

# Vocational teachers in the Swedish and Finnish vocational education systems

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## Content

- Context and design
- Sweden and Finland in facts
- The VET systems
- Pathways to become VET teacher
- The comparison study
- Findings and perspectives
- Literature



## Aims and context

- Comparison of pathways and mentality of VET teachers
- Research stay in Finland (October 2018 to March 2019)
- Documents reading, Visits and talks / interviews at VET-schools





Helsinki

# Impressions of VET schools, teachers and talks



Tampere



Stockholm

Lycksele



Ammatillinen opettajakorkeakoulu  
School of Vocational Teacher Education



Jacobstad



Hämeenlinna







### Sweden

Area total: 450,295 km<sup>2</sup>  
 Population: 10.0 Million  
 Population density/km<sup>2</sup>: 22  
 GDP: 500 Billion (USD)

### Finland

Area total: 338,424 km<sup>2</sup>  
 Population: 5,5 Million  
 Population density/km<sup>2</sup>: 16  
 GDP: 277 Billion (USD)



## Characteristics of the VET systems in Sweden and Finland I

- Part of Upper comprehensive schools - 3 years duration
- IVET opens ways to Work and University – Equality and Democracy
- Flexibility and individualisation / inclusion of handicapped

### Reform in 1990s

- 15-20 weeks of WBL mandatory
- VET programmes became broader in Sweden
- Academic subjects get mandatory
- IVET gets more attractive in both countries

# Characteristics of the VET systems in Sweden and Finland II

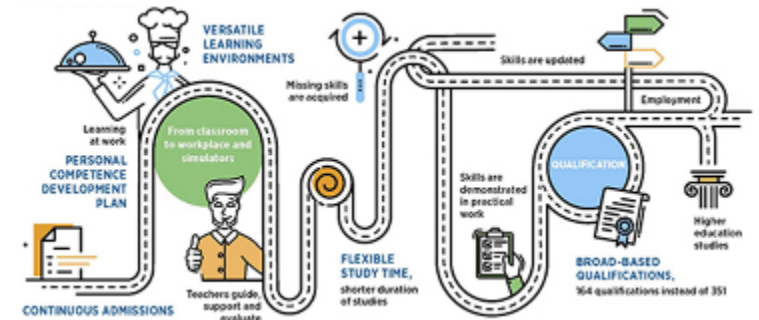
## Reforms after 2000s

### Sweden

- Reduction of Academic subjects
- Employability as aim
- School based Apprenticeship model

### Finland

- WBL more important
- Competence orientation at the workplace
- New role of VET teacher – administrator and coach
- Since the reform 201 more flexibility and individualisation



## Similarities and differences on VET in Sweden and Finland I

Comparison Aspects	Sweden	Finland
Status of VET and participation rate	Middle / low (decreasing)	High (increasing)
Steering	State, municipality, social partners, branch representatives	State, municipality, social partners, branch representatives
Finance	Full state funding, including further and adult training	Full state funding, including further and adult training
Level of initial VET	Upper secondary school	Upper secondary school
Duration	3 years	3 years and shorter
Involvement of WBL	15 weeks (increasing at the end)	Minimum 15 weeks (increasing at the end)
Apprenticeship model	6 % in initial VET & in electricity and building/construction branch 3 years duration after initial VET	18 % only 3% as youth, most of them as adults, now implemented stronger in initial VET
Assessment VET	VET teachers and regional branch experts	VET teachers and regional branch experts



## Similarities and differences on VET teachers

Comparison Aspects	Sweden	Finland
Entry requirements to <b>Teacher education</b> (TE)	Qualified professional Certificate & work experience & validation on NQF level 5	Bachelor / Master and 3-5 years work experience
TE-Duration, provider	90 ECTs ( $\pm$ two years), Universities,	60 ECTs (One year), Universities of applied science
Content and methods in TE	academic, education science, didactics, democratic leadership, peer learning, blended learning, self-assessment	Teaching practice, working process analyses, competence orientation,, democracy, personalized development, peer learning, self-assessment
Assessment TE	Formative and summative, written and oral presentations	Formative portfolio, written papers
Job possibilities	Upper secondary school (VET programmes), in some cases only one subject in the programmes, adult education, advanced VET	Upper secondary school (VET programmes), adult education, advanced VET, Universities of applied science

## Hypothesis of the study

- Finnish and Swedish vocational school teachers differ in their careers (in Finland higher number of qualified VET teachers)
- Distinctions between occupational fields are greater than those between countries
- Location of schools influence the status and volume of vocational training programmes
- Proportion of qualified teachers\* is higher in the cities / metropolitan areas
- Integrative importance of vocational education and training is high for respondents in both countries
- Average age at the beginning of the training for the vocational school apprenticeship is over 35 years
- If the VET teacher has previously changed the region, horizon widening skills are appreciated more meaningfully

## Method of the study

- Semi-standardized Online questionnaire with 37 items in English
- Random distribution with help from participants at seminars in Stockholm and Helsinki, Governments, personal contacts and teacher organisations

Universität Rostock

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Hej,  
My name is Franz Kaiser and I am working with my team at the University of Rostock as a professor in vocational pedagogy. Currently, I am doing research in Nordic countries to get ideas for the German vocational education and training (VET) system. For several years I am interested in Swedish and Finnish transition from school to work. Together with Prof. Viveca Lindberg from Stockholm University I am going to deeper that knowledge and comparison by finding similarities and differences between vocational teachers in the two countries. If you are working as VET teacher in a vocational field it would be very helpful and kind if you fill in the following questionnaire.

Hej,  
Jag heter Franz Kaiser och jag arbetar som professor i yrkespedagogik på Rostock Universitet. Jag är ledare för studieprogrammet för yrkeslärare på vårt universitet i Tyskland. Mitt intresse för svenskt och finskt yrkesutbildning är stort och jag jobbar tillsammans med Professor Viveca Lindberg från Stockholms Universitet. Jag intresserar mig för likheter och skillnader mellan svenska och finska yrkeslärare. Så det var bra om du som arbetar som yrkeslärare kunde hjälpa mig genom att du fyller i frågeformuläret.

Hei,  
Olen Franz Kaiser ja työskentelen ammattipäädagogiikan professorina Rostockin yliopistossa tutkimustimini kanssa. Tällä hetkellä teen tutkimusta Pohjoismaissa saadakseen uusia näkemyksiä Saksan ammatillisen koulutuksen järjestelmään. Olen ollut jo pitkään kiinnostunut siirtymistä koulutuksesta työelämään Ruotsissa ja Suomessa. Tutkimme aihetta tarkemmin Tukholman yliopiston professori Viveca Lindbergin kanssa tarkastelemalla ammatillisten opettajien samankaltaisuuksia ja eroja näissa maissa. Mikäli työskentelet ammatillisena opettajana, arvostaisimme suuresti vastaustasi oheiseen kyselylomakkeeseen.

For any further questions feel free to contact me: [Franz.kaiser@uni-rostock.de](mailto:Franz.kaiser@uni-rostock.de)

A big thanks in advance / Tack så mycket / Kiitos

OK Zurück Weiter

Fenster schließen

Universität Rostock

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QUESTIONNAIRE

1. What is your name? (Name)

2. What is your position? (Position)

3. What is your institution? (Institution)

4. What is your country? (Country)

5. What is your email address? (Email)

6. How long have you been working as a vocational teacher? (Years)

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## Facts about the group of respondents

- N = 65; 41  24 
- Average age: 48
- 60 % learned the vocational field they teach in VET programme
- Nearly all (60) participate in a VET teacher study programme (12 didn't finish)
- large variance in the vocational fields of study



## VET programmes they are teaching in

VET-field/programs	Number of people	Percent
Law, business and administration	9	10,8
Health and care (welfare)	13	15,7
Hotel and tourism	4	4,8
Restaurant and nutrition	3	3,6
Transport- and car mechanics	4	4,8
Industrial technology	12	14,5
Agriculture and forestry	4	4,8
Building and construction	3	3,6
Real estate	2	2,4
IC-technologies	5	6,0
Natural science	1	1,2
Social pedagogy (childhood care, education and free-time services)	4	4,8
Something else	19	22,9

## Characteristics of a good teacher (Skala 1-6)

Characteristics , competence and skills	average rating	Finland (n=40)	Sweden (n=22)
Communication skills	5,6	5,7	5,5
Ability to transform vocational knowledge to teaching content	5,3	5,3	5,3
Ability to transmit knowledge	5,2	4,9	5,5
Openness and interest in inventions	5,2	5,3	5,0
Skills to assess and evaluate students' learning processes	5,2	5,0	5,5
Ability to empathize and engage personally	5,1	4,9	5,5
Vocational expertise	5,0	5,0	5,0
Skills to cooperate with colleagues	4,9	5,1	4,5
Organizational skills	4,7	4,9	4,4
Capabilities for regional cooperation	4,4	4,6	4,1



## Strengths of Swedish VET

*“Close cooperation with business – thanks to work based learning”*

VET teacher from Västerås

*“When apprenticeship programs works, it will give the students what they need in knowledge, skills and to reach a believe in their own skills to feel safe to go out into the labor market”*

VET teacher from Stockholm

*“We have very good cooperation with the companies in our region. The supervisors in the companies are trained.”*

VET teacher from Luleå (Norrbotten)

## Strengths of Finish VET

*“It is changing and giving room and power to the students. No unnecessary testing, no unnecessary rules, discipline etc.*

*Not teacher-oriented and it's following the changes of society and being part of the society”*

VET teacher from Outokumpu

*“We can teach people to unique paths”*

VET teacher from Rajamäki

*“The quality is the same or about the same everywhere. Everyone has the chance to study something they desire or at least have the path. People can change their profession and study when they are older.”*

VET teacher from Tornio (Lapland)

## Most needed knowledge and skills to develop during teacher study programmes

*"More tools to work with students with special needs (special education)"*

*"Teaching immigrants"*

*"More practice on the teaching part. more knowledge on the rules "*

*"How to clarify things to different students.  
What is the aim, what she/he has to do.  
Understanding the importance of good feedback."*

*"Ability to empathize and engage personally.  
Ability to transform vocational knowledge to teaching content,  
Skills to assess and evaluate students' learning processes"*

*"Remember that the teachers own skills in the content and the development in vocational skills have to continue also when you start being a teacher.  
Field work out in the region and staying up to date with what's happening on 'real workplaces'.  
More time and money for upgrading teachers skills*

*Flexibility. Not two students have the same program, skills or motivation. To find new solutions in teaching, environment for learning and methods and be able to coach to find solutions without working them selves to death.*

*Out of the box thinking and courage to do own solutions. Good skills in coaching people. Technical skills. Good knowledge about possibilities to work effectively and with good programs that helps teaching and coaching and not only computers as an substitute to teachers. :-)"*

## What is clear now?

- Data can be used to compare the countries with limitations
- VET teachers have a modern understanding of teaching
- Networking and cooperation is very important

## What will follow?

- Comparison of country and occupational field
- Analysis of pathways and mobility
- Comparison to supervisors mentality in Germany
- Maybe a European project on VET teachers?



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Kiitos  
huomiosta



Tack för din  
uppmärksamhet



Gracias  
por su  
atencion



Thank you  
for your  
attention