

**Abstract til workshop- eller symposieoplæg/template for
abstract/symposium presentation NORDYRK 2016**
(beskrivelse/theme max. 300 ord/max 300 words)

Indsendes **senest d. 5. februar 2016** til / Please send at latest **February 5th** to Lisbeth Magnussen, NCE,
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E-mailadresse / E-mail: cjhj@ruc.dk	
Abstracttitel / Title of abstract: Access to work based learning and employment from VET in four Nordic Countries	
Baggrund og motivation / Background and reasons: <p>In all Nordic countries we see a strong political interest in including (more) work-based learning in the VET programmes, because this is known to ease the transition to employment after completion. In the Nordic countries, the two dominant types of VET-systems are represented: full time school-based (Sweden and Finland) and apprenticeship-based systems (Denmark and Norway). This paper examines the implications of these different systems for the linkages of VET to the labour market. A key issue examined is the transition processes of the students to the labour market after completion of VET and the variations in students' transition patterns between different programmes and occupations. A special interest is taken in the involvement of the labour market organisations in the governance of VET, and the certification and portability of the skills acquired. All countries have attempted to introduce or expand apprenticeship programmes in recent decades, and some of the lessons of these attempts are considered. In addition, the chapter compares the strengths and weaknesses of the different forms of training placement (internship, traineeship, apprenticeship) in the four VET-systems. This includes the question of social equality in the access to work-based training, and the different forms of cooperation between vocational schools and training companies.</p>	
Problemformulering / Problem definition: Forsknings spørgsmål / Research questions: <ul style="list-style-type: none"> • How do the different Nordic VET-systems connect to the labour market and employment? • How do the Nordic VET-systems include work-based learning in the programmes? • What are the strengths and weaknesses of the diverging ways of linking VET to the labour market? 	
Metode – teoretisk ramme og dataindsamlingsmetode / Method - theoretical framework and data collection method: Study of earlier research on VET in the Nordic countries. Case studies of two occupations in four Nordic countries	

Konklusioner, forventet udbytte og resultater / Conclusions, expected outcome and results:

[OBS! Også i relation til det overordnede tema for NordYrk: *Fælles nordiske udfordringer for yrkesuddannelser* / Also in relation to the overall NordYrk-theme: *Common Nordic challenges with regard to vocational education*]:

Systematic analyses of connections between VET and the labour market in the Nordic countries can facilitate policy learning between countries.

Nøgleord / Keywords (3-5):

Transition, training placements, connectivity between school and workplace.

Planlægger du at indsende et paper? / Do you expect to send a paper too?

Yes Ne

Paper for NORDYRK 2016

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Titel på paper / Paper title: Transitions from vocational education to the labour market in the Nordic countries	
Abstract (max 300 words): The point of departure for this paper is that all the VET systems in all the Nordic countries face a double challenge. They are required to offer double qualifications, which give access not only to skilled employment, but also to higher education. This paper explores how the VET-system in four Nordic countries connect to the labour market, and how they provide access to employment for the students. The analyses in the paper are based on preliminary results from an ongoing Nordic project 'learning from VET in the Nordic countries' http://nord-vet.dk/ . Where no other reference is made, this paper draws on the country reports from Denmark (Jørgensen, 2014), Sweden (Thunqvist & Hallqvist, 2014), Finland (Stenström & Virolainen, 2014) and Norway (Olsen, Høst, & Tønder, 2014).	
Referencer / Literature: Archer, M.S. (1979) <i>Social Origins of Educational Systems</i> . London: Sage Billett, S. (2014) <i>Mimetic learning at work. Learning in the circumstances of practice</i> . Springer Deissinger, T., Aff, J., Fuller, A., & Jørgensen, C. H. (2013). Hybrid Qualifications. Zürich. Peter Lang Publisher. Elvander, N. (2002). The labour market regimes in the Nordic countries: A comparative analysis. <i>Scandinavian Political Studies</i> , 25(2), 117-137. Green, A. (1990). Education and state formation. Basingstoke. Hampshire. Heinz, W. R. (2002). Transition discontinuities and the biographical shaping of early work careers. <i>Journal of vocational behavior</i> , 60(2), 220-240. Jørgensen, C. H. (2013). The role and meaning of vocations in the transition from education to work. <i>International Journal of Training Research</i> , 11(2), 166. Jørgensen, C. H. (2014). <i>The current state of the challenges for VET in Denmark: Nord-VET</i> . Jørgensen, C. H., Michelsen, S., Olofsson, J. & Thunqvist, D.T. (2016) Same, but different – the emergence of VET in three Nordic Countries, in Esther, B. & Gonon, P. (eds.), <i>Vocational Education and Training in Europe</i> . Peter Lang Michelsen, S. & Stenström, M-L., (2017) (in preparation). <i>Vocational education in the Nordic countries: the historical evolution</i> . Routledge. Research in International and Comparative Education series. Müller, D., Ringer, F., & Simon, B. (1989). <i>The rise of the modern educational system: structural change and social reproduction 1870-1920</i> . Cambridge University Press. Segendorf, Å. O. (2013) <i>Unga i arbete i Norden</i> . TemaNord 2013:572. Nordiska ministerrådet. Olsen, O. J., Høst, H., & Tønder, A. H. (2014). <i>Key challenges for Norwegian VET: The state of play: Nord-VET</i> . Raffe, D. (2008). The concept of transition system. <i>Journal of education and work</i> , 21(4), 277-296. Stenström, M.-L., & Virolainen, M. (2014). <i>The current state and challenges of vocational education and training in Finland: Nord-VET</i> . Streeck, W. (1992). <i>Social institutions and economic performance</i> . London: Sage. Thelen, K (2004). <i>How institutions evolve: the political economy of skills in Germany, Britain, the United States, and Japan</i> , Cambridge. Cambridge University Press. Thunqvist, D. P., & Hallqvist, A. (2014). <i>The current state of the challenges for VET in Sweden: Nord-VET</i> . Wiborg, S. (2009). <i>Education and Social Integration: Comprehensive Schooling in Europe</i> . Palgrave Macmillan.	
Nøgleord / Keywords (3-5): comparative vocational education, Nordic countries, employment, labour market.	

Transitions from vocational education to the labour market in the Nordic countries

Christian Helms Jørgensen and Anna Hagen Tønder

Introduction

The point of departure for this paper is that all the VET systems in all the Nordic countries face a double challenge. They are required to offer double qualifications, which give access not only to skilled employment, but also to higher education. Ideally, these qualifications should be provided not just as double qualifications, but in an integrated form as hybrid qualifications (Deissinger, Aff, Fuller, & Jørgensen, 2013). This challenge has been handled in quite different ways in the Nordic countries. In Sweden and Finland, it has been a priority to give all young people an opportunity to get access to higher education in an integrated full time school based upper secondary education, while giving little priority to work based learning of vocational skills. Denmark and Norway have maintained apprenticeship systems that give smooth access to employment for those who obtain a training placement and complete apprenticeship. This paper will explore how the VET-system in four Nordic countries connect to the labour market, and how they provide access to employment for the students as part of the Nordic project '*learning from VET in the Nordic countries*' <http://nord-vet.dk/>. Where no other reference is made, this paper draws on the country reports from Denmark (Jørgensen, 2014), Sweden (Thunqvist & Hallqvist, 2014), Finland (Stenström & Virolainen, 2014) and Norway (Olsen, Høst, & Tønder, 2014).

Theoretical approach

The paper draw on historical institutionalism (Thelen 2004) to explain the drivers of the evolution of the Nordic VET-systems. The examination of the historical changes in the connections between VET and the labour market draws sociology of education (Archer 1979; Müller et al. 1989; Green 1990). This approach conceptualises the development of VET as a process of *systematisation*, where a diverse landscape of practical and work-related training activities was *rationalised* and *standardised* to develop a coherent system of VET. This process involved a gradual *differentiation* of VET from working life and the *integration* of VET into a coherent state education system.

For the examination of the current connections of VET to the labour market, we draw on the concept of '*transition system*' (Raffe 2008) to explore the critical thresholds and points of selection in young peoples' school to work transitions through VET. We will use this to compare the relative strengths and weaknesses of the Nordic VET-systems and to examine their selectivity regarding social and ethnic origin and gender.

Differentiation of VET and working life

The systems of initial VET in the Nordic countries have two different roots in the late 19th century: the first is institutionalised forms of work-based training for young people entering the labour market, most often in the form of apprenticeship systems. The second is school-based training for young people, who after leaving compulsory school were not prepared to enter the labour market, or who could not get access to employment. While the first was mostly organised by the employers organisations with the aim of providing skilled labour, the second was most often organised by the municipalities learning with the aim of social integration and socialisation of the emerging generations. The relative strength and position of these different types of VET in the first half of the 20th century strongly influenced the development of VET in the post-war period.

In the period after 1945, this was not least the result of the Socialdemocratic governments' persistent policies to build a unified and non-selective comprehensive school system (Wiborg 2009). However, this process evolved differently in the Nordic countries, due among other things, to differences in the strengths and position of the labour market organisations and the Socialdemocratic Party on apprenticeship and work-based learning (Michelsen & Stenström 2017). As a result, the Nordic countries have developed diverging systems of VET with different connections to the labour market. The strengths of the connections to the labour market are closely related to the connections of VET to general education and to higher education, that is the vertical and horizontal integration of VET in the overall education system (Green 1990). Strong connections to the labour market through extensive work-based training seems to be incompatible with strong link to higher education.

The apprenticeship model

During the latest decades, policy makers in all four Nordic countries have attempted to revive or strengthen apprenticeship. While these attempts have made progress in Norway and Denmark, they not been very successful in Finland or Sweden. This can be explained by the diverging historical trajectories of apprenticeship in the four countries.

Historically learning a trade and becoming a journeyman was based exclusively on mimetic learning at work (Billett 2014). All the Nordic countries had medieval forms of apprenticeship that was regulated autonomously by the guilds. Training was an integrated part of the participation in work, and training included socialisation and acculturation to the social and cultural practices of a specific occupation. This changed in the second half of the 19th century. After the introduction of free trade Acts around 1850, the guilds lost their regulatory power over apprenticeship training, and with industrialisation, the demand for craftsmen declined. Furthermore, following the growth of public education systems in the 20th century, vocational training either came under state control or became marginalised as a distinctive matter for the employers alone or the labour market organisations in collaboration (Thelen 2004; Green 1990).

VET systems based on the apprenticeship model and occupational labour markets are generally noted for bringing low levels of youth unemployment. This is taken as an indication of the ability of this regime to provide a smooth transition to work. Three mechanisms can explain this success. One is the gradual *socialisation* to work life that takes place as an integral part of training in the workplace (Jørgensen, 2013). The workplace training provides occupational skills that are applicable not just in the training company but generally in an occupational labour market. Another mechanism behind the smooth transition is the *transparency* of the system that is linked to the institution of the vocation. The choice of a vocational programme is known by young people to give access to a specific type of occupation that is often recognized as a valuable alternative to higher education. The occupation has the role of a 'sign post', guiding young people's transition to the labour market (Heinz, 2002). Thirdly, the close involvement of the *labour market organisations* in the governance of the VET system secures a high degree of legitimacy and recognition of the certification of VET (Streeck, 1992).

The next section will briefly look at the students' transition to employment in the four countries.

School to work transitions in four Nordic countries

Denmark

While the Danish compulsory school system is non-selective and comprehensive similar to the other Nordic countries, upper secondary education is divided in two tracks: general education and vocational education and training (VET). The division between the two tracks is quite profound, with different social recruitment,

learning cultures, legal framework and forms of governance. Denmark has the most 'classic' form of apprenticeship that is in many ways similar to the German dual system.

The decisive threshold in the Danish transition system is in the first year, where students shift from school-based learning to work-based training in apprenticeship. When leaving compulsory school young people at the age of 16 have to choose between acquiring eligibility for higher education or enrol in a modernised form of apprenticeship. If they choose VET, they have to choose between over 100 different occupations during the first year, which many students find very challenging. In 2015 the vocational schools introduced admission requirements for grade point averages from compulsory school to exclude enrolment of 'weak students'. During the first year, they have to find training placement in a company, which can be very difficult as there is a shortage of training placements. In addition, most VET programmes are gender segregated, and it is difficult for ethnic and gender minorities to get access to a training placement. They can apply for a training placement in school-based training. If the students acquire a training contract and complete the 3-4- year programme, they have easy access to employment. Around half the technical apprentices continue in regular employment in the firm where they were trained after completion. The training placements and the socialization to work life that is built into the dual system provide the students with a broad range of social and specific skills that gives access to a well-defined occupational labour market. The mobility of journeymen is very high, which is an indication of the high legitimacy of the journeyman's certificate. Unemployment for young people completing an apprenticeship is lower than unemployment for any other occupational group and youth unemployment in Denmark is among the lowest in Europe (Segendorf 2013).

Sweden

Upper secondary education in Sweden represents a state-led, comprehensive system where VET is highly integrated with general upper secondary school (*Gymnasieskolan*). After the reform in 1991, it was extended to include a third, mainly theoretical year, providing access to higher education. It has 17 national programmes of 3-years duration - 14 of these are vocational programs. The initial VET programs are typically at least 85 per cent school based, and are only preparatory for employment, but does provide a journeyman's certificate. Apprenticeship training plays a marginal role in the largely school based VET system. In some occupations, like construction, the employers have established an independent apprenticeship programme (1,5-2,5 years) that must be completed after the '*Gymnasieskolan*' to gain access to a journeyman's certificate. The formal framework for co-operation between VET providers and the labour market partners is weak. Employers tend to see themselves as outsider, served by the education sector, more than as partners or stakeholders shaping the VET system. In 2011, Sweden undertook a major reform of upper secondary education, aiming to strengthen the vocational content and reintroduce apprenticeships. The reform was part of a broader turn of policy towards the world of work. However, the apprenticeship track has not expanded as expected by the initiators of the reform, in the first years because it did not provide eligibility for higher education.

Since the 1990s school to work transitions in Sweden resemble international trends observed in many other western countries. extension of the years spent in education, increased segmentation of labour markets as well as high youth unemployment tend to prolong young people's journey to permanent employment. The average age of establishment in the labour market increased from 21 years in the early 1990s to 28 years in 2006. In a Nordic and a European perspective, youth unemployment in Sweden is high. Sweden also has one of EU's highest shares of young people (aged 15-24 years) in temporary employment.

Norway

The main model for VET programmes is the so-called 2+2 model, with two years of school based education, followed by two years of apprenticeship training in a workplace. Students who do not acquire an apprenticeship are offered an alternative school based training. Vocational programmes generally do not provide access to higher education. However, students in vocational programmes have the opportunity to choose a third supplementary school based year, qualifying for higher education. It is also possible to complete the supplementary year after completing an apprenticeship and graduating from the VET system. The distribution of students between general and vocational programmes has been about 50-50 since the 1990s. However, only about one third of the students starting in VET complete the programme and obtain a trade or journeyman's certificate within 5 years. About one third change to a general programme along the way, and another third either drop out or fail the examinations.

After the reform of upper secondary education in 1994, the Norwegian model can be characterized as a hybrid model, combining elements from a comprehensive state-led model (like Sweden) and a collective skill formation model (like Denmark). One element from the state-based regime is that initial VET is deeply integrated in the national education system. School-based education and apprenticeship training are both regulated by national curricula. Formal decision-making powers on issues regarding the content and structure of the programmes rest with the national education authorities. However, the labour market organisations are involved through an infrastructure of tripartite bodies with advisory functions at the national and regional levels.

Similar to other apprenticeship systems, the transition to employment from VET is smooth. Register and survey data show that the proportion of students with vocational education who enter employment is high, in both the short and the long term. Two thirds of the apprentices continue to work in the firm where they were trained. However, there are large variations between different vocational programmes. The most stable connection to the labour market is found among VET graduates within electricity and electronics, and weakest among those with a vocational training aimed at the service sector.

Finland

Like Sweden, Finnish VET represents a mainly school-based system of state-led vocational education. Upper secondary education is divided in general and vocational education and training, provided in separate institutions. Both offer three years of education. General programs provide general eligibility for higher education, but do not qualify for any occupation. Vocational programs provide vocational qualifications, which provides general eligibility for polytechnic and university studies. Accordingly, vocational qualifications in Finland provide access to both the labour market and higher education. Vocational education and training is intended both for young people and for adults already active in working life. Employers have not been obliged to take a major responsibility for initial training of newcomers to their field of industry, but have left training to the state and the municipalities. There is no established tradition among employers for providing apprenticeship training as initial training, and apprenticeship has mainly been aiming at adults. In the early 1990s apprenticeship training has been promoted as an alternative for young people, but it did not have the expected success. In 2014 apprenticeship was presented as part of a 'youth guarantee' aiming at youth without any upper secondary qualifications. It remains to be seen whether the shift suggested by educational policy is welcomed by employers.

As VET is mainly school-based, the transition to employment in Finland has been difficult and youth unemployment rates are higher than in countries with apprenticeship systems. The unemployment rates were highest among VET graduates, at 14 per cent. A study in 2012 indicated that 68 per cent of the

students who started in VET in 2004 and graduated by 2009 were employed. However, there are big differences between different fields of study.

Conclusion

Comparative studies of the Nordic VET-systems show that dual systems with extensive work-based learning make the school to work transition smoother. Transition from education is most direct in Denmark and Norway. Apparently, this follows the extent of the apprenticeship component in vocational education in each country. However, it is important to note that the apprenticeship system in Denmark relies on a specific institutional arrangement in the labour market. Compared to the school based Nordic VET systems, the transition to employment is quite fast and efficient in the Danish and Norwegian VET system. But the transition through the apprenticeship systems is difficult. The institutional architecture of transition systems of different countries locate the risks of not completing at different points in the transition process. In the Danish dual system, the highest risks are located *inside* the programme, especially in the transition from the first school based course to the work based training. This contrasts with the school based systems of Sweden and Finland, where the greatest risks are located after completion, in the transition from education to the labour market.

The analyses in the paper are based on preliminary results from an ongoing Nordic project 'learning from VET in the Nordic countries' <http://nord-vet.dk/>



norden

NordForsk

Abstract til workshop- eller symposieoplæg/ presentation NORDYRK 2016 (beskrivelse/theme max. 300 ord)

Indsendes **senest d. 5. februar 2016** til / Please send at latest **February 5th** to Lisbeth Magnussen, NCE, limg@phmetropol.dk

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Abstracttitel: Internasjonale komparative studier – forskningsmessige og metodologiske utfordringer	
Baggrund og motivation: INDUCT i Norge er et prosjekt der det settes fokus på rekrutteringsstrategier, innføring/introduksjon for nye medarbeidere - og videreutdanning i bedriften, der hensikten er å opparbeide kunnskap om rekruttering, innføring i arbeidsoppgaver og etterutdanning av medarbeidere. Hovedfokuset i INDUCT Project ¹ , som allerede er gjennomført i Storbritannia, Spania, Korea og Tyskland, er å kartlegge prosessen med rekruttering og induksjon og evalueringer av kvaliteten på utdanningen som leveres av (yrkesfaglig) utdanningssystemet sett fra bedriftene ståsted. I samarbeid med internasjonale partnere er det utviklet et instrument (spørreskjema) for å kunne gjennomføre en slik undersøkelse. Gjennomføring av studien i Norge omfatter innsamling av et representativt datasett der følgende føringer legges til grunn: Valg av bedrifter/virksomheter ut fra bestemte kriterier. Undersøkelsen (instrumentet) tilpasses de spesifikke nasjonale kjennetegn for fag- og yrkesopplæringen. Det skal opparbeides 250-350 fulle datasett fordelt for to yrkesgrupper, Helsefagarbeideren og Bilfaget, lette kjøretøy.	
Problemformulering: Hvilke forskjeller er det mellom yrker / bransjer og land med hensyn til innføring/introduksjon (induction), rekrutteringspraksis og kompetanseprofiler? Hvordan takler arbeidsgivere mismatchen mellom bedriftens behov og kompetansen til nyansatte medarbeidere?	
Metode – teoretisk ramme og dataindsamlingsmetode: Gjennomføring av studien i Norge omfatter innsamling av et representativt datasett der følgende føringer legges til grunn: Valg av bedrifter/virksomheter ut fra bestemte kriterier. Undersøkelsen (instrumentet) tilpasses de spesifikke nasjonale kjennetegn for fag- og yrkesopplæringen. Det skal opparbeides 250-350 fulle datasett fordelt for to yrkesgrupper, Helsefagarbeider og Bilfaget, lette kjøretøy. Som det går frem av teksten over har studien en kvantitativ tilnærming. Strategisk litteratursøk.	

¹ Bundesinstitut for Berufsbildung(BIBB) – Tyskland er «eier» konseptet. Høgskolen i Oslo og Akershus (HiOA) er partner i prosjektet der vi har ansvar for gjennomføring i Norge. Det empiriske materiale som opparbeides i Norge vil kunne brukes fritt av HiOA.

Konklusjoner, forventet udbytte og resultater:

Kunnskap om kompetanseprofiler, rekruttering og hvordan det gjøres.
Kompetansekrav ved tilsetting. Hvilken introduksjon, opplæring og etterutdanning tilbys.
Hvor fornøyd er virksomhetene med utdanningssystemet

Nøgleord (3-5): helsefagarbeideren, blifaget - lette kjøretøy, kompetanse, rekruttering, etterutdanning og utdanningssystem

Planligger du at indsende et paper?

Yes X