded as an intrinsic part for development lifelong learners' new competencies becomes part and parcel of their personal needs. How recognition practices could contribute to re-establishing more balanced power relationships?

Questions: How the unrecognized and misrecognized could be recognized? With capacitating teachers and educational leaders, how could VET students be empowered to become the leading contributors to establishing open recognition spaces fostering the growth of recognition capital and to participate to bienvivance in organizations?

Theoretical framework: The educational and pedagogical relationship is at the center of relationships with others and where teachers, a profession of the relationship to Others, are worked in an educational approach that we describe as a "capacitating approach" and is a condition for VET students' transformation. This approach is supported by a capacitating and a transformative perspective by learning, referring to Sen capabilities works and Mezirow's 'transformative learning'.

Objectives: My paper communication will be focused on the narrative language in a capacitating pedagogical approach as a mediator and a decolonizer of recognition through collaborative development of competency portfolios.

Data and Methodology: The analysis was conducted on a corpus of work from two groups of students in Vocational Master's level training program for mentoring and support, focusing on collaborative and reflective development of their competency portfolios.

Main results: As a process of development and transformation that can be mobilized for adults VET learners returning to studies and/or for the inclusion of migrant and refugee populations, the approach of recognizing acquired competencies in a benevolent perspective of collaborative learning and a capacitating pedagogy rooted in a humanistic philosophy focused on social and emotional learning, highlights the emancipatory power of emotional capital in decolonizing recognition.

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### About author

**Prof. Dr. Dr. Bénédicte Gendron**, former Vice-President of the University of Montpellier 3 (21,000 students) in France. Professor in Education and Human Development earned a PhD in Economics of Education and Human Resources and a PhD in Psychology & Neuropsychology, after a Post-doctoral research at the Graduate School of Education of UC. Berkeley in the USA. Her research combining Economics, Psychology and Neurosciences is focused on “Bienvivance”, “Vibratory and Enabling Leadership” and “Emotional Capital” for a better quality of life. Her concepts applied in education and at work received 3 national awards from the French Academy and the French National Association for the Promotion of School and University Health. Certified in Mindfulness and Emotional Quotient Inventory, her studies are focused on Human Development and Sustainability, Quality of life and Bienvivance, Transformative learning, Leadership, Inclusive Excellence, Equity and Lifelong Guidance, Empowerment, Learners Agency and Creativity, rooted on a eudemonic economics' perspective. Member of CREIO international consortium of Dan Goleman, an external expert for OECD, European Commission and other international and national organizations, she serves on several editorial boards of scientific journals, and her theoretical and applied research results were published in a number of journals and books.

## **Paper session 8: VET, Higher Education and Adult Learning**

### **Usability is all that matters? Competition and complementarity between vocational and higher education in Germany**

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#### **Abstract:**

The relevance of college education in the German context is deeply related to the question of the relationship between vocational and academic education (Euler 2017). Particular focal points are often the possibilities or limitations of the transition from vocational to higher education (Frank, Heister & Walden 2015). Former research shows various determining factors for the extent of competition or complementarity like industry sectors, specific personnel structures and engagement and strategy in the field of training (e.g. Baethge & Wolter 2015; Wolter & Kerst 2015). The usability of educational qualifications in the labour market can be estimated by various aspects, such as income, employment status, position etc. Within our research, we aim to investigate the usability of academic and vocational qualifications in comparison from a company and an individual perspective. The underlying assumption is that the competition between academic and vocational qualifications is particularly high if there are extensive similarities and/or overlaps regarding the provided or required skills as well as the activities to be performed in the workplace. This paper focuses on the individual perspective.

Our analyses refer to theoretical approaches trying to explain matching processes and recruiting decisions on the labour market, namely rational choice theory (Arrow 1989; Esser 1990) as well as the signaling (Spence 1973) and screening (Stiglitz 1975) approach. Combined with our empirical results, they allow to evaluate the role colleges in Germany have in the face of increased competition between academic and vocational tracks. This contribution draws on data from the German BIBB/BAuA employment survey of 2018, which provides in-depth insights on the individual perspective on labour market usability of educational qualifications. We assessed employees' educational decisions based on their returns on educational investment. From an individual perspective, the disparate labour market outcomes of employees with equivalent qualifications are compared. This provides insights into the role of colleges in the German context from an individual perspective. To evaluate the rationality of individuals' educational choices we calculated an OLS regression model containing variables associated with a positive effect on income like education and work experience (Mincer 1974). To gain more differentiated insights on the impact of career aspirations and educational choices we successively included variables into the model representing the individuals' rationales as well as their socio-economic background and types of qualification (i.e. academic vs. occupational).

Our results show that the aspirations regarding employability and income have a positive effect on individuals' returns on educational investments, indicating that their educational decisions are rational. Furthermore, we test the impact of educational choices employees

make on a micro level as well as on a macro level (sector, company size and counselling impact). This allows us to compare selected micro and macro level factors. The presented results contribute to the debate on the academisation of vocational education and training and the vocationalisation of higher education and give insights into college's role in Germany. The special circumstances of the education and employment system in Germany are reflected in the context of complementarity and/or competition between the different education sectors.

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## Adults and apprenticeships: a possible combination?

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**Abstract:**

After having demonstrated its effectiveness in facilitating young people's school-to-work transition, apprenticeships are opening up to older participants, in order to support adults' mobility between jobs and in and out of employment due to market forces and individual choices. With the aim of offering a contribution to establish an effective regulatory framework for a wider participation in apprenticeships in Italy, a study explored schemes and practices in some European countries: Finland, Denmark, England, Switzerland. The study allowed to identify some "enabling factors" that need to be considered in order to design and implement a policy measure that can attract training companies and strengthen adults' motivation to participate; these factors imply that a positive collaboration between institutions - at national and territorial level - and social partners (for the key role of collective bargaining) is well established and for Italy it requires overcoming the criticalities of the current governance mechanism.

**Keywords:** apprenticeships, adult learning, vocational educational and training.

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**Biographical notes:**

**Ms Sandra D'Agostino** is a senior researcher at INAPP, with over 25 years of experience in studies on VET. After having explored most VET-related policy areas, conducting studies at EU and national level, currently her research focus is on apprenticeships and adult learning, mostly with a comparative approach considering VET systems in EU and extra EU countries. She authored a number of articles appeared in scientific journals and chapters in books.

**Ms Silvia Vaccaro** is a senior researcher at INAPP, currently directing the Unit on WBL and innovation in VET. She has more than 25 years of experience in studies on VET. Having gained an extensive knowledge of the Italian measures for adults in the previous years, she is now approaching the area of IVET, with a strong attention to measures adopted in other EU countries. She is the author of articles appeared in scientific journals and chapters in books.

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**Childcare workers and childcare teachers - vocational training and professional work 1960-2000****Authors:****Åsa Broberg\***

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**Abstract:**

The period from the post-war period to 1970 is an expansive period in the construction of welfare in Sweden. During this time, and in the decades that followed, many of the early ideological incentives in professions changed. The childcare worker and childcare teacher offer a clear example of this development. By following the educational and career paths of some childcare teachers who were trained in the 1960s, we highlight from an actor's perspective how professionals meet the changing knowledge and competence requirements set by society.

The aim is to describe a profession in transformation as welfare, education and the view of traditionally female tasks change, as well as norms about children and child rearing. The study is based on historical material and government reports on the social context and historical development. The basis for the actor perspective consists of five semi-structured individual interviews in which the informants talk about their educational and professional lives. In a focus group discussion, the informants were given the opportunity to recall more about their education, vocational knowledge and vocational values.

The results show how both new and previous knowledge is renegotiated in relation to both organizational and content-related changes in the profession's area of knowledge and competence. Secondly, the renegotiation is done through meaning-making that supports new professional identities.

**Keywords:** Child care teachers, child care workers, professional identities, transformation

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**Biographical notes:**

Dr Åsa Broberg is an associate professor at the Department of Education at Stockholm University, Sweden. Her research interests focus on history of vocational education.

**Dr Eva Eliasson** is an associate professor in Educational Science in the Department of Education, Stockholm University. Her research interests mainly concern vocational and teacher knowledge, especially in health care education, and the interplay between power relations and vocational knowledge.

## **Paper session 9: Social Media and Digital Tools in VET**

### **Open-Source Software application for Technical and Vocational Education and Training (TVET)**

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**Abstract:** There are several challenges and limitations related to software application in technical and vocational education and training (TVET) such as licensing cost, piracy, and modification access for the software. This demonstrates the demand for new approaches that may deal with these issues and offer alternatives for the use of proprietary software. The benefits of open-source software (OSS) in TVET are examined in this systematic review analysis based on Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique for open-source software implementation. The advanced searching into two database which is Scopus and Eric. Based on searching, the primary data, n=24, have been identified and will be analyzed using the synthesis approach. The three main theme was decided: (1) learning and teaching aids using OSS, (2) Hardware compatibility with OSS, and (3) online learning practice using OSS. The review also addresses the potential of OSS to address the unique requirements of TVET programs, fostering a practical and dynamic learning environment. The findings provide insights into the effectiveness of OSS in enhancing pedagogical approaches, improving accessibility, and reducing costs in TVET institutions.

**Keywords:** Open-source software, technical and vocational education and training (TVET), systematic review analysis

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#### **Where is the AI? A case study on VET and CVET advertisements**

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**Abstract:** Requirements in AI education are expressed by various stakeholders like educational establishments, employers, employees, and financiers. In this context, job advertisements represent a demand on the labour market, and CVET advertisements respond to an ongoing need for further education. The main research question of this paper is whether we can detect AI as a demand in job and in CVET advertisements as current and future requirements. We analyse how AI relates to other aspects of computer science and how varied the range of tools within AI is.

Our research illustrates that AI is frequently mentioned in job advertisements, being the most significant subject there, while it remains a peripheral concept in CVET. We examine the description and reception of AI in the labour market, the allocation of AI education, and ways to undertake future research on AI demand.

**Keywords:** AI; job advertisements; CVET; labour market demands; computational social sciences

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### **Biographical notes:**

Dr Michael Tiemann is a senior researcher and co-head of the Department of Qualification, Occupational Integration and Employment at the Federal Institute for Vocational Education and Training (BIBB), Germany. His research interests focus on the development of occupational contents and requirements, knowledge in occupations and at the workplace, and the application of computational social science methods.

Dr Jens Dörpinghaus is postdoctoral researcher at Department 1, VET Research and Monitoring and Employment at the Federal Institute for Vocational Education and Training (BIBB), Germany. He is also lecturer at the University of Koblenz. His research focuses on computational social science, data science methods, and big data analytics.

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## **Using Social Media Data for Vocational Education and Training Research. Opportunities, challenges and restrictions**

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**Abstract:**

Social media offer a rich database for vocational education and training (VET) research, complementing traditional social science research methods and raising new research questions. However, there are also a number of legal, ethical, methodological and epistemological issues related to their further use in VET research, not least in terms of validity, objectivity and reliability. In light of these issues, our paper will present an interoperable dataset of about 3.5 million Twitter/X tweets on occupations, in which individual occupations are linked according to the German Classification of Occupations (KldB). To illustrate our data science approach, we will outline some exemplary research questions about the correlations between education and training in social media and more traditional data sources as well as the public valuation of specific jobs in Germany and critically discuss opportunities and very real challenges.

**Keywords:** vocational education and training; computational social sciences; social media data

**Biographical notes:**

Stefan Udelhofen is a research associate at the German Federal Institute of Vocational Education and Training (BIBB). His research interests focus on the value and evaluation of jobs and occupations, the connections between professions and social change and the application of digital methods.

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## **Paper session 10: Learning, Competence and Motivation**

### **Participation through work: Three forms of inclusion in VET**

**Ruhi Tyson\***

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**Abstract:** In contemporary discourse exclusion is generally considered from two perspectives: exclusion through disabilities (physical as well as neuropsychological) and through discrimination (eg. sexist and racist practices). Here a third one is added, exclusion through lack of meaningfulness, ie. where the experience of a practice is so fraught with meaninglessness that a person is no longer able to participate. This is frequently the case with VET-students who have experienced classroom education as meaningless.

It is argued that vocational education and training has both unique didactical potentials to confront and deal with all three forms of inclusion but that there are also unique risks and problems connected to work-practices (practical as well as cultural and social). The paper is based on a series of case-studies that highlight these issues and allow for a deeper understanding of them. In conclusion the paper presents a framework for considering inclusion in VET systematically and in relation to practice.

**Keywords:** Inclusion; Exclusion; Meaningfulness; Disability; Discrimination.

#### **Bibliographical notes:**

Dr Ruhi Tyson is an associate professor at the Department of Education at the University of Stockholm, Sweden. His research interests focus on vocational didactics, narrative forms of knowing, vocational Bildung and practical wisdom.

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### **From curriculum into classroom - an investigation of the competence-based approaches in logistics training programs in China**

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#### **Abstract:**

Over the past two decades, competence-based approaches (CBA) have emerged as prevalent pedagogical approaches for enhancing the quality of vocational education and training (VET). These approaches have been extensively incorporated into the VET systems of numerous countries as part of curriculum reforms. However, despite their widespread dissemination, empirical studies investigating their reform processes from curriculum development to classroom execution remain scarce. Using the Chinese VET as a case study, which has also adopted CBA as a reform initiative, this paper presents the findings from an investigation into

the integration and execution of CBA within selected Chinese logistics training programs, spanning from curriculum design to teaching practices. In-depth insights into the implementation processes can be offered through the semi-structured interviews and classroom observations of vocational school teachers about their interpretation and implementation of CBA, complemented by a content analysis of its embedding in curriculum. Discrepancies between the planning and actual implementation of CBA are revealed through a comparative analysis of curriculum and teaching practices. This study provides tangible evidence from the Chinese context for the implementation of CBA in VET practices, and contributes a methodological exemplar for empirical study of the implementation of innovative educational concepts.

**Keywords:** competence-based approach, vocational education and training, curriculum implementation, teaching practice, pedagogical approach

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**Biographical notes:**

Pujun Chen is a PhD student at the Chair of Economics and Business Education at the University of Cologne, Germany. Her research interests focus on international comparative research in VET, curriculum development and implementation, competence-based education, and economics education.

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## **Paper session 11: Career Pathways**

**Title:** “*Preliminary analysis of a comparative study on substance abuse between students in Initial Vocational Education & Training and High School*”

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**Abstract:** EduRisk “*Best-Practices with at risk youth in Initial Vocational Education & Training*” is a competitive research project, financed by the Spanish Ministry of Science and Innovation. One of its main objectives is to describe the behavioral problems of the Initial VET students in comparison with high school students. This preliminary analysis of results is based on a representative sample of students from the Basque Community used in a broader study “*Drugs and School X*”.

Comparing Initial VET with their Highschool peers regarding substance abuse, a higher consumption of different substances is observed, not only one time in a lifetime (just trying) but also more regular use (in the last month or in the last week).

These differences remain the same in all substances except alcohol where high school students outnumber Initial VET students. These preliminary results should make us think about a more specific/indicated prevention strategy when planning a socioeducational intervention.

**Keywords:** Substance Abuse, Initial Vocational Education & Training, Socio-educative Intervention, Specific/Indicated prevention

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Dr. Rosa SANTIBÁÑEZ is professor of Social Pedagogy at the University of Deusto / Bilbao. She is the Principal Investigator of the team *INTERVENTION: Quality of life and social inclusion*. Her area of expertise is focused on vulnerable and at-risk groups, as well as the use of socio-educational strategies for the promotion of social inclusion.

Dr. Álvaro MORO holds a degree in Sociology and a PhD in Educational Innovation and Lifelong Learning. He is currently director of the Deusto Institute of Drug Addictions. His research activity is mainly focused on drug addictions and other related dependencies, problem behaviours and vulnerability. He is member of the research team *INTERVENCION: Quality of life and social inclusion*.

Dr. Marta Ruiz-Narezo holds a PhD in Educational Innovation and Lifelong Learning. Her lines of research focus on issues of social exclusion, drug addictions and risk-taking behaviours, especially in adolescence and youth. She is a regular collaborator of the Deusto Institute on Drug Addictions (IDD) and member of the research team *INTERVENTION: Quality of life and social inclusion*.

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## **DROPOUT IN VOCATIONAL EDUCATION AND TRAINING: RISK FACTORS AND GUIDANCE MEASURES TO AVOID IT. A COMPARATIVE SURVEY OF THE COUNTRIES GERMANY, PORTUGAL AND SPAIN.**

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**Abstract:**

Expanding the implementation of guidance strategies in the field of vocational education and training (VET), as well as improving its visibility and attractiveness, is essential to establish VET as a viable pathway for students and avoid dropouts, which remain one of the major problems in education. This research presents a comprehensive methodology using thematic content analysis within the Orienta4VET project, spanning Germany, Portugal, and Spain, examining the perspectives of school principals and teachers serving as guidance counsellors in Vocational Education Training (VET) centres. Semi-structured interviews and group discussions were conducted to gather context-rich information, utilising an open-ended question guideline with a focus on key dimensions. Data collection employed Microsoft Word matrix, facilitating collaboration among partners. Thematic analysis using MAXQDA revealed intricate patterns through axial coding. Findings led to the development of an Interactive Guide addressing risk factors and emphasizing innovative teaching and learning approaches, drawn from best practices and prior projects.

**Keywords:** Vocational Education and Training; Dropout risk factors; Vocational guidance.

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**Biographical notes:**

Vivian Harberts is a junior researcher and PhD student at the Institute for Technology and Education (ITB), University of Bremen. Educational background in chemistry and pedagogy, research interests are digital teaching and learning, recognition of prior learning (RPL) as well as work-based learning. She recently participated in the EU Projects DUAL-ECO, Pro-VET, DIA-CVET as well as AI4ED. (<https://orcid.org/0009-0003-0898-3515>)

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## **Between aspirations and reality – Inclusiveness in VET using the example of promoting the participation of long-term unemployed people with health impairments**

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**Abstract:** Vocational participation is of central importance for an inclusive society and for securing skilled workers. VET plays a key role here. Long-term unemployed people with health impairments are particularly affected by exclusion. Previous welfare state support measures are often unsuccessful. The rehapro model project Essen.Pro.Teilhabe is testing new approaches of promoting participation. Using current empirical research data (mixed-methods approach), the article examines the question of which vocational training perspectives can be identified in this context and outlines guidelines for a more inclusive vocational training system based on this. It shows that the VET system can become more inclusive through a holistic skills orientation and low-threshold access to support services. However, such a resource-intensive strategy only partially meets the requirements of an inclusive society. While some of the target group concerned have new prospects for participation, others remain at risk of social exclusion.

**Keywords:** vocational education and training; inclusion; vocational rehabilitation; vocational participation; long term unemployment with health impairments

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### **Biographical notes:**

Sebastian Ixmeier, MA. is Research Associate at the Department of Vocational Pedagogy and Vocational Training Research. His main research interests are the Vocational Rehabilitation and Inclusion as well as Comparative Studies between VET and Participation.

Prof. Dr. Dieter Muenk is chair holder of the Department of Vocational Pedagogy and Vocational Training Research. His main research interests are Comparative International & European Vocational Training Research, the Structure, Law and Organisation of VET and the Professionalization of the Educational Staff of VET.

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## **Paper session 12: Career Pathways**

**Title: ‘Teaching studies’ as a tool for teachers to be reflective practitioners**

### **Author**

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### **Abstract:**

This paper presents the unique concept **teaching studies**, a model developing both teachers’ scientific approach on teaching and the scientific field of teaching. Though it is a law in Sweden since 2010 requiring that all teaching should be based on science, still there is a lack of what this means in practice. Teaching studies is an answer not only to that lack but also a vital support as a scientific framework for those vocational teachers’ whose lack a proper teacher education as it functions as a common analytical framework for professional teacher learning communities. Teaching studies is built on the combination of Schön’s concept “reflective practitioner”, a didactical analytical framework inspired by Klafki’s “didactical analysis” as well as Shulman’s (2004) “pedagogical content knowledge” and a transactional approach on teaching and learning. As being a scientific reflective framework, teaching studies contribute to strengthen teachers’ profession and the quality of education.

**Keywords:** Teaching studies, didactic, reflection,

### **Biographical notes:**

Dr Michael Håkansson is an associate professor at the Department of Education at Stockholm University in Sweden. His research focuses on Education for sustainable development (ESD) to be crucial in both Vocational teacher education and Vocational education.

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## **The Role of Teachers in Advancing the VET-Career of Their Students**

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**Abstract** 120 to 150 words:

Vocational Education and Training (VET) is considered a wise decision to start a professional career in many countries. But how do students find their way into (i)VET, and how do they develop their careers? In this process, teachers play a crucial role. They interact with their students daily and thus shape students' careers by influencing and transforming their perspectives on the world of work. As demanding teachers' subject-specific education is, their training in career education is often patchy and insufficient. We make the point that the teachers' role in supporting their students in career planning often needs to be clarified. It is, at first sight, tempting to ask them to act as kind of career counsellors. But they are trained as experts in designing teaching and learning. Therefore, we propose to refer to the concept of career education to clarify the role of teachers in the career orientation of students and to discuss their role regarding educational theories and concepts.

**Keywords:** career education, career planning, vocational choice process, transformative learning, critical thinking

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### **Biographical notes:**

Dr Christof Nägele is a senior lecturer and researcher at the University of Applied Sciences and Arts Northwestern Switzerland, School of Education. He is co-chair of the European researchers VETNET. His research interests focus on VET, vocational choice, adjustment processes, social and group processes in VET, and transferable skills.

Dr Barbara E. Stalder is a full professor in educational and social science at the Institute of Upper Secondary Education at the Bern University of Teacher Education, Switzerland. She is co-chair of the European researchers VETNET. Her research interests focus on learning in the workplace and school, student engagement, and career development in and after vocational education.

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### **Nordic Inspiration: Informing the development of initial teacher education (ITE) programs for VET school teachers in Australia**

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**Abstract:** Australian governments and industry leaders are increasingly dependent on VET secondary school programs to generate a skilled workforce capable of addressing national economic challenges. However, VET school teachers are scarce, and the nation is yet to establish a sustainable way of producing high-quality VET secondary school teachers. This presentation reports on findings of an International Specialised Skills Institute Fellowship that sought to understand how Nordic countries produce qualified VET teachers for schools so Australia could learn from example.

The study was conducted as a pragmatic multi-method applied research investigation. Data was sourced from literature and interviews with VET teachers and Education academics from Norway, Finland and Sweden. Findings of the study reveal how these countries support industry experts to become VET school teachers, and offers valuable lessons for Australian

education leaders in search of sustainable ways to produce high-quality industry-experienced VET school teachers.

**Keywords:** VET, secondary schools, initial teacher education, applied research

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## **Paper session 13: Transition, Work and Learning**

### **Education, social and occupational learning of workers throughout their lives of urban workers in Argentina**

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#### **Abstract:**

This presentation reviews part of the results of the application of an ArCaWall survey<sup>3</sup> (footnote to clarify) that identifies lifelong education and training, understood as the articulation and complementarity of various instances of education and training: Formal education; non-formal education, which guarantees the continuous training of the economically active population; and informal education spaces in the workplace, which correspond to the so-called "training in the job" processes and depend on the basic profiles of the employed population, the type of human group of workers, their educational levels and type of labor integration (Riquelme; 1985 and 1998).

The research investigates the workers' perspective on the changes in the processes and organization of work, and the perception of knowledge not formally defined or prescribed in certificates of the education and training system.

It follows the OISE/University of Toronto approaches, where studies on the process of knowledge and learning in organizations show that adults learn continuously in order to perform their work and that most learning arises informally from the demands and challenges of daily work experience and in interaction with peers and clients (Livingstone, 2009); and that workers bring to work a wide variety of knowledge acquired both formally and informally, on and off the job, and continue to develop that learning on the job.

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<sup>3</sup> The ArCaWall survey "Argentina Canada Work and lifelong learning" was developed by Education, Economics and Labor Program (IICE-UBA) and which was applied to the population aged 18 years and over living Great Buenos Aires area on two occasions, in 2011 and 2021.

The ArCaWall survey is an authorised adaptation of the "Work and Lifelong Learning" (WALL) survey of the CSEW of the Ontario Institute for Studies of Education (OISE) at the University of Toronto.

The central content of this article will present the differences between workers according to the classifier by social class and occupational class and according to the changes in the educational requirements of jobs and correspondence with the educational level of workers; a focus has been on the lack of knowledge about the educational level required to enter the job.

This proposal will then advance on the need for digital skills from the perspective of i) the "basic educational level" of workers (employed and unemployed); ii) the requirements of sectors of activity impacted by the transformations of digital technologies, from the manufacturing industry, agricultural and extractive activities to the provision of services through platforms; iii) The supply of education and training for work in provinces and local areas.

In Argentina, the educational implications of the new technologies require considering the inequality and social differences between and within provinces and the economic-productive heterogeneity in terms of economic sectors and activities, company sizes, and forms of organisation that may affect the conditions and scope of digitalisation. In these contexts, the educational needs of workers are also unequal to the formal education attained, the possibilities of non-formal education and informal learning, which pose challenges for education and training institutions.

### **Keywords:**

Education, social and occupational learning of workers; Life long learning; Digital skill

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**Biographical notes:** (60 to 80 words, Font size 12)

Dra Graciela Clotilde Riquelme has created a research program in education, economics and labor (PEET) in technical education and vocational training, and multiple social, economic and productive demands. It has developed quantitative and qualitative approaches, with the development of public and private instruments in the field. Her specialization is the Economy of Education.

Dra. Natalia Herger is a researcher of the Program of Education, Economy and Work (PEET), Institute of Education Science Research, Philosophy and Literature School (PEET- IICE-UBA) and Teacher of Education Economy at the University of Buenos Aires (Argentina). Her research interests focus on education and vocational training; public policies and public spending on education and training for workers.

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**Work-Based Learning in Two-Year Degree Occupational Programs: A Promising Instructional Strategy for Employment Preparation**

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**Abstract:** Demand for a workforce with high-level skills has increased in the United States, and work-based learning (WBL) is gaining interest as an approach that combines support for students while assisting businesses in meeting their talent needs. State policies have targeted WBL as part of its workforce development strategy. We examined participation in WBL in 2-year programs in a Southern state in the United States. There are several important findings: Enrollment in WBL courses continues to increase; WBL in Health Science continues to have high enrollments among top courses, as they account for a significant number of WBL courses offered through these programs, followed by WBL in Architecture & Construction. Most of the students enrolled in WBL were female and individuals from economically disadvantaged families. Enrollments in WBL indicate they respond to the needs of industries in this state and connect to the intended student population.



**Keywords:** Work-based learning, VET, postsecondary education

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**Biographical notes:**

Dr. Oscar A. Aliaga is an Associate Professor at the Department of Leadership, Policy, and Lifelong Learning, at the College of Education, University of South Florida. He has conducted research primarily on participation in career and technical education, and its impact on students' achievement (including academic performance and dropouts) and postsecondary outcomes (enrolment in 2-year and 4-year degree programs, and work after school). He has also conducted research on school counselors and CTE, and work-based learning.

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**Alternative Assessment Implementation in Technical and Vocational Education and Training (TVET): A Systematic Literature Review**

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**Abstract:** (1) Background: A workforce with desired skills needs proper training and knowledge and must be equipped to the technical and vocational education and training (TVET) learners. By integrating proper knowledge and training, the ability of the learners or student needs to be evaluated through a suitable assessment. Nowadays, most assessors employ the conventional approach, which includes summative assessment and examination. It gives the least attention possible to evaluating measuring pupils' general aptitude and instead concentrates on their aca-demic performance. Here, the implementation of alternative assessment is complimentary in en-suring the students being assessed holistically. This paper aims to explore the alternative as-sessment implementation in TVET focusing on advantages and challenges using systematic literature review; (2) Methods: A total of 543 articles were retrieved from Google Scholar, Research Gate, ScienceDirect, and Wiley Online Library. The databases and 25 relevant articles were ana-lyzed by adapting Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRIS-MA) flow diagram; (3) Results: The findings showed that

alternative assessment has a positive impact on student achievement. The four advantages were broad learning style, ability to fulfill industry needs, improve generic skill, and increase employability rate. Furthermore, several issues being addressed as challenges in implementing the alternative assessment which are large number of students, teacher's competency and awareness, high workload, and time consuming; (4) Conclusions: It can be concluded that the transformation towards alternative assessment can enhance the quality and employability of vocational graduates because they are prepared with the technical and generic skills to enter the working arena. However, suitable approach in implementing alternative assessment is important to ensure the result is at optimum level. Thus, further study on the appropriate technique of alternative assessment specifically for vocational students is a must.

Keywords: alternative assessment; TVET; vocational

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**Title: "Multiprofessional transition management at vocational schools - a task of organisational development to strengthen the professional integration of young adults"**

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**Abstract:**

Vocational schools in Germany offers students different opportunities for school and vocational qualification. The planned contribution will present the current results of an case study at a vocational school in the Ruhr Area of Germany, which is being conducted by the Institute for Work, Skills and Training at the University of Duisburg-Essen from 11/2022 until 3/2024. The data are based both on qualitative interviews with school and non-school stakeholders (n = 10) and on a quantitative online survey of students (n = 129).

The focus is on an explorative organisational analysis of a multiprofessional transition management for students with heterogeneous needs, which examined the established organisational structures and the school's services for supporting transitions. Moreover, the tasks and functions of participating school actors (e.g. teachers, school social workers, extended school management) as promoters of transition management and the multiprofessional cooperation for the support of students in the transition process are considered.

**Keywords:**

multiprofessional transition management, transition from school to work, transition processes, organisational analyses

**Biographical notes:**

Dr. Monique Ratermann-Busse is a research associate and head of the research focus "Education and social services: organisational development and qualification strategies" at the Institute for Work, Skills and Training at the University of Duisburg-Essen, Germany. Her research interests focus on multiprofessional cooperation and organisational development at vocational schools, needs of students with heterogeneous backgrounds in transition process and the use of digital media to support students in the transition process.

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## **Paper session 14: Inclusion and Vulnerable Youth**

### **Social Imaginaries Supporting New Thinking in VET**

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#### **Abstract:**

Current educational debates in Finland often emphasise the difficulties of inclusion and the challenges that diverse students bring to classroom management and even to the well-being of teachers. When assessing the impact of VET in particular, the focus is often on measurable outcomes and vocational skills. However, VET aims not only to produce qualifications but also to provide students and society with new perspectives needed to renew society's structures, economy, culture and social cohesion.

In this article, we aim to discover and redefine the concept of social imaginaries in the context of VET when its mission is understood beyond quantifiable outcomes. Drawing on the theories of Castoriadis (1987) and Taylor (2004), we seek to open fresh ways of researching and discussing VET, inclusion and diversity and their implications for society. Our attention is also attracted to the social environments in which VET is negotiated.

**Keywords:** Social imaginaries, vocational education and training, inclusion, special support

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#### **Biographical notes:**

**Sanna Ryökkynen**, PhD, is a principal research scientist and special needs teacher educator at Häme University of Applied Sciences, Finland. She has worked in special education since 2003, specifically focusing on vocational students with special

needs. Her research interests are equality, equity and sustainability in vocational education and teacher education, particularly regarding students' experiences and needs.

**Essi Ryymin**, PhD, is a principal research scientist and teacher educator at Häme University of Applied Sciences, Finland. Her research interests include teachers' professional development, digital education, learner-driven pedagogy and multidisciplinary cooperation. She has contributed to several national and international education reforms and published scientific and professional publications on educational change. She is an executive board member of EAPRIL (European Association for Practitioner Research on Improving Learning).

**Katja Maetoloa** is a development manager at Häme University of Applied Sciences, HAMK Edu Research Unit. Her work experience includes teaching migrant students, guiding them during their on-the-job training, and managing projects focusing on migrant employment and entrepreneurship.

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### **VET for vulnerable youths in Flanders (policy paper)**

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Thaïs Depauw, MA Educational Sciences KU Leuven, intern at Flemish Education Council

Our paper focuses on a policy proposal to provide good education for the vulnerable group of VET-students in the last years of secondary school who are not ready and not motivated to work. This group is often characterized by a 'non-linear' school career, experiencing failure through changing studies and grade repetition. They are often tired of school, regularly skip school and have a high risk of early school leaving. In our paper we discuss how the Flemish education system was able to accommodate this group in flexible VET-training programmes in the part-time education system, but is now creating a possible crisis of early school leaving. The policies of the Flemish government have initiated this by changing to a system of dual learning that offers less flexibility and no other options for students who are not motivated to work except to return to the full time school system, even though they are often also tired of school and often left the full time school system due to problems in school (of all kinds). The paper consists of four parts: (1) a description of the policy problem, (2) our approach to making a policy proposal to tackle the problem, (3) a literature review focused on good practices of VET-education for similar students in other countries and regions, and (4) a summary of the policy proposal (action plan) the Flemish Education Council will develop over the next few months (publication in Dutch in February 2024).

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### **'VET indicators from a social inclusion approach: A macro quantitative analysis of groups potentially vulnerable to social exclusion in the Spanish VET system.**

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**Abstract:**

The aim of this study is to demonstrate the inclusive nature of vocational education and training (VET) in Spain through a quantitative analysis of the participation of social exclusion vulnerable groups in lifelong learning opportunities, specifically in education and the workforce. From a political-institutional perspective, education is considered a priority mechanism for empowering and developing social inclusion (Cedefop, 2023; PNUD, 2016). This commitment is highlighted globally, throughout Europe, and in Spain, in order to meet the fourth Sustainable Development Goal of the 2030 Agenda (Government of Spain, 2021; European Commission, 2019; UNESCO, 2017). Vocational Education and Training (VET) has a double objective due to its emphasis on young individuals and adults throughout their lives, in addition to a strong focus on developing people's professional careers.

Methodologically, a prescriptive strategy was implemented for tackling social exclusion under the conditions of lifelong learning has been used (Butkevičienė et al., 2021; XXXX), starting from the social challenges and then anchoring them in the VET system and the subsequent transition to the labour market. Firstly a thorough literature review was conducted to identify indicators that could contribute to measuring the inclusiveness of VET in both the educational and socio-occupational spheres. Secondly, taking into account the existence of data on VET and the labour market, the most vulnerable groups in Spain were identified, starting from the most established indicator for measuring poverty risk, the Arope rate. Thirdly, the study identifies indicators that demonstrate the participation of these groups both in the education and VET system, as well as their transition to the labour market. These indicators are analyzed procedurally, focusing on access, training options, completion and qualification within the VET system, as well as labour market integration, employment quality and lifelong learning. All data is compiled from official statistical sources and has been analyzed rigorously. The results indicate that the VET system is highly adaptable and inclusive beyond compulsory education, but exhibits restrictions concerning training choices by VET level and degree attainment. Moreover, VET qualifications are advantageous and of higher quality in terms of labour recruitment; but in an unequal mode regarding gender (women) and nationality (foreigners). The monitoring of these groups from a holistic perspective is relevant, and is subject to many limitations in terms of data access. Therefore, this study is a step forward that requires further development.

**Keywords:** Vocational education and training, Social Inclusion, Groups at risk of poverty

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**Bibliographical notes:**

Dr Monica Moso-Diez is the Head and Principal Investigator of the R&D unit of a private non-profit foundation, Spain. Her research interests focus on innovation in the VET system at both organisational and contextual (socio-economic and political) levels. Her main research projects are about: (1) Spanish regional VET systems in terms of smart specialization (RIS3), (2) VET system as an innovation ecosystem and sustainability; and (3) VET indicators (Spanish VET Observatory).

MSc. Antonio Mondaca-Soto is a Senior Researcher in the R&D unit of a private non-profit foundation, Spain. His research interests focus on quantitative methodologies and statistical analysis in the field of VET. His fields of interest are education, data and indicator visualization. His work currently focuses on Spanish VET Observatory.

Dr. Juan P. Gamboa is a researcher at Orkestra-Basque Institute of Competitiveness. His field of study comprises the analysis of VET systems, talent and skills ecosystems at the regional level, employability and career development.

Dr. Itziar García-Blázquez is an associate researcher at the Orkestra-Basque Institute of Competitiveness. Here, she combines her experience in data analytics and her knowledge of education, educational innovation and the business environment to investigate and leverage the value of data to make strategic decisions and catalyze the transformation of education.

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## **Paper session 15: Training Strategies and VET Provision**

### **SME's training strategies in Greater Shanghai Area**

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#### **Abstract:**

With around 5,200 German subsidiaries in China, the People's Republic remains one of the most important trading partners for Germany despite shrinking business confidence and unstable revenues in global crises of the retail chains and a rising number of local competitors (AHK Greater China, 2023). This high economic dependence leads to the challenge of securing and training of skilled labour locally. Several studies revealed a rising degree of transferring dual apprenticeship training programmes to German subsidiaries in Shanghai (Wiemann, 2021; Freund & Gessler, 2017; Pilz & Li, 2014). Compared to these researched multinational corporations, small and medium enterprises (SMEs) have limited financial resources and are therefore more dependent on local structures when it comes to vocational education and training. In this paper, we are going to analyse training and recruiting strategies of German SMEs in the Greater Shanghai Area. Our research question is: How do German SMEs in the Greater Shanghai Area train and recruit employees?

Using rational choice institutionalism as theoretical framework, a deductive-qualitative research approach is pursued, based on semi-structured expert I (Hall & Taylor, 1996) interviews (CEOs). The sample includes seven German SME subsidiaries which are purposefully diverse (e.g., in terms of branches and the number of employees). One key result is that for SMEs, the focus is on *retaining* instead of *developing* human capital. Therefore, a dual apprenticeship training has, for pragmatic reasons, not been implemented by any of our interviewees contradicting prior research for larger enterprises keen on the transfer of the dual apprenticeship model (Wiemann, 2021; Freund & Gessler, 2017; Pilz & Li, 2014; Holle, L. 2018).

**Keywords:** training strategies of SMEs; Greater Shanghai Area; transfer of training

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### **Biographical notes:**

Dr Susanne Peters is a postdoctoral researcher at the University of Osnabrück, Department of Research in Vocational Education and Training, and at the Institute Technology and Education of the University of Bremen, Germany. Her research interests focus on international comparative VET research, on learning location cooperation and on interlocking IVET and CVET.

Dr Johannes Karl Schmees is a postdoctoral researcher at the Norwegian University of Science and Technology, Trondheim, Norway. His research mainly focuses on (1) the comparison and description of VET systems around the world, (2) the impact of international structures on the development of national VET policies and VET systems, (3) the further development of VET theory incorporating both an exploratory and normative dimension.

Uwe Lahrmann, M.Ed., Dipl.-Ing.(FH), B.Sc.(Hons), SFI, EWE was a student of Osnabrück University, Germany. Currently, he is working as a welding engineer with management responsibilities for six subsidiaries in Northern Germany.

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## **The strategic importance of transversal competences in initial Vocational Education and Training**

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**Abstract:**

European initial Vocational Education and Training (iVET) upskills young students for the workforce while fostering basic cultural literacy through a range of transversal skills aligned with the EU key competences framework (EC, 2018). Given the characteristics of iVET students, marked by a high risk of dropout (Cedefop, 2023), these competences assume strategic relevance. The European Commission produced frameworks supporting key competences, such as DigComp (Vuorikari et al., 2022), EntreComp (Bacigalupo et al., 2016), LifeComp (Sala et al., 2020), etc. These documents provide guidelines for implementing such competences, recommending embedding them in the pedagogical features of every learning environment (Gibb, 2014; Terzieva et al., 2017).

Given the potential of VET's learning and teaching strategies (experiential learning, competency-based training, etc.) and given its role in ensuring learning standards for all, educational research should support these institutions in implementing transversal strategic competences as a means for democratic citizenship (Cedefop, 2020).

**Keywords:** vocational education and training; transversal competences; citizenship education; key competences; competence framework

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**Biographical notes:**

Flavio Brescianini is a doctoral student at the University of Bologna's Department of Education Studies. He is currently developing research on the assessment of citizenship competences in the Italian initial Vocational Education and Training. Thus, his research areas are Vocational Education and Training, competences assessment, and citizenship education. He is a consultant for public administration in the field of lifelong learning policies, specifically in the area of the recognition, validation, and certification of competences.

Elena Luppi is Full Professor in Educational Research at the University of Bologna. She lectures in "Project design in education", "Educational Research" and "International project design". She carries out Evidence Based Research and Action Research on Design, Assessment and Evaluation in Education. She is expert in Lifelong Learning - especially VET, Older adults and in Gender issues, tackling these topics with an interdisciplinary perspective. She has been member of many European Projects in the fields of lifelong Education and VET.

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## **The attractiveness of the Building and Construction Program - A mixed methods approach to describe and understand how the attractiveness varies based on local conditions.**

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**Abstract:** Interest in Vocational Education and Training has declined in Sweden since the 1980s. Today the figure is around 30%, and among the lowest in the European Union. The decrease is particularly significant in male-dominated programs such as the Building and Construction Programme (BCP), with huge local variations in the country's municipalities. Against this background this pilot study aims describing and understanding how and why the attractiveness of the BCP varies between municipalities in cities and in the countryside. The study uses mixed methods: Quantitative methods contribute to a background description, and qualitative methods (interviews) are used to deepen the understanding. The analysis is supported by institutional theories in relation to the BCP's regulation, the norms that surround it, and by local interpretations. It is clearly more attractive with the BCP in the countryside. Furthermore, there seem to be different norms regarding the program in cities compared rural municipalities.

**Keywords:** Attractiveness, Building and Construction Programme, local conditions and mixed-methods

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**Biographical notes:** Dr Maria C Johansson is a senior lecturer at the Department of School Development and Leadership at Malmö University, Sweden. Her research interests focus on vocational knowing, validation and views on Vocational Education and Training (VET). She is currently working on a project funded by The Bank of Sweden Tercentenary Foundation of which this study is a part.

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## **Precarious positions in procurement: A private provider perspective – in marketised vocational adult education**

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**Abstract:** Vocational education at upper secondary level in Sweden is provided in upper secondary school and in municipal adult education (MAE). The Swedish school system is characterised

by extensive (publicly funded) marketisation, which is true for upper secondary school with its 'free schools' but even more for MAE where more than half of the students study with a private provider. The most common way for municipalities to hire adult education providers is public procurement, where providers get short contracts, within which they are to organise and provide, e.g., vocational education. This paper presents a study focusing on a private provider of vocational adult education in health and elderly care, and childcare, which lost its contract. The study covers both the processes in the municipal organisation for adult education, which had the overall responsibility, and the experiences that school leaders and teachers had of the precarious position in which they were working.

**Keywords:**

Marketisation, procurement, vocational adult education

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**Biographical notes:**

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, professional development among teachers in vocational and adult education, vocational education in folk high schools, and marketisation of adult education. He is the editor-in-chief of the Nordic Journal of Vocational Education and Training.

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## **Symposium 1: Exploring New Frontiers in Research on Vocational Didactics – Examples from the Research Graduate School Education and Vocational Knowing**

### Exploring New Frontiers in Research on Vocational Didactics – Examples from the Research Graduate School Education and Vocational Knowing

In the last decade, we have seen an upsurge in Swedish scholarship on vocational education and training and vocational didactics (Alvunger, forthcoming; Muhrman, 2019). This is highly thanks to two research schools – one in the didactics of vocational subjects and one in vocational didactics. Research contributions from the research graduate school on the didactics of vocational subjects can for example be found in the volume *Yrkesdidaktikens mångfald* (Fejes, Lindberg & Wärvik, 2017). Another rather recent publication is *Yrkesdidaktiska dilemman* (Kontio & Lundmark, 2021) which highlights themes such as vocational teacher identity, assessment and vocational teacher collaboration. Parallel to and in the backwater of research from these graduate schools, scholars have produced a wide range of research publications that has forwarded our knowledge and understanding of the VET field in areas such as VET curriculum policy, conceptualisations of vocational didactics, apprenticeship and employability, vocational knowing and teacher identity; Teaching, learning and assessment strategies; Work-based learning and school-work relationships tional learning and strategies for learning; vocational identity formation; and students' experiences of teaching, learning and assessment (Alvunger, forthcoming).

This symposium draws together five papers that present the ongoing thesis projects from the PhD-students in the research graduate school Education and Vocational Knowing. The research graduate school was launched as a joint initiative between Linnaeus University, Malmö University and Kristianstad University in the autumn 2022. It covers research topics such as supervisors of work-based learning, the professional recognition of vocational teachers, literacy and vocational knowing, how vocational teachers look at support activities for vocational students with special needs, and vocational subject changes and implications for teachers' actions.

#### **Vocational teachers and professional recognitions in the upper secondary schools' vocational programs**

##### **Josephine Sandberg**

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Collaboration among teachers is a recurring theme emphasized by Swedish educational policy and the upper secondary school curriculum, *Läroplan för gymnasieskolan 2011* (Skolverket u.å.). Meanwhile, research in the field of VET indicates that collaborations are disrupted when teachers don't recognize each other as decision makers within the context of professional practice (Muhrman 2016; von Schantz Lundgren 2008; Christidis 2014; Randahl & Andersson Varga 2020). Considering this, the ongoing thesis aims to investigate professional legitimacy and recognitions of VET teachers among colleagues in upper secondary schools. The following research question guides the study: what conditions the legitimacy and recognition of VET

teachers? What qualities within the teaching professions is valued and contributes to internal recognition? In what ways is legitimacy challenged and sustained? What gender-structured power relations emerge as crucial?

There are still no results to report, but the ambition is to collect empirical evidence through an ethnographic approach. The theoretical starting points for the study are profession theory combined with gender theory and positioning theory.

**Keywords:** Vocational teachers, recognition, professionalism, gender.

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### **Biographical notes:**

Josephine Sandberg is a Ph.D. student at the Department of Education and Teachers' Practice at the Linnaeus University, Sweden. Her research interests focus on the profession of vocational teachers. Her ongoing Ph.D.-project, initiated in the autumn of 2022, specifically examines professional recognitions among teachers in the upper secondary schools' vocational programs, which includes vocational teachers' professionalism, and gender related aspects.

### **The supervisors' work – vocational knowledge, vocational culture and vocational socialization during workplace-based learning**

#### **Annika Olén**

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Vocational Education and Training (VET) in Sweden suffers from a significant decline in interest. Many employers experience difficulties in recruiting skilled workers. Young people miss the opportunity of a potentially rewarding career. This problem has resulted in a variety of attempts and reforms to counteract the problem, not at least within work-place supervision. When it comes to the workplace-based part of VET the focus has been to educate workplace supervisors. For the importance of high quality VET the workplace-based part of it is essential and, the supervisors have a central role. Supervisors, like teachers, work with expectations to educate and develop vocational knowledge, vocational identity and socialize the students into the vocation. As the state has focused on educating supervisors, and earlier research on the relation between supervisors and vocational teachers the contribution of this study is to study the supervisors in action. The aim of the study is to contribute with knowledge about how the supervisor take on their role in the workplace-based part of the with regards to how they socialize students into the vocation, develop their vocational identity and knowledge. For the sake of getting close to the supervisors an ethnographic approach is adopted. The case taken is workplace supervisors within the Building and Construction Program's focus on house painting in Sweden.

**Keywords:** Vocational Education and Training, workplace-based learning, supervisors

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### **Biographical notes:**

Annika Olén is a PhD student in the Malmö University, Sweden. Her research interests are VET and primarily the workplace-based part of it and the supervisors at the workplaces. Her

upcoming doctoral thesis will focus on supervisors in Building and Construction Program's focus on house painting and the method will be ethnographic.

### **Construction workers read and write. About the use of literacy as vocational knowing in the construction site and in VET.**

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One important feature of contemporary work life is that both new and traditional work practices often are mediated by and embedded within literacy. In some occupations the use of literacy is salient, whereas in others, e.g., for construction workers, literacy is used more implicitly, possibly leaving this aspect of vocational knowing partly tacit.

In my forthcoming thesis, I aim to explore and compare literacy practices of construction workers and literacy practices of upper secondary students attending the Swedish Building and Construction Programme. The main questions are: what signifies these practices? How do they compare to each other? And how are they learned?

The literacy practices will be explored using two ethnographic field studies at a construction site and in an upper secondary school. The gathered data: field notes, interview data, photographs, and texts will be thematically analyzed and later presented in research articles mainly drawing on socio-cultural theory.

**Keywords:** literacy, vocational knowing, upper secondary school, construction

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#### **Biographical notes:**

Håkan Johansson is a doctoral student at the Department of Education at Kristianstad University and a member of the doctoral school PYRK (Pedagogik och yrkeskunnande), which is arranged by Malmö University, Kristianstad University, and Linnaeus University. His research interests focus workplace literacies and VET.

#### **Special sports football education – teachers' action in between school and sports**

**Marcus Johansson**

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In Sweden the upper secondary school students that get selected to the subject special sports has the possibility to combine elite sports and studies. The subject is carried out by the school and the sports movement. Almost one third of all the students (about 4200) study the subject with a focus on football<sup>4</sup>. Special sports has recently made a move from being classified as a

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<sup>4</sup> Information from Mika Sankala (responsible for school football at the Swedish Football Federation) February 17, 2023.

vocational subject to instead being classified as a certain subject and in doing so making a move into a more academic character (Swedish council for higher education [UHR], 2021, The Swedish school of sport and health sciences [GIH], 2019). The purpose of my thesis is to examine to what extent the reclassification of the subject has affected the teachers' actions.

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**Keywords:** teacher, education, elite sport, football

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## Biographical notes:

Marcus Johansson is a PhD student at the Department of Sports Science at Linnaeus University, Sweden. His research focus is on elite sport education at upper secondary school level. In more detail the research examines elite football education and the teachers that teach the upper secondary subject special sports. The subject special sports with football focus is carried out in cooperation between the school and sports clubs.

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## Vocational teachers' work with support activities – In the borderland between governing documents and (special educational) pedagogical practice

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According to the Education Act all students are entitled to not only guidance and stimulation, but also additional adjustments and special support, when there is risk that the student does not achieve the minimum grade E. When a student is in need of support, the support should be based on the students whole education, i.e. all subjects. Consequently, the teaching staff must cooperate and share not only problems or obstacles but also success factors. In Swedish context Vocational Education Students in Upper Secondary Schools on one hand tends to need more support activities, e.g. action programmes, but on the other hand mainly in core subjects or theoretical subjects. In addition vocational teachers' claim to have other conditions. My thesis therefore focus on vocational teachers' perspective on their work with support activities and also the vocational teachers' role in the schools' workflow when it comes to support activities.

**Keywords:** Special Needs Education (SEN), Vocational Education and training (VET), Upper Secondary School.

**Biographical notes:**

Christina Linderos is PhD Student at the Department of School Development and Leadership (SOL) at the Malmö University, Sweden. She has a Master of Science in Education and a Master of Arts in Special Education. Her research interests focus on Special Needs Education in Vocational Education and Training in Upper Secondary School.

## **Keynote 2 Vocational Teachers at the Intersection of Two Regimes of Competence**

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### **Abstract:**

The occupational experience of vocational teachers renders them a valuable resource for education systems. Entering into the teaching profession, vocational teachers tend to bring in experience from their previous occupational practice, experience that relates both to their occupational and to their teaching competence. What competence is perceived as important for the profession of the vocational teacher, though? What does it mean to be a competent vocational teacher? Research material from a systematic literature review, a questionnaire of important and achieved competence, and semi-structured interviews with 14 vocational teachers is used as a basis to answer these questions.

Combined findings outline vocational teachers' regime of competence, which includes up-to-date vocational competence, interpersonal competence, the teacher's ability to match the student with the workplace, as well as continuous development attitude. The analysis of these findings shows how different competence areas are prioritised and how this prioritisation might create a risk for unbalanced identities.

**Keywords:** vocational teachers, professional competence, school principals, VET in Sweden, Communities of Practice.

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### **Biographical notes:**

Dr. Sofia Antera holds a PhD in Education from Stockholm University, Department of Education, Sweden. She currently works part time as university teacher and researcher. Her research interests focus on Vocational Education and Training (VET), teacher training, professional competence development, migration and adult education.

## **Paper session 16: Lifelong Learning, Work and the Choice of VET**

**Understanding the financing and institutions of VET and lifelong learning – exploration by comparative case analyses**

**Author**

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### **Abstract:**

Amongst the ongoing transformations and turbulences the development of integrated systems of lifelong learning (or in Germany of “Aus- und Weiterbildung”) have come under attention; at the same time the complexity and variety of education structures, in particular in VET and adult education, becomes increasingly clear with the rise of comparative data and research. The research question of this contribution is to identify institutional structures of VET and adult education based on comparative indicators, specifically focusing on financing structures of adult education. Results of previous studies in cross-sectional and quasi-longitudinal perspective are brought together. Instead of broader statistical analyses some cases considered typical (two Nordic, and two Continental) are analysed in a more in-depth manner. The theoretical approach rests on historical institutionalism, path dependency, and varieties of capitalism concepts. The methods rest on more in-depth comparative data (Education at a Glance, PIAAC, PISA, CVTS, AES, and available budget data). The purpose is to deconstruct myths about consistent systems, and to describe and understand relationships between structures of VET and adult education institutions, and patterns of participation and results. An evaluation of the use of available comparative data is a by-product of this analysis.

**Keywords:** VET, skill formation, lifelong learning structure, funding education, comparative indicators

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### **Biographical notes:**

Dr Lorenz Lassnigg is a senior researcher at the Research group Education and Employment (EQUI) at Institute for Advanced Studies (IHS), Vienna, and the emeritus founder and leader of this research group (<https://www.ihs.ac.at/ru/education-and-employment/>). His research interests are institutionalism and governance of education, lifelong learning policies, and uses of comparative research for policy learning as well as development of indicators.

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### **Liminality, uncertainty and troublesome knowledge in learning at work.**

Karen Evans, UCL Institute of Education, UCL, London.

This paper explores the learning generated through engagement with troublesome knowledge in changing work contexts. Liminality is integral to the post-qualification experiences of occupational groups profoundly impacted by disruptive societal changes. The essence of liminality is uncertainty. The concept is often used to describe key events during the life course when individuals (sometimes in peer groups) enter transitional phases from one social state to another. In early formulations, anthropologists described the phases of liminality as separation/pre-liminal, transition/liminal and reincorporation/post-liminal. In educational contexts, Land et al. (2014) have argued that liminal spaces occur when learners are confronted with threshold concepts that disrupt existing understandings and render knowledge ‘troublesome’. While this approach suggests that threshold concepts lead to liminal states because crossing thresholds is unsettling, leading to shifts in identity and potentially a sense of loss, the cognitive frame gives scant regard to the social, embodied and interactional aspects of learning. I will explore the learning generated through engagement with troublesome knowledge in work contexts. Liminality will be explored holistically with reference to the post-qualification experiences of two contrasting occupational groups profoundly impacted by disruptive societal changes. The two groups are drawn from regulated public sector contexts of nursing and health services and the private-sector contexts of creative and cultural industries that are characterized by freelance and contract-based work. I will discuss how these practitioners rework knowledge within a transitional (liminal) space and what the process of becoming knowledgeable practitioners means in changing and uncertain contexts. While concepts are integral to practice, they are continuously recontextualized as practice varies from workplace to workplace and from situation to situation, as practitioners develop their capacities for professional judgment. Workers in health services and in creative industries learn as they ‘lean into practice’ in situations over which the practitioner has little control. Liminal spaces are embedded in larger sets of relationships that influence the quality of learning in the work environment and the practices of day-to-day work. Affordances for learning, conceptual development and the construction of self-narratives play significant, interconnected roles in liminal learning and professional development, in changing circumstances.

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## **Stories about the choice of vocational education and profession**

### **Abstract**

This is a narrative study of four adult students’ choice of vocational education and profession in relation to their vocational skills from the time before vocational education. In the narrative approach, what the adult students tell is in the centre where the emphasis will be on the vocational students’ Life Course and its central concepts, that is, the vocational students’ Life Events, Life Transitions, Life Trajectories and Life Turning points.

Bourdieu’s theory of capital is used to argue vocational students’ choice of vocational education and profession. Vocational students’ life and professional experiences set the framework for how they should behave as citizens of society, be vocational students in school and workers in companies, and how they should carry out their professional practices, but also how the social space, through relationships between the positions they occupy in society, should be created. In the social space, the vocational students reproduce themselves with the help of their expression and performance, but also through their vocational skills. Through reproduction, the vocational students acquire power and status and gain access as a member of a community that is recognized by other members of the community. Being a member of a community and gaining the sense of group belonging can also strengthen their position and give them a “we feeling”, a “we feeling” based on their specific vocational skills.

The results show that vocational students' choice may be related to their previous life experiences, but it is primarily adapted to the state's attempt to counteract long-term unemployment and shorten the path to work for unemployed adults through Vocational education. The results show that vocational students' professional knowledge from the time before vocational education can be used after completing vocational education, but mostly through their own business operations.

**Keyword**

Adult vocational students, Vocational skills, Vocational education, Bourdieu's capital, Life Course, Choice of vocational education and profession

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## **Paper session 17: VET Systems and Challenges**

### **Key Elements of Workshop Management System for Malaysian Vocational College**

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**Abstract:** Workshops or engineering laboratory are a crucial part of implementing technical and vocational education and training (TVET) programs because this is where practical activities are carried out to ensure that students are competent in performing specific tasks. However, several issues in workshop management within TVET institutions, such as record management, maintenance, and safety concerns, require improvement to optimize their use in TVET programs. This study systematically examines relevant documents and materials to determine and prioritize key elements and sub-elements essential for developing a workshop management system in TVET educational institutions, particularly in Malaysian Vocational Colleges. Findings from the document analysis through READ approach are categorized into five themes, serving as key elements management areas for tailoring the workshop management system: 1) asset and stock management, 2) safety management, 3) workshop environmental management, 4) workshop maintenance management, and 5) workshop documentation management. Additionally, 22 sub-elements are organized into suitable themes to guide the design of the workshop management system. By focusing on these specific elements, the study aims to provide administrators and educators with a guide for effective workshop management, outlining critical activities for implementation.

**Keywords:** Workshop, Laboratory, Workshop Management, TVET, Vocational College, Document Analysis, READ approach

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#### **Biographical notes:** (60 to 80 words, Font size 12)

Dr Rafeizah is an academician in the Faculty of Technical and Vocational Education, the University Pendidikan Sultan Idris, Malaysia. She is an academician in the TVET area with expertise in TVET pedagogy and instructional design. He holds a Ph.D. From The Pennsylvania State University, USA, in Workforce Education and Development. Dr. Rafeizah has 15 years of experience teaching and researching the TVET area, especially regarding Industries and TVET pedagogy and instructional design.

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#### **Ecuador's Technical Vocational Education and Training System: A Piece of a Map for Understandings of Information Practice Development**

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**Abstract:** There is no shortage of normative documents that aver that today is an information and(or) knowledge society mediated by digital technologies (DT). For such society, it is maintained, being able to purposefully engage with information is imperative. Such rhetoric is prominent within the Technical Vocational Education and Training system (TVET). Despite such an emphasized importance, exploring underlying assumptions of information practice development via DT has been scantily done within TVET. In this study we add to the few studies that undertake such an exploration. Specifically, the underlying assumptions of information practice development as presented by Ecuadorian normative documents are explored. Methodologically, three documents underwent a post-foundational discourse analysis. Ecuador was chosen because it can be thought as an opposite to thus far explored TVET systems. Therefore, such an exploration could be a starting point for the drafting of a map for understandings of practices that are argued to be indispensable.

**Keywords:**

Technical Vocational Education and Training; discourse analysis; educational technology; information practices

**Biographical notes:**

**Fernando Bolaños Zarate** is a postdoctoral researcher for Chile's National Agency for Research and Development at the Universidad de Chile's Center for Mathematical Modeling. His research is aimed at contributing to the state of knowledge regarding the development of information practices within the Technical Vocational Education and Training (TVET) system. Methodologically, he works with post-foundational discourse analysis and by means of applying the concept of experience as understood by Foucault.

**Katy Gabriela Asem Quijada** is a PhD student at the Pontificia Universidad Católica de Chile. Her research interests are related to digital multimodality literacies; specially, the development

of digital and multimodal skills for generating and sharing knowledge, opinions and information in classroom contexts.

**Sara Patricia Chanta Jiménez** holds a Master's Degree in Education with a specialization in Learning Assessment. She serves as a faculty member at the Academic Unit of Technical and Technological Education at the University of the Pacific in Guayaquil, Ecuador. Her research focuses on the Ecuadorian educational analysis of Technical and Professional Education and Training (TPET) and its significant impact on various educational and developmental aspects within the country.

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### **Two-year initial vocational training: logics and contradictions at work in the context of social justice**

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**Abstract:** The aim of this paper is to analyse the extent to which the two-year initial vocational training (AFP) introduced in Switzerland in 2005 provides a more inclusive response, i.e. can contribute to greater social justice in education (and society). The purpose of this level of training is to take account of individual needs and to provide a pathway to qualifications for young people whose educational and/or psychosocial difficulties prevent them from entering – at least directly – a three- or four-year initial vocational training course (CFC). Since then, the number of apprentices has risen steadily. However, the reality is that most AFP graduates leave the training system without obtaining a further qualification such as the CFC, and are exposed to increased risks of exclusion and job insecurity. In addition, young migrants – often from disadvantaged backgrounds – are over-represented in this type of training. These data raise questions because they seem – at least partly – to run counter to the objectives behind the creation of this level of training. Expert interviews were conducted with vocational school teachers – front-line players in the field and institutionally involved – and initial analyses of the data obtained will be presented.

**Keywords:** Vocational Education and Training, Migration, Inequality, Social Justice

#### **Biographical notes:**

Carolina Toletti works as research assistant at the Institut of Integration and Participation of the School of Social Work (University of Applied Sciences and Arts Northwestern Switzerland FHNW). She participates in a project concerned with migratory social conditions in the context of VET and upper secondary schools – teachers' professional patterns of interpretation/subjective interpretative models and institutional conditions. She holds an M.A. in Social Sciences and is a PhD candidate at the Transdisciplinary Institute in Social Work (University of Neuchâtel).



## **Paper session 18: Transition and Workplace Based Learning**

**Title: The pedagogy of placements: the case of English T levels**

### **Authors**

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### **Abstract:**

The integration of learning from work placements with learning from the classroom is central to vocational education and training (VET) courses. This paper takes the example of new technical T level qualifications for 16-19 year-olds in England to examine the organisation and pedagogy of work placements and to evaluate what learning is expected from placements and what is achieved. T levels, introduced in 2020, are two-year full-time qualifications that include at least 45 days of placement with an employer. The summative assessment of T levels also includes “an employer set project”, that should be informed by the student’s placement. Based on a review of literature related to placements on VET courses and on interviews with staff involved with the delivery of T levels, this paper analyses the symbiosis of placement and classroom learning to identify what is necessary for a successful placement.

**Keywords:** VET qualifications; work placements; theory and practice

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### **Biographical notes:**

Kevin Orr is a visiting professor at the University of Huddersfield where he formerly was professor of work and learning and associate dean. His research focuses on policy and pedagogy in technical and vocational education and training. Between 2017 and 2021 he was editor of the *Journal of Vocational Education and Training* and he recently co-edited the book

*Equity and Access to High Skills through Higher Vocational Education*, published by Palgrave Macmillan in 2022.

Rachel Terry is Senior Lecturer in TESOL at the University of Huddersfield in the UK. Her research interests are the workplace learning of teachers in vocational education and training, and the impact of policy on practice in the sector. She is a member of the editorial board of the Journal of Vocational Education and Training and co-convenor of the Learning and Skills Research Network. She has published research into English T Levels alongside Kevin Orr.

Emma Sayers is a Research Officer at the Gatsby Charitable Foundation, based in the United Kingdom. Her work primarily revolves around the areas of workforce retention and recruitment within the post-16 technical education landscape. She is a member of the Learning and Skills Research Network, and she is an accredited researcher with the Office of National Statistics.

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## **Concealed or accessible vocational knowing? Vocational tasks during workplace-based learning in Swedish upper secondary school floristry education**

### **Author/s**

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**Abstract:** The focus of this presentation is on vocational tasks students of floristry in Swedish upper secondary school get access to during workplace-based learning (WPL), and if and how these tasks align with school tasks. The presentation draws on the notion that tasks are driving learning activities (Lindberg, 2003). The data material consists of interviews with students, supervisors and vocational teachers, as well as photographs and texts used at the workplaces and in school. The presentation builds on an ongoing research project on integration in vocational education conducted within the frame of Stockholm Teaching &

Learning Studies, a platform for collaboration between researchers and teachers. The results indicate that while customer service becomes visible as an important aspect of vocational knowing in floristry during WPL, economic aspects of vocational knowing remain hidden for the students. Thus, the results point to an area of development within floristry education.

**Keywords:** upper secondary school, workplace-based learning, floristry, vocational tasks, practice-based research

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**Biographical notes:**

**Dr Enni Paul** is a senior lecturer at Stockholm University. Her research centers around language, literacies and opportunities to learn and participate in different educational contexts, for instance during workplace-based learning in vocational education.

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**Dr Viveca Lindberg** is a professor at Stockholm University. Her research interests center around vocational knowing in context, as well as assessment of students' vocational knowing.

**Susanna Holdar** is a teacher at S:t Eriks gymnasium, Stockholm, where she teaches floristry in the Handicraft Programme. She also holds a degree as a special needs teacher. Susanna participates in the vocational didactics network at Stockholm Teaching & Learning Studies.

## **Paper session 19: Higher VET, Labor Market and Work-Learning**

### **What is ‘higher’ about Higher Vocational Education? Perspectives of mature students in English Vocational institutions**

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This paper reports findings from a study exploring the experiences of mature students undertaking Higher Vocational qualifications in English vocational institutions. Using narrative case studies of 8 students based on interviews, participant observation and document analysis, the paper reveals tensions in the articulation of what is distinctly ‘higher’ about their experience that differs from what would be considered attributes of higher education in general university education. The paper explores how aspects of teaching, curriculum and their position as students of vocational institutions shapes these students understanding of HIVE. It argues that these students’ perspectives on what is ‘higher’ about and the experience of the qualification they are undertaking is drawn from ‘what it is not’ in relation to other lower level vocational qualifications rather than ‘what it is’ with regards to particular distinct features.

**Keywords:** Higher Vocational Education, Mature Students, Vocational Institutions, Student Identity

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#### **Biographical notes:**

Dr Kate Lavender is a Senior Lecturer in the School of Education at the University of Huddersfield, England. Her research interests are in the broad areas of further and adult education with a particular focus on higher level education and skills in these contexts.

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### **Motivations and perceived challenges in participating in work-integrated learning as industry partners**

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**Abstract:** Many vocational education and training programs solicit the support from the industry in providing work place exposure and experiential learning opportunities. These experiences prepare students for school-to-work transitions. A qualitative study was conducted in March to July 2023 among 15 current and potential industry partners in the information technologies and creative media sectors. Results indicate that the motivations and perceived benefits in serving as industry partners were attracting talents for the industry, giving back to society, enhancing company reputation, and corporate learning. Factors they considered participating included reputation of the educational institutions and the programs, other partners on board, level of commitment, whether their participation can make a difference, and profiles of the students. The perceived critical factors for successful partnership were dedicated management team, resources, mentor preparedness, students' interest, and visibility of program performance. The findings can inform educational programs in recruiting and maintaining successful industry engagement.

**Keywords:** industry collaboration, experiential learning, success factors

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### **Biographical notes:**

Dr Kara Chan is a professor and associate dean at the School of Communication at the Hong Kong Baptist University, China. Her research interests focus on creativity and design thinking curriculum development, blended learning pedagogy, and research-informed teaching and learning.

Ms Jasmine Zhang is a senior research assistant at the Department of Communication Studies at the Hong Kong Baptist University, China. Her research interests focus on vocational education and learning for the disadvantaged groups, and education program evaluation.

### **Acknowledgements**

The study reported in this paper was funded by The Hong Kong Jockey Club Charities Trusts. No funding was received for the preparation of this manuscript.

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## **How does social media data reflect labour market demands: A case study on vocational education and continuing education in Germany**

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**Abstract:** Identifying training trends and new training requirements in the labour market at an early stage is pivotal for applying this information to regulatory work and training research. To accomplish this, we examine and analyse trends and structures within 3.5 million German tweets from 2007 to 2023. We investigate tweets mentioning vocational education (VET) or continuing vocational education (CVET). We can demonstrate that the quantity of vocational education and training (VET) per annum generally imprecisely mirrors the official statistics and displays a significant bias towards overestimating more digitally-focused professions such as *photographers* or *immersive media designers*. In contrast, we can prove that referencing continuing vocational education and training (CVET) reflects incidents like the financial crisis but does not directly relate to emerging new training demands.

**Keywords:** Social media data; CVET; labour market demands; computational social sciences

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**Biographical notes:**

Dr Michael Tiemann is a senior researcher and co-head of the Department of Qualification, Occupational Integration and Employment at the Federal Institute for Vocational Education and Training (BIBB), Germany. His research interests focus on the development of occupational contents and requirements, knowledge in occupations and at the workplace, and the application of computational social science methods.

Dr Jens Dörpinghaus is postdoctoral researcher at Department 1, VET Research and Monitoring and Employment at the Federal Institute for Vocational Education and Training (BIBB), Germany. He is also lecturer at the University of Koblenz. His research focuses on computational social science, data science methods, and big data analytics.

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## **Paper session 20: Gender Aspects in VET Research**

### **Attracting Women to the IT Sector: Heterogeneous Target Groups as a Challenge in Continuing Vocational Educational Training**

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**Abstract:** Despite numerous efforts and initiatives in recent years, the proportion of women in the German IT industry has stagnated at 19%. The reasons for the low proportion of women are as varied as the measures taken to increase it. However, the fact that these measures have not always been very successful is also due to the difficulty of finding the right access routes to the target group, as well as defining and finding the target group itself. Increasing individualisation and awareness of diversity challenge the traditional target group description practice. A clear description of the client/learner is needed for the development of appropriate VET provision. The aim of this research is to identify of professional, biographical-related patterns of women interested in IT and thus to contribute to research on target group orientation. Qualitative, semi-structured interviews were conducted and the type formation approach was used for the analysis.

**Keywords:** VET, women in IT, career change, target group analysis, type formation

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#### **Biographical notes:**

Dr. Ida Kristina Kühn is a postdoctoral researcher at the Institute Technology and Education (ITB) and lecturer for educational sciences at the University of Bremen. Her research focus is on internationalisation of VET service providers, teaching and learning in vocational education and integration of disadvantaged groups.

Valerie Ambrosi is a research associate in the project “Women in IT” (F.IT) at the University of Bremen with a focus on continuing education of women in the IT sector as well as AI-supported career and training recommendations. For her doctoral studies at the University of Freiburg, Valerie investigates the effects of negative stereotypes about women in STEM on the brain.

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#### **Domestic education and technology.**

#### **Historical development of women’s (T)VET 1930 -1970**

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**Abstract:** In this paper we explore the Swedish umbrella concept *domestic education* as a point of departure for a discussion of the multiple vocations that this concept represented and thereby also hid. We focus on how the different vocational educations within this area contributed to qualifying women for a labour market in transition: through expansion, differentiation and specialization, intertwined with technical development. This is in line with how cultural historical activity theory emphasizes that changes in tools and rules contribute to changing societal activities over time. This development shows how female competence contributed to societal development during the 20<sup>th</sup> century. We also argue that education for women in the 1970s was a consequence of changed relations between individuals, families and society that can be identified through analyzing the VET for women in the early 20<sup>th</sup> century

**Keywords:** TVET, history of vocational education and training, women's vocational education

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### Biographical notes:

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Dr. Gun-Britt Wärvik is a professor at the Department of Education and Special Education at University of Gothenburg, Sweden. Her research interests focus on political aspects on vocational education and vocational knowing.

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## Women in male-dominated technical and vocational education and training in Ethiopia. PPDP and the making of gender (in)equality

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**Abstract:**

In Ethiopia, one of the poorest countries in the world, Technical and Vocational Education and Training (TVET) has been considered as a driving force for societal progress, including socio-economic development, social inclusion, and gender. Even so, TVET has a poor reputation, lacks necessary resources and often does not provide students with a broad foundation of skills required for getting employment. In addition, the TVET sector seems to reflect and perpetuate gender dynamics present in broader society. Participation in capacity building programs has been one governmental strategy to improve the conditions of TVET and poverty reduction. The aim of this paper is to analyze gender dynamics as they appeared in a Public-Private Development Partnership (PPDP) for capacity development of TVET in Ethiopia. The questions are: how is gender discussed in the PPDP project documents? How do students and graduates experience the PPDP as creating gender (in)equality in opportunities for learning and future employment?

**Keywords:** PPDP, TVET, gender equality, Ethiopia

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**Biographical notes:** (60 to 80 words, Font size 12)

Dr Eskindir Jambere Asrat, Centre for Comparative Education and Policy Studies (CCEPS), Addis Ababa University, Ethiopia. His research interests focus on vocational education and capacity building programs in low income countries, and in particular, on the problems of sustainable development and of knowledge transfer

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Dr Alebachew Kemisso Haybano is an assistant professor at the Centre for Comparative Education and Policy Studies (CCEPS), Addis Ababa University, Ethiopia. His research focuses on how national education systems deal with issues of integration/inclusion of refugees. His research aims to explain how historical experiences of refugee inclusion/integration inform the implementation of the new policy; and investigate existing capacities and incentives in the Ethiopian education system that can facilitate or hinder implementation of the new policy for inclusion of refugees into national education system, including vocational education.

Dr. Aimee Haley is a Senior Lecturer at the Department of Education and Special Education, University of Gothenburg. Her research interests focus on studies in vocational education and higher education. She has researched geographical mobility of students and graduates, and her on-going research focuses on capacity building in South Sahara Africa and various aspects of international research collaboration .

Dr. Gun-Britt Wärvik is Professor in Education at the Department of Education and Special Education, University of Gothenburg. Her research interests concern political aspects in educational phenomena, including educational governing and policymaking, lifelong learning and vocational education. Between the years 2018-2022 she coordinated the Sida-funded Research Training Partnership Program in International and Comparative Education, in close collaboration with Dr Alebachew Kemisso Haybano and other researchers at Addis Ababa University, Ethiopia.

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## **Paper session 21: Career Guidance and Vocational Orientation**

### **Preference Analysis of Career Development Program among Technical and Vocational Educators.**

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#### **Abstract**

This study aims to analyse the preferences of Technical and Vocational Educators (TVET) and Engineering professionals regarding Career Development Programs (CDP). The research focuses on analysing participants' Professional Development Background Knowledge and employs Multi-Attribute Preference Analysis to gain insights into the factors influencing their preferences. A comprehensive survey is conducted among educators in four different Vocational Colleges Malaysia, n ~ 110. The survey is designed to collect data on participants' professional development background, including their educational qualifications, training experiences, and years of teaching or industry practice. Additionally, participants are presented with a set of attributes related to career development programs, and their preferences are assessed using multi-attribute preference analysis. The findings of this study provide a nuanced understanding of the preferences of TVET and Engineering educators in relation to Career Development Programs. The analysis of professional development background knowledge identifies key patterns and trends, shedding light on the factors that shape educators' attitudes towards career development initiatives. The multi-attribute preference analysis further dissects participants' preferences, revealing the relative importance of different attributes in influencing their choices. This research contributes valuable insights to the design and implementation of effective Career Development Programs for TVE educators. By understanding the preferences of educators in these fields, educational institutions and industry stakeholders can tailor their programs to better meet the diverse needs of this crucial workforce, ultimately enhancing the quality of technical and vocational education.

**Keywords:** Continues Professional Program, Preference Analysis, Educators, TVET,

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### **Factors involved in the transition to Intermediate VET. A systemic exploration**

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**Abstract:** Career construction is a systemic process influenced by multiple factors that go further than merely reflecting on the profession I would like to do or the conditions and options for VET. Our research analyses how intermediate vocational education and training (IVET) students in Spain are navigating this process and identifies the needs for career guidance and education. In the TEMPO R&D&I project (PID2020-115711RB-I00), a multiple case study approach was used, and a variety of data collection strategies are employed. A total of 12 VET centres and Second Chance Schools distributed in five regions (Andalusia, Aragon, Canary Islands, Catalonia, Madrid, and Basque Country) participated on a voluntary basis. We present the results of the questionnaire analysing the relationship between the systemic factors that interact in the transition processes, according to the profile of the students (working students, gender, and age), professional group and their access to the cycle (continuous or discontinuous). Proposals are made for career education in the centres.

**Keywords:** career development, transitions, systemic approach, survey, VET

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**Biographical notes:**

Dr Celia Moreno Morilla is an associate professor at the Department of Didactics and Educational Organization at the University of Seville. She is a member of the research group CARDINALS (Career and Digital Education for social Justice, HUM 1101). Her field of specialization has been the investigation of literacy practices and the construction of the career with children and young people (including those in VET) in Zones with Needs for Social Transformation (ZNTS), in addition to the application of diverse research methods.

Dr. Robert G. Valls-Figuera Dr. Robert G. Valls-Figuera is a post-doc researcher and professor at the Department of Research Methods and Diagnostic in Education from the Universitat de Barcelona. He is member of the research group TRALS (Academic and Labour Transitions).

His research topics are the transition and pathways of VET and higher education students, in particular those from minority collectives (international students, students with disabilities, at risk of exclusion etc.) and, analysing through mixed methods.

Dr. Jonatan Castaño is a senior researcher (Ramón y Cajal program) at the Department of Teaching and Educational Organisation at the University of Seville. He is member of the research group CARDINALS (Career and Digital Education for Social Justice, HUM 1101). His research focuses on the digital transformation of education, analysing its socioeconomic consequences, and on the elements that can improve equity in education. Jonatan's research covers formal education, including iVET, and lifelong learning and takes a multidisciplinary approach.

Dr. Mercedes Torrado-Fonseca is a professor of the Department of Research Methods and Diagnosis in Education of the Faculty of Education of the University of Barcelona. She is coordinator of the research group TRALS (Academic and Work Transitions- SGR Cat21 00011). His main line of research is related to the study and understanding of the trajectories and transition processes of students at different educational levels from a systemic and multistrategic methodological approach.

Dr Soledad Romero Rodríguez is a professor at the Department of Research and Assessment Methods in Education at the University of Seville. She is a member of the research group CARDINALS (Career and Digital Education for social Justice, HUM 1101). Her research interests are the exploration of tools for career education and guidance from a systemic approach with young people (at social risk, in VET) from a social justice approach, in addition to narrative research methods.

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## **Career guidance for pupils on their "Mission ICH" – About the vocational orientation approach of north-east Germany**

### **Tobias Prill**

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### **Abstract:**

In the federal structure of Germany and the responsibility of its federal states for educational matters there are different approaches of vocational orientation. In Mecklenburg-Western Pomerania the concept of „Mission ICH“ has been developed and is now to be implemented in schools across the country. “Mission ICH” is a modular, cross-grade pedagogical program for pupils in lower secondary level, which combines classic elements of a competence analysis with long-term career choice skills development. The concept and the handout for teachers are designed to provide targeted and systematic guidance for the vocational orientation of pupils in grades 7 to 9. More than 120 schools of Mecklenburg-Western Pomerania sent teachers to the trainings for the implementation of “Mission ICH” already – aiming to systematically and professionally built up vocational orientation at their schools. The concept and the tasks for pupils will be described as well as the teacher trainings and some research aspects.

**Keywords:** vocational orientation, career guidance, career choice, teacher training

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**Biographical notes:**

Tobias Prill is research assistant at the Institute for Vocational Education at the University of Rostock, Germany, and a PhD student in philosophy. His research interests focus on vocational orientation and career choice research, occupation and work as individual and social phenomena as well as on social philosophy.

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## **Paper session 22: Learning with Digital Tools**

### **The Impact of Guiding Students to Participate in a Drone Skills Competition on the Growth of Teachers**

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#### **ABSTRACT**

This study explores the experience of Malaysian teachers from different parts of the country who, despite being new to drone technology, guided their students to participate in a national drone skills competition. Previous studies have mostly focused on the role of competitions in enhancing students' skills with less emphasis on the effect of skills competition on the guiding teachers. The competition approach includes online workshops for students by the organizers, a school level preliminary round and a national level final competition involving drone assembly and piloting. The study investigates how 15 teachers guided their students in preparation for the competition through quantitative and qualitative feedback from participants. The analysis aims to uncover teachers' technical skills related to drones such as resource limitations and initial technology apprehension. The study found that teachers were interested in enrolling their students in the competition despite not having much experience with drones themselves because they wanted their students to gain valuable experience from joining the competition. The study contributes valuable insights into the professional development of teachers in the context of emerging educational technologies, underscoring the potential of hands-on, competitive events like drone competitions as catalysts for teacher growth in Malaysia. The study also contributes to establishing the needs of training materials exclusive for teachers when preparing their students for competitions, especially on competitions related to emerging technologies.

**Keywords:** Skills competition, guiding students, competition-based learning(CBL), small unmanned aerial vehicles(sUAV), drone competition, personal growth, skill development, engineering education, TVET

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#### **Title "Understanding the 'genres' of VET audiovisuals, through video language analysis. The collections of the Archivio Nazionale del Cinema di Impresa"**

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**Abstract:** Since 2006, the Archivio nazionale del cinema d'impresa (National Cinema Archive of Business and Industry) in Ivrea, Italy, collects thousands of industrial, educational and training films produced, in the decades since the beginnings of cinema, by some outstanding Italian and multinational companies.

Many of the archive's reels can be defined as training films for VET, and this presentation aims at discussing the different genres inherent to such field, by studying samples from the archive's collections. The methodology used will be the analysis of the audiovisual language (cinematography, editing, soundtrack and audio description) used to address different forms of VET. In particular, four styles of VET audiovisuals will be analysed: those whose form is derived from documentaries; those derived from television reports, those derived from the studio television broadcast, those influenced by the language of advertising. These reflections are aimed at categorizing the sources from which contemporary VET audiovisual authors can draw technical and formal elements, style and inspiration.

**Keywords:** Archivio nazionale del cinema d'impresa, genres of VET audiovisuals, audiovisual language analysis, inventory of VET audiovisuals, film for training and education, sources for learning VET filmmaking.

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**Bibliographical notes:**

Anselmo R. Paolone, Ph.D. (EUI), is an associate professor of Education at the Department of Languages, Literature, Education and Society, at the University of Udine, Italy. His research interests focus on comparative education, ethnography of education, music and education, narrative forms and education. He has worked as screenwriter, specialised in educational and industrial documentary films. Some of his publications: D'Agostini, M., Paolone, A.R., *Filmati per Formare*, Milano, Mimesis, 2018; Paolone, A.R., "Empires, Rituals, Ceremonial Pedagogy, Old and New", *Revista Española de Educación Comparada*, 31/2018.

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## **Paper session 23: Migration and Language**

### **A critical analysis of the policy response to linguistic and cultural diversity in Vocational Education and Training in Ireland**

#### **Author/s**

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#### **Abstract:**

Over the past 25 years Ireland has become a more ethnoculturally diverse society, experiencing considerable inward migration driven by economic, political, social and cultural factors. Simultaneously, education systems have been experiencing considerable reform with an increased focus on inclusive education and mitigating educational and social disadvantage. However, in stark contrast to the growing body of literature exploring cultural and linguistic diversity in the compulsory education system in Ireland (e.g., Rodríguez-Izquierdo and Darmody, 2017), research related to multilingual learners in the further education and training sector is limited (Gateley, 2015).

This paper seeks to establish how multilingual learners are reflected in education policy related to Further Education and Training in Ireland. Analysis of the documents was conducted using a priori codes derived from the literature on barriers and bridges to participation in vocational education settings for multilingual learners from ethnoculturally diverse backgrounds.

While linguistic concerns constitute the most frequently referenced policy recommendations, little consideration is given to the inter-related factors which contribute to success or distress for this cohort of learners.

**Keywords:** Further Education; cultural diversity, policy

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#### **Biographical notes:**

Lorraine Downey is a PhD student at the School of Education at Trinity College Dublin, Ireland. Her research interests focus on vocational education in ethnoculturally diverse societies and inclusion. Her doctoral research explores the barriers and bridges to inclusion experienced by learners from migrant origins in further and vocational education in Ireland.

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## **Professional Language Competences for internships of Refugees in German Companies - First results of the project InTAK**

Nicole Kimmelman

Internships are central strategies to integrate refugees into the job market. The integral promotion of professional language competences is crucial (Matthes & Severing 2020; Volkmann & Neumann 2020; Leinecke 2018). Due to high diversity within this target group and complex linguistic needs in the vocational system, continuous individual approaches, such as mentoring, become relevant (Kimmelman, 2021)

Based on this background the Design Based Research project InTAK (**I**ntercultural training for new immigrants – \_adequate language skills in professional communication situations) develops an accompanying training for newly immigrated academics in order to support their integration into internships in three regional companies. InTAK is part of a cooperative project between university and practice, called Talentegrate, financed by the DAAD (German academic exchange service). The training combines several concept components for a continuous coaching of the participants in order to assist their professional integration over 18 months.

The presentation/paper shows empirical data derived from the first cohort of 15 participants with respect to the overall project concept and its elements from the perspective of participants, cooperation companies and coach. Based on the results, implications for further re-designs of the training are outlined.

**Keywords:** Refugees, intercultural competence, language learning, professional integration, German as a second language, academics

### **Literature:**

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## **Language and knowledge development in health and social care for elderly**

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**Abstract:** In many occupational areas, a large number of employees are second language speakers. This means that the Swedish language can pose a challenge to communication in the workplace. This study examines a project aimed at developing linguistic competence in elderly care for the group of employed assistant nurses and care assistants. The need for increased language competence in elderly care has been highlighted by several different authorities. According to the National Board of Health and Welfare, language skills are the basis for safe and secure elderly care (Socialstyrelsen 2023). The empirical data is taken from projects carried out in elderly care organizations. The participants in the project were all employees of the organizations with a need for language and knowledge development. Teaching was carried out during working hours by a health and social care teacher and a teacher of Swedish for immigrants. The data consists of interviews with teachers and participants with questions about challenges and opportunities.

**Keywords:** Health and social care, language and competence, workplace education

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**Biographical notes:** Katarina Lagercrantz All is a senior lecturer in the Department of Education at Stockholm University, Sweden. Her research interests focus on vocational education in health and social care, adult learning and immigrants' access to workforce, with specially interest in language and knowledge development.

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## **Paper session 24: VET Systems – Comparative Aspects**

**Resilience in human capital development systems – the case of VET and civil society in Lebanon, Moldova, Palestine and Serbia during and after the Corona-crisis.**

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**Keywords: VET, civil society, resilience, adaptive governance, corona-crisis, migrant labour**

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Resilience in human capital development systems refer to abilities, opportunities and resources of individual persons to pro-actively adapt to changing external conditions during the life-course at school or at work. When individuals are supported by families, communities, schools, companies and governments they are likely more resilient. Relevant is the level of response to potential high-risk factors. Within families and communities people may find solutions to external changes and societal shocks. At the institutional level, schools and companies will respond to externalities, whereas states are responsible for the coherence and interplay between policy domains, by providing resources and social support on time and in a fair and distributive manner. When this occurs we are talking about inclusive education systems and inclusive human resource policies that take the interest of the lower educated and marginal workers into account.

In our paper, we focus on human capital development systems of education and labour markets, with a particular eye on VET-education and civil society organizations. The recent Corona-period and Wars in Ukraine and Gaza, have strengthened the need to put attention to these issues. In response to the epidemiologic challenges in Spring 2020, countries have applied far-reaching policy interventions at a scale humanity has not seen before. Afterwards, budget crisis have emerged and open conflict in Ukraine and Gaza, with extended migration effects.

We present empirical evidence on four countries, with uneven social-economic development and varying sensitivity of the concept of resilience. Lebanon and Palestine are countries that experience ongoing tensions on political, social and economic scale, which we compare with the situation in Moldova and Serbia, which are politically seen more stable, but also face challenges in the social and economic domain and especially vocational education.

Our material has been conducted with help of systemic literature research, comparative country analysis, interviews with national experts and stakeholders and two international workshops. In one country (Moldova), we plan to engage in a research visit to interview schools and civil society organizations in Winter 2024. The text will be comparative in nature and focus at the national, meso and micro level of the four countries.

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**Vocational education and training in the Netherlands: in need of a new approach?**

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**Abstract:**

In the Netherlands, institutes for vocational education and training (VET) are often regarded as traditional organisations. Outcomes and returns are measured at the level of student, group/class or organization. This is also evident from the way the Inspectorate views educational institutes. However, the nature of VET requires a broader perspective. In the Netherlands, VET can be characterized as highly complex and diverse. Besides the triple qualification task and exogenous factors affecting the system, it also must cope with multiple internal and external actors. This complexity asks of educational institutes to increasingly collaborate in interorganisational networks with local businesses, other knowledge institutes, local and national governments and sector councils. This study provides a theoretical framework to examine VET from a network perspective, addressing the shift from roles, leadership and behaviour in traditional organisations towards in networks. Further, the framework addresses outcomes and returns as network outcomes rather than as organisational outcomes.

**Keywords:** organisation behaviour, institutional cooperation, organisational development, leadership

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**Biographical notes:**

MSc Renée Oosterwijk is a PhD Candidate at the Department of Economics & Business at the University of Groningen. Her research interests focus on comparative education, interorganisational networks in (higher) vocational education and training, network leadership, and organisational behaviour in (higher) vocational education and training institutes.

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**Can VET-specific theory assist in comparing VET systems? Theoretical problems raised by a Swiss-Brazilian-Spanish comparison**

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### **Abstract:**

Comparisons between VET systems are particularly complex. The variety of forms of VET that exist at international level makes the comparison exercise difficult, insofar as it appears difficult to identify precisely the categories on the basis of which researchers can construct the comparison. On the one hand, traditional approaches based on statistical indicators often offer broad-spectrum comparisons at the cost of enormous simplifications at the conceptual level. On the other hand, more detailed comparisons between two countries remain case studies, without a general comparative framework being established. Even the 'explosion' of typologies in the domaine does not improve necessarily the situation, since typologies do imply big simplification (Gonon 2016, Bosch 2016). In this context, "it is necessary to develop a theoretical and methodological concept that helps to identify comparable functions in VET processes"( Renold 2020, p. 37, Cf. also Tutlys et al., 2022; CEDEFOP, 2020; Pilz, 2016). We take the invitation of Evans (2020), Fischer (2020) and Renold (2020) to go beyond these first approaches and looking for a theoretical base to address comparative work that may contribute to advance a theory of VET, an elusive issue that has been present in debates in recent conferences among VET researchers (Nägele et al. in ECER 2018, 2022 and 2023) or in a recent report of CEDEFOP (2023).

Even if the academic community questions the possibility and even the need to develop a theory of VET of its own, instead of using those developed in other neighbour sciences like sociology or psychology, the authors claim that it is worth taking the effort to better grasp the particularities of VET in very different contexts.

We intend to prove our claim referring to 3 different cases: Switzerland, Brazil and Spain, where economies, production systems, welfare regimes and VET systems seem to be very different and, yet, seemingly having to face similar problems nowadays.

Thus, the question at the heart of our paper will be the following: what kind of theoretical background do we need in order to develop a comparison among the VET systems of these three countries? On which common categories is it possible to built the comparison? And how do we connect these categories to a general VET theory?

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**Keywords:** VET theory, VET comparison, VET systems

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## **Paper session 25: Digitalization, Transformation and Literacy**

**By people for people? - Digitalisation in the professional practice of personal profession**

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### **Abstract:**

The professional and working world is characterized by technological change processes. New technologies lead, among other things, to the emergence of new business processes, process flows and communication channels (e.g. Kruppe et al. 2019). Even if substitutability potentials can be assumed through technologies (e.g. Wrobel/Althoff 2021), it can be stated that there are differences in the occupational segments.

Especially for personal professions, which are primarily characterized by working with, on and for people (Friese 2020), the question arises to what extent new technologies and media can replace this work.

In order to investigate this question, a group discussion was held with students from personal professions, all of whom are or have been active in professional practice.

Different attitudes of the respondents can be identified. On the one hand, digital media support or facilitate automated and standardized work processes and lead to the strengthening of employees' self-responsibility and flexibility. On the other hand, interaction, relationship work, empathy and trust cannot be digitized and mediatized.

**Keywords:** technological change process, personal professions, digital media, interaction, relationship work

### **Biographical notes:**

Dr. Dana Bergmann is a research assistant at the Department of Education, Vocation and Media at the University of Magdeburg, Germany. Her research interests focus on vocational pedagogical design of education, training and further education processes, didactics of business education and profession and subject orientation.

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## **Digital Literacy Professional Development and Instructor Resilience**

**Jessica Gemella**

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**Abstract:** Digital literacy is widely acknowledged as an essential skill, given its pivotal role in enabling individuals to participate in society (Marín & Castañeda, 2023). Basilotta-Gómez-Pablos et al. (2022) emphasized the global need to support instructors in effectively



integrating digital tools with new pedagogies. This study explores how instructor digital literacy professional development might prepare educators for the challenges they face in their profession and support instructor well-being, specifically within the context of Technical Vocational Education and Training (TVET). Through interviews with faculty developers and instructors, the research investigates, "How can digital literacy professional development be designed to enhance the resilience of TVET instructors?" This study aims to contribute valuable insights into developing effective digital literacy programs tailored to the unique context of TVET in British Columbia, Canada.

**Keywords:** TVET professional development, digital literacy, instructor resilience, digital education. professional wellness

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### **Biographical notes:**

Jessica Gemella is a Curriculum, Teaching, and Learning Specialist at Vancouver Island University, Canada, and has a background as a Technical and Vocational Education and Training (TVET) horticulture instructor. With an unwavering commitment to enhancing the quality of education, Jessica is pursuing a Master of Arts in Learning and Technology at Royal Roads University, Canada, with an expected graduation in 2024. Jessica's research interests center on the critical areas of professional wellness, resilience of TVET instructors, faculty development and digital literacy.

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### **Legitimation patterns for digital transformation in VET and upper secondary schools**

Philipp Gonon & Maria Luisa Schmitz  
(University of Zurich, Institute of Education)

Digital transformation is an issue in Swiss VET and Baccalaureate Schools. Policy and public opinion are inclined to invest quite a lot of resources for investing in digital infrastructures and skilling up learners' and schools' digital competences. This paper highlights the debate and the legitimation for catching up this trend and readiness for change, i.e. enhancing blended learning, introducing simulative and virtual learning settings and more generally redefining the role of the teachers and strengthening the role of the self-directed learner. Basis of this paper is a big research project funded by the Swiss National Foundation which gives an overview of the state of the art in whole Switzerland related to Upper Secondary Schools\*. Among 225 VET and Bac. Schools we chose - regarding digital transformation - 12 heads of innovative schools for a qualitative analysis, based on semi-structured interviews. Referring on the approach of the Sociology of Conventions, we identified several foci of legitimation for a digital transformation, among them industrial, civic, economic, individual-development- and project-based patterns.

### References

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## **Paper session 26: Apprenticeships**

**Title: Degree Apprenticeships in England: meeting the needs of local economies?**

### **Authors**

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**Abstract:** Degree apprenticeships (DAs) were introduced in England in 2015 as “an innovative new model bringing together the best of higher and vocational education” (DfE 2015). DAs are available at bachelor’s and master’s degree levels, and they combine university study with employment as an apprentice. DAs are developed by employers collaborating with higher education providers, usually universities. The number of degree apprentices remains small, but the government’s Office for Students has claimed that DAs address “local and regional economic priorities” (OfS 2019). In an extensive study that included interviews with employers, providers and apprentices, we found that DAs were popular, but their organisation and delivery were very varied. Motivations for involvement in DAs were also very diverse, and often narrow. We found that DAs do not systematically meet the needs of local economies but that they have many benefits for individual apprentices and their employers.

**Keywords:** Degree Apprenticeships; Higher Vocational Education; skills

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### **Biographical notes:**

Dr Jane Wormald is a senior lecturer and pedagogic lead for the University of Huddersfield. Her research interests are in vocational and lifelong learning as well as transitions to higher education for under-represented groups. Following an initiative for new students, ‘Flying Start’, she received a National Teaching Fellowship (2022) and continues to support inclusive teaching and learning across the University.

Kevin Orr is a visiting professor at the University of Huddersfield where he formerly was professor of work and learning and associate dean. His research focuses on policy and pedagogy in technical and vocational education and training. Between 2017 and 2021 he was editor of the Journal of Vocational Education and Training and he recently co-edited the book

## **Apprentices' perceived role stress as a negative feature of quality in Swiss dual IVET**

**Matilde Wenger\***

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### **Abstract:**

Dual VET presents a number of quality-related challenges, in particular the articulation between training locations governed by different dynamics, demands and expectations. When acquiring knowledge, apprentices' roles can therefore be complex and problematic, giving rise to role stress, which is defined -in organisational psychology- as the discrepancy between the role a person has to assume at work and the expectations associated with that role. Hence, apprentices' training experience can be apprehended through role stress as a negative characteristic of perceived quality in VET. Accordingly, this contribution will illustrate a) a number of role stress among Swiss dual apprentices, perceived in both the school and professional contexts; b) several factors reflecting role stress and linked with important aspects of learning, such as school and professional commitment and satisfaction; c) differences between apprentices in terms of role stress. A number of didactic implications for VET stakeholders will also be presented.

**Keywords:** Quality in Swiss dual VET; Apprentices' Role Stress; Articulation between training Locations

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### **Biographical notes:**

Dr Matilde Wenger is a Senior Researcher at the Swiss Federal University for Vocational Education and Training. Her research interests focus on socio-emotional competences in VET; in-company trainers' conditions and needs for continuing education; dual VET quality; dual apprentices' role stress. Her research areas are based on social psychology, educational sciences and sociology. She favours mixed methods and works with both quantitative and qualitative approaches.

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## **Apprenticeships in England – pathways for existing staff**

**Charlyne Pullen, Bob Jeffery and Teri-Lisa Griffiths**

Apprenticeships in England have undergone significant changes since 2016 and are now specific to a job role as articulated by employers, and directly funded by employers through a levy. A result has been a shift towards higher level apprenticeships for existing staff, and an overall drop in the number of apprenticeships. Some (Cavaglia et al., 2022; Willetts, 2023) consider that apprenticeships for existing staff come at the expense of apprenticeships for

disadvantaged young people and should instead predominantly be for new recruits. This paper draws on interviews with the lowest paid apprentices on lower-level apprenticeships to establish how supporting existing staff to undertake apprenticeships can be a way for disadvantaged young people to progress. This paper analyses the pathways of these young people in the context of these policy changes, considering their pathway into apprenticeship, their experience while on the apprenticeship, and their work or plans for work following their first apprenticeship. It argues that the recent changes to apprenticeships created a wider variety of available higher level apprenticeship standards that enabled their development and progression in both work and learning. This reflects a demand for longer periods of learning in an apprenticeship model, more akin to European apprenticeships, within an English system of shorter apprenticeships related only to one job role. The paper argues that while traditional conceptions of social mobility and widening participation would not include these individuals, who began on the lowest level apprenticeships and the lowest pay, and then became existing staff, they are arguably some of the best examples of successful mobility and should be recognised as such.

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## **Paper session 27: VET Systems and Challenges**

### **Role of Education in human capital for sustainable economic development of Kosovo**

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Arbenitë Bashota

#### **Abstract:**

Skills and knowledge have become the driving forces of the world economies. People are the most precious resource and the most significant element of a country's national wealth and development. With the youngest population in Europe, Kosovo must focus on its potential of their human capital. Kosovo demographic structure (as young population) creates a crucial advantage, and investment in knowledge and skills development would lead to wealth creation and economic perspective. The legal and institutional frameworks need to play an important role in human capital development, particularly by financially investing in education and research to help enrich a knowledge-based economy.

The economies of some country as: Hong Kong, South Korea, Singapore, and Taiwan have achieved enormous growth because of their investments in education. Kosovo can benefit from their best practices that have proven to be crucial to the economic development of their countries. Indeed, as the world becomes increasingly globalized in terms of competition, small countries need to be at least —smartl by empowering their disponsible resources to develop comparative advantages to other economies. The more advanced the labour skills, the higher the workers' incomes and economy in general.

Human capital refers to educated of labour force with skills and and knowledge to make effective use of the physical capital, such as machinery. Based on ability of workers some may work better than the others and require less time to produce the same product. Human capital also refers to the ability of people to be innovative and develop new technologies, processes or new products. These things determine the success of an economy in a competitive international market where Kosovo is no exception as a new and fragile economy.

**Keywords:** Education, sustainable economic development, human capital development, etc.

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### **Vertical mobility of vocational students in Indian Higher Education: A false promise?**

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**Abstract:** In India, despite huge labour force only small percentage of individuals have received vocational education and training. One of the primary reasons for this low penetration of vocational education and training is lack of vertical mobility of vocational students in higher education. Therefore, the government has launched Bachelors of Vocation in the recent decade. The objective of this research is to determine whether this programme is effective in resolving

the issue of vertical mobility or not? The proposed research analyses the factors determining student's choice at undergraduate level using logistic regression. The findings suggests that factors such as percentage in higher secondary, place of residence, family income and education stream have significant positive impact on student's choice for vocational education. However, this programme fails to promote vertical mobility as the odds of choosing vocational education over general education are lower for students with vocational subjects in higher secondary school

**Keywords:** Vocational Education and training, Vertical Mobility, student choice

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### **Biographical notes:**

Ms. Babita Balodi is a doctoral candidate at the Department of Higher and Professional Education at the National Institute of Educational Planning and Administration (NIEPA), New Delhi India. She has completed Mphil in vocational education from NIEPA in 2021. Her research interests focus on labour market returns, vertical mobility in vocational education and training and employability skills among graduates.

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### **Informal learning in secondary VET, based on studying different professions in Hungary and Poland**

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### **Abstract**

Our research focuses on observation-based cooperative learning among students in practice-intensive professions and adults who they observe, preparing for achieving a vocational qualification at ISCED level 3 in vocational education and training (VET). In a Hungarian-Polish survey with 131 Hungarian and 110 Polish student participants, we explored the extent of informal learning related to observation and cooperation. The survey also looked at the

indirect effects of role models, friends, television and the internet on learners, in addition to the informal elements of professional learning such as observation, assistance and joint exercises. The survey yields interesting results, suggesting that different forms of student interest and activity often complement and reinforce each other. The previous quantitative studies - for the time being only for the Hungarian data - were supplemented by an analysis of individual professions. The results indicate that there are significant differences between the professions studied. However, irrespective of the profession, both samples show higher proportions of students who like joint practices and would like to increase the proportion of them. Working in school workshops is likely to play a greater role in the process of learning from each other than external, in-company placements.

**Keywords:** informal learning, observation, cooperative learning, vocational education and training

**Biographical notes:**

**Magdolna Benke\***, PhD, researcher at CHERD and lecturer at the Doctoral School of Human Sciences at the University of Debrecen, Hungary. Her research interests focus on the relationship between learning communities and vocational education, the new VET scenarios, empowerment and social innovation.

**Tomasz Rachwał**, PhD, Dr habil., professor at Krakow University of Economics, Poland. His research interests focus primarily on the issue of industrial change, the role of entrepreneurship in the development of spatial systems, as well as VET and entrepreneurship education.

**Anikó Haba**, psychologist, educational expert, Hungary. In addition to advisory services in research methodology, she is also involved in development work. Her main interest is in developing tools to improve learning efficiency to avoid early school leaving.

**Alexandra Dorogi**, professional deputy director of the Kállay Rudolf Vocational School of the Mátészalka Vocational Training Centre, and PhD student of the Doctoral School of Human Sciences of the University of Debrecen, Hungary.

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## **Paper session 28: VET Teacher's Empathy, Skills and Competences**

### **Multifaceted effects of empathy on indicators of vocational schoolteachers' global functioning**

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#### **Abstract:**

Teachers' empathy refers to understanding students' personal and social situations, feeling concern in response to their pleasant and unpleasant emotions, and responding with compassion without losing sight of learning. The goal of our study was to identify both the beneficial and detrimental effect of empathy on several teachers' outcome. Analyzing responses from 104 vocational schoolteachers through an online questionnaire, we found that empathetic teachers, particularly those high on perspective-taking, experience heightened enthusiasm, enhanced perceived teaching efficacy, and less difficulties in regulating emotions. However, teachers high on personal distress, a facet of empathy marked by intense emotional involvement, confront challenges in handling negative emotions, report increased workload perception, and elevated levels of physical and psychological distress at work. Results underscore the dual nature of empathy, serving as both a catalyst for positive outcomes and a potential source of difficulties, and emphasize the crucial role of empathy management in the teaching profession.

**Keywords:** Vocational schoolteachers; teachers' empathy; teachers' effectiveness; wellbeing at work; socio-emotional skills.

#### **Biographical notes:**

**Dr Marina Fiori** is Professor at the Swiss Federal University for Vocational Education and Training. Her research interests include the investigation of individual characteristics that can influence the behavior (achievement, dropout, effectiveness, well-being, burnout...) of apprentices and vocational schoolteachers, independently of, or in interaction with contextual factors. Her research projects concern the role of socio-emotional skills in the Swiss educational system as necessary competencies to cope with the rapid, far-reaching changes in today's job market.

**Dr Matilde Wenger** is a Senior Researcher at the Swiss Federal University for Vocational Education and Training. Her research interests focus on socio-emotional competences in VET; in-company trainers' conditions and needs for continuing education; dual VET quality; dual apprentices' role stress. Her research areas are based on social psychology,

Stockholm International Conference on Research in VET  
educational sciences and sociology. She favours mixed methods and works with both quantitative  
and qualitative approaches.

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**Chinese secondary school vocational education: the impact of pedagogical training on  
the skills and expertise of vocational teachers**

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Chinese secondary school vocational education has been given increased prominence over recent years to support the country's need for a highly skilled workforce and continued economic growth. This paper provides a critical exploration of vocational education and training (VET) in this context, particularly regarding the implications and impact of pedagogical training on Chinese vocational teachers. The training involved providing teachers with the knowledge, skills, and strategies needed to effectively educate their students and focused on innovative and student-centred approaches to teaching, learning and assessment relevant in a global society. Teachers at one vocational secondary school were interviewed to explore their perceptions of the training and its potential impact on their practices and student attainment going forward. Teachers were broadly positive about the potential impact of the training but suggested that there is some way to go before the vision for Chinese vocational education is realised.

**Keywords:** Vocational Education, Pedagogical Training, curriculum, China, secondary school

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**What competences do VET teachers really need?**

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**Abstract:**

The effectiveness and sustained motivation of Vocational Education and Training (VET) teachers are closely related to the match between their daily challenges and their personal skills. Unfortunately, there is a lack of comprehensive knowledge about the day-to-day difficulties VET teachers face, as well as the soft skills, abilities, and competences that help maintain their overall well-being and motivation throughout their tenure. Integrating this understanding into the qualification of VET teachers is essential for ensuring their success in the field. Therefore, based on an objective condition-related work analysis and a theoretically grounded derivation, our study reveals that in addition to pedagogical skills, VET teachers need competences such as dealing with high work intensity, reflective ability, and organisational and decision-making skills. This article explores the cognitive, communicative, and personality-related skills needed for a successful teaching career and discusses their development during VET qualification and the importance of appropriate selection procedures.

**Keywords:** VET teachers, competences, VET teacher qualification

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**Bibliographical notes:**

**Lea Besser** is a doctoral student of professor dr. Renate Rau (Work and Organizational Psychology at Martin-Luther-Universität Halle-Wittenberg, Germany). She holds a master degree in psychology. Her main research focus is the derivation of competences and competence profiles based on condition-related work analyses.

**Dr. Anne Traum** is a psychologist, specialised in work and personality psychology and research assistant at the University of Rostock, Germany, since 2019 at the Institute for Vocational Education. Her current interests are improving the quality of training for vocational education and training (VET) teachers, objective work analyses and educational implications of Personality-System-Interaction (PSI)-Theory.

**Prof. Dr. Franz Kaiser** is full professor at the Institute for Vocational Education at the University of Rostock, Germany since 2014. His lectures and research focus occupational research, curricula and training regulations development, VET teachers, international research in VET and critical theory of 'Bildung'

**Prof. Dr. Renate Rau** is full professor at the Institute for Psychology, Unit Work and Organizational Psychology at Martin-Luther-Universität Halle-Wittenberg, Germany since 2011. Her research interests focus occupational health psychology, work design and developing methods for job analysis.

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## **Paper session 29: Social Representation and Social Imagination**

### **Enhancing Experiential Learning in Creative and Media Training: The Impact of Study Tours on Secondary School Students' Knowledge, Attitudes, and Personal Growth in Hong Kong**

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**Abstract:** The Hong Kong government supports vocational training to nurture local talents by enhancing capacity-building and offering students with a clear pathway for progression. A five-year educational pathway was developed at Hong Kong Baptist University to nurture creative and media industry talents. Secondary school students took a Multimedia Storytelling Applied Learning Course for three years and would progress to a higher diploma in art tech design for two years. Overseas study tour is considered a major out-of-classroom experiential learning experience for the secondary school students. Two study tours to Japan and Korea were organized with 34 and 36 students; and 7 and 5 teachers in June and July 2023 respectively. A series of cultural activities, companies, universities, and museum visits were arranged to help students gain a deeper understanding of art and creative-related aspects in a different culture. Students' learning experiences were evaluated through a post-tour questionnaire and self-reflective expressions captured by writing or video recording. Participated students rated highly in all six areas including cultural immersion, course-related knowledge, understanding of job-related knowledge, self-management, motivation, as well as personal growth and transformation. The overall results indicated positive feedback for the integration of study tours in the course as an out-of-classroom learning experience. The experiential learning activities fulfill the learning outcomes of the program in developing future skills in creative expression, content creations, and cultural understanding.

**Keywords:** creativity training, overseas study tour, experiential learning, skill development

### **Acknowledgements**

The Applied Learning course “Multimedia Storytelling” and the evaluation studies reported in this paper were funded by The Hong Kong Jockey Club Charities Trust. No funding was received for the preparation of this manuscript.

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### **Biographical notes:**

Dr. Maggie Fung joined CLAP-TECH Centre and is responsible for the development of the Applied Learning course’s curriculum and pathway tailored for senior secondary school students who want to pursue their careers in Multimedia Storytelling and relevant professions.

Dr. Kara Chan is a professor and associate dean at the School of Communication at Hong Kong Baptist University, China. Her research interests focus on creativity and design thinking curriculum development.

Ms. Mandy Tse is a Project Manager at CLAP-TECH Centre of Hong Kong Baptist University. She managed more than 10 large-scale projects (up to HK\$ 80 million each) in higher education and non-government organization sectors, bringing them to success.

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## **Implementation of Sustainable Goals in German Dual VET. A historical based discourse about the necessity of social imagination in VET teacher education to face transformative capitalistic societies**

### **Prof. Dr. Franz Kaiser**

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### **Abstract:**

The 17 SDGs of the United Nations can be found on the walls of many schools with vocational programmes in the world now. But after the report of the “Club of Rome” 1972 it took more than 40 years to implement sustainability as a topic into the mandatory training regulations for the companies in the German Dual System.

The contribution reconstructs the history of the implementation based on a document analysis in Germany, describes the current implementation, discourse and combined activities in Germany including political programmes. The different interests of the social partners are getting visible.

Finally the question, why it tooks such a long time and how we can implement critical thinking about the contradictions between the goals into VET teacher education are discussed.

**Keywords:** sustainability, VET teachers, Germany, training regulations, goals of VET.

**Bibliographical notes:**

*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 group dynamics in VET, curricula and training regulations development, VET teachers, international research in VET and critical theory of 'Bildung'.

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## **Paper session 30: Vocational Workplace Trainers**

**Title** Supporting technical experts to become work-based trainers

**Author**

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**Abstract:** In New Zealand’s construction and infrastructure industry, apprentices enrol with a tertiary education provider, but do most of their learning on-job with a work-based trainer/employer. Since 2019, the five year apprentice qualification completion rates in New Zealand have been steadily dropping, down to 47% in 2022. As almost 45% of all apprentices are from the construction industry, recognising and supporting the capability of work-based trainers is key for the industry and for providers. This paper presents findings on a ConCOVE funded project that identifies and recognises the capabilities and practices of work-based trainers in the construction and infrastructure industry. Alongside a literature review, semi-structured interviews were carried out with 9 trainers, 7 trainees and 11 people in strategic roles from 7 construction and infrastructure industries across New Zealand. The findings identify the motivation, knowledge and skills of work-based trainers and highlights the voice of the work-based trainer and trainee.

**Keywords:** apprentices, work-based trainers, construction, infrastructure, TVET

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**Biographical notes:** (60 to 80 words, Font size 12)

Jackie Messam has a background in capability development projects across schools and tertiary education providers in New Zealand, Malaysia and the United Arab Emirates. She has a Masters in Education is interested in the ‘how-to’ of making work-based trainer capability development accessible and fit for purpose. Her research interests focus on work-based learners, trainers and programme design.

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**Barriers to supervise training quality in companies: critical insights into the Swiss VET system**

**(Times New Roman 12)**

**Author/s** (Times New Roman 11, Name/s organization, department, postal address and email. Follow the example below.)

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**Abstract:**

Workplace training quality is a key factor in the development of vocational skills. However, companies' main priority is the production of goods and services. This paper critically examines how the quality of VET in companies is ensured. Based on qualitative interviews with inspectors responsible for supervising training companies in a Swiss canton, the paper focuses on the barriers they face. These are, firstly, the inspectors' lack of qualifications and time, which allows them to intervene when problems arise but does little to prevent them; secondly, the trainers' insufficient qualifications and poor working conditions, which the inspectors can hardly compensate for; thirdly, the reluctance of apprentices to call the inspectors for fear of worsening their situation; and fourthly, the arduous process of withdrawing a company's training licence. These weaknesses in the process of ensuring training quality are closely linked to the logic of the VET system strongly favouring employers' interests.

**Keywords:** training quality; workplace learning, quality assurance

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**Biographical notes:** (60 to 80 words, Font size 12)

Dr Kerstin Duemmler is a Senior Researcher & Lecturer and Dr Isabelle Caprani is a Professor at the Swiss Federal University for Vocational Education and Training. Their research focuses on the working and training conditions of apprentices, including supervision, and how apprentices negotiate their vocational identity during their apprenticeship. Kerstin's current research looks at how apprentices engage with sustainability in their work. Isabelle's current project is interested in the integration of refugees in VET programmes.

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**The Benefits of Training as a Practice: Becoming and Staying an In-Company Trainer in German and Swiss Dual IVET****Anke Bahl\***

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### **Abstract:**

Any company involved in apprenticeship training depends on employees who function as trainers, have the necessary skills to do so and (ideally) volunteer for this additional task. The vast majority of trainers in German and Swiss training companies are part-time trainers. They are skilled workers and clerks who take on training tasks in the enterprise's departments, on assembly lines, in commercial and engineering offices or in the services sector. They do not necessarily identify as a "trainer", but facilitate the learning of apprentices on a regular basis. Our paper examines their motivation for this task and what they personally gain from engaging in this practice. While there is quite some research evidence on the constraints of training in the workplace and the challenges trainers face, the potential benefits of training for the trainers themselves have barely been looked at. What spurs the individual motivation to engage in apprenticeship training and what is the dynamism that keeps it alive? What benefits do trainers associate with this activity beyond gaining an additional and skilled employee? Finally, what role do the apprentices play in this?

By combining the qualitative data of two national research projects, the paper can draw on a total of 166 semi-structured interviews (82 for DE and 84 for CH) with in-company trainers across a wide variety of sectors. The reasons they provide will be analysed and presented in a systematic manner. The commonalities between the countries are striking; the results hint at the essential function of training in the workplace for the job satisfaction of employees and its contribution to the occupational culture in general.

**Keywords:** dual VET, apprenticeship training, in-company trainers, motivation

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### **Biographical notes:**

**Dr Anke Bahl** is a senior researcher at the Federal Institute for Vocational Education and Training in Germany. Her research interests focus on apprenticeship learning, work-based learning, VET trainers in companies, and the organisational and occupational culture of work.

**Dr. Roberta Besozzi** is both deputy head for VET in social and healthcare and teacher at the Republic and Canton of Ticino, Switzerland. She gained her PhD in sociology at the University of Lausanne. Her main research interests focus on the sociology of work, work ethos, work-based learning, VET trainers in companies, career paths, occupational socialisation.

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*formatrices en entreprise. Résultats d'une recherche et pistes d'action pour les acteurs de la formation professionnelle.* Renens : Haute école fédérale en formation professionnelle.

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## **Panel: Preparing Youth for Transitions to Postsecondary Education and Work in the United States: Perspectives on Implementation, Participation, and Outcomes**

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### **Abstract**

The symposium session will highlight the emergence of new vocationalism in the United States, drawing from stakeholders' perspectives in school districts, community colleges, and researchers. Current trends and issues in career and technical education, emphasizing implications for implementation in the public school system, the role of community colleges, and research considerations will be reviewed. VET is a vital component of a country's social and economic development, and understanding how it is conceptualized and implemented in the United States, featuring a large and complex education system, can inform related efforts internationally. The session will start with an overview of emerging trends highlighting a renewed emphasis on preparation for work, followed by a discussion of how school districts approach implementation and start a new school. Next, a review of the role of community colleges in workforce education and development will be addressed. Research issues will be covered before closing with a conversation with the panelists.

**Keywords:** Education in the United States, career and technical education, vocational education, education policy, trends and issues

## **Presentation Titles and Summaries**

### **Preparing Youth for Transitions to Postsecondary Education and Work in the United States: Perspectives on Implementation, Participation, and Outcomes**

Victor M. Hernandez-Gantes

Current trends and issues preparing youth for transitions to further education and work will be outlined with a focus on the role of secondary and postsecondary education and the implications for conducting research in VET to set the stage for the symposium.

### **Preparation for College, Careers, and Work: Program Offerings in a Public School District**

Deedra Mitchell

The role of CTE in secondary education, how programs are identified, who participates in general, and the outlook regarding trends/issues will be reviewed from the perspective of a public school district in a growing suburban community.

### **Approach and Considerations for Starting a New High School in a Public School District**

Lori Romano

This presentation will discuss how a school district approached developing and implementing a new high school in response to emerging demands from a growing population and trends in preparation for work and further education after high school.

### **Facilitating Transitions to College and Work: Role of Community Colleges as a Bridge to Further Education and Work**

Simone Jenkins

An overview of the role of community colleges in preparing youth and adults for further education after high school and for the workforce will be provided, along with a discussion of program planning, participation, employment outcomes, and trends/issues.

### **Understanding Implementation, Participation, and Outcomes: Implications for Research and the Issue of High School Student Dropout**

Oscar A. Aliaga

General implications for conducting VET research will be discussed in connection to high school student dropout in the US. Findings from a study on student dropout will be shared as an example of current trends and issues in VET and the implications for research.

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## **Biographical notes**

Dr. Victor M. Hernandez-Gantes is a Professor of Career and Workforce Education in the College of Education at the University of South Florida in Tampa, Florida, USA. His research interests focus on student participation, the nature and role of program structures, underlying conditions of support, and their intersection as an organizational system.

Ms. Deedra Mitchell is a Program Coordinator of Career and Technical Education in Pasco County Schools, Land O' Lakes, Florida, USA. She supports the implementation of programs and structures, including partnerships with employers and postsecondary institutions.

Dr. Lori Romano is the Director of Career and Technical Education in Pasco County Schools, Land O' Lakes, Florida, USA. She provides leadership and direction for the planning, implementation, and evaluation in all areas of career and technical education in the county.

Dr. Simone Jenkins is the Dean of Associate in Science Programs at Hillsborough Community College in Tampa, Florida, USA. She provides leadership and oversight for the planning, implementation, and evaluation of two-year degrees for entry into the workforce.

Dr. Oscar A. Aliaga is an Associate Professor of Career and Workforce Education in the College of Education at the University of South Florida in Tampa, Florida, USA. His research interests focus on student participation and outcomes in career and technical education, work-based learning, and the role of school counselors.

## **Panel 2: VET and Migration: Research on migration and VET at the Department of Education, Stockholm University**

**Work at any cost? The role of vocational training in the domestic worker migration industry from Kenya to the Gulf states.**

**Paula Fellesson Mählck PhD, ass prof, Stockholm University Department of Education. Marygorety Otieno Akyini PhD, Department of Sociology, University of Nairobi, Aina Tollefsen Ass prof. PhD department of Geography, Umeå University.**

This presentation will present preliminary findings from an ongoing project focusing on the domestic worker migration industry from Kenya to the Gulf states. While there exist research on domestic worker migration chains from various Asian countries to the Gulf States, the African context is still under researched. In this context, so called pre-departure training that workers are undertaking before they migrate is a growing phenomenon worldwide. In 2019 pre-departure training of domestic workers was made mandatory by the Kenyan government. Yet, very little is known about the conditions for training as well as the role and functioning of the schools in the migration chain. Against this backdrop the proposed paper will offer insights into the role, ambivalences and dilemmas, of vocational training, from the perspective of different stakeholders in the domestic worker migration chain; the state, the agencies and the owner of the schools.