

Hæge Noren ajatuksia ammatillisen koulutuksen tutkimuksesta ja Pohjoismaisesta yhteistyöstä



Hæge Nore

Professor

Department of Vocational Teacher Education,
OsloMet - Oslo Metropolitan University, Norway

Email: hnore@oslomet.no

Homepage: <https://www.hioa.no/tilsatt/hnore>

1. Who are you, what do you do and what is your professional background?

I am a professor at OsloMet – Oslo Metropolitan University, Department of Vocational Teacher Education. I am currently engaged in teaching at the Master Courses in Vocational Pedagogy and in several research projects dealing with mapping and assessment of vocational competences. I am a social scientist with a degree from University of Oslo (cand.polit). I have also worked as a vocational teacher in the social and health care program. In 2007, I was assessed and recognized as an associate professor and in 2017 as a professor. From 1991-2007 I was self-employed, working as a business consultant for the social partners, branch organizations, regional educational authorities (counties) as well as the Directorate and the Ministry of Education.

2. How have you participated in Nordic research cooperation and how did your participation start?

My Nordic cooperation started at a Nordic conference in 1983 on computer technology and VET. After that I was involved in a Nordic group of colleagues developing further education and training for vocational teachers in the use of computers/ICT. I also participated in the Nordic Network for Vocational Teacher Education (NYK) from 1983 and onwards. At that time, the focus was on developmental work, not research. This was also the case when I was a secretary for a group in the Ministry of Education working on a European Dimension in Vocational Education and Training (1990-91). The work was performed in close cooperation with Danish colleagues – followed by the development of joint further education courses in European Dimension in VET (within a Nordic Frame).

Nordic research cooperation started when I was back at the University College. I participated in a Nordic research conference in 2009 where my interest was on joint research on training the trainers. The training of trainers was also discussed in a pre-project funded by the Norwegian Research Council and with several Nordic colleagues involved (Transforming VET). I participated in the first NordYrk conference in Bodø in 2010 and have been part of the election group since then – and part of the leading group since 2016. In 2013, I spent 2 weeks at Stockholm University through research exchange funded by Erasmus+. In 2017, we tried to apply for A Nordic University Hub in VET (funded by NORDFORSK), but during the application process realized that the internal costs for the involved institutions became too high (NORDFORSK funded only a small part of the total costs).

3. What do you think is the meaning and importance Nordic cooperation for research on vocational education and training in the Nordic countries?

A common understanding and prouidness of how the Nordic Work model with democratic, inclusive, egalitarian and participative values appears in the Nordic VET systems. How can we together define and design Nordic VET? Is there a common Nordic ground?

4. How would you characterise the place and position of research on VET in your own country? Whom do you consider to be the most interesting researchers, research units and projects in your country at the moment?

There is an increasing interest for VET research in Norway. The authorities ask for more knowledge based VET policy. This includes both research on dropout from VET, students' career choices, the effect of participating in different VET models, the effect of the educational structure on the completion rate, the results, and the students and apprentices' attractiveness as skilled workers. There is also a growing interest in research concerning future work and competence needs (automation, digitalization, internationalization, hybridization).

The vocational teacher education needs more research-based teaching. There is a high demand for research connected to vocational teacher education as well. This includes the effect of framework conditions on teaching and learning, the learning processes in schools, workplaces and across learning arenas. Knowledge creation in cooperation between schools, training establishments, social partners and the universities.

There are several research institutes dealing with VET research in Norway (NIFU, Fafo, AFI/WRI, SINTEF) and several Universities and colleges in the field (OsloMet, NTNU, University of Bergen, University of Agder and others). The institutions both compete and cooperate on external funded research projects on topics like VET governance, Quality in VET, Evaluation of political priority areas in VET, learning pathways and processes in VET. Mainly, one or two institutions own a project, but in 2012-2016 NIFU, Fafo, UiB and OsloMet cooperated in a project called Quality in Norwegian VET funded by the Directorate of Education and Training.

5. What kind of challenges do you think there are for Nordic co-operation in researching VET?

The challenges are the different VET structures and policies, the different framework conditions, the different educational histories, the recognition of VET in the different countries and the joint understanding of the differences. The language is partly a challenge. So is the funding of research in the different countries.

6. "Lessons learned" – what kind of lessons could Nordic countries learn from one another with respect to VET and its research?

Be aware of the different frameworks and explain the different contexts. Funding of VET research is not high on the agenda. We might encourage it together and apply for more Nordic Research Funding. Our institution (OsloMet) is

developing procedures for external funding of research. We have to address VET to these processes.

How do you see the future perspectives? How should Nordic collaboration for research in VET be developed?

I would like if we could establish a Nordic University Hub for VET that can address common challenges like what is the effect of different VET structures in the Nordic countries. Also topics such as recruitment to VET and learning processes across schools and workplaces are important. In addition, Nordic VET researchers need to address how automation and digitalization changes future working life and its consequences to education, just to name a few.

*Marianne Teräs ja
Maarit Virolainen*

