

# Integrating workplace learning in vocational education



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NORDYRK 2016

8. juni, Roskilde

## Lære contract

*Anno 1814, 2. juli.*

Da vi underskrevne have med hinanden ingaaet og sluttet følgende Contract.

Da jeg Syvert Larsen Bruun haver insat mig i Lære hos Mester Skrædder Mathias Bech her i Christiania for at lære den lovlige Skrædder Profesjon og det saaledes udi 3 1/2 Aar at staa i Lære som tager sin Begyndelse St. Hans Dag 1814, da endes til Juul 1817. Udi samme Tiid skal jeg selv holde mig med Klæder af Uldeent og Linet samt Skoe. Ligeledes forbinder jeg mig i samme mine Læreaar at være min Mester og Mestererinde hørig og lydlig og troe, baade inden og uden Huus, og naar jeg i min Læretid skulde uden Tilladelse udeblive af min Mesters Huus nogen Dag eller Nat, da at staae et Fierdingaar lengre i Lære hver Gang.

Derimod forbinder jeg Mathias Bech som bemeldte Drengs Læremester mig at lære bemeldte Dreng Syvert Larsen Bruun det lovlige Skrædder Haandværk saa godt som muelig kan skee og Drengen fatte. Ligeledes forbinder jeg mig at skaffe i bemeldte Læretid forsvarelige Mad og Drikke samt Logie. Den mellem os sluttet Contract skal af os begge ubrødelig holdes og efterkommes, og det til Bekræftelse haver vi underskrevet samt formaet tvende borgerlige Mænd Nils Steen og Hans Bech til Vitterligheds Vidner at underskrive.

*Nils Steen*

*Hans Bech*

*Oldermand Mathias Bech*

*Syvert Larsen Bruun <sup>21</sup>*

# Vocational training in schools



Kilde: oslobilder.no  
Fotograf: Eyjolfsson

# Vocational training in a school workshop



Kilde: oslobilder.no  
Fotograf: Eyjolfsson

# Vocational education

«Education and training that aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.»



Cedefop (2008) Terminology of European Education and Training Policy

# Merits of workplace learning

- Pedagogical – motivational
- Skill content – relevance to production
- Transitional – school to work

# Limitations of workplace learning

- Some learners prefer to learn in schools
- Not all workplaces provide good learning opportunities
- Problems related to school to work transitions
  - Access to apprenticeship
  - Employment opportunities
- Challenges related to the integration of learning across sites



Kilde: oslobilder.no



# Reforms in Norwegian VET

- Reform 94 – integrating apprenticeship training in all VET programs in upper secondary education
- Reform 06 – the «Knowledge Promotion Reform» – integrating workplace learning through a new subject in all VET programs: The In-depth Study Project (Prosjekt til fordypning)

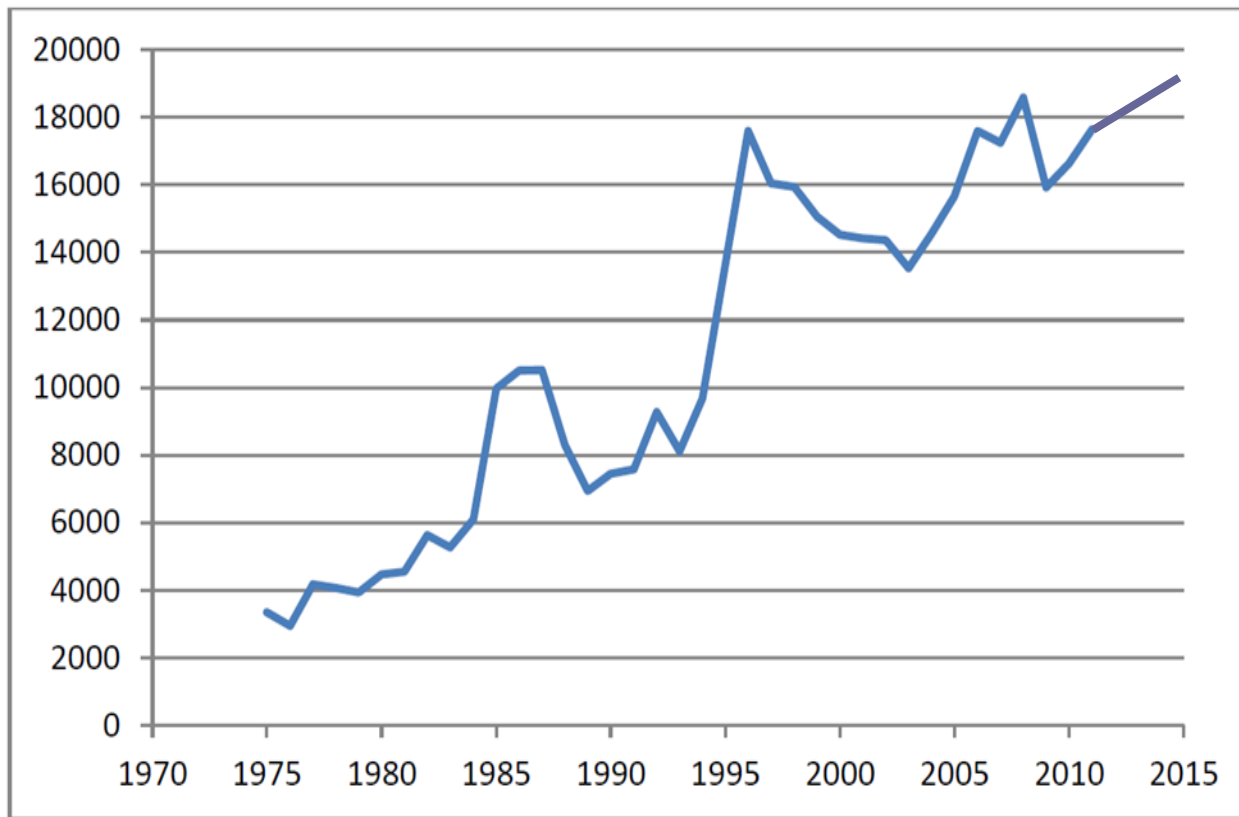
# Reform 94

- End of the 1980s: High youth unemployment
- Blegen Committee: Aim: to offer a statutory right to upper secondary education for all young people
- NHO & LO: Joint declaration on vocational education in schools and workplaces
- -> The 2+2 model as the standard model in Norwegian VET

# Main features of Reform 94

- Two years of school based education followed by two years of apprenticeship training
- VET a shared responsibility for the state and the social partners
- 2+2 as a compromise: Balance the need for general education and breadth with the need for vocational specialisation and practical training in the workplace
- Institutional division between schools and workplaces

# Number of new apprenticeship contracts 1970-2015



# Reform 06

- 2+2 model still the main model
- Fewer and broader courses in the first and second year
- Introducing the In-depth study project related to the need for vocational specialisation
- Assumption: earlier specialisation will increase learning and motivation + accommodate skills needs in the labour market

# Different models for organising practice periods

Occupational relevance

Low

High

High

Class room  
project

Student enterprise /  
school workshop

Protection

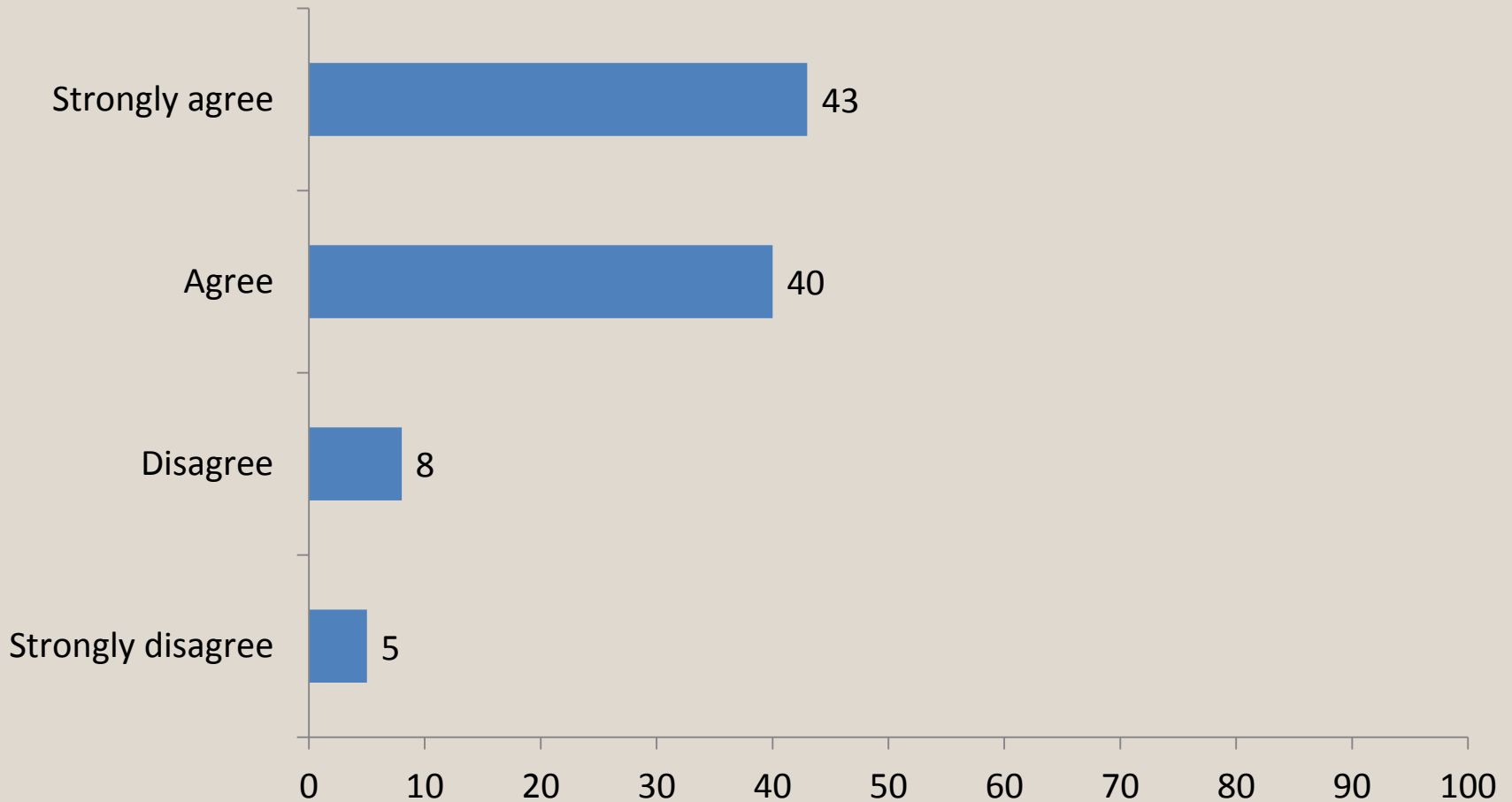
Low

Work  
experience

Workplace  
learning

		Low	High
Protection	High	Class room project	Student enterprise / school workshop
	Low	Work experience	Workplace learning

# PTF made me more motivated to complete upper secondary education



«When we are in school the opportunities are so limited. There is always a lot of fooling around. We are working on junk cars, and it doesn't matter if we finish it or if anything is broken. But when we are working on customer cars it is very important to do everything correctly.»

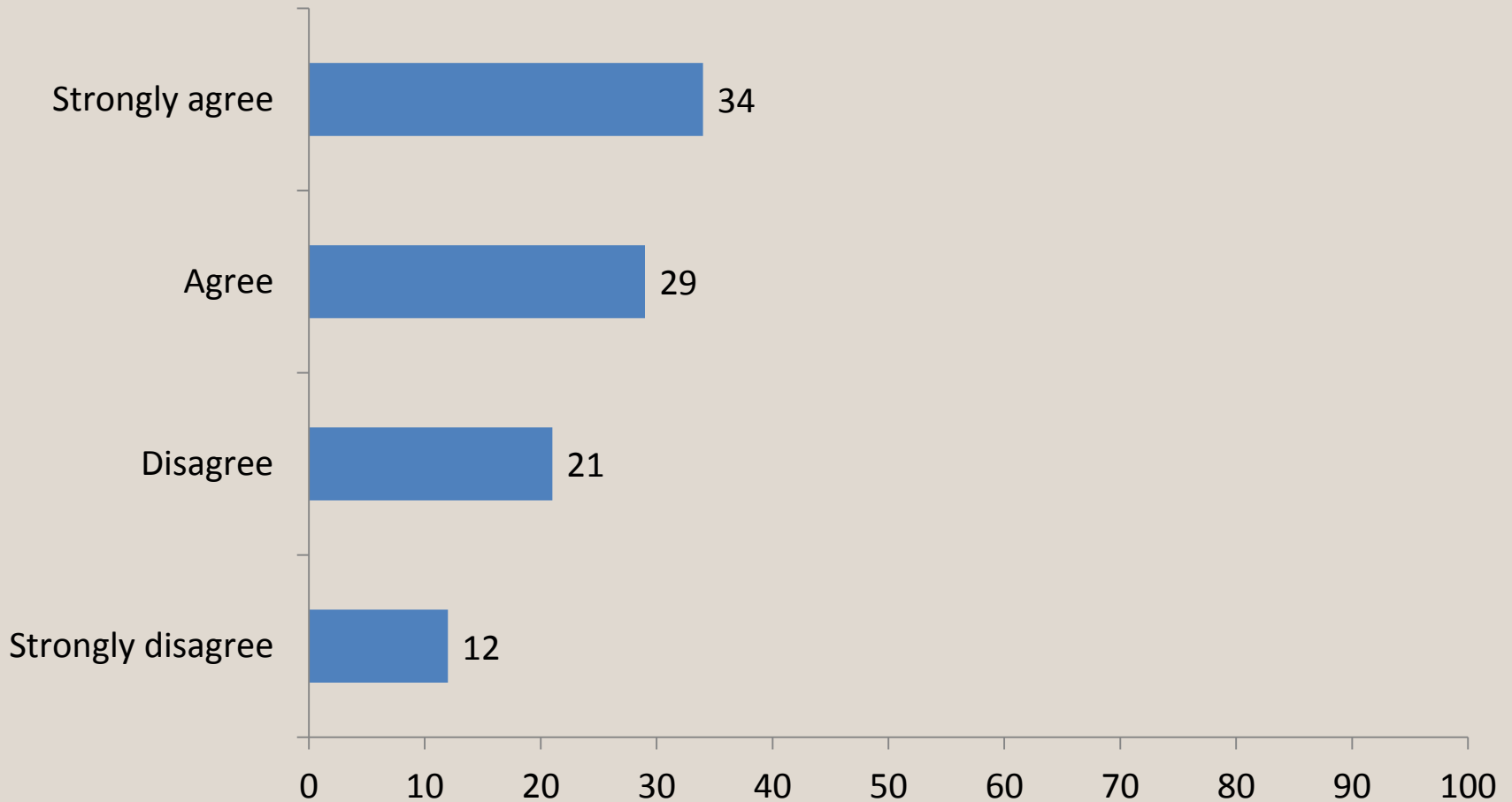
Student in car mechanics



«I think we should have had more theory. Or maybe one more year at school. And maybe less practice. Because I didn't feel qualified. After one year of school I didn't feel ready to go into practice.»

Student in health care work

# PTF made it easier for me to get an apprenticeship



# Main findings from evaluation of Reform 06

- Potential for vocational specialisation in PTF
- The organisation of PTF varies between school and VET programs
- Primarily a school subject, limited involvement of companies in the planning process
- Potential for closer cooperation and integration of learning in schools and in workplaces

# Recent developments

- Employers are concerned that trade-specific competence is not sufficiently developed within the current structure
- Discontent with the skill level of new apprentices in some parts of the labour market, like the construction industry
- Current testing of earlier specialisation, through a dual/alternating model
- In depth study project renamed: Vocational specialisation (yrkesfaglig fordypning)

# Ongoing policy processes in Norway

- Government white paper, St.meld. 20 (2012-2013) På rett vei
- Introduces more flexibility and heterogeneity between VET programs and trades
- Encourages new discussions and negotiations between the state and the social partners about the content, structure and role of VET in different sectors and industries

# What can we learn from this?

- The workplace and the schools both have their strengths and weaknesses as learning sites
- Challenge not only to combine, but to integrate learning across learning sites
- Mutual trust and cooperation between schools and workplaces necessary for integration
- Boundary crossing, not only for students, but also for teachers and trainers
- Timing and sequencing important, workplaces need to be involved in the planning process
- No quick fix, no one size fits all



# Thank you!

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